Suitcase Activity
Lesson Plan

Overview
This elementary school lesson plan is a short activity lesson about the Japanese American incarceration experience during World War II.

This lesson aligns with Common Core English Language Arts standards and the International Society for Technology in Education (ISTE) standards.

In this lesson, students learn about how the executive order to remove Japanese Americans from their homes in 1942 caused immediate hardships for them. The lesson features a suitcase activity in which students have to make decisions about what personal and household items they would take or leave behind if they were forced to leave their homes in 1942.

This lesson can be adapted for non-classroom activities, such as afterschool programs, clubs, and at-home projects.

Grade Levels
3rd to 5th grade

Subjects
English Language Arts, History/Social Science, Technology

Duration
Approximately 90 minutes. The duration can be adjusted at the teacher's discretion to allow for more or less time.

Learning Objectives
At the end of this lesson, students will be able to:
• Describe and discuss the forced evacuation of Japanese Americans during World War II
• Empathize with people who are forced to leave their homes
• Feel a sense of loss for people who have their personal belongings taken away

Teacher Preparation
• Read through the entire lesson plan.
• Acquire the necessary equipment: Minecraft licenses, computers or tablets
• Setup Minecraft (see Appendix A).
• Familiarize yourself with the resources listed in Appendix B.
• Peruse the assessment rubric and modify if desired.

Project Process
Part 1: Discussion (15 minutes)
Display Civilian Exclusion Orders to the class either via projector or print handouts. Explain the historic context of the Civilian Exclusion Orders and highlight the section about the items that the evacuees were allowed to carry with them. Have a brief class discussion about how students would react to being forced to leave their homes in two days. The following are some possible question prompts for the discussion:
• How would you react if you were told that you and your family had to leave your home in two days to go to an unknown place?
• What would you take with you, given that you can take only what you can carry?
• What do you think about the items listed on the Civilian Exclusion Orders?

Part 2: Minecraft (30 minutes)
Setup: Minecraft devices with lesson world loaded (see Appendix A).
Minecraft Activity:
• Inform students that they will be playing the role of a Japanese American person living in 1942 when the Civilian Exclusion Orders comes out
• Divide students into teams of two
• Each team joins the same Minecraft world where they find themselves in a house that has many personal and household items and two suitcases.
• Each student can select a maximum of 6 items to pack into the suitcase
• After each student has packed his/her suitcase, each student reviews the items that their partner has selected to check if all the items are listed on the actual Civilian Exclusion Orders. Students must replace items that are not allowed.

Part 3: Essay or Video (30-45 minutes)
Option 1: Students create a short video
Setup:
Determine how students will save a screencast in Minecraft (see Appendix C for options). Provide students with requirements (see below).

Process:
Students make a short video inside Minecraft using a screencast tool.
Video requirements:
• Video should be between three and five minutes (can be adjusted if needed)
• Video should show each item that the student selected
• Video should include narration that describes:
• Why each item was selected
• What items were left out but almost selected
• What the student felt about having to leave items out of the suitcase
• How the student would adjust to not having any of the items left behind
• Their thoughts about what Japanese Americans must have felt like when they were packing their suitcases

Option 2: Students write a short essay
Setup:
Determine how students should compose and submit their essays (paper, Google Doc, etc.); Provide students with requirements (see below).

Process:
Students write a one-page essay.
Essay requirements:
• One-page in length
• Include screenshot (see https://www.minecraft.net/en-us/article/screenshotting-guide) or list of items selected
Describe:
• Why each item was selected

- What items were left out but almost selected
- What the student felt about having to leave items out of the suitcase
- How the student would adjust to not having any of the items left behind
- Their thoughts about what Japanese Americans must have felt like when they were packing their suitcases

Deliverables
(Each student) Completed video or essay

Teacher Action Item
Review each student's video or essay and provide feedback.

Assessment
Students receive formative assessment from teacher feedback throughout each phase of the project. In addition, the assessment rubric can be used as a formative feedback tool by providing students with quick feedback on their current levels during each phase.

Students receive summative assessment based on the assessment rubric below.

Assessment Rubric
Please use the following rubric as a possible guideline for this project.

You may wish to have students participate in developing their own rubric for the project, either by modifying this rubric or simply by starting from scratch.

This rubric can be used as a formative feedback tool (instead of just a summative assessment tool) by showing each student the specific levels they have achieved throughout each phase of the project.

