

Englewood Public School District

English Language Arts

Grade 8

First Marking Period

Unit 1: Legacies

Overview: In this unit, students will focus on the theme of “legacy” through memoirs, speeches, poetry, and novels. Students will also analyze tone, inflection, style, and word choice in a variety of informational and narrative texts. Students will also compare different media presentations of the same topic and conduct research.

Time Frame: 35-45 Days

Enduring Understandings:

People write memoirs to document and gain an understanding of their lives.
Speechwriters use proven rhetorical techniques to write effective speeches.

Essential Questions:

What legacies do memoirists intend to leave behind when they pass away?
How do people communicate their hopes and dreams?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Topics Routine Writing Guided Reading Keynote Presentations Introduction to Memoirs Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 	Quickwrites: Students quickly react to quotes from the text and write short connection pieces in their writer's notebooks. (CRP4) <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ Guided Reading: Students will respond to questions about the text using evidence from text to support their answer choices. (CRP4) Open-Ended Response: 1. What details from Randy's childhood do you think led	Texts: <i>The Last Lecture</i> by Randy Pausch https://archive.org/stream/The.Last.Lecture#page/n1/mode/2up “Punctuating Nonessential Information” by Standards Solution Video: <i>The Last Lecture</i> http://www.cmu.edu/randyslecture/ Companion Texts:	Formative Assessments: <ul style="list-style-type: none"> Do Nows Journals Exit Tickets Students will be evaluated on the quality of their quick-writes. Students will be evaluated on their responses to the Guided Reading Questions. Summative Assessment:
	Objectives			

<p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.8.10. 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.</p>	<p>Students will strengthen their writing abilities through routine writing and responding to Guided Reading Questions.</p> <p>Students will hone their abilities to deliver presentations.</p>	<p>to the successes he had later in life? Cite evidence to support your answer. (CRP4, CRP8, CRP11)</p> <p>Students will create a Prezi or a keynote presentation with the 5 most important lessons learned from <i>The Last Lecture</i>. (CRP4, CRP11, 9.2.8.B.3)</p> <ul style="list-style-type: none"> https://prezi.com/ 	<p><i>Scholastic Magazine</i></p> <p>“A Final Farewell” http://online.wsj.com/news/articles/SB120951287174854465?mod=tff_main_tff_top</p>	<p>Students will be evaluated on the quality of their presentations.</p> <p><u>Benchmark Assessments:</u></p> <ul style="list-style-type: none"> Common Formative Assessment Exact Path <p><u>Alternative Assessments:</u></p> <p>Students will share their quick-writes with a partner.</p> <p>Students will share their guided reading answers with a small group and make changes as needed.</p> <p>Students will share their open-ended responses via Google Docs in order to gain peer feedback.</p> <p>Students will share their presentations with the class.</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate</p>	<p style="text-align: center;">Topics</p> <p>Connecting Memoirs to Real-World Issues</p> <p>Research</p> <p>Primary/Secondary Sources</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Global Awareness Health Literacy <p style="text-align: center;">Objectives</p>	<p>Students will read “Why is Pancreatic Cancer So Deadly?” as an introduction to the subject and take notes. (CRP4)</p> <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will conduct research on pancreatic cancer. They will cite their sources using MLA format and write brief summaries of each source they use. (CRP7, CRP11, 8.1.8.A.1)</p>	<p><u>Texts:</u></p> <p><i>Why is Pancreatic Cancer So Deadly?</i> http://www.scientificamerican.com/article.cfm?id=why-is-pancreatic-cancer-so-deadly-steve-jobs</p> <p><u>Companion Texts:</u></p> <p><i>Scholastic Magazine</i></p> <p>“MLA General Format” https://owl.purdue.edu/owl/research_and_citation/mla_style/ml</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their research and presentations.</p> <p><u>Alternative Assessments:</u></p> <p>The class will discuss how the article answers the question posed in its title.</p>

eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task,

Students will be able to research a topic and present their findings clearly and effectively.

- <http://www.mayoclinic.com/health/pancreatic-cancer/DS00357>
- <http://www.cancer.org/cancer/pancreaticcancer/overviewguide/pancreatic-cancer-overview-what-is-pancreatic-cancer>

Students will create Prezis presenting evidence from their research defining pancreatic cancer, statistics, and treatments. (CRP4, CRP7, CRP11)

- www.prezi.com

[a formatting and style guide/ mla general format.html](#)

“What is the Endocrine System?”
<https://newsela.com/read/lib-anatomy-endocrine-system-hormones>

Students will also discuss why this article is a secondary source.

Students will peer review their MLA citations for accuracy.

Students will present their Prezi presentations.

