



ERI Life Skills

An age appropriate curriculum for middle school students regarding social emotional learning. It is instructor led with a focus on small group discussion and classroom led modules. Curriculum provided project-based elements and extensions beyond the classroom. Each unit and lessons align with NJ Dept of Ed SEL Competencies and NJ Student Learning Standards and Career Readiness and Life Literacies and Key Skills.

Course Sequence & Pacing

Unit Title	MP/Weeks
<p>Unit 1: Classroom Team Building and Rapport Exploration Students and staff will explore new classroom agendas and scope of program. Collaborative will create and implement classroom standards, behavioral expectations, and team building.</p>	MP 1 - Weeks 1-4
<p>Unit 2: Everything is Possible The Everything Is Possible Mindset will orient us toward understanding the importance of and increasing the expectations we have for ourselves, our world, and the future. At the core of the Mindset are an appreciation of our own creative capacity, the importance of maintaining a positive attitude, and the understanding that failure and setbacks are essential to accomplishing goals.</p>	MP 1 - Weeks 5 - 8
<p>Unit 3: Passion First Students will learn about the Passion First Mindset. The unit orients students towards understanding that each individual is a unique expression of human existence, and that they should focus on finding their individual genius. This requires us to have authentic dreams that align with our core values.</p>	MP 1- Weeks 9-17
<p>Unit 4: We are Connected Students will learn about the We Are Connected Mindset. The We Are Connected Mindset helps us understand that everyone who comes into our lives can support us to live our dreams. We learn to explore our relationships with others, embrace diversity, and relish competition, which allows us to</p>	MP Weeks 18-21

<p>maximize our potential with and through others.</p>	
<p>Unit 5: 100 % Accountable Students will learn about the 100% Accountable Mindset. This Mindset teaches us that we are not victims of our past, our future is not predetermined, and our lives are what we choose from this moment forward. We will focus on breaking down barriers, freeing our minds, and focusing our energy to take critical steps toward our goals.</p>	<p>MP Weeks 22-25</p>
<p>Unit 6: Attitude of Gratitude Students will learn about the Attitude of Gratitude Mindset. The Attitude of Gratitude Mindset teaches us that we can use either the positives or negatives as a foundation on which to build our lives. If we choose the positives, we are on our way toward extraordinary success; but if we choose the negatives, we will likely begin a downward spiral. By focusing on what we have, there is no time to be distracted by what we don't have.</p>	<p>MP Weeks 26-30</p>
<p>Unit 7- Live to Give Students will learn about the Live to Give Mindset. The Live to Give Mindset teaches us that abundance is cyclical in life, and to get love, respect, and financial security, we must learn to give. The Mindset also teaches us that our greatest gift is to maximize the positive impact we can have on the world by identifying and leveraging our unique genius. The good we do will then be returned to us in kind.</p>	<p>MP Weeks 31-34</p>
<p>Unit 8: The Time is Now Students will learn about The Time Is Now Mindset. The Mindset teaches us that all our power exists in the moment. We cannot change the past, and the future hasn't happened and therefore we must take purposeful action in the present to create the life of our dreams.</p>	<p>MP Weeks 35-38</p>
<p>Unit 9: 7 Mindsets Wrap Up Students will process the year-long SEL curriculum and provide feedback on their goals and learning plans.</p>	<p>MP Weeks 39-41</p>

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

Holocaust and genocides (N.J.S.A. 18A:35-28)

History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

Climate Change - [Please click here for specific examples \(by subject\)](#)

Unit 1

Stage 1: Desired Results

Unit 1: Classroom Team Building and Rapport Exploration

Unit Summary: Students will learn to embrace their peers and explore ways to build trust and cooperation within the school setting.

Unit 1 Learning Targets

NJSEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Decision-Making, Growth Mindset, Empathy, Hope, Cultural Competencies.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, gym, special programs)
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- Why is it important to be open and willing to work with others
- Why is trust and respect important
- What does a positive classroom look like

Unit Enduring Understandings:

- Learn how to embrace classmates and understand the importance of working together to produce a positive environment
- Understand the idea of trust and respect
- Understand why a positive classroom can lead to positive experiences

Content-Students will know:

- Learn to identify why working together is important
- How to demonstrate respect and trust
- How of identify aspects of what creates a positive classroom

Skills-Students will be able to:

Students will be able to identify the importance of team work and team building through being open and honest with others. They will explore why trust and respect hold key values in the classroom. Students will also be able to identify key aspects of a positive classroom and implement those ideas.

