



# LESSON PLAN

## Honoring Menstruation Through Ceremony

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# LESSON PLAN

## Goals

The goal of this unit is to teach about how menstruation ceremonies within Native American communities influence positive self esteem and healthy relationships for adolescents.

## Standards - California

This Unit meets California State Common Core standards for English Language Arts: (SL.9-10.1, RST.9-10.7, RST.11-12.1, RST.11-12.7 SL.9-10.4, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10, RH.11-12.1, RH.11-12.2, RH 11-12.3, WHST.11-12.1.A, S.L 11-12.1.B, S.L 11-12.1.C, SL.11-12.1D, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI. 9-10.7, RI 9-10.8, RI 9-10.9)

## Courses and Grade Level

This unit is designed for use in high school classes, but it can be modified for earlier grade levels, as well as college-level curriculum use. This lesson is best suited for Health and Sexual Education Classes as well as History and Social Sciences. It is recommended that this lesson is taught in the spring, particularly in March for Women's History Month and International Women's Day.

## Unit Length

This lesson plan requires approximately a 4 days of instruction time

- ⌚ 200 minutes of in-classroom time, broken up into four, 50-minute segments
- ⌚ 1-2 hours homework time
- ⌚ 1-2 hours take home exam time

## Required Materials

- ⌚ Internet access to play videos
- ⌚ Honoring Ceremony Slide Deck
- ⌚ Honoring Ceremony Discussion Guide



## Objectives and Assessment

Students will be able to:	CA Standards	Learning Activity	Evidenced By
initiate and participate effectively in a range of collaborative discussions.	SL. 11-12.1.c	Video and Class Discussion	Class Discussion
understand and articulate how menstruation ceremonies affect young girls.	SL.11-12.1 SL. 11-12.1.d RI 9-10.8 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10	Video Class Discussion Teacher Presentation Video Worksheet	Class Discussion Worksheet
understand and articulate how patriarchy and colonization affected tribal societies.	SL.9-10.1 SL.11-12.1 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.10	Video and Class Discussion Teacher Presentation Worksheet	Worksheet
understand key terms in the discussion guide.	RH.9-10.9	Teacher Presentation	Slide Deck Worksheet
understand the significance of ceremony within culture.	SL.11-12.1 RH.11-12.3	Creating Your Own Ceremony Worksheet Group Discussion	Group Project





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## Handouts

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- ⦿ Honoring Women Video Worksheet
- ⦿ "What I believe" Worksheet
- ⦿ Haiku Worksheet
- ⦿ Honoring Menstruation Through Ceremony Group Text Homework
- ⦿ Recognizing Patriarchy Worksheet
- ⦿ Identity Chart Worksheet
- ⦿ Create Your Own Ceremony Worksheet
- ⦿ Menstruation Stories Homework
- ⦿ Teen Suicide Prevention Handout

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## Videos

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- ⦿ [bioneers.org/honoringwomen](http://bioneers.org/honoringwomen)
- ⦿ [Inside an Apache Rite of Passage](#)
- ⦿ [The Coming of Age Day in Japan](#)
- ⦿ [An exploration of coming of age Rituals and rites of passage in a Modern Era](#)

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## Additional Resources

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- ⦿ [Coming of Age Definition](#)
- ⦿ [Coming of Age Ceremonies From Other Cultures](#)
- ⦿ [Coming of Age Readings: Experiences in Korea and by Asians in America](#)
- ⦿ [Native American Women](#)
- ⦿ [Native American Coming of Age Ritual](#)
- ⦿ [The World's Coolest Coming Of Age Traditions](#)
- ⦿ [13 Amazing Coming of Age Traditions From Around the World](#)
- ⦿ [Identity Chart](#)
- ⦿ [Menstrual Rites Of The Native Americans](#)
- ⦿ [Apache Female Puberty Sunrise Ceremony](#)
- ⦿ [Hoopa Valley Tribe](#)



