

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
Middle School Course of Study

Course Title		Individuals and Societies			Course Code			
Content Area:	Interdisciplinary/Elective		Grade Range:		7-8		Board Adoption Date:	
Transcript Title:	Individuals and Societies			What site wrote the course:			Ensign Intermediate	
Recommend Skills:	No prerequisite					Length of Course:		1 year (2semesters)
		List Other Courses in the Sequence:			IB Signature Academy (NHHS)			

COURSE DESCRIPTION (catalog summary):

Individuals and Societies is a personal empowerment class inspired by the International Baccalaureate learner profile that builds strong 21st Century Skills. Students will explore how individuals simultaneously shape, and are shaped by, diverse societies in creative project based lessons which build academic, personal, social-emotional, practical, and technological readiness. Students are equipped in a challenging and supportive environment to become successful and confident, both personally and as leaders, through establishing a creative, clear thinking, confident and open-minded approach to real life applications and opportunities to play a positive role in our global society.

GOALS (expected performance outcomes for students):

Students will demonstrate:

- A. Multiple ways to explore academic and real life elements of a variety of topics relating to personal empowerment and societal influence.
- B. Original research inquiry into individual and societal dynamics at least once over the course of the year.
- C. Development of understanding and application of key concepts at increasing levels of sophistication and abstraction.
- D. Performance on projects and formative assessments that offer students opportunities to reach the highest achievement levels with regard to their conceptual knowledge and understanding.
- E. Clear thinking and open-mindedness in Socratic seminar, inquiry, debate and creative expression.
- F. The development and use of practical and conceptual steps to navigate strategies for dealing successfully with emotional, social, and globally challenging situations.
- G. Effective, reflective, and sustainable positive habit formation.
- H. Establishment of a principled growth mindset.
- I. A healthy balance of life's aspects: intellectual, physical, social, emotional, and practical.
- J. Connecting with individuals locally and in the global community through confident, creative, and effective communication.
- K. Developing independent skills for inquiry and research that employ increased student agency (student-driven learning)
- L. Open-minded commitment to empathy, compassion and respect through local and global service.
- M. Respect-based interpersonal skills that promote high functioning and resilient relationships.
- N. Expanding awareness of educational opportunities in high school and college as well as opportunities for future career and life choices.

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

*Supporting Common Core College and International Baccalaureate Standards throughout our curriculum

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“The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” (International Baccalaureate Organization, 2013)

1. Critical, creative, and higher level thinking and problem solving
 - a. Developing skills for inquiry and research
 - b. Exploring knowledge across a range of disciplines
2. Confident and creative communication
 - a. Speaking and listening skill development
 - b. Persuasive and reflective writing
 - c. Research and evidence based writing
3. Integrity, open mindedness, and caring
 - a. Respect for the dignity and rights of people everywhere
 - b. Take responsibility for our actions and their consequences
 - c. Approach uncertainty with determination to explore innovative strategies
 - d. Resourceful and resilient in the face of challenges and change
4. Balance
 - a. Intellectual, physical, emotional, practical, and social aspects of life
 - b. Recognizing global interdependence of all people
5. Reflective
 - a. Thoughtfully consider the world and other’s ideas as well as our own ideas and experience
 - b. Work to accommodate both our strengths and weaknesses in support of learning and personal development
6. Maximize Educational Opportunities
 - a. Explore and consider high school opportunities
 - b. College and career readiness

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 - b. Exploring knowledge across a range of disciplines
2. Confident and creative communication
 - a. Speaking and Listening Skill development
 - b. Persuasive and Reflective writing
 - c. Research and evidence based writing
3. Integrity, open mindedness, and caring
 - a. Respect for the dignity and rights of people everywhere

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- b. Take responsibility for our actions and their consequences
 - c. Approach uncertainty with determination to explore innovative strategies
 - d. Resourceful and resilient in the face of challenges and change
- 4. Balance
 - a. Intellectual, physical, emotional, practical, and social aspects of life
 - b. Recognizing global interdependence of all people
- 5. Reflective
 - a. Thoughtfully consider the world and other's ideas as well as our own ideas and experience
 - b. Work to accommodate both our strengths and weaknesses in support of learning and personal development
- 6. Maximize Educational Opportunities
 - a. Explore and consider High School opportunities
 - b. College and career readiness

EVALUATION (how students will be assessed and graded):

Students will be assessed and graded on the following:

1. Written communications: reflections, analysis, opinions, responses, and creative content
2. Speaking and Listening skills demonstrated in the classroom
3. The use of technology (Google Apps for Education) to support projects, presentations, and performances
4. Planning, participation in, and implementation of projects, presentations, inquiry, and performances that demonstrate a mastery of skills for handling academic, social, financial, nutritional, and emotionally challenging individual, group, and global situations.

