

Unit 3: Essay Structures & Research Simulation (Weeks 14-21)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **8 weeks**
Status: **Published**

Unit 3: Essay Structures & Research Simulation

Unit Rationale

After working on paragraph development and storytelling in units 1 and 2, students will have skills needed to move toward a focus on more traditional essay writing and nonfiction writing. This unit will help students understand the idea of task, purpose and audience introduced in unit 1. Furthermore, as students move into a more traditional research unit later in the year, they will choose the type of essay they write based upon purpose and audience. In addition, this unit builds upon paragraph development and RACE/summary structures introduced in unit 1. Body paragraphs will focus on adapting the RACE format as appropriate. In addition, the unit will introduce transitions that signal conclusions reached and to differentiate what the writer says versus what others say (textual evidence and writer's own interpretations).

Essential Questions

- How do I know what to write about when given a prompt?
- How do writers create claims/thesis statements?
- How do writers structure an argument?
- How do writers choose evidence to support a claim?
- How do I show readers why what I say and think matters?

Pre-Assessments

Pre-assessment: Students will complete a timed essay response. They will analyze three texts and respond to an essay prompt. Additionally, they will complete [a Google Form indicating their comfort level in areas such as essay structure](#), developing claims and thesis statements, using in-text citations, and showing their thinking to the reader.

Instructional Plan

Unit Instruction: Students will build on the foundations laid in units 1 and 2. This time, they will focus on essay development. Students will learn to annotate a prompt to determine task, purpose and audience. They will then annotate two texts and a video on a given topic to determine the author’s purpose and how the author developed the central idea during the course of the text to achieve the purpose and deliver the intended message. Students will also complete graphic organizers including Top Hat and Descriptive Organizers to create a visual allowing them to compare/contrast how texts on similar topics can be different. Students will write journal or blog entries about their findings for each text, which will ultimately serve as the basis for body paragraphs. Using a checklist and organizers, students will craft an essay response. Both teacher and peer feedback will help with revisions.

ALL LESSONS MAY TAKE SEVERAL DAYS.

This link provides additional support lessons.

<https://docs.google.com/document/d/1Mkdt9nBp06k741wo76Y2Z2nnGCYjIjohF0iPqMS9t3Y/edit>

Lesson 1: Central Idea

Student Learning Intentions or We are learning to/that ... (WALT)

WALT central ideas are developed over the course of a text.

WALT read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.

Student Success Criteria ... “I can statements”

I can...identify the central idea of a text.

I can...read grade-level text, with support, when needed.

I can...identify supporting details of a central idea.

Instructional Strategies and Activities

- Analyze sample essays to determine the central idea and supporting details.
- Guided reading of informational texts with graphic organizers to help analyze the texts, including purpose and author bias.

Formative Assessments

- Summaries of texts
- Analysis for author’s purpose with supporting evidence.

Instructional Materials and Resources

- Annotate texts
- [Complete Graphic Organizer including summary and comparing texts.](#) and They Say/I Say.

Reflections and Suggested Modifications

ELA.RI.CI.7.2

Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.SL.PE.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Lesson 2: Word Choice

Student Learning Intentions or We are learning to ... (WALT)

WALT word choices affect meaning and tone.

Student Success Criteria ... “I can statements”

I can...identify the connotation of a word.

I can...choose appropriate words that affect the tone of a passage.

Instructional Strategies and Activities

- Analyze sample argument writing and determine the tone from word choice.
- Rewrite a sample passage to change the tone by changing a set number of words.

Formative Assessments

- Identification of words that create a certain tone for an argument.
- Rewrite of a negative passage into a positive passage.
- Draft essay to create a certain tone appropriate for purpose, audience, and context/task.

Instructional Materials and Resources

- Entrance slip: Denotation vs. Connotation.
- Read a sample argument passage and circle words that create the tone.
- Discuss the of passage with partners/ groups.
- Rewrite the passage to change to a more positive tone by changing five words.
- Draft essay/revise to create a tone using words with a connotation appropriate to purpose, audience and context/ task.

Reflections and Suggested Modifications

ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Lesson 3: Text Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT compare and contrast texts in different mediums.

WALT analyze how one subject can be portrayed differently in different mediums.

WALT analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts.

Student Success Criteria ... "I can statements"

I can...analyze the similarities and differences between mediums of texts.

I can...distinguish different points of view.

Instructional Strategies and Activities

- Analyze texts - including at least one written article and one video/news segment - on a topic.
- Texts will have differing views/purposes on the same topic.