# INSTRUCTIONAL PROCEDURE

## DAY 1 Coming of Age Ceremonies

Duration	Activity	Steps and Instructions
5 minutes	Teacher Presentation	<ul style="list-style-type: none"> <li>Introduce the topic and give an overview of the week.</li> <li>Define Coming of Age Ceremonies and present students with various Native and Non-Native examples. <b>slides 1-6</b></li> </ul>
5 minutes	Teacher Presentation	<ul style="list-style-type: none"> <li>Give an overview of Hoopa Valley Tribe. <b>slide 7</b></li> </ul>
10 minutes	Watch Video	<ul style="list-style-type: none"> <li>Pass out the <b>Honoring Women Video Worksheet</b> to be filled in during video.</li> <li>Play <b>Honoring Women Video</b> Part 1 (0:00-4:47).</li> </ul>
5 minutes	Review Worksheet Answers	<ul style="list-style-type: none"> <li>Ask students to share their answers to Part 1 of the <b>Honoring Women Video Worksheet</b> with the class.</li> </ul>
15 minutes	Teacher Presentation and Class Discussion	<ul style="list-style-type: none"> <li>Discuss the role of women in the Hoopa tribe. Discuss the relationship between dance and ceremony.</li> <li>Ask students to interpret this phrase: "We should have danced for you." <b>slides 8-11</b></li> </ul>
5 minutes	Review Homework	<ul style="list-style-type: none"> <li>Distribute the <b>What I Believe' Worksheet</b> and instruct them to begin to fill it out.</li> <li>Inform students that the assignment should be completed at home and passed in on Day 2.</li> </ul>





## DAY 2 Healing Through Storytelling

Duration	Activity	Steps and Instructions
10 minutes	Teacher Presentation and Watch Video	<ul style="list-style-type: none"> <li>➊ Introduce the topic: <i>Healing Through Storytelling</i>. <b>slides 12-13</b></li> <li>➋ Play <a href="#">Honoring Women Video</a> Part 2 (8:54 -17:58).</li> <li>➌ Instruct students to continue to fill in their <i>Honoring Women Worksheet</i> while watching the video.</li> </ul>
10 minutes	Individual Activity	<ul style="list-style-type: none"> <li>➊ Distribute <i>Haiku Worksheet</i>.</li> <li>➋ Instruct students to write a "Haiku" about coming of age.</li> <li>➌ Listen, appreciate and reflect.</li> <li>➍ Sharing with the class is optional.</li> </ul> <p><b>slides 14-17</b></p>
15 minutes	Class Discussion	<ul style="list-style-type: none"> <li>➊ Discuss self esteem and teen suicide. <b>slides 18-20</b></li> <li>➋ Pass out <i>Suicide Prevention Worksheet</i>.</li> </ul>
10 minutes	Review Homework	<ul style="list-style-type: none"> <li>➊ Distribute '<i>Honoring Menstruation Through Ceremony</i>' <i>Group Text Homework Handout</i>.</li> <li>➋ Review Instructions and discuss how young women are portrayed in mainstream media.</li> <li>➌ Answer any student questions about the homework assignment. <b>slide 21</b></li> </ul>





## DAY 3 Why Ceremonies Are Important

Duration	Activity	Steps and Instructions
5 minutes	Teacher Presentation	<ul style="list-style-type: none"> <li>Introduce the topic of Why Honoring Indigenous Women is Important. <b>slides 22-23</b></li> </ul>
10 minutes	Individual Activity and Review Homework	<ul style="list-style-type: none"> <li>Pass out the '<i>Recognizing Patriarchy Worksheet</i>'.</li> <li>Discuss the examples presented in the worksheet then have students fill in the blanks for homework. <b>slides 24-27</b></li> </ul>
30 minutes	Group Project	<ul style="list-style-type: none"> <li>Divide the students into groups of four.</li> <li>Distribute the <i>Identity Chart</i> and the <i>Creating Your Ceremony Worksheet</i>.</li> <li>Review the assignment, using "golden birthday" as an example. <b>slides 28 - 29</b></li> </ul>
5 minutes	Review Homework	<ul style="list-style-type: none"> <li>Distribute the <i>Recognizing Patriarchy Worksheet</i></li> <li>Review the assignment, allow time for clarification.</li> </ul>





