



# Washington Township School District



<b>Course Title:</b>	<b>H.O.W. to Succeed</b>					
<b>Grade Level(s):</b>	<b>Sixth Grade</b>					
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>	<b>X</b>	<i>Marking Period:</i>	
<b>Course Description:</b>	H.O.W. to Succeed will help the 6th grade students develop their executive functioning and organization skills to be successful throughout their middle school career. Students will learn the importance of navigating Schoology, Google Suite, email, and how to set reminders and organize tasks. There will also be a focus on study habits and the importance of using teacher feedback to improve one's learning. There will also be opportunities to understand and navigate the social aspects of middle school and an understanding of how to navigate conflict and gain familiarity with the expectations as delineated in the code of student conduct. H.O.W. to succeed will also tie in Habits of Work.					
<b>Grading Procedures:</b>	Examples of grading procedures could include scoring rubrics, performance scales, completion of assignments, class participation, and teacher observation.					
<b>Primary Resources:</b>	Google Suite; Schoology; NearPod					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Written: Summer 2024**

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

<b>Unit Title: Preparation for Learning</b>	
<b>Unit Description:</b> The unit will focus on preparing students with the technological skills necessary to be successful in middle school. The students will learn the digital skills needed to become proficient with using the apps in the Google Suite, such as Google Drive for managing files, Gmail for email communications within the school district, and Google Docs, Sheets, and Slides for word processing, spreadsheet formatting, and presentation design. During the unit, students will review how to navigate the components of the online course management system, Schoology.	
<b>Unit Duration: 6 weeks</b>	
<b>Desired Results</b>	
<b>Standard(s):</b> <b>9.4.8.TL - Technology Literacy</b> <b>9.4.8.IML - Information and Media Literacy</b> <b>8.1.8.DA - Data and Analysis</b>	
<b>Indicators:</b> 9.4.8.TL.1 - Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision making. 9.4.8.TL.2 - Gather data and digitally represent information to communicate a real-world problem. 9.4.8.TL.3 - Select appropriate tools to organize and present information digitally. 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. 9.4.8.IML.7 - Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose. 8.1.8.DA.1 - Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format.	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand that gaining proficiency with the Google Suite will be beneficial to them as the apps will be utilized in many of their courses. In addition, acquiring these skills is equipping them with workplace readiness skills by gaining familiarity with word processing, spreadsheet, and presentation programs.</li> <li>• Students will understand that the Gmail App allows for members of the school district to communicate via email. As a result, it is vital that students become acclimated with this app since they could receive emails from the school office regarding school events and emails from</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it valuable to become proficient with using the Google Suite?</li> <li>• How is Gmail a vehicle for communications in the school district?</li> </ul>

teachers regarding their courses. In addition to learning how to check the Inbox for messages, students will understand how to send emails so that they can email their teachers if they have questions as well as email fellow students if they are collaborating on a group project.

- Students will understand how to create and organize folders and files using the Google Drive App as well as how to share files with members of the school district.
- Students will learn how the Google Docs App is ideal for inputting and formatting text, such as for typing reports and essays.
- Students will understand that the Google Sheets App is an ideal program for organizing data on spreadsheets as Data Validation Tools can be used to define rules on spreadsheets and formulas can be programmed for calculations.
- Students will understand how to use the Google Slides App to integrate various sources of content into a cohesive presentation.
- Students will understand that the Google Calendar App can be used to track their events and tasks on their calendar, such as after-school club meetings and designated times for homework completion, studying, attending a sports practice, or even practicing an instrument.
- Students will understand that in addition to accessing course content and assignments on Schoology, the Schoology system offers many more valuable uses, such as using the Calendar Tool to organize due dates of projects and assignments and viewing updates and notifications from teachers.

- How can Google Drive be used as a file management system?
- How is the Google Docs App utilized as a word processing tool?
- How is using the Google Sheets App an effective means for formatting data?
- How can the Google Slides App be used to develop a presentation with a unified theme for an intended audience?
- What features does the Google Calendar App offer that can be relevant to students?
- How can students' knowledge of using the various tools in Schoology contribute to them having a successful experience in middle school?

