

# UNIT #4: Growth Mindset vs. Fixed Mindset

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

## Unit Overview:

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All students will be able to comprehend, decipher, and implement the use of a Growth Mindset.

## Essential Questions:

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How can an individual grow their intelligence?

What is the value of developing a Growth Mindset?

Why should individuals' develop a Growth Mindset?

What can an individual do to develop a Growth Mindset?

How can an individuals' responses to constructive feedback help them to thrive and grow?

## Enduring Understandings:

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Developing a Growth Mindset rather than a Fixed Mindset can help an individual demonstrate ownership and responsibility for one self.

## Standards/Indicators/Student Learning Objectives (SLOs):

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- SLO: Define and identify the differences between Growth Mindset and Fixed Mindset
- SLO: Develop sense of self through the LML process and strategies to develop a Growth Mindset
- SLO: Identify the impact of a Growth Mindset or a Fixed Mindset on oneself

LA.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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.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.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Lesson Titles:**

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1. Growth Mindset vs Fixed Mindset introduction
2. Growth Mindset survey
3. Growth Mindset and Fixed Mindset scenarios
4. Growth Mindset Hyperdoc activity
5. Growth Mindset goals "flag"
6. Growth Mindset goals poster

### **Career Readiness, Life Literacies, and Key Skills:**

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Communication and Collaboration

Media Literacy

Critical Thinking

Group Work

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

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.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
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.  Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.  An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

## Inter-Disciplinary Connections:

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Sociology

ELA

History

Science

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.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
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.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.2	Role-taking

## **Equity Considerations**

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### **LGBTQ & Disabilities Mandate**

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Topic: Inclusive Representations

Challenge stereotypes and biases - Discuss how stereotypes and biases about LGBTQ+ and Disabled individuals can limit their opportunities and self-belief. Encourage students to identify and challenge these biases and cultivate a growth mindset that embraces individual differences and strengths.

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:

[Teaching Tolerance](#)

[The Trevor Project](#)

[Facing History and Ourselves](#)

[National Disability Rights Network](#)

### **Asian American Pacific Islander Mandate**

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### **Climate Change Mandate**

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### **Holocaust Mandate**

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## **Amistad Mandate**

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

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

**Learning Activities:** Growth Mindset vs Fixed Mindset introduction, Growth Mindset survey, Growth Mindset and Fixed Mindset scenarios, Growth Mindset Hyperdoc activity, Growth Mindset goals "flag" Growth Mindset goals poster

**DOK Questions:** How does your personal use of the patterns impact your Growth or Fixed Mindset? Which pattern(s) impacts a person's mindset positively/negatively? Can you explain how each Mindset will impact a person's learning and sense of self? What do you notice about the LML types of learners and mindset? What influences a person's mindset? Can mindset be changed? How? LEVEL 4 activity: Design a Growth Mindset poster which links to your own personal use of the patterns, your sense of mindset, and apply it to your life.

## **Modifications**

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### **ELL Modifications:**

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#### **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:**

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### 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:**

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- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- Creation of technology-based assessments to address the higher levels of Bloom's
- Student led/directed discussions
- Inquiry based learning
- Modeling

### **At Risk Modifications**

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Preferential Seating

Additional time

Parental contact

One to one instruction

Academic Enrichment

## **Formative Assessment:**

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### Warm-up:

- Think, Pair, Share characteristics of Growth Mindset vs. Fixed Mindset
- Think, Pair, Share of pattern application of Growth Mindset thinking
- Oral review of previous day's lesson
- Oral review of characteristics of the differences between Growth Mindset and a Fixed Mindset
- Growth Mindset scenarios
- Turn and Talk small group discussion related to Let Me Learn (r) patterns and the impact upon Growth Mindset

### Anticipatory Set:

- Reflective practice related to previous day's lesson
- Guided rubric for Growth Mindset station activities
- Class discussion related to individual learning patterns and application of Growth Mindset
- 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:**

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- Growth Mindset Google Slideshow
- Growth Mindset flag
- Growth Mindset poster
- Growth Mindset warm-ups
- Baseline assessment

- Alternate Assessment
- Benchmark
- Marking Period Assessment



### **Benchmark Assessments:**

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Skills-based assessment  
Reading response  
Writing prompt  
Lab practical

### **Alternative assessments:**

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

### **Resources & Materials:**

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Growth Mindset resources and activities from Teachers Pay Teachers website  
  
Teachers Pay Teachers resources  
  
Padlet  
  
EdPuzzle  
  
Khan Academy  
  
Chromebooks  
  
Promethean Boards  
  
Google document

### **Technology:**

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Khan Academy: Growth Mindset

<https://www.youtube.com/watch?v=wh0OS4MrN3E>

"Test your Mindset"

<https://www.mindsetonline.com/testyourmindset/step1.php>

Mindset: What is it?

<https://mindsetonline.com/whatisit/about/>

Padlet Resoure

<https://padlet.com/>

EdPuzzle: Growth Mindset

<https://edpuzzle.com/media/59c5b1fb4dc6a7402eae75c3>

TECH.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.