## DAY 4 Presenting Your Ceremony

Duration	Activity	Steps and Instructions
<b>5</b> minutes	Group Project	<ul style="list-style-type: none"> <li>➊ Break into groups to finalize Ceremony Project.</li> <li>➋ Allow time for one-on-one group time with the teacher if students need clarification.</li> </ul>
<b>30</b> minutes	Student Presentation	<ul style="list-style-type: none"> <li>➊ Each group has 10 minutes to present their ceremony by reading their worksheet answers to the class.</li> </ul>
<b>10</b> minutes	Discussion	<ul style="list-style-type: none"> <li>➊ Allow time for open discussion and final thoughts from students.</li> </ul>
<b>5</b> minutes	Review Homework	<ul style="list-style-type: none"> <li>➊ Distribute <i>Menstruation Stories Handout</i></li> <li>➋ Review the importance of storytelling and pass out homework.</li> </ul>

### GRADING

(100 total points)

Homework (4 assignments at 10 pts each)	40 pts
Participation/In Class Discussion	10 pts
In-class Worksheets (4 assignments at 10 pts each)	40 pts
Ceremony Final Group Activity	60 pts





## HONORING WOMEN VIDEO WORKSHEET

**Instructions:** Answer the questions and write the definitions to the following words as they are discussed in the video.

### Video Part 1

What impact did colonization have on the Hupa women?

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Who are the seven sisters?

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In your opinion, what does it mean for a woman to be “a life giver”?:

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### Video Part 2

How does puberty affect girls and boys?

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What does "my back is like blue stone" mean to you? Why is this phrase important?

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### Video Parts 3 & 4

What is equality of all genders?

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How did the colonizers try to stop ceremonies?

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What did the Hupa people do to bring the ceremonies back?

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## HONORING WOMEN VIDEO WORKSHEET - ANSWER KEY

The assignment is worth 10 points total, to be assessed as described below. Instructor may choose to assess the assignment as satisfactory [6-10 points] /unsatisfactory [0-5 points] or on a grade scale:

**9-10 points - A**  
**8 points - B**  
**7 points - C**  
**6 points - D**  
**5 points or below - F**

### Part 1

What impact did Colonization have on the Hupa Women? (1 Point) include one of the following:  
Targeted, women and treated the women like property, women's ceremonies stopped

Who are the Seven Sisters? (1 Point) include one of the following:

Those women who will always be there to help younger women, lift them up and take them out of bad situations. Women who are giving you life, breath, song and opportunity, based on the big dipper and the flower dance gives them to you.

In your opinion, what does it mean for a woman to be "A Life Giver": (1 Point)

(Open-ended Question, Answers will vary)

Answers could include: giving birth, being a mother/aunt/sister/relative

### Part 2

How does Puberty Affect Girls and Boys? (2 Points)

A young woman's self-esteem plummets and a boy's remains the same or increases.

Studies show that the onset of drug use, suicidal ideation starts at 11, 12 and 13. Girls are taught something bad is happening to them.

What does "My Back is like Bluestone" mean to you? Why is this phrase important? (1 Point)

(Open-ended Question, Answers will vary)

In Hupa way they say the blue stone is the hardest stone you can be. It's the toughest material. Frog Woman is telling Coyote, "You're not going to hurt me anymore."



## HONORING WOMEN VIDEO WORKSHEET - ANSWER KEY *continued*

### Part 3 & 4

What were some of the ways young men in the Hupa Community participated in the flower dance? (1 Point) answer should include one of the following possible responses:

To be in service of the young women; danced for a girl, sung over her, worked for her, brought her wood and saw her come out as a woman.

Why did the K'ixinay People give the Hupa their Ceremonies? (1 Point)

Ceremonies were given to the Hupa by the K'ixinay People to help them to keep the Earth in balance and push the dark cloud away.

How did the colonizers try to stop ceremonies? (1 Point) include at least one of the following possible responses:

Colonizers outlawed ceremonies, round people up at ceremonies to kidnap or massacred people at ceremonies, made ceremonies to dangerous for people to continue to organize and attend.

