

UNIT #3: Team Projects

Content Area: **English**
Course(s): **Learning for Success 7, Learning for Success 8**
Time Period: **November**
Length: **approximately 4 weeks**
Status: **Published**

Essential Questions

- How effective are you in working with others in connection to the team-based strategies of Let Me Learn®?
- What changes would you recommend to other learners in regards to Let Me Learn® team-based collaboration?
- Why is an awareness of other learner's patterns just as important as knowing your own learning combination?
- How will a Growth Mindset impact team successes?

Enduring Understandings

A true knowledge of oneself will only lead to more compassion and understanding for the nature of others.

Standards/Indicators/Student Learning Objectives (SLOs)

SLOs:

- Apply knowledge of Growth Mindset to team-based projects
- Adapt and predict possible outcomes of pattern conflicts within team-based activities
- Identify and develop "F.I.T." coping strategies for team-based activities
- Design team strategies based off of Let Me Learn standards

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.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.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.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson Titles

- Growth Mindset vs Fixed Mindset review
- Personal Strategy Cards
- Team Strategy Cards
- Free-standing structure team activity
- 3D Shapes project
- The Team Poster
- The Team Mobile
- The Team "Classroom"
- Self and Team Evaluations (done by Google Survey after each project to track individual progress)

Career Readiness, Life Literacies, and Key Skills

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

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.
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.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

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

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.

Inter-Disciplinary Connections

Sociology

ELA

Science

Social Studies

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.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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.
Text Types and Purposes	
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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

Climate Change Mandate

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

LGBTQ & Disabilities 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

Learning Activities:

- Growth Mindset vs Fixed Mindset review
- Personal Strategy Cards
- Team Strategy Cards
- Free-standing structure team activity
- 3D Shapes project
- The Team Poster
- The Team Mobile
- The Team "Classroom"
- Self and Team Evaluations

DOK Questions: LEVEL ONE: recall and define questions, LEVEL TWO: Explain, apply, steps needed, compare/contrast questions, LEVEL THREE: Adapt, predict, opinion and support, LEVEL FOUR: design and conduct, apply information

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 and use in a team project
- Oral review of previous day's lesson
- Oral review of characteristics of a specific learning pattern and how use of that pattern can impact a team project
- Turn and Talk small group discussion related to Let Me Learn (r) and FIT strategies
- Turn and Talk about FIT coping strategies

Anticipatory Set:

- Four Corners discussion to identify characteristics of a learning pattern, personal use, and FIT tips
- Reflective practice related to previous day's lesson
- Guided rubric for LML Station activities
- Class discussion related to individual learning patterns, types of learners, and FIT strategies

Closure:

- Exit Tickets to determine student understanding of class lesson or to reflect on a team activity
- Conferencing one-to-one with individual students or conferencing with teams to clarify misunderstanding(s)/develop team FIT strategies
- 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 and working with others in a team-based setting
- Hand signals to determine student understanding
- Team discussion
- Guided rubric for team projects

- Project trackers for reflective practice individually and overall team progress (Google Forms)

Summative Assessment

- Personal Strategy Cards
- Team Strategy Cards
- Free-standing structure team activity
- 3D Shapes project
- The Team Poster
- The Team Mobile
- The Team "Classroom"
- Baseline #2

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
- Chromebooks
- Google Forms
- Google Classroom
- Promethean Board
- EdPuzzle
- ReadWorks

Technology

ReadWorks: The Fiction Partner Challenge

<https://www.readworks.org/article/The-Fiction-Partner-Challenge/eb10289f-2368-49c1-a6b1-3a4fc2170793#!articleTab:content/>

The Power of Teamwork

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

EdPuzzle: What is teamwork?

<https://edpuzzle.com/media/5c6f41930a4004411bc5484f>

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