## Assessment Evidence

### Performance Tasks:

Student completion of lessons and projects

### Other Evidence:

Formative Assessment Checks; Scoring Rubrics;  
Teacher Observation

### Benchmarks:

A Benchmark Assessment could be used to evaluate the students' knowledge of the content in the course.

## Learning Plan

### Learning Activities:

#### NearPod Lessons/Activities:

- Introduction to Google Workspace (Grades 6-12)
- Google Workspace Drag & Drop (Grades 6-8)

#### Applied Digital Skills Google Program

***\*Most of the projects listed below are multi-day projects.***

With the Applied Digital Skills program, which is an online project-based program, teachers can opt to use the lessons as is or modify them based on their students' needs. Below is a list of projects relevant to this unit.

- **Google Docs for Beginners** - Activities 1-5
- **Write a Story Using Emojis** - Activities 1-6; Activity 8 Extension: Create an Emoji Answer Key (via a table in Google Docs) For this project, teachers could opt to have the students select a technology-related career from the Occupational Outlook Handbook on the U.S. Bureau of Labor Statistics website and have the students type a summary pertaining to the career.
- **Calculate Percentages in Google Sheets** - Activities 1-7 and 9
- **Google Workspace: Sheets - Part 1** - Activities 1-7
- **Google Workspace: Slides - Part 1** - Activities 1-6
- **Google Workspace: Slides - Part 2** - Activities 1-2 and 4
- **Gmail for Beginners** - Activity 3
- **Organize Your Day with Google Calendar** - Activities 1-3

To access the above projects, go to the following web address:

**[applieddigitalskills.withgoogle.com/s/en/teachers](https://applieddigitalskills.withgoogle.com/s/en/teachers)**

Select the Browse Curriculum Tab at the top of the screen. Scroll down to the Search Bar where teachers can search for lessons, and type the title of a project listed above.

***\*The above web address is as of this curriculum writing in August of 2024.***

#### Additional Learning Activities:

- Teacher-led instructions on how students can use Google Drive to create and manage folders and files for their classes
- Teacher-led instructions that are reinforced throughout the course on how students can effectively use Schoology to access course content and assignments, access course updates and notifications, and use the Calendar Tool to organize due dates for projects and assessments

#### Resources:

- Google Apps: Drive, Gmail, Docs, Sheets, Slides, and Calendar
- Applied Digital Skills Google Program
- NearPod
- Schoology

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s): 9.4.8.TL - Technology Literacy 9.4.8.TL.1, 9.4.8.TL.2, and 9.4.8.TL.3**

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Set notifications for tasks and events scheduled in Google Calendar.</li> <li>● Organize due dates for projects and assessments by using the Calendar Tool in Schoology.</li> <li>● Take the skills learned relating to Google Docs and apply them to assignments for other courses, such as when working on reports and essays.</li> <li>● Utilize Data Validation Tools and formulas when working with data on a spreadsheet in the Google Sheets App.</li> <li>● Design a Google Slides presentation that has visual interest by programming elements, such as themes, transitions, and animations.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Program events and tasks using the Google Calendar App.</li> <li>● Access email messages in the Inbox in Gmail.</li> <li>● Compose and send an email using the Gmail App.</li> <li>● Create and organize folders, subfolders, and files in Google Drive.</li> <li>● View updates and notifications in Schoology.</li> <li>● Input and format data on documents, spreadsheets, and presentations via the use of Google Docs, Google Sheets, and Google Slides.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Access course content and assignments on Schoology.</li> <li>● Identify the purpose of each of the following Google Apps: Drive, Gmail, Docs, Sheets, Slides, and Calendar.</li> <li>● Use Google Drive to create and name a Google Docs document, Google Sheets spreadsheet, and Google Slides presentation.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s): 9.4.8.IML - Information and Media Literacy 9.4.8.IML.3 and 9.4.8.IML.7**