"That's how much they knew how powerful they were, because they had to try to stop them. If they didn't think they did anything, they wouldn't try to stop them, but they knew that we were doing something, and they were afraid of that power. And we have done them ever since."

What did the Hupa people do to bring the ceremonies back? (2 Points) answer must include both of the following:

1. They mislabeled the dances, like calling the Jump Dance the "Thanksgiving Dance"
2. The Hupa people asked it to come back. "All they had to do was say "we want it" and call it back, and then it came."



## “WHAT I BELIEVE” WORKSHEET

Susyn Reeve, M.Ed. & Joan Breiner, M.Ed. [www.self-esteem-experts.com](http://www.self-esteem-experts.com)

Name: \_\_\_\_\_

**Instructions:**

- Print and Complete the What I Believe Worksheet to identify your beliefs.
- Keep your completed Self Esteem Worksheet handy. The next time you are feeling low self esteem, unhappy or are judging yourself harshly read your What I Believe Worksheet and identify the beliefs that detract from positive self esteem and then create a new belief to boost self confidence. Then notice your attitude change.



1. Write the beliefs you learned about yourself when you were young from your:

a. Mother:

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b. Father:

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c. Siblings:

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d. Friends:

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e. Teachers:

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f. Others:

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2. Which of these messages continue to dominate your thoughts today?

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3. Which messages support and which messages detract your confidence, happiness and satisfaction?

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4. Are these messages truth or simply a belief (a thought that has been thought so often that you believe it is true)?

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5. Which messages do you want to change to improve your self esteem?

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6. Write the new thoughts you choose to believe to support your positive self esteem, confidence and happiness:

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See Our Complete List of Self Esteem Activities ([www.self-esteem-experts.com/self-esteem-activities.html](http://www.self-esteem-experts.com/self-esteem-activities.html))

Have Questions or Schedule a Free 15 Minute Coaching Support Session

Contact Us at [support@self-esteem-experts.com](mailto:support@self-esteem-experts.com)

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## HAIKU WORKSHEET

Name: \_\_\_\_\_

## Instructions:

- Write a "Haiku" or a short poem about coming of age ceremonies, menstruation, self-esteem, puberty or another topic you have learned thus far during this lesson. Sharing with the class is optional.
- According to Merriam-Webster Dictionary the definition of haiku: an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables respectively

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## HAIKU WORKSHEET - ANSWER KEY

**Instructions:**

- Write a "Haiku" or a short poem about coming of age ceremonies, menstruation, self-esteem, puberty or another topic you have learned thus far during this lesson. Sharing with the class is optional.
- According to Merriam-Webster Dictionary the definition of haiku: an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables respectively

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Grade this activity on a satisfactory/unsatisfactory scale. Activity is 'satisfactory' if students:

1. Wrote a Haiku using the 5,7,5 rule about coming of age ceremonies, menstruation, self esteem or puberty.
2. Wrote a Poem about coming of age ceremonies, menstruation, self esteem or pube



## GROUP TEXT HOMEWORK

**Name:** \_\_\_\_\_

**Instructions:**

Take or upload two pictures onto your phone:

1. One picture should represent young women in mainstream media in a positive way.
2. One picture should represent young women in mainstream media in a negative way.
3. Share all photos with each member of the group.

A. Include in the group text and in the space below an explanation of how your images relate to self-esteem, menstruation, teen suicide or domestic violence.

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B. In the space below, explain how the images you found connect to the discussion questions:

- What would happen if ceremonies celebrating menstruation and womanhood were commonplace in the USA?
- How might women be depicted differently in the media?

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## GROUP TEXT HOMEWORK - ANSWER KEY

Grade this activity on a satisfactory/unsatisfactory scale. Activity is 'satisfactory' if students:

1. Upload the required two pictures and relate the images to self-esteem, menstruation, teen suicide or domestic violence.
2. Students made connections between self-esteem, patriarchy, teen suicide and domestic violence statistics.

