

UNIT #1: LML Reconnect

Content Area: **English**
Course(s): **Learning for Success 7, Learning for Success 8**
Time Period: **September**
Length: **approximately 2 weeks**
Status: **Published**

Unit Overview

Reconnecting with Let Me Learn is the opportunity for the 8th grade students to revisit and review the Let Me Learn process.

All students will be able to comprehend and implement knowledge of *Let Me Learn®*, an advanced learning system.

Essential Questions

Can an individual evaluate the value or importance of knowing who they are as a learner?

How does an individuals' personal learning combination impact their life?

What are the pros and cons to each learning pattern and its usage?

Enduring Understandings

The *Let Me Learn®*, an advanced learning system demonstrates that all learners learn differently from one another.

Standards/Indicators/Student Learning Objectives (SLOs)

SLOs:

- Accurately define and identify the patterns of Let Me Learn (r).
- Identify the impact of the patterns upon daily life (academic and personal)

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.8.7	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.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

- Administering the LCI
- Let Me Learn Introduction (vocabulary)
- LML Cue Words
- LML Introduction Hyperdoc

Inter-Disciplinary Connections

Sociology

ELA

Science

History

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.WHST.6-8.1	Write arguments focused on discipline-specific content.
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.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.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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

LGBTQ & Disabilities Mandate

Topic: Celebrating Diverse Learning Journeys

Role models and representation - Share stories of LGBTQ+ and Disabled individuals who have successfully navigated personalized learning pathways. This showcases the diverse applications of Let Me Learn® and inspires students to see themselves reflected in positive learning experiences.

Empowerment - Highlight how Let Me Learn® can empower students to take ownership of their learning and become self-directed learners.

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:

[Putting Students in Charge of Their Learning](#)

[Empowering Students: How to Foster Self-Directed Learning](#)

Asian American Pacific islander 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

Learning Activities: LCI for LML scores, LML triple entry vocabulary, warm-up intro for reflective practice, LML Hyperdoc

DOK Questions: LEVEL ONE: Define each of the four patterns. What are the names of the number ranges? What are the names of the types of learners? LEVEL 2: Can you explain how your use of the patterns affects your academic life? Personal life? How would you use the patterns in (various situations or classes)?, LEVEL 3: What conclusions can you draw from a person's use of a pattern? Predict what would happen if...?

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
- 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)

Anticipatory Set:

- Four Corners discussion to identify characteristics of a learning pattern
- 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

- Baseline #1
- Assessment #1
- LML Hyperdoc

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
- Quizlet

Technology

What is Let Me Learn?

<https://www.youtube.com/watch?v=yToJ9qsJDs4>

Learner Connection Inventory

<https://www.lcrinfo.com/>

Let Me Learn (r) Official website

<https://www.letmelearn.org/>

Let Me Learn (r) Resource

https://us.corwin.com/sites/default/files/upm-binaries/35252_Chapter_1_Dawkins.pdf

Quizlet review

<https://quizlet.com/189072046/let-me-learn-vocabulary-flash-cards/>

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.