LMS ELA 7 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Literature

Theme: Our Values: Past, Present, and Future

Anchor Text: Seedfolks by Paul Fleischman

Writing Genre Focus: Literary Analysis (Argumentative)

Literary Analysis One Pager

Literary Analysis Resources

Pacing Guide: Unit 3

Reading Pre-assessment: Unit 3

Writing Pre-assessment: Literary Essay Pre-assessment

Benchmark: Unit 3

2024-2025 MP3 Benchmark Writing Exemplars

7th Grade Novel Protocol Site

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.
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard

	format for citation.
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.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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 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 Our Values: Past, Present, and Future. Students will engage with texts such as "The Last Cuentista" by Donna Barba Higuera and other district-approved materials to explore how values persist, are contested, and evolve over time, emphasizing the role of storytelling in shaping cultural heritage and identity. By the conclusion of this unit, students will grasp how understanding past, present, and future values illuminates the evolution of societal norms and personal beliefs, influencing our decisions and actions.

Student mastery will be assessed through a benchmark test evaluating their ability to analyze the structures of informational texts, cite textual evidence, draw conclusions, and analyze central ideas. The unit will also

assess students' proficiency in argumentative writing, focusing on their ability to explore topics comprehensively and articulate ideas clearly and persuasively. Additionally, students will participate in discussions and collaborative activities to demonstrate their understanding of the role of values and their impact on societies and individuals. These activities will foster critical thinking, reading, writing, and communication skills crucial for their academic growth and personal development.

Enduring Understandings

Overarching Understanding

Understanding past, present, and future values helps us to see how societal norms and personal beliefs evolve over time and influence our decisions and actions.

Content Specific	Skills Specific
• Through analyzing "The Last Cuentista" and related texts, students will explore how values are preserved, challenged, and transformed over time, highlighting the impact of storytelling on cultural heritage and identity. • Our values and beliefs are shaped by others and often influence our behavior. • It is difficult to know when to take a stand against or challenge the values of society, especially when values conflict with legal codes and can bring about negative consequences.	• Crafting strong argumentative essays requires the ability to use evidence from texts, analyze different perspectives, and clearly articulate and defend a position on a given topic. • Good readers read more than one text to develop a full understanding of a topic. • Good readers can decide which author did a more effective job of portraying an aspect of a topic.

Essential Questions

Overarching Understanding

How do values from the past shape our present and influence our future?

What can we learn from comparing values across different time periods?

Content Specific	Skills Specific
• How do the values depicted in texts reflect or	• How can we use evidence from texts to

challenge those of our own time? • What happens when the values and belief systems of a person are different from the rest of society? • In what ways do people struggle with or uphold traditional values? • What role does storytelling play in preserving cultural values and shaping future perspectives?	support an argument? • What strategies can we use to effectively analyze and compare a topic? • How do we structure an argumentative essay to clearly communicate our stance? • When reading more than one text on the same topic, how can we decide which author portrayed the main idea better?

Key Resources

Novel:

- Seedfolks by Paul Fleischman

ML Novel (WIDA Levels 1 & 2):

- Charlie and the Chocolate Factor by Roald Dahl

Black History Month Excerpts

Women's History Month Excerpts

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 Student Learning Targets	Mini-
February	**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. 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. 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	• SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. • SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment. • SWBAT determine or clarify the meaning of unknown and multiple-meaning words using context clues, word parts, and reference materials. • SWBAT explain the function of phrases and clauses in sentences and analyze how they contribute to sentence structure and meaning in writing and speaking.	Pre-assessments • Reading • Writing Language Mini • Determi meaning multiple • The stru compou compou • The fun clauses.

		strategies. L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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.		
		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. 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. W.AW.7.1. Write arguments on discipline-specific content (e.g.,	• SWBAT analyze how an author structures a text and how the form of a drama or poem contributes to its overall meaning. • SWBAT use context clues, such as the overall meaning of a sentence or a word's position in a sentence, to determine the meaning of an unknown word or phrase. • SWBAT identify the characteristics of an argumentative essay. • SWBAT analyze the argumentative writing rubric.	Reading Mini-l • Underst (e.g., dr • Analyzi structure Language Mini • Using c understa Writing Mini-le • Charact essay w • Review rubric.

		social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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.		
	3-4	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.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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 determine the theme of a literary text and explain how it is developed through details. • SWBAT compare and contrast fictional portrayals of historical events with factual accounts to analyze how authors adapt history. • SWBAT use common Greek and Latin affixes and roots to determine the meaning of unfamiliar words. • SWBAT analyze an argumentative exemplar by using the rubric. • SWBAT write an argument on a topic by formulating a clear claim.	Reading Mini-l • Explain support • Identify perceive Language Mini • Utilizing and root Writing Mini-le • Review exempla • Formula
		RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or	• SWBAT analyze how dialogue or events in a story or drama drive the plot	Reading Mini-l • Assess h

		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.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. 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. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	forward, reveal character traits, or influence decisions. • SWBAT construct an objective summary. • SWBAT verify their understanding of a word's meaning by checking their inference against contextual clues or reference materials. • SWBAT introduce a topic clearly by previewing what is to come and organizing ideas using appropriate text structures (e.g., definition, classification, comparison/contrast, cause/effect) and text features (e.g., headings, graphics, and multimedia) to enhance comprehension. • SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	in a stor or affect • Summar incorpor or judgn Language Mini- • Consulti for defir and part Writing Mini-le • Introduc engage t • Organiz logically • Evaluati credible

		W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 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.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
March	**1-2**	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). RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.	• SWBAT analyze how dialogue or events in a story or drama drive the plot forward, reveal character traits, or influence decisions. • SWBAT compare and contrast fictional portrayals of historical events with factual accounts to analyze how authors adapt history. • SWBAT interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. • SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Reading Mini-l • Examin dialogue emotion • Differe represen account Language Mini • Interpre speech, Writing Mini-le • Identifi relevant evidenc • Quoting evidenc • The rela evidenc

		L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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. W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 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.		
		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. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. W.AW.7.1. Write arguments on discipline-specific content (e.g.,	• SWBAT analyze how an author develops perspective or purpose in a text by contrasting different points of view. • SWBAT use word relationships, such as synonyms, antonyms, and analogies, to deepen their understanding of word meanings. • SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Reading Mini-l • Analyze • Compar viewpoi Language Mini • Recogni antonym Writing Mini-le • Acknow

		social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented. 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 provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.	opposin • Summar emphasi their cla
	3-4	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.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. C. Use words,	• SWBAT draw inferences based on the text and connect them to broader contexts. • SWBAT cite multiple pieces of textual evidence to support their analysis of explicit statements and inferences in a literary text. • SWBAT distinguish between the connotations of words with similar denotations and explain how word choice affects meaning and tone. • SWBAT use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing. • SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.	Reading Mini-l • Draw in text and contexts • Analyze historica • Identify of evide Language Mini • Connota Distingu associat Writing Mini-le • Using tr phrases, cohesio • Use of f in writi

		phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. 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.		
		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. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. W.WP.7.4. With some guidance and support from peers and adults,	• SWBAT determine the theme of a literary text and explain how it is developed through details. • SWBAT analyze how dialogue or events in a story or drama drive the plot forward, reveal character traits, or influence decisions. • SWBAT analyze how rhymes and sound devices (e.g., alliteration, repetition) impact the meaning and tone of a specific verse, stanza, or passage in a poem, story, or drama. • SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar. • SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.	Reading Mini-l • Identify literary • Connect to broad Language Mini • Analyzi and sou Writing Mini-le • Editing: • Editing:

		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. 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.		
April	**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. 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. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. W.RW.7.7. Write routinely over extended time frames (time for research, reflection,	• SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. • SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.	• Reading • Writing • End of M • Creating

		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.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using vocabulary in context. Understanding text structures and their effects. Comparing texts on similar topics. Crafting essays with a clear thesis and supporting evidence. Organizing information clearly in essays.	Analyzing and using complex vocabulary; understanding nuances. Analyzing author's effectiveness in presenting themes. Evaluating how effectively different texts portray values. Developing well-structured argumentative essays with multiple perspectives. Using evidence from texts to build a compelling argument.

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.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.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.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.