Formative Assessments

- Annotations
- Completion of [Descriptive](#) and [Top Hat Organizers](#).
- Socratic Seminar

Instructional Materials and Resources

- Annotate texts - written and visual - paying specific attention to central ideas and the topic of the essay prompt (such as author's purpose).
- Discuss texts- Partners/ Groups
- Complete Descriptive Organizers

- Complete Top Hat Organizers
- Select evidence that supports the central idea of the text.
- Engage in a Socratic Seminar Dialogue [using sentence starters](#) to lead to a formal discussion.
- Write a RACE- formatted response explaining how different texts can use the same r different evidence to achieve a certain purpose.

Reflections and Suggested Modifications

ELA.RI.PP.7.5

Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

ELA.RI.MF.7.6

Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Lesson 4: Claims

Student Learning Intentions or We are learning to ... (WALT)

WALT introduce claim(s) in argumentative writing.

Student Success Criteria ... “I can statements”

I can...analyze a text.

I can...develop a claim.

I can introduce a claim in an introduction.

Instructional Strategies and Activities

- Analyze evidence collected in organizers and develop an “answer” to the prompt or determine “what do I say about the topic?”
- Analyze sample essay introductions and then draft an introduction to include the claim.

Formative Assessments

- DO NOW: [Entrance Slip](#) on Claims/Thesis Statements
- Claim/Thesis Statement organizers and drafts
- Practice introductory paragraph organization
- Draft introductions that include claims/thesis statements.

Instructional Materials and Resources

- DO NOW: [Entrance Slip](#) on Claims/Thesis Statements
- [EdPuzzle video on claims/ thesis](#) statements
- Rules of thesis statements
- [Draft sample claims.](#)

- Start claim organizer by determine the answer to the prompt or “what do I have to say about the topic?”

Lesson 2:

- Do Now: Analyze sample introduction and annotate “parts”
- Think/Pair/Share: Discuss findings with partners.
- Develop an introduction checklist
- [Practice introductory paragraph organization](#)
- Draft introductions for research simulation essay that include claims/thesis statements.

Reflections and Suggested Modifications

ELA.W.AW.7.1.A

Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Lesson 5: Evidence & Reasoning

Student Learning Intentions or We are learning to/that ... (WALT)

WALT arguments and claims need to be supported by clear reasoning and relevant evidence.

Student Success Criteria ... “I can statements”

I can...identify appropriate evidence to support a claim.

I can...explain how that evidence supports my claim.

I can...write a thorough RACE response.

Instructional Strategies and Activities

- Students will evaluate sample claims comparing some with evidence and others without evidence.
- Students will gather evidence from texts and draft claims to lay out the argument and preview evidence.
- Review and work toward mastery of explanation evidence and rationale to readers (the “E” in RACE).

Formative Assessments

- Draft claims that preview reasons/logic and evidence.
- Identify holes in sample arguments
- Draft body paragraphs that support claims with evidence and clear rationale.

Instructional Materials and Resources

- Turn/Talk/Groups: Share [findings from analyzing](#) texts. Review completed organizers.
- Draft a claim and submit via Google Classroom.
- Do Now: View sample video that makes an unsupported claim. Students respond in a Jamboard,

Menti.com or other platform whether they believe the video claim or not.

- Discuss findings in partners, then groups, then as a class.
- [Analyze sample videos](#) looking at the explanation and rationale of a claim. (Note, video links will change through years as student interests change.)
- Draft body paragraphs of essay to focus on

Reflections and Suggested Modifications

ELA.W.AW.7.1.B

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Lesson 6: Format & Style

Student Learning Intentions or We are learning to ... (WALT)

WALT establish and maintain a formal style/academic style, approach, and form in argumentative writing

Student Success Criteria ... “I can statements”

I can...write for a specific audience.

I can...maintain a formal style in my writing.

Instructional Strategies and Activities

- Review and master MLA formatting including in-text citations, and page formatting/headings.

Formative Assessments

- Kahoot or other digital game to review MLA formatting.
- Draft essay in MLA format.

Instructional Materials and Resources

- View “[MLA Formatting Overview](#)” in EdPuzzle.
- Kahoot or Quizalize reviewing MLA format. Include review of MLA in-text citations/5Ps.
- Draft essays in MLA format

Reflections and Suggested Modifications

ELA.L.KL.7.2.C

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

ELA.W.AW.7.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELA.W.AW.7.1.D

Establish and maintain a formal style/academic style, approach, and form.

Lesson 7: Stamina

Student Learning Intentions or We are learning to ... (WALT)

WALT write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences

Student Success Criteria ... “I can statements”

I can...write for extended periods of time.