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Apply formatting techniques while giving consideration to form, color, and spatial grouping in order to design a document (Google Docs), spreadsheet (Google Sheets), and presentation (Google Slides) that is readable and has visual interest.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Organize research into a summary using the Google Docs App while using formatting techniques.</li> <li>● Format data on a Google Sheets spreadsheet based on a realistic scenario.</li> <li>● Design a Google Slides presentation while also integrating content from a variety of sources.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Create a basic Google Docs document, Google Sheets spreadsheet, and Google Slides presentation.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s): 8.1.8.DA - Data and Analysis 8.1.8.DA.1 and 8.1.8.DA.3**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Organize data in Google Docs by integrating information into a table.</li> <li>Transform data using Google Sheets by defining rules on a spreadsheet to display data based on specific values.</li> <li>Arrange data in Google Slides and make the data relevant for a specific purpose.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Distinguish between the function of Google Docs, Google Sheets, and Google Slides as well as how data can be inputted and organized using these Apps.</li> <li>Understand how a Google Docs file, Google Sheets file, and Google Slides file can be converted to other file formats and vice versa.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize the file formats for Google Docs, Google Sheets, and Google Slides as documents, spreadsheets, and presentations.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Students will have opportunities to deepen their knowledge and further explore the content by having access to activities that will expand their skills relating to the content in the unit.
<b>Struggling Learners</b>	Attention is given to a variety of learning styles, and the instruction and lesson activities will tap into the needs of both visual and auditory learners. For example, a teacher-paced NearPod Lesson provides students with visual slides on their screens while they hear the teacher's instructions. Teachers can activate the Immersive Reader feature in NearPod so that students can utilize an audio feature that will read aloud the text on the slide for when students work on student-paced NearPod Lessons. The projects from the Applied Digital Skills Google program also cater to both visual and auditory learners as the projects are accompanied with instructional videos that contain audio.
<b>English Language Learners</b>	The needs of English Language Learners can be met through a variety of options. Many instructional programs offer the Immersive Reader feature. The NearPod program allows for students to customize the Immersive Reader settings in student-paced NearPod Lessons so that students can select among many languages in order to hear a translation of the text. Since the Applied Digital Skills Google program offers instructional videos with the projects, students are able to see how the steps are completed.
<b>Special Needs Learners</b>	Teachers will implement modifications for special education students as specified in their IEP plans. Some examples could include shortening projects, providing extended time on assignments, and preferential seating.

### Interdisciplinary Connections

**Indicators:**

The content from the Preparation for Learning Unit also aligns with other content areas, such as Mathematics and English Language Arts. The content relates to the New Jersey Student Learning Standards on Mathematics as the students will be utilizing formulas for calculations on spreadsheets and will be defining rules on spreadsheets to show values.

**New Jersey Student Learning Standards - Mathematics**  
***Standards for Mathematical Practice***

- 1 - Make sense of problems and persevere in solving them.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.

The content from the unit also aligns with the New Jersey Student Learning Standards for English Language Arts as students will have an opportunity to research a career and type and format a summary as well as integrate a variety of resources into a presentation.

**New Jersey Student Learning Standards - English Language Arts**  
***Writing Domain***

**W.RW.6.7** - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***Speaking and Listening Domain***

**SL.UM.6.5** - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Integration of 21<sup>st</sup> Century Skills****Indicators:**

The following practices can be incorporated into the classroom to integrate 21st century skills.

**Critical Thinking and Problem-Solving Skills**

As students work with spreadsheets during the Preparation for Learning Unit, they will need to use critical thinking and problem-solving skills as they work with Data Validation Tools to define rules that determine which values their spreadsheet data will contain.

**Creativity and Innovation**

When working on their presentation projects, students can use creativity by applying design elements to a presentation.

**Communication**

Students will have opportunities to communicate information relating to the course via many of the Google Apps, such as Gmail, Google Docs, Google Sheets, and Google Slides.

**Collaboration**

Students can collaborate regarding ideas for their projects as well as participate in class and group discussions.

**Information Literacy**

Students will integrate information from credible sources into projects.

**Media Literacy**

When creating multimedia projects, students will work with a variety of digital sources.

**Technology Literacy**

During the Preparation for Learning Unit, students will become proficient with using the Google Apps, such as Google Drive, Gmail, Docs, Sheets, Slides, and Calendar. The students will be able to apply these technological skills to coursework for other classes. In addition, these skills are preparing students to become computer literate for the workplace.

