UNIT

Content Area: **CTE**
Course(s): **Learning for Success 7, Learning for Success 8**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Essential Questions:

Enduring Understandings:

Standards/Indicators/Student Learning Objectives (SLOs):

Lesson Titles:

Career Readiness, Life Literacies, & Key Skills:

Inter-Disciplinary Connections:

Due to the nature of the ***Let Me Learn (r) advanced learning system,*** the use of this system can transfer to all aspects of schooling and subject areas as students will use their learning patterns for various tasks, topics, and classes.

Equity Considerations

All students deserve equitable access (N.J.A.C. 6A:7) to a high-quality education that is inclusive

and reflective of the rich diversity of our state. This can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals.

LINK- https://www.nj.gov/education/standards/dei/

LGBTQ and Disabilities Mandate

Addresses the Following Component of the 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

- Economic

- Political
- Social

Climate Change

Topic: Connecting Personal Patterns to Climate Impact

Explore personal carbon footprint - Discuss the connections between individual actions like transportation, energy consumption, and food choices, and their impact on the environment and climate change.

Analyze everyday patterns - Encourage students to identify recurring patterns in their daily lives and analyze their environmental implications. (i.e analyzing waste generation, water usage, or consumption habits)

Shifting patterns for climate action Discuss the ripple effect of individual changes on community and wider climate action.

Topic: Positive Interactions with Diverse Learners

Climate change impact on diverse communities - Explore how climate change disproportionately affects marginalized communities and individuals with disabilities. Discuss the importance of empathy and understanding when working with those facing additional challenges due to climate impacts.

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:

The Cool Tool - Analyze the environmental impact of various lifestyle choices, like transportation, energy consumption, and diet.

The Good Guide - Research product ratings based on environmental, social, and health impact factors.

Asian American Pacific Islander Mandate

Topic: Explore AAPI Learning Patterns and Perspectives

Analyze AAPI literature and media - Explore children's books, young adult novels, or films by AAPI authors that depict diverse learning experiences and perspectives. Discuss how these portrayals can inform understanding and empathy towards learners with different backgrounds and learning styles.

Research historical and contemporary learning patterns - Investigate traditional AAPI educational philosophies and practices, comparing and contrasting them with contemporary learning models. Discuss the evolution of learning patterns within AAPI communities and the impact of cultural values on learning approaches.

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:

The Conscious Kid - The Conscious Kid Is An Education, Research And Policy Organization That Supports Families And Educators In Taking Action To Disrupt Racism, Inequity And Bias

Imagination Soup

Asian American and Pacific Islander Heritage and History in the US

- Economic
- Political
- Social

Summative Assessment:

Examples of, but not limited to:

- Benchmark Assessments
- Google Form MC questions
- Station activities
- Team based activities

Benchmark Assessments

- Skills Based Assessment
- Mini Quizzes
- Rubric based mini projects

Alternative Assessment

- Performance tasks
- Problem-based assignments
- Reflective pieces
- Case-based scenarios (focus

Formative Assessment:

Examples of, but not limited to...

- Think, Pair, Share
- Exit Tickets
- Self Reflection and Self Assessment (done through small group discussions and/or quick Google Forms)
- Small group and whole group discussions based on higher-order questioning
- Concept Mapping
- Technology based tools (online review sites, use of AI, interactive "quizzes" to provide immediate feedback)
- Round Robin discussions and readings
- 3-2-1: Three facts you learned, two things you found interesting, one question you may still have
- 3 C's of Questioning during group discussions: Clarify, Comprehend, Correction
- Classroom Polls
- Jigsaw
- Parking Lot

Resources & Materials:

The entire curriculum for both 7th and 8th grade classes is based on the ***Let Me Learn (r) advanced learning system.***

The main resource connected to this curriculum is https://www.letmelearn.org/ and its Charter School, https://compassacademycharter.org/let-me-learn/

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

Instructional Strategies: Learning Station centers, conferencing, class discussion warm ups, cooperative learning

Learning Activities: LML terminology and vocabulary, reflective practice, team based station activities

Examples of some Let Me Learn (r) DOK Questions:

LEVEL ONE: Define each of ... What are the names of the... ? How would you describe...?
LEVEL 2: Can you explain how... ? How would you compare and contrast...? How is the _____ alike or different to _____?
LEVEL 3: What conclusions can you? Predict what would happen if...? How would you adapt your use of _____ in _____ (situation or subject)...?

LEVEL 4: Develop and apply the use of a learning pattern to understand a real-world situation. What information can you gather to support your idea about...? What are the implications of...?

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 possibleOffer 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
- Choice of test format
- Continual practice of vocabulary
- Use of Google Translate

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

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

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

In addition, the following may be considered:

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

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

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

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.

LINK-
https://www.nj.gov/education/standards/compsci/#:~:text=All%20students%20receive%20computer%20science,solve%20local%20and%20global%20issues.

Computer Science and Design Thinking Standards

1. Fostering an Inclusive Computing and Design Culture

Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products. When engaging in this practice, students:

- Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.
- Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.
- Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

2. Collaborating Around Computing and Design

Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:

- Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
- Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
- Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- Evaluate and select technological tools that can be used to collaborate on a project.