Stage 2: Evidence of Student Learning**Summative Assessments:**

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS (when appropriate)

CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Learn the importance of being willing to work with others
- Learn how to build rapport and trust with their peers within the school setting
- Recognize what makes a positive classroom environment and identify ways to implement them in the classroom

Learning Activities:

Individual and small group activities

Direct Instruction

Discrete Trials

CBI Trips

Resources:

VB MAPP

AFFLS

Teacher created materials

7 Mindsets online resources

Chromebooks

Youtube

TPT

Internet Resources

Boom Cards

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers

- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2 : Everything Is Possible

Unit Summary: The Everything Is Possible Mindset will orient us toward understanding the importance of and increasing the expectations we have for ourselves, our world, and the future. At the core of the Mindset are an appreciation of our own creative capacity, the importance of maintaining a positive attitude, and the understanding that failure and setbacks are essential to accomplishing goals.

Unit 2 Learning Targets

NJSEL Competencies: Decision Making, Hope, Self-Awareness, Growth Mindset, Resilience, Self-Management, Relationship Skills.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

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- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
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Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- What is “dreaming big”
- How can we embrace creativity
- How can we think positively
- How can we act and adjust to meet challenges that limit us

Unit Enduring Understandings:

- Shifting our thinking to create goals for ourselves
- Embrace our creativity to achieve future dreams
- Think positively allows for developing positive attitude
- Recognize challenges and act and adjust to achieve our goals

Content-Students will know:

- Shift from extrinsic dreams to authentic dreams
- Their role in accomplishing their dreams
- Recognize and model creativity in thinking
- Develop positive attitude
- Learn to recognize challenges and ways to act and adjust

Skills-Students will be able to:

- Students will learn how to think critically and understand the role they play in their accomplishments in life
- They will develop a greater understanding of their own creativity and use coping strategies to overcome challenges
- They will be able to visualize their future plans and shift their mindsets to overcome barriers and obstacles by assessing, acting and adjusting their plans.

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS (when appropriate)
CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
CBI trip (checklists)
Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Skill:

- Learn to shift our thinking from extrinsic dreams (fame, fortune, etc.) to authentic dreams, such as success in critical areas of life (family, health, etc.) that build true happiness
- Understand the role that expectations and imagination play in accomplishing our dreams
- Recognize and model a greater appreciation for our own creativity
- Use creative thinking to overcome challenges and move toward achieving our dreams
- Visualize our dreams
- Develop a positive attitude toward achieving our dreams.
- Recognize that some of our beliefs may limit our ability to achieve our dreams
- Shift our mindset toward what can be done in the moment to overcome challenges
- Understand how important it is to take action, adjust from setbacks, and continue to move forward

Learning Activities:

Individual and small group activities

Direct Instruction

Discrete Trials

CBI Trips

Resources:

VB MAPP

AFFLS

Teacher created materials

7 Mindsets online resources

Chromebooks

Youtube

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Internet Resources

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- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Passion First

Unit Summary: Students will learn about the Passion First Mindset. The unit orients students towards understanding that each individual is a unique expression of human existence, and that they should focus on finding their individual genius. This requires us to have authentic dreams that align with our core values.

Unit 3 Learning Targets

NJSEL Competencies: Self-Awareness, Cultural Competence, Hope, Self-Management, Resilience

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

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Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How do we identify and focus on our strengths
- How can we explore our interests
- How do we Take a Stand and identify our core value
- How do we learn to be Authentic

Unit Enduring Understandings:

- Explore why our passions matter to our dreams
- Understand that students possess different types of strengths
- Understand that exploring our interests and achieving goals in school and life are interrelated
- Understand why core values are important to achievement
- Understand happiness is achievable when we focus on our strengths

Content-Students will know:

- Learn to explore and understand our passions matter to achieve our dreams
- Become aware of our physical, academic, situational and personality based strengths
- Identify our interests in school and in life
- Identify what our core values are
- Learn that happiness is more attainable when we focus on our strengths and understand the importance of being comfortable with who we are and less affected by peer pressure

Skills-Students will be able to:

- Students will learn to identify their personal strengths and values
- They will be able to develop and utilize those strengths during struggle and failures
- Students will gain insight into how to achieve happiness and their life goals when they focus on their abilities and work towards achieving their dreams
- Students will also be able to rely on their own skills and be comfortable with themselves without needing to follow or fail victim to peer pressure.

