UNIT #3: Let Me Learn Awareness

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

Unit Overview:

In order for a true connection to take place within the learner and the Let Me Learn process, the learner must first understand the impact of their use of the patterns in all areas of their lives.

Essential Questions:

- How does adopting the use of the patterns allow individuals to to cope with all areas of their life?
- What changes could individuals make to improve upon their personal use of the learning patterns?
- What is the relationship that exists between the four patterns and how they impact an individuals' thoughts, feelings, and actions?

Enduring Understandings:

- True knowledge of oneself and one's actions is the only way to truly make positive, personal changes.
- All learner's have unique and individualized needs based on learning and the use of the four learning patterns.

Standards/Indicators/Student Learning Objectives (SLOs):

SLOs:

- Develop and create coping strategies for their personal use of the learning patterns
- Identify the impact of the brain/mind connection on daily life
- Accurately identify the use of LML in media and societal realms
- Accurately identify individualized use of the LML process through life experiences

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.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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.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.
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.

Lesson Titles:

- Think/Feel/Do scenarios
- Bingo Chips station activity
- LML in My World project
- Stick Figure project

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP9. Model integrity, ethical leadership and effective management

CRP11. Use technology to enhance productivity

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.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at

least two jobs of interest.

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

Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

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.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.
SOC.9-12.3.2.4	Identity
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.

Equity Considerations

Climate Change

Topic: Impact of Choices on the Environment

What is the impact that your choices make? Analyze how each pattern influences different aspects of life, such as relationships, personal growth, decision-making, and self-awareness.   Explore how the interaction between different patterns shapes an individual's internal landscape and subsequent choices and experiences.

Addresses the Following Component of the Mandate: The political, economic, and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Holocaust Mandate

Amistad Mandate

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

Instructional Strategies: Discovery/Inquiry based learning, learning station centers, conferencing, class discussion warm ups, intentional grouping, word wall, cooperative learning, effective questioning, graphic organizers

Learning Activities: Think/Feel/Do introduction, metacognition, bingo chips activity, color-coding activity, Google Slide-show project, Stick Figure project

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: How would you explain the use of the patterns in a drawing? LEVEL 4: Design a Stick Figure to visually show your personal use of the patterns and its impact on your TFD.

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:

- 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

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

Formative Assessment:

Warm-up:

- Think, Pair, Share: focus on the metacognitive process/application of it
- Think, Pair, Share of pattern application in day to day life of LML and metacognition
- Oral review of previous day's lesson
- Oral review of characteristics of a specific learning pattern
- Turn and Talk small group discussion related to Let Me Learn (r) and metacognition

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

Benchmark Assessments:

Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative assessments:

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

Summative Assessment:

- LML in My World Google Slideshow project
- Stick Figure assessment activity

- Alternate Assessment

- Benchmark

- Marking Period Assessment

Resources & Materials:

Let Me Learn website

Newsela

Youtube

EdPuzzle

Google docs

Promethean board

Chromebooks

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.
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.