Topics	Students will learn about SOAPStone (Subject, Occasion, Audience, Purpose, and Tone) and discuss these for a memoir. (CRP4)	Texts: Ernest Hemingway: For Sale, Baby Shoes Never Worn http://news.rapgenius.com/Ernest-hemingway-six-word-story-lyrics#note-1223461	Formative Assessments:
Memoir Writing			• Do Nows
Peer Review			• Journals
Twenty-First Century Themes and Skills include:	• http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html		• Exit Tickets
• The Four C's		Companion Texts: <i>Scholastic Magazine</i>	Summative Assessment: Students will be evaluated on the quality of their memoirs.
• Global Awareness			

<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. 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, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Objectives</p> <p>Students will understand the conventions of the memoir genre.</p> <p>Students will be able to write their own memoirs.</p>	<p>Students will read Ernest Hemingway’s famous six-word memoir, analyzing the author’s word choice. (CRP8)</p> <p>Using Hemingway’s memoir as a model, students will construct their own Six-word memoirs and submit them to www.Smithteens.com (CRP4, CRP6, CRP11)</p> <p>Students will write their own memoirs using SOAP Tone. (CRP4, CRP6, CRP11)</p>	<p>“The Terror” https://www.commonlit.org/en/texts/the-terror?search_id=4535271</p> <p>“In My Mom’s Shoes” https://www.commonlit.org/en/texts/in-my-mom-s-shoes?search_id=4535271</p>	<p>Alternative Assessments:</p> <p>Students will find a read aloud other memoirs but varied authors.</p> <p>Students will illustrate their 6-word memoirs and present them.</p> <p>Students will share and review their memoirs. Then students will revise their memoirs accordingly.</p>
<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Topics</p> <p>Rhetoric in Speech</p> <p>Speech Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness • Civic Literacy <p>Objectives</p> <p>Students will understand how rhetoric is used in speeches.</p> <p>Students will be able to effectively use rhetorical strategies in speech writing.</p>	<p>Students will read Bill Clinton’s DNC 2012 speech. Then, students will read and analyze its rhetorical strategies, applying what they’ve learned from reading “10 rhetorical strategies...” (9.2.8.B.3)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will listen to Dr. Martin Luther King Jr.’s “I Have a Dream” speech and analyze its rhetorical strategies. (9.2.8.B.3)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ 	<p>Texts:</p> <p>Bill Clinton’s DNC 2012 Speech http://www.nytimes.com/interactive/2012/09/04/us/politics/democratic-convention-speeches-annotated.html?_r=0#billclinton</p> <p>“10 rhetorical strategies that made Bill Clinton’s DNC speech effective” http://www.poynter.org/2012/10-rhetorical-strategies-that-made-bill-clintons-dnc-speech-effective/187705/</p> <p>“Nine Rhetorical Devices for Your Next Speech” http://www.mrmediatraining.com/2011/03/15/nine-rhetorical-devices-for-your-next-speech/</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Summative Assessments:</p> <p>Students will be evaluated on the quality of their speech writing and delivery.</p> <p>Students will be evaluated on the quality of their open-ended responses.</p>

W.8.4. 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.8.1. Write arguments to support claims with clear reasons and relevant evidence.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4. Determine the meaning of words and phrases as they are

Students will research a current controversy and pick a side in the argument. (9.2.8.B.3, 8.1.8.A.1, 6.2, 6.3, CRP7, CRP8, CRP11)

Students will write speeches which use rhetoric to convince listeners that their position is valid. (8.1.8.A.1, 6.2, 6.3, CRP7, CRP8, CRP11)

- <https://valenciacollege.edu/wp/cssc/documents/SampleArgumentOutline.pdf>

Students will watch the visual recording of Dr. King’s speech and re-watch Prof. Pausch’s *The Last Lecture*. Compare and contrast Dr. King’s and Prof. Pausch’s delivery.

- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Open ended response: How does the author’s choice of words impact the meaning and tone of the speech?

Media:

“I Have A Dream” by Dr. Martin Luther King Jr. (audio) <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

The Last Lecture
<http://www.cmu.edu/randyslecture/>

Companion Texts:

Scholastic Magazine

“Steve Jobs’ Stanford University Commencement Speech”
https://www.commonlit.org/extends/steve-jobs-stanford-university-commencement-speech?search_id=4535773

Malala Yousafzai’s Nobel Peace Prize Lecture”
https://www.commonlit.org/extends/malala-yousafzai-s-nobel-lecture?search_id=4535773

Alternative Assessments:

Students will debate the effectiveness of strategies used in each speech.

Students will present their speeches to the class.

For each speech, students will revisit SOAP Tone (Subject, Occasion, Audience, Purpose, and Tone). They will identify the purpose of each speech, words the speaker chose that reflect the tone, identify the extended metaphors, and evaluate the motives behind each presentation.

Students will share their open-ended responses with a partner.

Topics

Different Points of View

Poetry

Compare and Contrast

Students will read *The House on Mango Street* and respond to Guided Reading Questions. (6.2., 6.3)

Students will close read the chapter “Smart Cookie” from *Mango Street* and open-ended respond to the

Texts:

The House on Mango Street by Sandra Cisneros

“A Dream Deferred” by Langston Hughes
<https://www.poemhunter.com/poem/dream-deferred/>

Formative Assessments:

- Do Now
- Journals
- Exit Tickets

Students will be evaluated on their responses to the

used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness

Objectives

Students will be able to compare and contrast poems' messages.