Stage 2: Evidence of Student Learning

Summative Assessments:

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Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
CBI trip (checklists)
Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
AFFLS
Cooperative and independent learning experiences

Alternative Assessments:

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AFFLS
CBI trip checklists
Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Understand why exploring our passions is important for achieving our dreams
- Become aware of different types of strengths, such as, physical, academic, situational, and personality-based ones
- Understand that resilience and leveraging our strengths can help us through struggle and failure
- Identify our interests

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials

- Learn that exploring our interests and achieving our goals and dreams in school and life are interrelated
- Understand and identify our core values. • Understand why identifying our core values is an important step toward achieving our dreams
- Understand why identifying our core values is an important step toward achieving our dreams
- Understand that happiness is far more attainable when we focus on our strengths, explore our interests, pursue our passions, and integrate core values into our dreams
- Understand the importance of being more comfortable with who we are and less affected by peer pressure
- Develop a complete understanding of the Passion First Mindset

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 Chromebooks
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Unit 4

Stage 1: Desired Results

Unit 4: We Are Connected

Unit Summary: Students will learn about the We Are Connected Mindset. The We Are Connected Mindset helps us understand that everyone who comes into our lives can support us to live our dreams. We learn to explore our relationships with others, embrace diversity, and relish competition, which allows us to maximize our potential with and through others.

Unit 4 Learning Targets

NJSEL Competencies: Social Awareness, Relationship Skills, Cultural Competence, Empathy, Resilience

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

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Unit Essential Questions:

- How do we embrace everyone
- How do we maximize positive relationships
- How do we build our dream team
- How do we lead with value

Unit Enduring Understandings:

- Learn how identifying new and strengthening existing relationships can improve negative or unhealthy relationships.
- Understand the significance of the people we surround ourselves with
- Identify and cultivate new relationships that help us in a positive way in school and beyond
- Understand the importance of helping others while they work towards their own goals.

Content-Students will know:

- Students will learn how to develop and strengthen new and existing relationships
- Students will know the significance of who they surround ourselves with and the impact of these relationship choices

Skills-Students will be able to:

- Students will learn and understand the importance of embracing others while formulating and developing positive relationship skills

- Identify critical roles others play in their lives
- Students will know the importance of helping others as they work towards reaching their own goals and dreams

- They will learn to understand the importance of who they surround themselves with and how others can affect their success.
- Students will also identify those critical roles in their lives to better help them achieve success all while learning that helping others also assists in them achieving their goals and dreams

Stage 2: Evidence of Student Learning

Summative Assessments:

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 AFFLS (when appropriate)
 CBI trip (checklists)

Formative Assessments:

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 Classroom activities

Common Benchmark Assessments:

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 Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

Learning Activities:

Individual and small group activities

- List new relationships we want to develop and identify existing relationships we want to strengthen
- Learn about strategies that can improve negative or unhealthy relationships
- Understand the significance of the people we surround ourselves with and the impact these relationship choices have on our lives. • List our five most empowering relationships and discuss strategies for strengthening them
- Identify the critical roles others play in our lives. • Think about the new relationships we need to develop to help us in school and beyond.
- Develop ways we can demonstrate our value to our Dream Team
- Develop a full understanding of the We Are Connected Mindset.
- Understand how important it is to help others as we work toward reaching our own goals and dreams

Direct Instruction
Discrete Trials
CBI Trips

Resources:

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- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 5

Stage 1: Desired Results

Unit 5: 100% Accountable

Unit Summary: Students will learn about the 100% Accountable Mindset. This Mindset teaches us that we are not victims of our past, our future is not predetermined, and our lives are what we choose from this moment forward. We will focus on breaking down barriers, freeing our minds, and focusing our energy to take critical steps toward our goals.

Unit 5 Learning Targets

NJSEL Competencies: Self-Management, Decision-Making, Resilience, Growth Mindset, Self-Awareness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, gym, special programs)
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- Why do we need to own our life
- How do we overcome limiting beliefs
- How do we focus our energy
- How can we grow through life

Unit Enduring Understandings:

- Understand how to take control of their own behaviors and actions in their life
- Understand how to overcome real and perceived obstacles
- Recognize how important it is to maximize time with empowering activities
- Recognize the importance of how one can continuously grow and develop throughout life.

