LMS ELA 7 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Literature

Theme: Perseverance

Anchor Text: The Crossover by Kwame Alexander

Writing Genre Focus: Narrative

Pacing Guide: Unit 1

Pre-assessment: Unit 1

Writing Pre-assessment: Narrative Pre-assessment

Benchmark: Unit 1

2024-2025 MP1 Benchmark Writing Exemplars

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
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.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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.
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.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Wr
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small G Instruc Indivic Confere
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closu

*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focus

Rationale

The theme of this unit focuses on Perseverance. The recommended texts for this unit include "The Crossover" by Kwame Alexander and other district-approved materials. Through exploring both fiction and nonfiction examples, students will examine how characters demonstrate perseverance in the face of challenges, drawing inspiration from the narrative of "The Crossover" to understand how perseverance leads to personal growth and achievement. By the conclusion of this unit, students will recognize the importance of perseverance in overcoming obstacles and achieving goals, applying these insights to their own lives.

Mastery will be evaluated through a benchmark test that assesses students' ability to determine theme and central ideas, cite textual evidence, draw conclusions, and analyze various elements of the text.The unit will further assess students' proficiency in narrative writing, emphasizing their ability to explore topics thoroughly and convey ideas clearly and effectively. Additionally, students will engage in discussions and collaborative activities to demonstrate their understanding of how perseverance is essential for overcoming challenges and achieving personal growth.These activities will develop students' critical thinking, reading, writing, and communication skills, essential for both academic growth and personal development.

Enduring Understandings

Overarching Understanding

Perseverance is essential for overcoming challenges and achieving personal growth, helping individuals

navigate life's obstacles and reach their goals.

Content Specific	Skills Specific
• Characters in books show perseverance through their actions and choices, teaching us how to deal with our own challenges. • We have the power to shape our lives through the choices we make, and these choices help define who we are. • Learning how choices affect character helps us understand the importance of making thoughtful decisions in our own lives.	• Good narrative writing uses different techniques to show important themes and keep readers interested. • Using techniques like imagery, dialogue, and character development makes writing more meaningful and engaging. • To understand and explain themes in literature, we need to carefully choose and interpret evidence from the text. • Using strategies like close reading and analyzing on our own helps us fully understand and enjoy challenging texts.

Essential Questions

Overarching Understanding

How does perseverance help individuals overcome challenges and achieve their goals?

In what ways can perseverance lead to personal growth and development?

Content Specific	Skills Specific
• What lessons can we learn from characters in literature who demonstrate perseverance? • How do authors depict the struggles and successes of characters who exhibit perseverance? • How can we persevere through problems we didn't cause?	• How can we use narrative writing to effectively convey themes that resonate with readers? • How can we analyze and use textual evidence to support our understanding of characters' journeys in literature? • What strategies can we use to write narratives that engage readers and effectively communicate important themes? • What are strategies for comprehending text closely and independently?

Key Resources

Novel:

- The Crossover by Kwame Alexander

ML Novel (WIDA Levels 1 & 2):

- Ghost by Raina Telgemeier (graphic novel)

Short Stories (many from CommonLit):

- 7th Grade
- The Monsters are Due on Maple Street
- La Bamba
- Lamb to the Slaughter
- The Veldt
- The War of the Wall
- Fish Cheeks
- Going Steady
- The White Umbrella

Excerpts:

- The Maze Runner
- The Uglies
- First Chapter Fridays

Additional instructional resources:

  - Comprehension microskills
  - Tier I instructional practices
  - Engagement toolkit
  - Ways to Read Connected Text with a Small Group

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	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. L.KL.7.2 Use knowledge of language	SWBAT demonstrate 7th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			• LinkIt! pre-assessment - reading

		and its conventions when writing, speaking, reading, or listening. SL.AS.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.				
		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.	SWBAT demonstrate 7th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative	• Getting to Know You • Classroom Procedures/ Expectations (fake vs. real reading, choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		• Grades 5-8 Narrative Holistic Writing Rubric	• Narrative writing pre-assessment

		W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.	writing by taking a pre-assessment.				
	3-4	L.VL.7.3 Determine or clarify the meaning	SWBAT analyze	Reading Mini-lessons: • Impact of	• Instructional Workshop		• Suggested Formative

		of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.7.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as	how specific words influence the meaning and tone of a text. SWBAT identify and utilize Greek and Latin roots and affixes to decipher unknown words. SWBAT analyze the impact of sound devices in a poem or stanza. SWBAT organize the character development, plot events, and the point of view to write	word choice on meaning and tone/connotation vs. denotation • Uses Greek and Latin roots and affixes • Sound devices in poetry and prose (rhyme and alliteration) Writing Mini-lessons: • Brainstorming (character development & POV) • Brainstorming (plot events)	Model Suggested Activities/Groups		Reading Assessments

		inferences drawn from the text. 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. W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.7.4 With some guidance and support from peers	their narrative story.				

		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.					
		RL.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.7.1 Cite several pieces of textual evidence and make relevant	SWBAT locate inferential textual evidence in a fiction text. SWBAT cite several pieces of textual evidence to support their claim. SWBAT identify character	Reading Mini-lessons: • Overview of a R.A.C.E. response • Making inferences • Locating several pieces of inferential evidence Writing Mini-lessons: • Exemplar vs. non-exemplar • Engaging the reader	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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	istics of a narrative exemplar. SWBAT construct an engaging hook for their narrative.				

		complete complex writing tasks; and focusing on how well purpose and audience have been addressed.					
October	1-2	RL.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. 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.	SWBAT use the R.A.C.E. strategy to construct a response to a Text Dependent Question. SWBAT write a clear and concise summary of a text that excludes personal opinions or judgements. SWBAT analyze how key details convey the theme of a selected	Reading Mini-lessons: • Using R.A.C.E. to answer TDQs (Text Dependent Questions) • Summarizing text without personal bias (objective summary) • Identify theme & key details that support the theme Writing Mini-lessons: • Narrative techniques: dialogue • Narrative techniques: punctuating dialogue	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 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. W.NW.7.3 Write	literary text. SWBAT use dialogue to develop their characters and plot events. SWBAT revise their writing by adding appropriate punctuation to their dialogue.				

		narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.					
		RL.CI.7.2 Determine a theme in a literary text (e.g.,	SWBAT to differentiate between	Reading Mini-lessons: • Difference between	• Instructional Workshop Model		• Suggested Formative Readin

		stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 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. RL.IT.7.3 Analyze how particular elements of a text interact including how	a theme and a central idea. SWBAT explain how specific details convey the central idea of a text. SWBAT identify and analyze plot elements in a fictional text. SWBAT use pacing and description to develop their characters and plot events.	theme and central idea • Key details that support the central idea • Identify and analyze plot elements Writing Mini-lessons: • Narrative techniques: pacing • Narrative techniques: description	Suggested Activities/Groups		g Assessments

		particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories). W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant					

		descriptive details, and well-structured event sequences. 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.					
	3-4	RL.IT.7.3 Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or	SWBAT analyze how particular elements propel the action of a story. SWBAT	Reading Mini-lessons: • Elements of a text that move the story forward (character interactions, dialogue, scene) • Relationships between	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		drama propel the action, reveal aspects of a character, or provoke a decision. RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories). RL.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure	identify distinctions between events, ideas, or individuals in an informational text. SWBAT explain how a particular part of a story contributes to the whole story. SWBAT employ transition words and phrases to show the sequence of events and shifts in time or setting. SWBAT write a conclusion that reflects on the experiences	events, ideas, or individuals in an informational text. • How particular parts (scene, sentence, chapter, etc.) contribute to the whole story Writing Mini-lessons: • Narrative transitions • Different types of strong conclusions (wrap around, end with a theme, epilogue, twist ending, reflection ending, etc.)			

		(e.g., soliloquy, sonnet) contributes to its meaning. W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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	narrated.				

		how well purpose and audience have been addressed.					
		L.SS.7.1 Demonstrate command of the system and structure of the English language when writing or speaking. RL.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RL.MF.7.6 Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia	SWBAT compare and contrast how different characters or narrators express their viewpoints. SWBAT analyze how an author conveys their purpose through various character's points of view. SWBAT compare and contrast two versions of one story.	Reading Mini-lessons: • Comparing various perspectives in a fictional text • How an author uses various character's perspectives to develop their purpose • Compare/contrast a written story to a multimedia version Writing Mini-lessons: • Write an original story (a spin off story) • Write a continuation of a story using details from the text	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.7.4 With some guidance and support from peers and adults, develop and strengthen	SWBAT compose an original story based on elements from a fictional text. SWBAT compose an ending to a narrative story that logically follows from the events described.				

		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. 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.					
Nove	1-2	L.VL.7.3	SWBAT	• Reading		• End	• LinkIt!

mber		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.7.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text	to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		of MP Reflection • Grades 5-8 Narrative Holistic Writing Rubric	Benchmark MP 1 • End of MP Reflection

		says explicitly as well as inferences drawn from the text. RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.7.3 Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal					

		aspects of a character, or provoke a decision. RL.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.					

		RL.MF.7.6 Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured					

		event sequences. W.RW.7.7 Write routinely over extended time frames (time for research, reflection, metacogniti on/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.					
		L.VL.7.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly	SWBAT transfer their understa nding of the unit's standard s by completi ng an end of marking period project. SWBAT review	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Interventio n groups			

		from a range of strategies. L.VI.7.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how	the unit's standards by participating in a teacher-led small group.				

		it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.7.3 Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including					

		how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RL.MF.7.6 Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums,					

		including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). W.NW.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.RW.7.7 Write routinely over extended time frames (time for research, reflection, metacogniti on/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.					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using context clues. Applying figurative language and tone. Identifying central ideas and details. Writing clear and coherent narratives.	Analyzing figurative language and meaning in literature. Using vocabulary in writing. Analyzing themes and characters in literature. Using narrative techniques.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive

	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
ETS1.C	Optimizing the Design Solution