**Flexibility and Adaptability**

Students will learn that situations may arise that require a person to be flexible and adapt to change. For example, the students are learning to use word processing, spreadsheet, and presentation programs via Google Docs, Google Sheets, and Google Slides. When they enter the workplace, they may be required to work with these same programs, or their workplace may use different software programs for word processing, spreadsheets, and presentations. Students will understand that they would be able to apply their knowledge of Google Docs, Google Sheets, and Google Slides to other word processing, spreadsheet, and presentation programs if the opportunity presented itself in the future.

**Initiative and Self-Direction**

Students can take initiative in a number of ways, such as taking the time to consider teacher feedback on previous assignments to apply the feedback to current assignments and taking the time needed to produce quality work.

**Social and Cross-Cultural Skills**

Students will understand that it is essential to develop interpersonal skills built on professionalism. This skill is important in both a school setting and a workplace setting.

**Productivity and Accountability**

Students can utilize the Calendar Tool in Schoology and the Google Calendar App to track assignment due dates and assessment dates as well as program notifications in the Google Calendar App to receive reminders.

**Leadership and Responsibility**

Students can exhibit leadership qualities by showing responsibility with work completion, participating in class discussions, and interacting with others.

**Metacognition**

Students will have opportunities for self-assessments. For example, they will be able to self-reflect on their learning by using performance scales to rate their performance.



**Unit Title: Engagement with Learning****Unit Description:**

The unit will focus on aiding students with engagement of their learning. The students will utilize skills and practice self-advocacy, as demonstrated by teachers and modeled through lessons. There will be a focus placed on how to engage in classroom activities, participate actively in class discussions, grow through self-reflection and persevere through challenges that may arise in middle school. Additionally, students will have an opportunity to reflect on potential pitfalls in expressing and advocating for their needs in a new academic setting.

**Unit Duration: 6 weeks****Desired Results****Standard(s):****9.4.8.CT. - Critical Thinking and Problem Solving****9.4.8.IML - Information and Media Literacy****9.4.8.TL - Technology Literacy****Indicators:**

9.4.8.CT.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

9.4.8.CT.2: Repurpose an existing resource in an innovative way.

9.4.8.CT.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

**Understandings:**

- Students will be able to understand that learning is an active process that requires effort and engagement.
- Students will engage with various strategies and tools that can enhance learning.
- Students will evaluate and analyze their own learning style and preferences to improve the learning process.
- Students will understand that challenges are natural parts of learning and can lead

**Essential Questions:**

- What does it mean to be an engaged learner?
- How can I take responsibility for my own learning?
- What strategies can I use to improve my focus and concentration?
- How do my beliefs about my abilities affect my learning?
- What role does persistence play in the learning process?

<p>to growth and synthesize solutions to help with those instances.</p> <ul style="list-style-type: none"> <li>• Students will utilize goal setting and brainstorm techniques to monitor progress to achieve successful learning and a growth mindset.</li> <li>• Students will develop and adapt collaborative strategies to better facilitate and contribute to cooperative learning.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I effectively manage my time and organize my materials for learning?</li> <li>• Why is it important to reflect on my learning process?</li> <li>• How can I use feedback to improve my learning?</li> </ul>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Completion of coursework within the unit and demonstration of proficiency through periodic assessment of knowledge gained.</p>	<p><b>Other Evidence:</b></p> <p>Formative assessment, summative assessment, Holistic Scoring Rubrics, teacher observation, student feedback through conferencing and self-reflection.</p>
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<p><b>Benchmarks:</b></p> <p>Weekly/Bi-Weekly formative assessments via quick-checks or quizzes on material learned,</p> <p>Summative assessment at the end of the unit (project, essay, exam providing measurable data for acquisition of knowledge based on learning goals and scales.</p>
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**Learning Plan**

<p><b>Learning Activities:</b></p> <p><i><b>Nearpod Activities:</b></i></p> <ul style="list-style-type: none"> <li>• College and Career Readiness: Learning Strategies 6-8</li> <li>• College and Career Readiness: Learning Strategies Activities K-12</li> <li>• College and Career Readiness: Learning Strategies Videos 6-12</li> <li>• Digital Citizenship and Literacy: Technology Applications 6-12</li> </ul> <p><i><b>EdPuzzle Activities:</b></i></p> <ul style="list-style-type: none"> <li>• Classroom Culture: Promoting Positive Classroom Behavior</li> <li>• Different Types of Learners</li> <li>• Understanding Class Discussion Responsibilities</li> <li>• How to Achieve Success by Having a Growth Mindset</li> <li>• The Power of Positivity</li> <li>• TEDed How Do We Learn From Failure w/ Dean Shepherd</li> </ul> <p><i><b>Google App Suite Activities:</b></i></p> <ul style="list-style-type: none"> <li>• Complete an executive functioning self-assessment via Forms.</li> <li>• Craft an email asking a teacher for a re-take/re-assessment through Gmail accounts.</li> <li>• Utilize Google Calendar to log upcoming assignment due dates and assessments.</li> <li>• Create a Study Skills Checklist via Slides or Docs.</li> </ul> <p><i><b>NewsELA Activities:</b></i></p>
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- Text Set: Unit 1 - Perseverance
- Text Set: Unit 8 - Using Planning to Persevere
- Text Set: Professional Learning - Mindset Matters
- Debate and Discuss (Numerous topics to spark in-depth class discussions and model appropriate interactions)

**Mind Over Matter Activities:**

- Chapter 2: Communication
  - Lessons 1-8
- Chapter 5: Quality Questions
  - Lessons 1-4
- Chapter 6: Decisions, Decisions
  - Lessons 5-8
- Chapter 7: Teamwork
  - Lessons 1-4
- Chapter 8: Critical Thinking
  - Activity choices based on class needs

**Recommended Additional Activities:**

- Types of Learner Assessment
- Have students design a script in groups and perform a role-play to display appropriate interactions and possible roles while in group projects.
- Create a digital study tool (i.e. Quizlet, Cram, Kahoot, GimKit, Blooket, Seesaw, etc.)
- Brainstorm an organization plan and execute it using a platform/organizer of your choice.

**Resources:**

- Google App Suite
- EdPuzzle
- Nearpod
- PBS Kids Learning Network
- NewsELA
- GoFormative
- Schoology
- Mind Over Matter: Critical Thinking Skills Program

**Unit Learning Goal and Scale**

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s): 9.4.8.CT. - Critical Thinking and Problem Solving (9.4.8. CT 1, 2 and 3)**

Students will develop and apply critical thinking and problem-solving skills to analyze complex situations, evaluate information, and create innovative solutions.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>Independently apply critical thinking strategies to complex, unfamiliar problems</b></li> <li>● <b>Evaluate the effectiveness of problem-solving processes and adjust as needed</b></li> <li>● <b>Create and defend innovative solutions, considering multiple perspectives</b></li> <li>● <b>Teach others how to use critical thinking and problem-solving strategies</b></li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>Use critical thinking strategies to analyze situations and identify problems</b></li> <li>● <b>Evaluate information from multiple sources to inform problem-solving</b></li> <li>● <b>Generate and compare potential solutions</b></li> <li>● <b>Implement a chosen solution and reflect on its effectiveness</b></li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize when a problem exists</b></li> <li>● <b>Use basic problem-solving steps with guidance</b></li> <li>● <b>Identify relevant information related to a problem</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Come up with at least one potential solution to a given problem</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<b>Standard(s): 9.4.8.IML - Information and Media Literacy (9.4.8. IML 6 &amp; 11)</b>	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Independently navigate and evaluate complex digital and print sources</li> <li>• Critically analyze media messages, identifying subtle biases and persuasion techniques</li> <li>• Create and share original media content that effectively communicates ideas</li> <li>• Teach others about information evaluation and responsible media use</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Access information from diverse sources, including digital and print media</li> <li>• Evaluate the credibility and relevance of information sources</li> <li>• Identify the purpose and target audience of media messages</li> <li>• Recognize basic techniques used in media to influence audiences</li> <li>• Use digital tools to create and share information responsibly</li> <li>• Understand and explain the importance of digital citizenship</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use basic search strategies to find information online and in print</li> <li>• Distinguish between fact and opinion in media messages</li> <li>• Identify the main idea and purpose of media content</li> <li>• Use some digital tools to create simple media content</li> <li>• Recognize the need for safe and responsible online behavior</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<b>Standard(s): 9.4.8.TL - Technology Literacy (9.4.8. TL 5 &amp; 6)</b>	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Independently select and use advanced features of various digital tools to create complex projects</li> <li>• Troubleshoot technology issues and teach others how to resolve common problems</li> <li>• Evaluate and compare different technologies for specific tasks</li> <li>• Design innovative solutions using technology to address real-world problems</li> <li>• Demonstrate advanced understanding of digital safety and ethics</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a variety of digital tools and applications proficiently for learning and creating</li> <li>• Effectively organize, manage, and protect digital information</li> <li>• Demonstrate responsible and ethical use of technology</li> <li>• Explain how technology impacts society and daily life</li> <li>• Collaborate effectively using digital platforms</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use basic features of common digital tools and applications with some guidance</li> <li>• Perform simple online searches and evaluate website credibility with support</li> <li>• Understand the importance of digital safety and follow basic guidelines</li> <li>• Identify some ways technology is used in everyday life</li> <li>• Participate in online collaborations with supervision</li> </ul>

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>● Offer more complex case studies or scenarios to analyze</li> <li>● Encourage independent research on advanced learning techniques</li> <li>● Allow students to create and teach a mini-lesson on a learning strategy</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>● Use graphic organizers, mind maps, and flowcharts to illustrate learning processes</li> <li>● Incorporate visual aids like infographics and videos</li> <li>● Encourage students to create visual representations of their learning strategies</li> <li>● Include podcasts or audio recordings on learning techniques</li> <li>● Incorporate discussions and oral presentations</li> <li>● Use mnemonic devices and rhythmic patterns to remember key concepts</li> <li>● Implement hands-on activities and experiments related to learning</li> <li>● Use role-playing to demonstrate different learning scenarios</li> <li>● Incorporate movement breaks or learning stations</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Use visual aids alongside new vocabulary</li> <li>● Provide key terms in multiple languages</li> <li>● Allow use of translation tools or bilingual dictionaries</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>● Offer digital versions of materials for easy access and text-to-speech options</li> <li>● Use adaptive technology for students with specific needs</li> <li>● Incorporate assistive apps or software for organization and note-taking</li> <li>● Offer simplified versions of complex texts or concepts</li> <li>● Provide sentence starters or writing frames for reflective activities</li> <li>● Use peer tutoring or small group instruction</li> </ul>

**Indicators:**

There are several cross-curricular opportunities present in the Engagement with Learning Unit, with activities and standards crossing into Literacy, Computer Science, Design Thinking, and Life Literacy Skills. The content within this unit directly addresses college and career readiness standards by encouraging students to engage in problem solving and critical thinking skills that will help provide them with tools to navigate a variety of future pathways. They will also engage in collaborative practices with fellow students and learn how to build upon their learning strategies; developing personalized best practices.

**NJSLS.ELA-LITERACY.SL.6.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**NJSLS 8.2 Design Thinking - 8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.

**NJSLS 8.1 Computer Science - 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **NJSLS 9.4 Life Literacies and Key Skills -**

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## **Integration of 21<sup>st</sup> Century Skills**

### **Indicators:**

*The following are real-world applications of content within this unit:*

#### **Critical Thinking and Problem Solving:**

- Analyzing learning processes
- Identifying effective strategies for different learning situations
- Overcoming learning obstacles

#### **Creativity and Innovation:**

- Developing new approaches to learning
- Finding creative solutions to learning challenges
- Applying knowledge in innovative ways

#### **Communication:**

- Articulating learning goals and progress
- Collaborating with peers on learning projects
- Expressing ideas clearly in various formats

#### **Collaboration:**

- Working in study groups
- Peer tutoring and mentoring
- Participating in group projects and discussions

#### **Information Literacy:**

- Evaluating sources of information
- Synthesizing information from multiple sources
- Using technology to access and manage information

#### **Media Literacy:**

- Understanding how media affects learning
- Creating media to demonstrate learning

- Critically analyzing educational media

**Technology Literacy:**

- Using digital tools for learning
- Adapting to new educational technologies
- Understanding the impact of technology on learning

**Flexibility and Adaptability:**

- Adjusting learning strategies based on feedback
- Adapting to different learning environments
- Embracing new learning challenges

**Initiative and Self-Direction:**

- Setting personal learning goals
- Managing time and resources effectively
- Taking responsibility for one's own learning

**Social and Cross-Cultural Skills:**

- Learning from diverse perspectives
- Respecting cultural differences in learning styles
- Collaborating with people from various backgrounds

**Productivity and Accountability:**

- Setting and meeting learning deadlines
- Producing high-quality work
- Taking ownership of learning outcomes

**Leadership and Responsibility:**

- Guiding peers in group learning activities
- Taking initiative in class discussions
- Being responsible for one's own educational journey

**Metacognition:**

- Reflecting on personal learning processes
- Understanding personal learning styles and preferences
- Developing strategies for lifelong learning

**Unit Title: Interaction and Communication****Unit Description:**

This unit will help students with interactions peer-to-peer and student-to-teacher. The students will learn skills for effective communication and conflict resolution. Students will also learn study and time management skills that will be demonstrated by the teacher and practiced throughout the school year.

**Unit Duration: 6 weeks**

## Desired Results

### Standard(s):

**9.4.8.CI - Creativity and Innovation**

**9.4.8.CT - Critical Thinking and Problem-Solving**

**7.1.IL.IPRET - Interpretive Mode of Communication**

### Indicators:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

### Understandings:

- Students will be able to understand that different people communicate and understand differently.
- Students will engage with various strategies and tools that can help with effective communication
- Students will practice being good communicators and problem-solving skills.
- Students will be able to collaborate better with peers by using good communication skills.
- Students will also practice communication skills with authority figures.
- Students will be able to list and apply the typical steps in the conflict resolution process.

### Essential Questions:

- What is effective communication, and why is it important in resolving conflicts?
- How do nonverbal cues affect communication during conflicts?
- What are the main barriers to effective communication in conflict situations?
- How does active listening contribute to conflict resolution?
- What are the key components of an "I" statement, and why are they useful?
- How do different conflict management styles (e.g., competing, accommodating, avoiding, compromising, collaborating) affect outcomes?
- How can cultural differences impact communication and conflict resolution?
- What are the steps in a typical conflict resolution process?



## Assessment Evidence

### Performance Tasks:

Completion of coursework and projects

### Other Evidence:

Teacher observation, oral assessments, Rubrics, Formative assessments

### Benchmarks:

**An assessment will be used to evaluate the student's problem-solving skills and communication through case studies and examples.**

## Learning Plan

### Learning Activities:

#### *Nearpod Activities:*

- Creative Problem-Solving VR
- Friendships, Communication, and Problem Solving
- Communicating with Peers and Supervisors
- Friendships Communication and Problem Solving
- Mastering Time Management

#### *EdPuzzle Activities:*

- Types of Verbal Communication
- Communication 101 - Avoid Miscommunication
- Communication Sender/Receiver - Abbot and Costello
- How to Improve Your Communication Skills
- Non-Verbal Communication - Taylor Swift
- 

#### *NGPF Activities:*

- SOFT SKILLS: Good Communication
- NGPF Case Studies

#### *Flowcabulary:*

- Effective Communication
- Time Management

#### *Brainpop:*

- Conflict Resolution
- Conflict Resolution Skills - Friends TV Show

#### *Recommended Additional Activities:*

- Types of Communicator Assessment
- [9 Executive Functioning Activities](#)
- [Executive functioning Assessment](#)
- [Executive Functioning 101 Resources](#)
- Everfi.net - Character Playbook®: Building Healthy Relationships
- Everfi.net - The Compassion Project®: Upper Elementary

**Resources:**

- Google App Suite
- EdPuzzle
- Nearpod
- PBS Kids Learning Network
- NewsELA
- GoFormative
- Schoology
- Mind Over Matter: Critical Thinking Skills Program

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s): 9.4.8.CT. - Critical Thinking and Problem Solving (9.4.8. CT 1, 2 and 3)**