Content-Students will know:

- Learn who to take control of behaviors and actions that produce specific outcomes in their lives
- Be able to identify real and perceived obstacles and develop strategies to overcome them

Skills-Students will be able to:

- Students will be able to identify and take control of their own behaviors and learn how to take ownership of their lives

- Lift activities that empower them and identify why they are important
- Recognize the importance of identifying how one can continuously grow and develop through accountability.

- They will be about to identify and overcome obstacles in their lives. Students will understand the importance of maximizing their time for empowering activities that allow them to continually grow and develop

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS (when appropriate)
 CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
 AFFLS
 Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS
 CBI trip checklists
 Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Learn to take control of behaviors and actions that produce positive outcomes in our lives

Learning Activities:

Individual and small group activities
 Direct Instruction
 Discrete Trials

- Explain how we can begin to take ownership of our lives
- Understand that we can overcome real and perceived obstacles
- Identify obstacles we perceive and develop strategies to overcome them
- Recognize how important it is to maximize our time with empowering activities
- List activities that empower us and identify why they are important
- Recognize the importance of identifying how we can continuously grow and develop
- Develop an understanding of the 100% Accountable Mindset.

CBI Trips

Resources:

VB MAPP
 AFFLS
 Teacher created materials
 7 Mindsets online resources
 Chromebooks
 Youtube
 TPT
 Internet Resources
 Boom Cards

**Accommodations and Modifications:
 Students with Disabilities, English Language Learners,
 Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time

- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
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Unit 6

Stage 1: Desired Results

Unit 6: Attitude of Gratitude

Unit Summary: The attitude of gratitude mindset teaches us that we can use either the positives or negatives as a foundation on which to build our lives. If we choose the positives, we are on our way toward success; but if we choose the negatives, we are likely to begin a downward spiral. By focusing on what we have, there is no time to be distracted by what we don't have.

Unit 6 Learning Targets

NJSEL Competencies: Hope, Self-Awareness, Resilience, Social Awareness, Relationship Skills, Empathy, Growth Mindset, Cultural Competence
 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements
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- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, gym, special programs)
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- Can we list our positive attributes
- How can we identify the things we are grateful for
- Why should we express gratitude
- How can we learn lessons from negative experiences

Unit Enduring Understandings:

- Depending on whether we decide to embrace positive or negative thoughts will dictate our future success
- If we learn to focus on the positives we can become more successful

Content-Students will know:

- How to identify their positive attributes
- Will identify the things they are grateful for
- Will understand the importance of expressing gratitude

Skills-Students will be able to:

- Understand the connection between celebrating themselves and living a successful life
- Understand we all have so much to be grateful for

- Will be able to identify and list the good things that may come from negative experiences

- Understand that doing for others makes us feel better
- Understand the importance of maintaining a positive attitude in a difficult situation

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS (when appropriate)
 CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
 AFFLS
 Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS
 CBI trip checklists
 Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Identify our positive attributes
- Understand the connection between celebrating who we are and living a successful life

Learning Activities:

Individual and small group activities
 Direct Instruction
 Discrete Trials
 CBI Trips

- Understanding we all have things to be grateful for. Identify and list what we are grateful for in a journal
- Recognize the importance of expressing gratitude
- Understand that doing something for someone else makes us happier
- Understand the importance of maintaining a positive attitude in difficult situations
- Identify and list the good that can come from negative experiences

Resources:

VB MAPP
 AFFLS
 Teacher created materials
 7 Mindsets online resources
 Chromebooks
 Youtube
 TPT
 Internet Resources
 Boom Cards

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 Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

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- Follow a routine/schedule
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- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments

- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
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Unit 7

Stage 1: Desired Results

Unit 7: Live to Give

Unit Summary: The live to give mindset teaches us that in order to get love, respect and financial security, we must learn to give it. In other words, the good we do will be returned to us in kind.

Unit 7 Learning Targets

NJSEL Competencies: Decision Making, Hope, Self-Awareness, Growth Mindset, Resilience, Self-Management, Relationship Skills, Cultural Competence, Empathy, and Social Awareness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, gym, special programs)
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How can the way we live impact others
- How can being of service to others help us
- Why should we be open to receiving help from others
- How can we make a positive change in the people around us

Unit Enduring Understandings:

- Our greatest gift is to be a positive influence to those around us.
- When we give of ourselves, others will return the kindness to us.