**Instructions:**

Take or upload two pictures onto your phone:

1. One picture should represent young women in mainstream media in a positive way.
2. One picture should represent young women in mainstream media in a negative way.
3. Share all photos with each member of the group.

A. Include in the group text and in the space below an explanation of how your images relate to self-esteem, menstruation, teen suicide or domestic violence.

B. In the space below, explain how the images you found connect to the discussion questions:

- What would happen if ceremonies celebrating menstruation and womanhood were commonplace in the USA?
- How might women be depicted differently in the media?





## RECOGNIZING PATRIARCHY WORKSHEET

Name: \_\_\_\_\_

### Instructions:

Read over the examples of how patriarchy is actualized in the everyday lives of men and women. Then write another example on your own within each category.

### In the Workplace:

**Example:** On average, a White woman earns 78 cents to a White man's dollar, with wages going down to 64 cents for Black women, 54 cents for Latina women, and 59 cents for Native American and Alaska Native women.

**Example:** Assertive men are considered leaders in the workplace, whereas assertive women are called 'bossy.'

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### Within your Family:

**Example:** Women are expected to adopt their husband's last name when they marry.

**Example:** Men are pressured to be the "providers" of the family.

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### In our Language:

Hey "guys"

"You throw like a girl"

"Don't be a sissy"

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## RECOGNIZING PATRIARCHY WORKSHEET - ANSWER KEY

### Group Text Homework

Grade this activity on a satisfactory/unsatisfactory scale. Activity is 'satisfactory' if students:

1. Align topic with an appropriate example.
2. Display an understanding of how patriarchy either affects women and/or men.

#### Instructions:

Read over the examples of how patriarchy is actualized in the everyday lives of men and women. Then write another example on your own within each category.

#### In the Workplace:

**Example:** On average, a White woman earns 78 cents to a White man's dollar, with wages going down to 64 cents for Black women, 54 cents for Latina women, and 59 cents for Native American and Alaska Native women.

**Example:** Assertive men are considered leaders in the workplace, whereas assertive women are called 'bossy.'

#### Within your Family:

**Example:** Women are expected to adopt their husband's last name when they marry.

**Example:** Men are pressured to be the "providers" of the family.

#### In our Language:

Hey "guys"

"You throw like a girl"

"Don't be a sissy"





## CREATE YOUR OWN CEREMONY GROUP ASSIGNMENT

Write your name in the center of the pie chart. Fill in the following 10 categories into each of the spaces of the pie chart. For each category, write down your response.

