UNIT #2: Self Awareness

Content Area: **English**
Course(s): **Learning for Success 7, Learning for Success 8**
Time Period: **October**
Length: **approximately 3 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 personal use of the patterns in all parts of their lives. Once this is mastered, students can identify additional positive ways to work with individuals that learn differently than they do.

Essential Questions

- How can an individual adapt and cope with their own use of the patterns? In a team-based environment?
- What changes could an individual make to improve upon their personal use of the learning patterns?
- How would an individual persuade others to implement the LML process into a team-based environment?

Enduring Understandings

- True knowledge of oneself and one's actions is the only way to truly make positive and meaningful changes.
- Once a mastery of self is acquired, compromise and work with others can begin.

Standards/Indicators/Student Learning Objectives (SLOs)

SLOs:

- Accurately identify their own personal use of the Let Me Learn® process in their own lives
- Develop coping strategies and collaborative skills to work in a team-based environment
- Develop coping strategies for their own personal use of the patterns
- Identify the use of the patterns in their lives and the lives of others

LA.W.8.4	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.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.SL.8.1.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.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Lesson Titles

- F.I.T. (Forge, Intensify, Tether) Introduction
- Personal Strategy Cards
- F.I.T. coping strategies
- F.I.T. Team Competitions: strategy development

Career Readiness, Life Literacies, and Key Stories

- 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.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.
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.IML.6	Identify subtle and overt messages based on the method of communication.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
	The mode of information can convey a message to consumers or an audience.

Inter-Disciplinary Connections

Sociology

ELA

History

Science

LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.8.4	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.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2.1	I & me
SOC.9-12.3.2.2	Role-taking
SOC.9-12.3.2.4	Identity

Equity Considerations

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](#)

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad 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, team-based learning activities, team projects

Learning Activities: F.I.T. (Forge, Intensify, Tether) Introduction, Personal Strategy Cards, F.I.T. coping strategies, F.I.T. Team Competitions: strategy development

DOK Questions: LEVEL ONE: Define FIT terms, Can you identify the use of the patterns (Cue Words)?, LEVEL 2: How are the learners different from one another? Similarities? LEVEL 3: Can you predict the outcome if SWLs worked together? Can you elaborate on why certain learning combinations may not work best together in a team-based setting? LEVEL 4: Develop and create FIT team strategies.

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 characteristics of a learning pattern's impact in day to day life
- Oral review of previous day's lesson
- Oral review of characteristics of a specific learning pattern, the use of the pattern, and its use in a team-based setting
- Turn and Talk small group discussion related to Let Me Learn (r) and sense of self in learning

Anticipatory Set:

- Four Corners discussion to identify characteristics of a learning pattern and application to oneself
- 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

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

Summative Assessment

- FIT Vocab test
- FIT strategy competition
- Personal Strategy Card

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

Resources & Materials

- YouTube
- Let Me Learn website
- LCI website
- Chrome books
- Google Forms
- Google Classroom
- Promethean board

Technology

NEWSELA: Group work article

https://newsela.com/read/working-together-brain-waves/id/30055/

LCR inventory

https://www.lcrinfo.com/

Let Me Learn (r) website

https://www.letmelearn.org/

EdPuzzle: Teamwork

https://edpuzzle.com/media/5cd56e8d29c2ed4091abbf89

FIT strategies

https://www.usf.edu/undergrad/academic-success-center/documents/tether-forge.pdf

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.B.CS2	Create original works as a means of personal or group expression.