I can...write for a variety of purposes.

Instructional Strategies and Activities

- Provide time for self-assessment, reflection and peer sharing/review. Align self-assessment and reflection with rhetorical context - purpose, audience, context and genre.

Formative Assessments

- Peer discussions
- Self-assessment and revisions

Instructional Materials and Resources

- Establish protocol for Writing circles/ sharing/ peer review.
- Establish norms for self-assessment
- Provide students with time to share with peers and self-assess throughout the drafting process.

Reflections and Suggested Modifications

ELA.W.RW.7.7

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.

Lesson 8: Informational Text

Student Learning Intentions or We are learning to/that ... (WALT)

WALT informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

Student Success Criteria ... “I can statements”

I can...differentiate types of nonfiction text.

I can...write to inform.

Instructional Strategies and Activities

- Students will work to select evidence that helps answer and support a response to the prompt.

Formative Assessments

- Group discussions and completion of organizers selecting evidence to support answers, reasons and rationale.

Instructional Materials and Resources

- View video on analyzing prompts to determine what students are actually being asked to do.
- Guided practice: Review sample [prompts and complete “The Prompt Tells me To...”](#)
- Analyze the prompt and [complete “The Promot Tells Me To...”](#)
- Select evidence to support an answer to the prompt. Students will create post-it notes with possible evidence. Then, they will [select the best evidence and complete](#) the organizer.

Reflections and Suggested Modifications

ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Lesson 9: Transitions

Student Learning Intentions or We are learning to/that ... (WALT)

WALT appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text.

Student Success Criteria ... “I can statements”

I can...incorporate transitions in my writing.

I can...connect thoughts through transition words.

Instructional Strategies and Activities

- Build on transitions stressed in units 1 (transitions to introduce evidence) and 2 (transitions to signal time, order and sequence). Students will focus on adding transitions to show conclusions have been

reached.

Formative Assessments

- Use of transitions in draft essays to help show readers the conclusions reached based on evidence and rationale.

Instructional Materials and Resources

- Do Now: List transitions to show a conclusion has been reached/result of something.
- Analyze sample body paragraph and circle conclusion transitions
- Complete Google Doc adding 3-5 conclusion transitions students will aim to use in their writing.
- Draft body paragraphs of essays using transitions to show conclusion/results reached based on evidence and rationale.

Reflections and Suggested Modifications

ELA.W.IW.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Lesson 10: Revisions

Student Learning Intentions or We are learning to ... (WALT)

WALT with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach

WALT avoid plagiarism and follow a standard format for citation.

WALT demonstrate command of formal English speech when indicated or appropriate

Student Success Criteria ... “I can statements”

I can...revise my writing after receiving constructive feedback.

I can...improve my writing by revising for proper grammar.

I can...paraphrase evidence in my own words.

I can...properly cite evidence to avoid plagiarism.

Instructional Strategies and Activities

- Review peer review expectations and using feedback
- Plagiarism is more than just copying someone's ideas word-for-word. Not attributing ideas and paraphrased information can be plagiarism
- Review formal vs. informal speech and purpose, audience and context

Formative Assessments

- Peer feedback provided
- Use of 5Ps/in-text citations in essays/drafts/completing organizers.
- Revisions based on peer and teacher feedback.
- Observation during discussions and presentations

Instructional Materials and Resources

- Analyze sample student feedback from earlier this year. Determine which is most helpful and why.
- Peer review/[Two Stars and a Wish](#)
- Reply to teacher feedback.
- Revise essays
- [View Plagiarizzle video](#)
- Review 5Ps/in-text citations and use them when completing organizers, writing long about the topic, and drafting the essay
- Students share what they think “formal” and “informal” speech are.
- Discuss and list times to be formal and when informal speech may be accepted. Focus on purpose, audience and context of communication.
- Establish class norms for when to use formal and when students may elect to use informal language

Reflections and Suggested Modifications

ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with

a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Literacy

See crosswalks.

Students will have the ability to share their own personal experiences with DEI while brainstorming story ideas.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

New Jersey Student Learning Standards: Content Area

ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
ELA.W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
ELA.W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

ELA.W.IW.7.2.E	Establish and maintain a formal style/academic style, approach, and form.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.W.RW.7.7	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.
ELA.SL.PE.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Integration of Career Readiness, Life Literacies and Key Skills

Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations. Relationships between humans and environments impact spatial patterns of settlement and movement.

21st Century Life and Career

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

SEL Competencies and Standards

SEL.PK-12.2.1

Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.3.2

Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds