LMS ELA 8 Unit 1

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

Unit Overview

Reading Genre Focus: Literature

Theme: Exploration

Anchor Text: Long Way Down by Jason Reynolds

Writing Genre Focus: Narrative

Pacing Guide: Unit 1

Pre-assessment: Unit 1

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.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.RW.8.7	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.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.AS.8.6	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 Indivi 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 centers on Exploration. The recommended texts for this unit include "Long Way Down" by Jason Reynolds and other district-approved text. By exploring both fiction and nonfiction examples, students will analyze how characters exhibit perseverance in the face of adversity, drawing insights from the narrative of "Long Way Down" to explore how exploration fosters personal growth and resilience. By the end of this unit, students will understand that exploration is a journey of self-discovery that challenges perceptions and broadens perspectives.

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 exploration involves a journey of self-discovery that challenges perspectives and expands understanding. These activities will develop students' critical thinking, reading, writing, and communication skills, essential for both academic growth and personal development.

Enduring Understandings

Overarching Understanding

Exploration involves a journey of self-discovery that challenges perspectives and expands understanding, leading to personal growth and resilience.

Content Specific	Skills Specific
• Through analyzing "Long Way Down" by Jason Reynolds and related texts, students will explore the transformative power of exploration, examining how characters navigate inner and outer conflicts on their paths of self-discovery. • Societal views of “normal” can play a large role in who we think we are and how others view us.	• Engaging in narrative writing, students will develop the ability to craft compelling stories that reflect complexities, utilize narrative techniques to convey specific themes. • Good readers analyze the theme or central idea over the course of the text. • Good readers analyze lines of the text that reveal information about the plot, setting, and character. • Good readers determine the meaning and connotation of words, figurative language, and tone of the text.

Essential Questions

Overarching Understanding

How does exploration contribute to personal growth and change?

What defines "normal" and how does it shape our identity and interactions?

Content Specific	Skills Specific
• How do characters in "Long Way Down" embark on journeys of self-exploration? • What are the challenges and rewards of exploring inner conflicts and moral dilemmas? • How do different narrative techniques help convey the themes of exploration and self-discovery in storytelling?	• How can narrative writing effectively capture the complexities of personal exploration and growth? • What methods can writers employ to craft compelling characters and intricate plotlines? • How do structured sequences and vivid details contribute to creating engaging narratives?

Key Resources

Novel:

- Long Way Down by Jason Reynolds

ML Novel (WIDA Levels 1 & 2):

- Invisible by Christina Diaz Gonzalez

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.8.1 Engage	SWBAT demonst	• Getting to Know You			• LinkIt! pre-

		effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL.AS.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or	rate 8th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	• Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			assessment - reading

		appropriate.					
		SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.RW.8.7 Write routinely	SWBAT demonstrate 8th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• 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

		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.					
	3-4	L.VL.8.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. W.NW.8.3 Write	SWBAT analyze how specific words influences the meaning and tone of a text. SWBAT use various strategies to determine unknown and multiple meaning words.	Reading Mini-lessons: • Analyzing word choices for meaning and tone/connation vs. denotation • Using context clues to determine meaning • Greek and Latin roots and affixes Writing Mini-lessons: • Brainstorming	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	SWBAT identify and utilize Greek ad Latin roots and affixes to decipher unknown words. SWBAT organize the character development, plot events, and the point of view to write their narrative story.	(character development & POV) • Brainstorming (event sequences)			

		RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1 Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as	SWBAT interpret figures of speech in a text. SWBAT differentiate between explicit content and implicit meaning in a text. SWBAT construct clear connections between their claim and the supporting textual evidence by using the R.A.C.E. model. SWBAT identify characteristics of a narrative exemplar.	Reading Mini-lessons: • Interpreting figures of speech (irony, puns) • Explicit content vs. implicit meaning ("C" in R.A.C.E.) • Making clear connections between their claim and the supporting evidence ("E" in R.A.C.E.) Writing Mini-lessons: • Exemplar vs. non-exemplar • Engaging the reader	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		inferences drawn from the text. L.VI.8.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by	SWBAT construct an engaging hook for their narrative.				

		planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.					
October	1-2	RL.CI.8.2 Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed	SWBAT identify the best objective summary for a text. SWBAT write a clear and concise summary of a text that excludes personal opinions or judgements. SWBAT analyze	Reading Mini-lessons: • Identifying an objective summary • Writing a summary of a text without personal bias (objective summary) • Identify theme & key details that support the theme Writing Mini-lessons: • Narrative techniques:	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		through particular details; provide a summary of the text distinct from personal opinions or judgments. W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out	how key details convey the theme of a selected literary text. SWBAT revise their writing by adding effective dialogue. SWBAT use pacing to develop their characters and plot events.	dialogue • Narrative techniques: pacing			

		assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.					
		RL.CI.8.2 Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from	SWBAT to differentiate between a theme and a central idea. SWBAT explain how specific details convey the central idea of a text. SWBAT explain how a text's setting shapes the development of characters and the	Reading Mini-lessons: • Difference between theme and central idea • Key details that support the central idea • Identify and analyze how setting influences character and plot Writing Mini-lessons: • Narrative technique: adding precise words and sensory details • Narrative techniques: reflection (character's internal	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		personal opinions or judgments. RL.IT.8.3 Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts. RI.IT.8.3 Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals	progression of the plot. SWBAT choose precise words and sensory details to enhance their narrative story. SWBAT use reflection to develop their characters and plot events.	thinking)			

		influence ideas or events) across multiple text types, including across literary and information al texts. W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out					

		assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.					
	3-4	RL.IT.8.3 Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts. RI.IT.8.3 Analyze how particular	SWBAT evaluate how characters or individuals influence overarching ideas or events across texts. SWBAT analyze how the structure of each text contributes to its meaning. SWBAT assess how each text structure affects	Reading Mini-lessons: • Compare how characters or individuals influence ideas or events across texts • Compare/contrast the impact of text structure on meaning • Compare/contrast the impact of text structure on tone Writing Mini-lessons: • Narrative transitions • Different types of strong conclusions	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. RL.TS.8.4 Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique,	the tone. 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 narrated.	(wrap around, end with a theme, epilogue, twist ending, reflection ending, etc.)			

		relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.					
		L.SS.8.1 Demonstrate command of the system and structure of the English language	SWBAT examine how each text structure influences the author's	Reading Mini-lessons: • Compare/contrast the impact of text structure on	• Instructional Workshop Model Suggested Activitie		• Suggested Formative Reading Assess

		when writing or speaking. RL.TS.8.4 Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. RL.PP.8.5 Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	style. SWBAT analyze the perspective of characters and how these perspectives differ from that of the audience or reader. SWBAT explain how dramatic irony affects the reader's understanding of a text. SWBAT compose an original story based on elements from a fictional text.	author's style (ex. word choice or sentence structure) • Different perspectives influence interpretation of a text (ex - characters vs. reader) • The role of dramatic irony in a fictional text Writing Mini-lessons: • Write an original story (a spin off story) • Write a continuation of a story using details from the text	s/Groups		ments

		W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.WP.8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience	SWBAT compose an ending to a narrative story that logically follows from the events described.				

		have been addressed. W.RW.8.7 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. SL.PI.8.4 Present claims and findings, emphasizin g salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen					

		details; use appropriate eye contact, adequate volume, and clear pronunciation.					
November	1-2	L.VL.8.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.8.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.8.1 Cite a range	SWBAT 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.	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Grades 5-8 Narrative Holistic Writing Rubric	• LinkIt! Benchmark MP 1 • End of MP Reflection

		of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.8.2 Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.8.3 Analyze how particular elements of a text interact (e.g., how setting shapes the					

		characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and information al texts. RL.TS.8.4 Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. RL.PP.8.5 Analyze how an author conveys or develops their perspective or purpose in a text through the use of					

		different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.RW.8.7 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.					
		L.VL.8.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.8.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

		RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.8.2 Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.8.3 Analyze how particular elements of a text					

		interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and information al texts. RL.TS.8.4 Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. RL.PP.8.5 Analyze how an author conveys or develops their perspective					

		or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). W.NW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.RW.8.7 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 parts of speech. Using context clues for vocabulary. Understanding plot, setting, and character. Developing coherent paragraphs and arguments.	Applying advanced vocabulary and context clues for complex texts. Analyzing and using figurative language and tone. Deepening analysis of themes and character development over the course of the text. Crafting complex narratives with effective use of 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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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.
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
ETS1.B	Developing Possible Solutions