Students will understand how to analyze differing points of view as conveyed in literature.

following questions (6.2, 6.3, CRP4, CRP8):

1. Analyze the different points of view of the mother and daughter.
2. What does the story say about success? Find evidence in the story to support your answer.
3. What is the difference between intelligent and educated? Which person would you hire to do a job? Which person would you entrust with money? Why?
4. "How are poverty and shame related in this chapter?"
5. In the last line, why is the mother disgusted? Should she be? Why or why not?

Students read Hughes' "A Dream Deferred" and choose another poem to compare to it. (CRP4, CRP8)

- The structure of each poem and how that contributes to the message
- The diction (specific words) that most influence the message of the poem
- The speaker's message about disappointment, death, or failure
- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Companion Texts:
Scholastic Magazine

"To Think of Time" by Walt Whitman
<http://www.poets.org/viewmedia.php/prmMID/21927>

"Fear of the Future" by John Koethe
<http://www.poets.org/viewmedia.php/prmMID/21761>

"Blues" by Elizabeth Alexander
<http://www.poets.org/viewmedia.php/prmMID/16188>

"Hay for the Horses" by Gary Snyder
<http://www.poets.org/viewmedia.php/prmMID/15436>

"Do Not Go Gentle into That Good Night"
<https://www.poets.org/poetsorg/poem/do-not-go-gentle-good-night>

Guided Reading Questions.

Summative Assessments:

Students will be evaluated on their open-ended responses.

Students will be evaluated on the quality of their analytical essays.

Alternative Assessments:

Students will share their open-ended responses aloud in small groups.

Students will discuss their guided reading answers and correct them as necessary.

Students will peer review their comparative essays using a PARCC rubric.

Students will write a short essay comparing and contrasting the two poems. (CRP4, CRP6, CRP11)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Topics

Hopes and Dreams

Memoir, concluded

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness

Objectives

Students will be able to discern an author's purpose.

Students will be able to delineate the argument of a speech.

Students will read selections from *I Know Why the Caged Bird Sings* (6.2, 6.3)

Students will watch Malala Yousafzai's speech to the U.N., watch the video from the U.N. and read the article. (6.2, 6.3)

Students will respond to three open-ended questions (CRP4, CRP11).

1. Why is it so surprising that Malala is speaking to the UN about peace?
2. Malala makes reference to many famous prophets and leaders. Choose two and explain how they have influenced her.
3. What is Malala's central argument about education?

Students will participate in a Socratic Seminar on the question: "What can education do to empower the disenfranchised across the world and in America? (6.2, 6.3, CRP4, CRP8, 9.2.8.B.3)

Texts:

I Know Why the Caged Bird Sings by Maya Angelou

"At UN, Malala Yousafzai rallies youth to stand up for universal education"
<http://webtv.un.org/watch/at-un-malala-yousafzai-rallies-youth-to-stand-up-for-universal-education/2542492853001/>;

Video:

Malala's Speech to UN from July 12, 2013
<http://webtv.un.org/watch/malala-yousafzai-un-youth-assembly/2542094251001/http://webtv.un.org/watch/malala-yousafzai-un-youth-assembly/2542094251001/>

Companion Texts:

Scholastic Magazine

"Pakistan's Malala: Global symbol, but still just a kid"
<http://www.cnn.com/2012/10/15/world/malala-profile>

"Evaluating Media: The Best Tool for the Job" by Standards Solution

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessments:

Students will be evaluated on the quality of their open-ended responses.

Students will be evaluated on their performance in the Socratic Seminar.

Alternative Assessments:

Students will discuss the author's purpose for writing her memoir.

Students will participate in a Socratic Seminar on the question.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5. 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, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Topics	Instructors will select the reading and writing NWT lessons that best meets their students' needs.	Narrative Reading Tasks	Students will share their open-ended responses via Google Docs and provide constructive criticism to their peers.
PARCC NWTs		<u>Lesson 1: Introducing the EBSR and TECR</u>	Reading PARCC NWT Lesson 4
Objectives		<u>Lesson 2: Narrative Story Reading Strategies</u>	Writing PARCC NWT Lesson 4
Students will gain a better understanding of EBSRs and TECRs.		<u>Lesson 3: Evaluating Evidence</u>	
Students will hone their understanding of narrative elements.		<u>Lesson 4: Practice Completing the Narrative Task</u>	
Students will practice completing NWTs.		Narrative Writing Tasks	
		<u>Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task</u>	
		<u>Lesson 2: Writing from a Point of View</u>	
		<u>Lesson 3: Practice Completing the Prose Constructed Response</u>	
		<u>Lesson 4: From Proficiency to Advanced-Proficiency</u>	

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 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/

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"> ● Provide peer support for working with speeches ● 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"> ● Provide peer support for working with speeches ● 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"> ● Provide peer support for working with speeches ● 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"> ● Students will present their speeches to another class ● Students will create a visual presentation of their speech ● 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. 	
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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:

Social Studies:

6.2. World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Integration of Technology Standards NJSL 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.