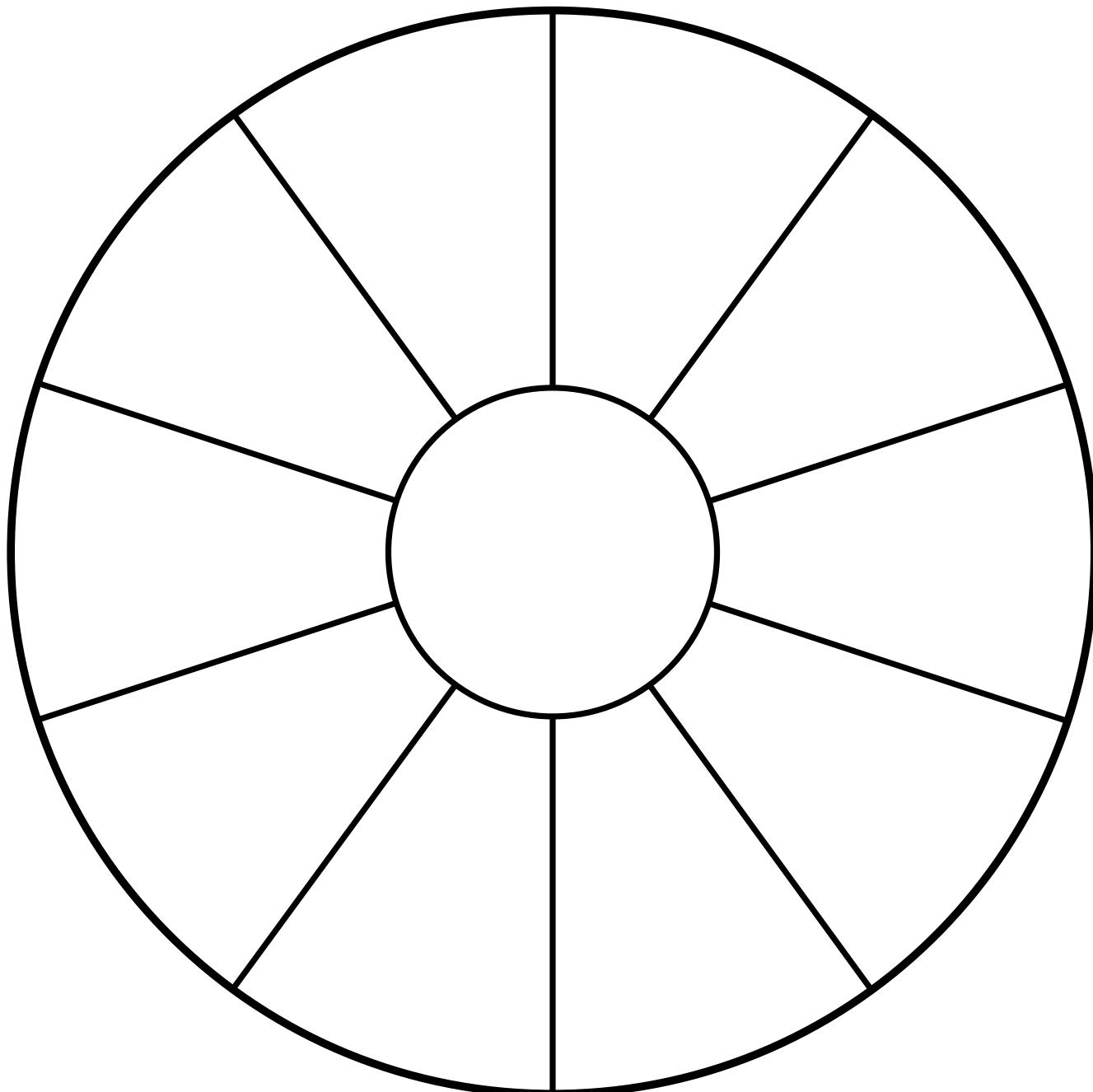
1. Favorite Music
2. Favorite Color
3. Number of Siblings
4. Age
5. Race/Ethnicity/Culture
6. Religion
7. Gender
8. Favorite Sport
9. Favorite Food
10. Favorite School Subject



## IDENTITY CHART

**Instructions:**

Define your group's tribal identity by filling in the Identity Chart. Your group should create a ceremony that is inclusive of all members and based on something you all have in common traits you all share across your identity chart categories. Your ceremonies should promote equality across genders and should not promote patriarchy or colonization.





## CREATE YOUR OWN CEREMONY WORKSHEET

Name: \_\_\_\_\_

**Instructions:**

Define your group's tribal identity by filling in the Identity Chart. Your group should create a ceremony that is inclusive of all members and based traits you all share across your identity chart categories. Your ceremonies should promote equality across genders and should not promote patriarchy or colonization.

**Fill in the blanks to create your own ceremony**

What are you celebrating?

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Who celebrates this? Refer to what your group has in common to answer the question (e.g. age, favorite food, color, music, where you live, etc.)

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Where does the ceremony take place? (Note that ceremonies require people to distance themselves from their "regular life" in order to begin the ceremony.)

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What happens? What are the order of the steps of the ritual?

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What are the symbols of the ritual?

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What is the role of the other participants/community/family involved?

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What were you like before you started the ceremony?

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How are you different after the ceremony?

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How is this a milestone or important moment at this time in your life?

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How does the environment foster the change?

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How did you change after the ceremony? What does the Ceremony give to you?

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## CREATE YOUR OWN CEREMONY WORKSHEET - ANSWER KEY

The assignment is worth 10 points total, to be assessed as described below. Instructor may choose to assess the assignment as satisfactory [6-10 points] /unsatisfactory [0-5 points] or on a grade scale:

**9-10 points - A**

**8 points - B**

**7 points - C**

**6 points - D**

**5 points or below - F**

### Instructions:

Define your group's tribal identity by filling in the Identity Chart. Your group should create a ceremony that is inclusive of all members and based traits you all share across your identity chart categories. Your ceremonies should promote equality across genders and should not promote patriarchy or colonization.

### EXAMPLE

What are you celebrating?

Naming What is Celebrated. Ex. "A Golden Birthday Party"

Who celebrates this? Refer to what your group has in common to answer the question (e.g. age, favorite food, color, music, where you live, etc.) (1 Point)

List who is being celebrated- Ex. "I'm turning the age of the day of my birth date. My birthday is on March 15 and i'm turning 15 years old".

Where does the ceremony take place? (1 Point) (*Note that ceremonies require people to distance themselves from their "regular life" in order to begin the ceremony.*)

Name the place and why it is significant- Ex. "At an event hall because it is a fancy place."

What happens? What are the order of the steps of the ritual? (1 Point)

List a detailed account of significant People come to the event, we play music, we sing happy birthday, then I open cards and presents, then we dance to music, then at the end of the party friends and family are randomly chosen by the me based on my Golden number and are given a handmade gift from me.

What are the symbols of the ritual? (1 Point)

List out details of the symbols and what it represents- Ex. "A birthday cake, birthday candles that are lit then blown out by me and birthday presents."

What is the role of the other participants/community/family involved? (1 Point)

List the participants and why they are involved- Ex. "They come to the party and celebrate me sharing stories of our favorite memories together, offer me good wishes in this new year and give me age appropriate gifts that I will enjoy."



## CREATE YOUR OWN CEREMONY WORKSHEET - ANSWER KEY *continued*

What were you like before you started the ceremony? (1 Point)

Answer the question in complete sentences- Ex. "A year younger"

How are you different after the ceremony? (1 Point)

Answer the question in complete sentences- Ex. "I am a year older."

How is this a milestone or important moment at this time in your life? (1 Point)

Describe the significance of the event- Ex. "I will have many birthdays throughout my life, but the golden one is more important because it can only happen once and it embodies both receiving and giving gifts."

How does the environment foster the change? (1 Point)

Describe what elements create the change- Ex. "The party is held at a place that is outside of my home and is at a special place of my choosing, because a golden birthday is known to be more lavish than regular birthdays, more people attend."

How did you change after the ceremony? What did the Ceremony give to you? (1 Point)

Describe the affects of the ceremony- Ex. "I feel more validated and loved because all of my friends and family were present and we reflected on the good things in my life so far. I also feel good about giving special gifts that I made to my friends and family. I now feel like I have the positive support from my community to continue my everyday life."



# MENSTRUATION STORIES HOMEWORK

Name: \_\_\_\_\_

## Instructions:

Choose one of the following options and write a 1-page reflection.

1. Write about your own first menstruation story; or
2. Ask a friend or family member to share their menstruation story with you. Listen, appreciate and reflect; or
3. Write a reflection on why it is important for women and girls to talk about their menstruation stories. Sharing with the class is optional.



## MENSTRUATION STORIES HOMEWORK - ANSWER KEY

Grade this activity on a satisfactory/unsatisfactory scale. Activity is 'satisfactory' if students:

1. Choose one of the following options.
2. Write in complete sentences using proper grammar and punctuation.

**Instructions:**

Choose one of the following options and write a 1-page reflection.

1. Write about your own first menstruation story; or
2. Ask a friend or family member to share their menstruation story with you. Listen, appreciate and reflect; or
3. Write a reflection on why it is important for women and girls to talk about their menstruation stories. Sharing with the class is optional.





## APPENDIX CALIFORNIA STATE STANDARDS

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection and research

WHST 11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented.

WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

RST.9-10.7 translate information expressed visually into words

SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions

SL.11-12.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

SL. 11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL. 11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

RH 11 - 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 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.

### SOURCE:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>





## APPENDIX CALIFORNIA STATE STANDARDS *continued*

### APPENDIX Research/ References:

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