	NOVICE LEVEL	ADEPT LEVEL	EXPERT LEVEL	MASTER LEVEL
Part 1: Discussion	Does not participate in the discussion and/or not engaged during the discussion	Participates in the discussion and engaged during some of the discussion	Participates fully in the discussion and engaged during most of the discussion	Participates fully in the discussion and engaged during the entire discussion
Part 2: Minecraft	Does not participate fully in the Minecraft activity and does not stay on task	Participates fully in the Minecraft activity and stays on task some of the time	Participates fully in the Minecraft activity and stays on task most of the time	Participates fully in the Minecraft activity and stays on task the entire time
Part 3: Video/Essay	Does not describe about the items selected and their feelings about leaving items behind and how Japanese Americans might have felt	Describes with some details about the items selected and their feelings about leaving items behind and how Japanese Americans might have felt	Describes with good details about the items selected and their feelings about leaving items behind and how Japanese Americans might have felt	Describes with excellent details about the items selected and their feelings about leaving items behind and how Japanese Americans might have felt
Effort and Helpfulness	Does not put effort into tasks; Does not complete tasks on time; Does not help other students	Puts fair effort into most tasks; Completes a majority of tasks on time; Sometimes helps other students	Puts good effort into all tasks; Completes almost all tasks on time; Often helps other students	Puts maximum effort into all tasks; Complete all tasks on time; Regularly helps other students

Appendix A
HOW TO SETUP MINECRAFT

Getting Minecraft
For this lesson, you can use Minecraft Education Edition (https://education.minecraft.net) or Minecraft Bedrock Edition (https://minecraft.gamepedia.com/Minecraft#Purchase_and_availability).

Minecraft Education Edition Setup
Installation: https://docs.microsoft.com/en-us/education/windows/teacher-get-minecraft

Minecraft Multiplayer Setup
To allow students to work together in the same world map, you will need to enable multiplayer mode. Please refer to the following links to enable multiplayer mode:
For Minecraft Education Edition, click here.
Connecting students:
• https://education.minecraft.net/support/knowledge-base/how-to-set-up-a-multiplayer-world/
• https://www.youtube.com/watch?v=C0MMtWjsrOg

For Minecraft Bedrock Edition, click here.

World Map Setup
Download the map from here

Follow the instructions here (under Bedrock maps) to install the map on each device.

Griefing
Griefing in Minecraft is the deliberate destruction of someone else's creation. It is likely that you will have one or more students who display some form of griefing, especially early on in the project. Here are some strategies to deal with griefing:
• Discuss griefing prior to the project.
• Make (or have the students make) a griefing agreement that each student must sign prior to the project.
• Make sure that TNT and fire/water-related blocks are disabled on the server.
• Utilize Education Edition's Classroom Mode (https://education.minecraft.net/trainings/install-use-classroom-mode-for-minecraft) to control student behavior. These controls include the ability to freeze, teleport, and/or mute students.
• Make each griefing incident a teachable moment to discuss social skills-related topics such as digital citizenship, respect, responsibility, and empathy.

Appendix B
JAPANESE AMERICAN HISTORY

Japanese American World War II History
• Densho: http://www.densho.org
• Reading: The Incarceration Years: https://densho.org/?s=the+incarceration+years
• Sites of Shame: http://www.densho.org/sitesofshame/family.xml
• Smithsonian's A More Perfect Union: http://amhistory.si.edu/perfectunion
• National Veterans Network: http://www.nationalveteransnetwork.com
• Go For Broke National Education Center: http://www.goforbroke.org
• Heart Mountain Interpretive Center: http://www.heartmountain.org
• Manzanar - National Park Service: http://www.nps.gov/manz/index.htm
• National Japanese American Historical Society: http://www.njahs.org

Appendix C
RECORDING MINECRAFT ANIMATIONS

To record animations in Minecraft, students can use the following screen capture or animation tools. All these tools are free to use except where noted.

Mac
QuickTime Player: https://etc.usf.edu/techease/4all/getting-started/creating-screen-recordings-with-quicktime-player/

PC
Windows 10: https://support.microsoft.com/en-us/help/17188/windows-10-record-clips-of-pc-games
Ezvid (45-minute limit for free version): https://www.ezvid.com/ezvid_for_windows
Bandicam (10-minute limit for free version): https://www.bandicam.com
FRAPS (30-second limit for free version): http://www.fraps.com

Appendix D
ACADEMIC CONTENT STANDARDS

COMMON CORE STANDARDS
http://www.corestandards.org/ELA-Literacy

The following are the English Language Arts Common Core standards that are covered during this lesson for grades 3-5.

GRADE 3
Writing
Text Types and Purposes
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.
CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.
CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.
CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
Comprehension and Collaboration
CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language
Conventions of Standard English
CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., childhood).
CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*
CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.
CCSS.ELA-Literacy.L.3.2d Form and use possessives.
CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*
CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

GRADE 4
Writing
Text Types and Purposes
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, 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 one page in a single sitting.

Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Speaking & Listening
Comprehension and Collaboration
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language
Conventions of Standard English
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.4.2a Use correct capitalization.
CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.*
CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

GRADE 5
Writing
Text Types and Purposes
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking & Listening
Comprehension and Collaboration
CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language
Conventions of Standard English
CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) STANDARDS
https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.

4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.