Content-Students will know:

- How to identify ways they can help others
- How to receive gifts and compliments from others
- Will be able to identify how they can have a positive impact on people around them

Skills-Students will be able to:

- Effect positive change in the people around them by being kind, and being of service
- Gracefully accept compliments and gifts from others

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Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS (when appropriate)
CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
CBI trip (checklists)
Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
AFFLS
Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS
CBI trip checklists
Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Understand that living our dreams has a positive impact on others
- Explain how we can give to the world by living our best lives.
- Understand the power of kindness and being of service
- Understand that we can be of service by identifying ways we can make a difference

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS

- Learn how important it is to receive support and help from others
- Understand how to receive gifts and genuine compliments from others gracefully
- Understand that we have the power to provoke changes at any age
- Understand how we can have a positive impact on the people around us

Teacher created materials
 7 Mindsets online resources
 Chromebooks
 Youtube
 TPT
 Internet Resources
 Boom Cards

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- Alternative Assessments
- Games and Tournaments

- Learning Contracts
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- Goal-Setting with Students
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Unit 8

Stage 1: Desired Results

Unit 8: The Time is Now

Unit Summary: Students will learn that we can't change the past and the future hasn't happened, so the only power they have is here and now. We must take purposeful action in the present to create the life and dreams we want.

Unit 8 Learning Targets

NJSEL Competencies: Decision Making, Hope, Self-Awareness, Growth Mindset, Resilience, Self-Management, Relationship Skills, Cultural Competence, Empathy, and Social Awareness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
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- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, gym, special programs)
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Unit Essential Questions:

- How do we accept the past and live in the moment
- How do we allow ourselves to be vulnerable
- How do we act with purpose

Unit Enduring Understandings:

- Understanding that we can not change the past and that we can only take purposeful action in the present.
- Understand that allowing ourselves to be vulnerable is a very powerful state of being

Content-Students will know:

- How to identify situations that make us feel our best
- How to identify fears and overcome them
- How to take the necessary steps to reach their goals

Skills-Students will be able to:

- Live life in the moment and think of life as a journey of taking purposeful actions
- Understand that the greatest power that exists is in the moment and will act with purpose to reach their goals
- Know that allowing themselves to be vulnerable is a powerful state

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS (when appropriate)
CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
CBI trip (checklists)
Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
AFFLS
Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS
CBI trip checklists
Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Understand that the greatest power we have exists in this moment
- Learn to live in the moment and think of life as a journey of taking purposeful actions
- Identify situations and things that make us feel our best.
- Learn what it means to be vulnerable
- Know that allowing ourselves to be vulnerable is one of the most powerful states of being
- Identify our fears and ways to overcome them

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials
7 Mindsets online resources
Chromebooks

- Learn that acting with purpose means to have a goal in mind and take the necessary steps to achieve that goal
- Act with purpose to support our values and dreams now

Youtube
TPT
Internet Resources
Boom Cards

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- Goal-Setting with Students

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Unit 9

Stage 1: Desired Results

Unit 9: Wrapping it all Together

Unit Summary: This unit will be a summary of the previous units

Unit 9 Learning Targets

NJSEL Competencies: Decision Making, Hope, Self-Awareness, Growth Mindset, Resilience, Self-Management, Relationship Skills, Cultural Competence, Empathy, and Social Awareness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)

- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies



Unit Essential Questions:

- Which concepts resonate with you
- What changes have you been making already in your life and what future changes can you make

Unit Enduring Understandings:

- We have the power to achieve our goals by first identifying them, following our passions, accepting help from others, taking responsibility for our choices, focusing on the positive, making the best out of the negatives, being kind, and acting in the moment.

Content-Students will know:

- Everything is possible; dream big
- How to identify individual passions
- We are all connected
- They are accountable for their futures
- To choose the positives instead of the negatives to focus on
- Showing gratitude and kindness will come back to them
- The time is now for purposeful action

Skills-Students will be able to:

- Reflect on all of the units and identify ways they can make changes to their mindsets in order to be successful

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)

AFFLS (when appropriate)
CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Be able to reflect on our choices and how they affect our lives.
- Be able to find the positive ways to deal with situations
- Be able to make the best of negative situations and learn from them
- Be grateful for the things we have
- Give of ourselves to make our world a better place

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials
7 Mindsets online resources
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers

- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms