## LHS ELA 9 Unit 1

Content Area: Course(s):

ELA

Time Period:

MP1

Length: Status:

**Published** 

#### **Unit Overview**

**Theme:** The Power of Storytelling

Benchmark Text Focus: Literature

**Anchor Text:** Short Stories

Writing Genre Focus: Narrative

**Benchmark & Answer Key** 

#### **Targeted ELA Standards**

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

ELA.L.SS.9-10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9-10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.VL.9-10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.9-10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.9-10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9-10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says

explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.9-10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9-10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9-10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9-10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9-10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9-10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.CT.9-10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W.NW.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.WP.9-10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.9-10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.AS.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Weekly Structure** 

	Day	Day One Day Two		Two	Day	Three	Day Four		Day Five		Day Six	
	Reading Focus		Reading Focus		Reading Focus Reading Focus		Reading Focus		Reading Focus			
	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time
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Day Seven Day			Day Eight		y Nine	Day Ten		
	Writi	ng Focus			Writing Focus			
Activity	Suggested Time	Activity	Suggested Time				Suggested Time	
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	
Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	

#### **Rationale**

Storytelling is an important part of human culture. It helps us communicate, entertain, teach, and keep history alive over time. This unit, "The Power of Storytelling," will look at why stories matter by studying short stories. Short stories are a special type of writing. They are brief but powerful, allowing us to explore deep ideas, feelings, and lessons in a small amount of space. Students will also learn about story structure, including how characters, settings, plots, and themes work together to create engaging and meaningful stories.

The writing focus on narrative follows directly from the study of the short story. By focusing on writing narratives, you can harness the power of storytelling to create meaningful and influential content that resonates with audiences on multiple levels. With the knowledge of story structure garnered from short stories, students can use that format to tell stories of their own.

The benchmark exam features a short story which tests students on a grade level text that is an exemplar of the structure of narrative. The writing task puts students into the story testing them on writing narrative that follows from exposition.

## **Enduring Understandings**

Content Specific	Skills Specific
<ul> <li>People read stories to expand their understanding of the world, society and culture.</li> <li>Stories have a predictable and consistent structure.</li> <li>Good readers use active reading strategies to comprehend what they read.</li> <li>People communicate their values through storytelling.</li> </ul>	<ul> <li>Proficient readers use active reading strategies like questioning, highlighting and annotating to comprehend what they read.</li> <li>Proficient readers storyboard a short story for its exposition, rising action, climax, falling action and resolution/denouement.</li> <li>Proficient writers use a wide range of vocabulary to express and expand upon their ideas.</li> </ul>

## **Essential Questions**

Content Specific	Skills Specific
<ul> <li>Why do people read?</li> <li>Why is storytelling important?</li> <li>Why is storytelling universal to all cultures?</li> <li>Why do we study specific authors?</li> <li>What is the structure of a story?</li> </ul>	<ul> <li>How do readers use active reading strategies to understand the text more deeply?</li> <li>What can a reader do when they don't understand the text?</li> <li>How can we determine an author's style?</li> <li>How does a good reader track the plot and structure of a narrative?</li> </ul>

# Key Resources Short Stories:

- The Cask of Amontillado
- The Monkey's Paw
- The Pit and the Pendulum
- The Most Dangerous Game

## **Supplementary Resources**

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Mont h	We eks	Standar ds	Sugges ted Learni ng Target s	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
Septe	1-2	SL.PE.9– 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own	SWBAT demonstr ate 9th grade policies and procedur es.  SWBAT identify the norms of a group or partnersh ip.  SWBAT demonstr ate the	<ul> <li>Getting to Know You</li> <li>Classroom Procedures &amp; Expectatio ns (relationsh ip building, Instruction al Workshop Model, group work, turn &amp; talk procedures , etc.)</li> <li>Reading Preassessment</li> </ul>			• LinkIt! pre-assess ment - readin g

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clearly and persuasivel y.  L.KL.9– 10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehen d more fully when reading, writing, speaking or listening.	procedur es and expectati ons of a student-centered activity.  SWBAT demonstr ate their knowled ge of reading by taking a preassessment.			
SL.AS.9– 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.				
SL.PE.9– 10.1 Initiate and participate effectively in a range of collaborati ve discussions (one-on-one, in groups, and	SWBAT demonstr ate 9th grade policies and procedur es.	• Getting to Know You • Classroom Procedures & Expectatio ns (choosing "just right" books, when to abandon a book, how	<ul> <li>Writin g Pre-Assess ment</li> <li>Narrati ve Rubric</li> <li>Gram mar Pre-Test (Print-</li> </ul>	• Narrati ve writin g pre- assess ment

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or clarify the meaning of unknown and multiple- meaning words and phrases based on grades 9– 10 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.9– 10.4 Demonstrat e understandi ng of figurative language, word relationshi ps, and nuances in word	sentence, or paragrap h by analyzin g its context.  SWBAT identify figures of speech in a text and explain their meaning s and effects.	Derive meaning of unknown words from sentences, paragraphs , or texts     Interpretati on of figures of speech (oxymoron , euphemis m)     Review of citing textual evidence  Writing Minilessons:      Brainstorm ing (character developme nt and POV)     Brainstorm ing (multiple plot lines)	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

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RL.CR.9– 10.1 Cite a range of thorough textual evidence and make relevant connection s to strongly support analysis of multiple aspects of what a literary text says	SWBAT analyze explicit statemen ts ad inferenti al meaning in a text.  SWBAT identify and articulate one or more themes	Reading Minilessons:  Interpreting explicit and inferential meanings  Identify one or more themes in a text Development of the theme throughout the text	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

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		MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.  RL.CI.9–10.2 Determine	SWBAT identify the best	Reading Mini-		
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	W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose				
3-	and audience.  RL.PP.9– 10.5 Determine an author's	SWBAT identify and explain	Reading Minilessons:  • Identify	• <u>LHS</u> <u>ELA</u> <u>Instruct</u>	• <u>LHS</u> <u>Sugge</u> <u>sted</u>
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relate in			
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themes and			
significant			
concepts.			
W.NW.9-			
10.3 Write			
narratives			
to develop			
real or			
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using			
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technique,			
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details, and			
well-			
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W.WP.9-			
10.4			
Develop			
and			
strengthen			
writing as			
needed by			
planning,			
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	revising, editing,				
	rewriting, trying a				
	new approach;				
	sustaining effort to				
	complete complex				
	writing				
	tasks; seeking out				
	feedback				
	and reflecting				
	on personal				
	writing progress;				
	consulting a style				
	manual				
	(such as MLA or				
	APA				
	Style), focusing				
	on				
	addressing what is				
	most				
	significant for a				
	specific				
	purpose and				
	audience.				
	SS.9–10.1 Demonstrat	SWBAT	Reading Mini-	• <u>LHS</u>	
	e command	identify and	lessons:	ELA Instruct	• <u>LHS</u>
	of the system and	compare	• Transform	<u>ional</u>	Sugge sted
	structure of	themes from a	ation of source	<u>Works</u> <u>hop</u>	<u>Forma</u>
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RL.CT.9—	_
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10.3 Write logically	
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W.WP.9-			
10.4			
Develop			
and			
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writing as			
writing as			
needed by			
planning,			
revising,			
editing,			
rewriting,			
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approach;			
sustaining			
effort to			
complete			
complex			
writing			
tasks;			
seeking out			
feedback			
and			
reflecting			
on personal			
writing			
progress;			
consulting			
a style			
manual			
(such as			
MLA or			
APA			
Style),			
focusing			
on			

