

UNIT #2:Application of LML

Content Area: **English**
Course(s): **Learning for Success 7**
Time Period: **October**
Length: **Approximately 2 weeks**
Status: **Published**

Unit Overview:

Students will apply their knowledge of the patterns to identify the ways that they learn and how their use of those patterns impacts their academic and personal lives.

Essential Questions:

- What conclusions can you draw from your personal use of the patterns?
- What steps or strategies are needed to control your personal use of the patterns?
- How would you summarize or explain each pattern to someone doesn't know about LML?
- What would happen if your LML scores were different (higher or lower)? How would that change how you rely on the pattern?

Enduring Understandings:

- Each unique learning combination affects every student in different ways. In order to utilize and grasp this concept, individuals need to develop an awareness of pattern usage in all aspects of their lives.
- Students' may gain understanding or demonstrate misunderstandings and misconceptions of pattern usage.

Standards/Indicators/Student Learning Objectives (SLOs):

SLOs:

- Identify personal use or avoidance of each learning pattern
- Identify pattern usage based on LML Cue Words
- Compare/contrast learning styles and combinations from self to others
- Develop an awareness of metacognition and its impact upon oneself.

LA.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

LA.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible

	sources and demonstrating an understanding of the topic or text.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.2.E	Establish and maintain a formal academic style, approach, and form.
LA.SL.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.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Lesson Titles:

- 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

Career Readiness, Life Literacies, and Key Skills:

- Communication and Collaboration
- Media Literacy
- Critical Thinking
- Group Work

WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.IML	Information and Media Literacy
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate

the data.

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Inter-Disciplinary Connections:

- Sociology
- Science
- History
- ELA

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
SOC.9-12.3.2.4	Identity
SOC.9-12.4.3.1	Distribution of power through social institutions

Equity Considerations

LGBTQ & Disabilities Mandate

Topic: Celebrate Diverse Learning Strategies -

Spotlight LGBTQ+ and Disabled learners - Share examples and profiles of successful LGBTQ+ and Disabled

individuals who have developed unique learning strategies to overcome challenges and excel in their fields.

Explore diverse learning resources - Introduce students to various learning resources and tools catering to different needs and preferences.

Topic: Connecting Learning Patterns to Identity -

Impact of social identities on learning - Discuss how factors like LGBTQ+ identity and disability can influence learning styles, motivations, and experiences. Analyze how societal biases and expectations may impact classroom dynamics and access to resources.

Celebrating neurodiversity and individual strengths - Explore the concept of neurodiversity and embrace different learning styles as valuable assets. Encourage students to see their unique cognitive processes and learning patterns as strengths that contribute to their individual learning journey.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[National Center for Learning Disabilities](#)

[The Trevor Project](#)

[CAST \(Center for Applied Special Technology\)](#)

[Understood.org](#)

Asian American Pacific Islander Mandate

Topic: AAPI Learning Styles and Patterns -

Culturally specific learning styles - Introduce students to different learning styles recognized within AAPI communities, such as the Confucian emphasis on collaborative learning or the Filipino concept of "pakikisama" (interdependence). Compare and contrast these styles with traditional Western learning models.

Historical and societal influences - Discuss how historical and societal factors have shaped learning patterns within different AAPI communities. Explore how language barriers, cultural expectations, and educational access have impacted learning styles and academic success.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[National Center for Asian American Pacific Education \(NCAAPEE\)](#)

[Asian American Studies Association \(AASA\)](#)

[Asian Pacific American Librarians Association \(APALA\)](#)

Climate Change Mandate

Amistad Mandate

Holocaust Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies: Learning Station centers, conferencing, class discussion warm ups, intentional grouping, word wall, cooperative learning

Learning Activities: Learner Profiles, LML Word Wall, teacher graph handouts, THINK/FEEL/DO scenarios, TFD academic and personal reflections

DOK Questions: LEVEL 2: Can you explain how your use of the patterns impact your TFD in school? Your personal life? What steps are needed to control your TFD? How would you compare and contrast the four patterns? What do you notice about each of the learning patterns? LEVEL 3: Can you predict how a teacher may run their classroom simply by looking at their LML scores? What may you notice about that teacher? What happens if you learn completely different from your teachers' LML combination? LEVEL 4: What information could you gather to support your thoughts on LML and your teachers? What conclusions can you

draw about your learning from the Learner Profile?

LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.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.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SOC.9-12.3.2	Students will explain the process of the social construction of the self.
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.2	Role-taking
SOC.9-12.3.2.4	Identity

Modifications

ELL Modifications:

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above

- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

IEP & 504 Modifications:

Testing modifications:

- higher level reasoning questions would have less weight than other questions or provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming)
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content)
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples

- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level
- speaking to students privately when redirecting behaviors
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager

G&T Modifications:

Testing modifications:

- higher level reasoning questions would have less weight than other questions or provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming)
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content)
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At Risk Modifications

- Preferential Seating
- Additional time
- Parental contact
- One to one instruction
- Academic Enrichment

Formative Assessment:

Warm-up:

- Think, Pair, Share characteristics of a learning pattern
- Think, Pair, Share of pattern application in day to day life
- Oral review of previous day's lesson
- Oral review of characteristics of a specific learning pattern
- Decoding Skills reviews through Cue Words
- Turn and Talk small group discussion related to Let Me Learn (r)

Anticipatory Set:

- Graphic organizers used to separate learning patterns
- Reflective practice related to previous day's lesson
- Guided rubric for LML Station activities
- Class discussion related to individual learning patterns
- Use of online resource "Padlet" for whole group responses and discussions

Closure:

- Exit Tickets to determine student understanding of class lesson
- Conferencing one-to-one with individual students to clarify misunderstanding(s)
- Teacher observation to determine who is on target and who needs additional help
- Reflective Practice skill to help students become reflective practitioners of their own learning
- Hand signals to determine student understanding

- Anticipatory Set
- Closure

- Warm-Up

Summative Assessment:

- LML Vocab Test
- Weekly warm-ups
- Learner Profiles

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Alternative assessments:

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Benchmark Assessments

Skills-based assessment
Reading response
Writing prompt
Lab practical

Resources & Materials:

- Learner Profile
- Let Me Learn® Cue Words Word Wall
- Teacher Graph tables
- YouTube
- Let Me Learn website (www.letmelearn.org)
- Chrome books
- Google Forms/Google Docs
- Google Classroom

Technology:

NEWSLA: Learning hands on

<https://newsela.com/read/museums-learn-from-kids/id/48809/>

Let Me Learn website

<https://www.letmelearn.org/>

YouTube: How we learn

<https://www.youtube.com/watch?v=wlaG99awCD8>

YouTube: How does learning happen?

<https://www.youtube.com/watch?v=FplJGbt6Iys>

TECH.8.1.8.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.