Students will develop and apply critical thinking and problem-solving skills to analyze complex situations, evaluate information, and create innovative solutions.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Independently apply critical thinking strategies to complex, unfamiliar problems</li> <li>● Evaluate the effectiveness of problem-solving processes and adjust as needed</li> <li>● Create and defend innovative solutions, considering multiple perspectives</li> <li>● Teach others how to use critical thinking and problem-solving strategies</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Use critical thinking strategies to analyze situations and identify problems</li> <li>● Evaluate information from multiple sources to inform problem-solving</li> <li>● Generate and compare potential solutions</li> <li>● Implement a chosen solution and reflect on its effectiveness</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Recognize when a problem exists</li> <li>● Use basic problem-solving steps with guidance</li> <li>● Identify relevant information related to a problem</li> <li>● Come up with at least one potential solution to a given problem</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s): 9.4.8.CI. - Creativity and Innovation**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Use various sources to help problem-solve and communicate with their peers.</li> <li>● Identify and apply the steps for conflict resolution.</li> <li>● Come to an agreement with all parties involved.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Use a few sources to help problem-solve and communicate with their peers.</li> <li>● Apply some of the steps toward conflict resolution.</li> <li>● Come to an agreement that supports the majority of the people involved</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Use listening skills in their communication with peers.</li> <li>● Brainstorm ideas for conflict resolution</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>

0.0	Even with help, no success
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<b>Standard(s): 7.1.IL.IPRET - Interpretive Mode of Communication</b>	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Be an attentive listener</li> <li>● Be able to identify both verbal and non-verbal communication</li> <li>● Be able to adjust their communication based on the other people involved.</li> <li>● Be able to avoid conflict through good communication and listening skills</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Be an active listener</li> <li>● Identify some verbal and non-verbal communication</li> <li>● Identify when a certain mode of communication is not working</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Identify some verbal and non-verbal communication</li> <li>● Attempt to communicate clearly with peers</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	Even with help, no success

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>● Offer more complex case studies or scenarios to analyze</li> <li>● Encourage the students to help one another to identify different communication skills.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>● Identify student communication/learning types to better help the student.</li> <li>● Use videos, class discussions, graphic organizers, and flowcharts to illustrate</li> <li>● Implement hands-on activities for student to practice their skills with other students</li> <li>● Use role-playing to demonstrate different conflict resolution scenarios</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Use visual aids alongside new vocabulary</li> <li>● Provide key terms in multiple languages</li> <li>● Allow the use of translation tools or bilingual dictionaries</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>● Offer digital versions of materials for easy access and text-to-speech options</li> <li>● Use adaptive technology for students with specific needs</li> <li>● Incorporate assistive apps or software for organization and note-taking</li> <li>● Offer simplified versions of complex texts or concepts</li> <li>● Provide sentence starters or writing frames for reflective activities</li> <li>● Use peer tutoring or small group instruction</li> </ul>

## Indicators:

Good communication skills can be used across all disciplines. Students can use their knowledge of problem-solving and verbal/non-verbal communication skills to better enhance their learning experiences.

**World Language 7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture.

**NJSLS.ELA-LITERACY.SL.6.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**NJSLS 8.2 Design Thinking - 8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.

## **NJSLS 9.4 Life Literacies and Key Skills -**

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

*The following are real-world applications of content within this unit:*

#### **Critical Thinking and Problem Solving:**

- Analyzing learning processes
- Identifying effective strategies for different learning situations
- Overcoming learning obstacles

#### **Communication:**

- Use good listening skills when communicating with peers and teachers
- Identify and use the steps for conflict resolution
- Use communication skills to deescalate a communication issue
- Identify differences in communication that may make it difficult to communicate.

#### **Collaboration:**

- Participating in group projects and discussions

#### **Flexibility and Adaptability:**

- Adjusting communication strategies based on verbal and non-verbal communication
- Adapting to different types of communicators
- Embracing new learning challenges

#### **Social and Cross-Cultural Skills:**

- Learning from diverse perspectives

- Respecting cultural differences in communication styles
- Collaborating with people from various backgrounds

**Leadership and Responsibility:**

- Guiding peers in group learning activities
- Taking initiative in class discussions
- Being responsible for one's communication skills
- Being able to de-escalate a situation with the communication skills learned.

**Metacognition:**

- Reflecting on personal communication skills
- Understanding different types of communication and realizing when to use a different strategy