		addressing what is most significant for a specific purpose and audience.				
Nove	1-2	L.VI.9– 10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9– 10 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.9– 10.4 Demonstrat e understanding of figurative language, word relationships, and nuances in word meanings,	to demonstr ate their knowled ge of a fictional text by taking a benchma rk assessme nt.  SWBAT reflect on their learning in reading and writing througho	<ul> <li>Reading benchmark MP 1</li> <li>Writing benchmark MP 1</li> <li>End of MP reflection</li> <li>Creating SMART goals</li> </ul>	• Narrati ve Rubric • End of MP Reflect ion	• LinkIt! Bench mark MP 1 • End of MP Reflect ion

including			
meanings.			
RL.CR.9– 10.1 Cite a			
range of			
thorough textual			
evidence			
and make relevant			
connection			
s to strongly			
support			
analysis of multiple			
aspects of			
what a literary text			
says			
explicitly and			
inferentiall y, as well			
as			
including determinin			
g where the			
text leaves matters			
uncertain.			
RL.CI.9–			
10.2			
Determine one or			
more			
themes of a literary text			
and analyze			
how it is			
developed and refined			
over the			
course of			

the text,				
in all die	_			
includin	g			
how it				
emerges	;			
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shaped b	<b>3</b> 37			
specific				
details;				
provide	an			
objectiv	e			
summar				
of the te	y 4			
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RL.IT.9	_			
10.3				
Analyze	.			
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author				
unfolds				
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a text,				
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10.4				
Analyze	;			
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structure of	
a text,	
order of the	
events	
within it	
(e.g.,	
parallel	
plots), and	
manipulati	
on of time	
(e.g.,	
pacing,	
flashbacks)	
create	
specific	
effects	
(e.g.,	
mystery,	
tension, or	
surprise).	
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RL.PP.9-	
10.5	
Determine	
an author's	
lens in a	
text	
(including	
cultural	
experience	
reflected in	
a work of	
literature	
from	
outside the	
United	
States,	
drawing on	
a wide	
reading of	
world	
literature)	
and	
analyze	
how an	
author uses	

rhetori	cal		
device			
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point o			
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view.			
RL.CT	T.9-		
10.8			
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and ref	flect		
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	.NW.9-				
	0.3 Write				
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		understa	data):		
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unknown	standards	t project		
and	by	• Interventio		
multiple-				
	completi	n groups		
meaning	ng an			
words and	end of			
phrases	marking			
based on	period			
grades 9-	project.			
10 reading				
and				
content,				
	SWBAT			
including	review			
technical	the unit's			
meanings,				
choosing	standards			
flexibly	by			
from a	participat			
range of	ing in a			
strategies.	teacher-			
Birategies.	led small			
	group.			
	group.			
L.VI.9–				
10.4				
Demonstrat				
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understandi				
ng of				
figurative				
language,				
word				
relationshi				
ps, and				
nuances in				
word				
meanings,				
including				
connotative				
meanings.				
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RL.CR.9-				
10.1 Cite a				
range of				
thorough				
textual				
evidence				
and make				
relevant				
connection				

	s to			
	strongly			
	support			
	analysis of			
	multinla			
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	aspects of			
	what a			
	literary text			
	says			
	explicitly			
	and			
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	y, as well			
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	including			
	determinin			
	g where the			
	text leaves			
	matters			
	uncertain.			
	RL.CI.9–			
	10.2			
	Determine			
	one or			
	more			
	themes of a			
	literary text			
	and			
	analyze how it is			
	HOW It IS			
	developed			
	and refined			
	over the			
	course of			
	the text,			
	including			
	how it			
	emerges			
	and is			
	shaped by			
	specific			
	details;			
	provide an			
	objective			
	summary			
	of the text.			
	of the text.			
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RL.IT.9–			
10.3			
Analyze			
how an			
author			
unfolds			
and			
develops			
ideas			
throughout			
a text,			
including			
how			
complex			
characters			
(e.g., those			
with			
multiple or			
conflicting			
motivation			
s) develop,			
interact			
with other			
characters,			
and			
advance			
the plot or			
develop the			
theme.			
RL.TS.9-			
10.4			
Analyze			
how an			
author's			
choices			
concerning			
the			
structure of			
a text,			
order of the			
events			
within it			
(e.g.,			
parallel			
plots), and			
manipulati			
on of time			
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pacing,			
flashbacks)			
create			
specific			
effects			
(e.g.,			
mystery,			
tension, or			
surprise).			
Surprise).			
RL.PP.9_			
10.5			
Determine			
an author's			
lens in a			
text			
(including			
cultural			
experience			
reflected in			
a work of			
literature			
from			
outside the			
United			
States,			
drawing on			
a wide			
reading of			
world			
literature)			
and			
analyze			
how an			
author uses			
rhetorical			
devices to			
advance a			
point of			
view.			
RL.CT.9–			
10.8			
Analyze			
and reflect			
on (e.g.,			
practical			
knowledge,			
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historical/c				
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draws on,				
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how a				
modern				
author				
treats a				
theme or				
topic from				
mythology				
or a				
religious				
text) and				
how they				
relate in				
terms of				
themes and				
significant				
concepts.				
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W.NW.9-				
10.3 Write				
narratives				
to develop				
real or				
imagined				
experience				
s or events				
using				
effective				
technique,				
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chosen				
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details, and
well-
structured
event
sequences.
W.RW.9-
10.7 Write
routinely
over
extended
time
frames
(time for
research,
reflection,
and
revision)
and shorter
time
frames (a
single
sitting or a
day or two)
for a range
of tasks,
purposes,
and
audiences.

## **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
Literary Content:	This is the first unit of the year, but teachers
• Elements of a Short Story:	should spiral in literary terms and skills from middle school. Students should be reminded of
<ul> <li>Plot: Structure, including exposition,</li> </ul>	the following literary terms and their meanings:
rising action, climax, falling action, and resolution.	1. plot
<ul> <li>Characters: Development, motivations, and relationships.</li> </ul>	2. characterization
<ul> <li>Setting: Time and place, and how they influence the story.</li> </ul>	3. theme

- o Theme: Central ideas or messages.
- Conflict: Types of conflict (internal vs. external) and their roles in driving the narrative.
- Point of View: First-person, thirdperson, omniscient, etc., and how perspective shapes the story.

#### • Literary Devices:

- Metaphor, simile, imagery, symbolism, foreshadowing, and irony.
- How these devices enhance storytelling.

#### • Examples of Short Stories:

 Study classic and contemporary short stories from diverse authors to expose students to different styles and themes.

#### **Reading and Writing Skills**

- Analytical Skills:
  - Analyzing how elements of the story work together.
  - Identifying themes and interpreting literary devices.
  - Critiquing and discussing the effectiveness of a narrative.

#### • Writing Skills:

- Developing original story ideas and outlines.
- Crafting engaging openings and satisfying conclusions.
- Writing realistic dialogue and vivid descriptions.
- Revising and editing drafts to improve clarity and coherence.

#### • Critical Thinking:

- Understanding and interpreting complex characters and plots.
- Exploring moral and ethical dilemmas within narratives.

- 4. style
- 5. tone
- 6. protagonist
- 7. antagonist

## Teachers should review the plot diagram tool: (Example of Plot diagram - scholastic)

- 1. exposition
- 2. rising action
- 3. climax
- 4. falling action
- 5. resolution/denouement

- Creativity:
  - Encouraging imagination and innovation in story creation.
  - Experimenting with different narrative styles and voices.

#### 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.CRP2 Apply appropriate academic and technical skills.

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 Communicate clearly and effectively and with reason.

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.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

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".

SOC.9-12.1.1 Chronological Thinking

SOC.9-12.1.1.2 Analyze how change occurs through time due to shifting values and beliefs as well as

	technological advancements and changes in the political and economic landscape.
SOC.9-12.1.4	Presentational Skills
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.