

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Strive for Success
Curriculum Area and Grade: 6-8 Discrete Magnet course

BOE approved 9/27/2021

Course Purpose:

In Strive for Success, students develop the skills to overcome obstacles. These skills can be learned, taught, improved on with practice, and developed incrementally. These skills also provide a solid foundation for learning independently and learning with others. Students learn to be prepared and to take ownership of their own learning and future endeavours.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

Students will develop, practice, and apply essential life skills such as communicating effectively, making decisions, managing personal resources, setting goals, studying effectively, resolving conflicts, building confidence and planning for a successful future.

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Communication	2. Managing resources and time
3. Decision making	4. Problem solving / Confidence Building
5. Resolving Conflicts	6. Looking to the Future

Mappers/Authors:

Date Approved: 9/27/2021

Part 1 - Unit/Theme/Concept			
Grade: 8	Subject: Strive for Success	Course: Strive for Success	Length of Unit: (9 weeks - 45 days)

Common Core State Standards: <https://www.overcomingobstacles.org/portal/en/media/855>

Grade 8

Reading:

- [RL.8.10](#)
- [RI.8.10](#)
- [R.1](#)

Writing:

- [W.8.3](#)
- [W.8.4](#)
- [W.8.5](#)
- [W.8.10](#)

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Communication 2. Managing personal resources and time 3. Decision making 4. Problem solving and confidence building 5. Resolving Conflicts 6. Looking to the Future 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Students are taught the importance of understanding nonverbal messages, listening carefully, speaking clearly, being assertive, and expressing opinions constructively. 2. Managing personal resources: Students will be able to manage personal resources which helps them develop a positive attitude, be more accountable, handle stress, manage their time, and take initiative. 3. Decision Making: Students will be able to make decisions big and small, gather information, identify options, weigh options and consequences, and make choices. 4. Problem Solving: Students will learn how to identify and solve problems. . Topics such as defining problems--big and small, identifying options, considering pros and cons, and finding solutions are explored. 5. Resolving Conflicts: Students will be able to understand the nature of conflict, be able to identify and control emotions in conflict, use communication skills effectively, and apply the skills to conflict situations. 6. Looking to the Future: Students will be taught how to adapt to change, stay focused, get along with others, play by the rules and present themselves, all paramount in easing transitions. 	<p>Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

Big Idea and Essential Questions

- **Big Ideas**

Throughout this course students will develop, practice, and apply essential life skills such as communicating effectively, making decisions, managing personal resources, setting goals, studying effectively, resolving conflicts, building confidence and planning for a successful future. A focus will also be placed on real life application of these skills to help prepare students for future study and careers.

- **Essential Questions:**

- What are the necessary qualities a person should have in order to strive for and achieve success through life's varied challenges?

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Formative assessments
Self-assessment
Peer assessment

Oral presentations/rubric
Performance assessment/rubric
Case study/Seminar
Reflection Journal

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Resources: https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1412_1_e&part=4&chapter=1

- Communication:
 - Exchanging thoughts, messages and information effectively through interaction
 - Reading, writing and using language to gather and communicate information

- Social:
 - Collaboration Skills-- Working effectively with others

- Self Management:
 - Organizational skills -- Manage time and tasks effectively
 - Affective Skills

- Thinking:
 - Critical Thinking Skills
 - Creative Thinking Skills
 - Transfer Skills

- Reflection:
 - Developing metacognition through reflection