**PACING GUIDE**

**COURSE:** LEARNING FOR SUCCESS 7 **GRADE(S): 7**

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| **WEEKLY** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices |
| 2 weeks | #1: LML Introduction | NJSLSA.W4 Students will produce clear and coherent writing.NJSLSA.W10 Students will write routinely over extended time frames.SL.7.1. Students will engage effectively in a range of collaborative discussions. | * Baseline #1
* Assessment #1
* Weekly warm-ups
* Exit Tickets
* Oral discussions
* LML stations
* Word Wall
* Graphic Organizer
* Triple Entry Vocabulary
 | Topics Covered: The four learning patterns, the numbers, the types of learners.LWBAT identify and understand the four learning patterns and how it relates to their own sense of self and learning.  | * Four Corners
* Google Surveys
* Google Classroom
* [www.letmelearn.org](http://www.letmelearn.org)
* [www.lcrinfo.com](http://www.lcrinfo.com)
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| 2 weeks | #2: Application of LML | NJSLSA.W4 Students will produce clear and coherent writing.NJSLSA.W10 Students will write routinely over extended time frames.SL.7.1. Students will engage effectively in a range of collaborative discussions. | * Learner Profile
* Assessment #2
* Weekly warm-ups
* LML stations
* Word Wall
* Think/Feel/Do stations
 | Topics Covered: Learner Profile, Cue Words, MetacognitionLWBAT identify their own personal use of each learning pattern and also begin to understand how their thoughts, feelings, and actions impact their lives through the use of LML awareness | * Google Docs
* Google Classroom
* Learner Profile assignment from ***LML ®***
* Decoding Skills with Cue Words
* Teacher Graphs
* Academic pattern awareness/strategies
* Personal pattern awareness/strategies
* Think/Feel/Do station activity
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| 2 weeks | #3: LML Awareness | NJSLSA.W7 Students will conduct short research projects.NJSLSA.W4 Students will produce clear and coherent writing.NJSLSA.W10 Students will write routinely over extended time frames.SL.7.1. Students will engage effectively in a range of collaborative discussions.NJSLSA.SL5. Students will use digital media and visual displays of data to express information  | * Weekly warm-ups
* LML in My World Google Slideshow
* “Stick Figure” assessment
 | Topics Covered: Think/Feel/Do, LML in the child’s day-to-day life (academics, social, personal), LML in the media and our world, seeing the use of LML in othersLWBAT identify a true sense of self and awareness of others through the focused attentiveness towards LML and Cognition, Affectation, and Conation  | * Google Surveys
* Google Docs
* Google Classroom
* Google Slideshow
* THINK/FEEL/DO activities
* Decoding Skills with Cue Words
* Personal Strategies
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|  | #4: Growth Mindset vs. Fixed Mindset | NJSLSA.W4 Students will produce clear and coherent writing.NJSLSA.W10 Students will write routinely over extended time frames.SL.7.1. Students will engage effectively in a range of collaborative discussions. | * Baseline #2
* Marking Period Assessment
* Growth Mindset vs Fixed Mindset dialogue
* Student goal setting
* GM stations
* Graphic Organizer
* Triple Entry Vocabulary
 | Topics Covered: definitions of Growth Mindset and Fixed Mindset, uses of GM and FM, GM and FM dialogue/statements, GM strategies, SMART goalsLWBAT identify a true sense of self, their use of the patterns, and how this impacts their personal sense of Growth Mindset and Fixed Mindset | * Growth Mindset survey
* Growth Mindset warm-ups and discussion questions
* Growth Mindset flag
* Growth Mindset poster
* Growth Mindset scenarios
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