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Unit 1	Length of Unit ... (25 Days /5 weeks / 25 class sessions) ... 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Opening Unit Individuals & Societies Establishing class protocol Individual, Local, and Global Perspective	Societies Local Global Empowerment Influence Impact Philanthropy Empathy Compassion Collaboration 21 st Century Skills Reflection Analysis Strategies Blog Facilitate Persuasive Meaningful Accountable Socratic Dialogue Apathy Cynical Choice Encouragement Contemplate Erudite Fortright Optimistic	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and projects	Establishing class protocol Using Google Apps for Education Introduction Using School Loop including discussion/blog entries Parent Conversation Reports Genius hour research and reflection (teens in service) , Blogs, Reflections, and Meaningful Replies Societies & Individuals: The two way interaction 1. Team building activities 2. Power of individuals in a global and local society (Annotation & Socratic Dialogue) 3. Global and local awareness Inquiry 4. Written reflections, analysis, and response (of literature Dr. Seuss, <u>Oh the Places You'll Go,</u>) Habits for success analysis and goal setting Project Attitude choices as a personal empowerment strategy Exploration of, and Skit writing for application and practice Student Action Service Program design, planning & implementation (to follow throughout the year) Personal goal setting and follow-up accountability (getting my attitude out of my way) Creation of, Participation in, and reflective analysis of "attitude" skits	Choices Magazine (Bimonthly) CA Dairy Council "Exercising Your Options" Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites DVD: Jesse's Story Paper, Pens

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			Parent Conversation Reports	
			Speaking and listening to classmates (including “cold call” speaking in front of the class)	
Differentiation “Teach to the top while Insuring that ALL will both learn and succeed and have opportunities to excel.”	Support -- for students who are struggling with the content	Content: All content will be accessible Process: Google Translate Spanish translated “Parent Conversation Reports” (PCRs) Student written responses in Spanish One-on-one support from TAs and/or teacher Modification of requirements for certain students Product: All projects, assignments and activities		
	Extension – for high achieving students.	Content: The same content (open ended) Expanded opportunities for personal and academic depth and complexity Process: Open ended opportunities for projects and processes Encouraged and rewarded for independent, creative, and purposeful project development Opportunities for expanded writing and analysis Product: Student driven achievement at complex and creative higher levels on all projects Opportunities for student driven independent research and project development		
Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,			
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)			

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Unit 2	Length of Unit ... (20 Days / 4 weeks / 20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Influencers In Societies Relational And personal Decision Making Dealing with Negative Peer Pressure Using Positive Peer Pressure And Support	Peer Pressure Support Negative Positive Encouragement Friendfluence Public Service Announcements	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and projects	Parent Conversation Reports “Genius Hour” research and reflection (teen peer pressure) Student driven inquiry and analysis: Pressure People analysis, & reflections Annotation: “Friendfluence” (Choices Magazine) Socratic Seminar and Opinion Writing Dateline: “My Kid Would Never Do That” clips & analysis Positive pressure dialogue writing Friendfluence Skit Performances, analysis, and reflections Blog entries and replies Personal goal setting and follow up accountability (practicing daily (+) influence) Reality check activities Personal & community interventions Friendfluence Skit Performances, analysis, and reflections Positive influence accountability goal work	Choices Magazine (Bimonthly) Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Quizlet

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Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,	
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)	

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Unit 3	Length of Unit ... (25 Days / 5 weeks / 25 class sessions) ... 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Social Power Struggles <i>Global Societal and Personal Bullying</i> Handling and Preventing Bullying Interventions: Helping Bullies Handling Difficult Situations In Life	Bystander Target Positive support Positive pressure Negative support Negative pressure Heroic Compassion Empathy Healing Commitment Ego Values Restoration Intervention Impact Global Bullying Societal Bullying	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports “Genius Hour” research and reflection Bullying in our real life and virtual world Bullying in Societies Global Bullying Genius Hour research and reflection Student driven inquiry (Google Forms) What is behind bullying? Student driven original research project: Inquiry and analysis: “What is going on at Ensign in relation to bullying and bystanders?” Annotation and Socratic dialogue “We Are the Solution” (Choices) Role playing demo and practice Collaborative brainstorming causes and solutions to bullying Practicing solutions Writing practice dialogue “We Are The Solution” pledges Public service announcements: stop bullying program Blog entries and replies Personal goal setting and follow-up accountability	Choices Magazine (Bimonthly) CA Dairy Council “Exercising Your Options” Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Paper, Pens

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		projects	Speaking up to help kids being treated unkind	
Differentiation “Teach to the top while Insuring that ALL will both learn and succeed and have opportunities to excel.”	Support -- for students who are struggling with the content	Content: All content will be accessible Process: Google Translate Spanish translated “Parent Conversation Reports” (PCRs) Student written responses in Spanish One-on-one support from TAs and/or teacher Modification of requirements for certain students Product: All projects, assignments and activities		
	Extension – for high achieving students.	Content: The same content (open ended) Expanded opportunities for personal and academic depth and complexity Process: Open ended opportunities for projects and processes Encouraged and rewarded for independent, creative, and purposeful project development Opportunities for expanded writing and analysis Product: Student driven achievement at complex and creative higher levels on all projects Opportunities for student driven independent research and project development		
Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,			
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)			

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Unit 4	Length of Unit ... (20 Days /4 weeks /20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Destructive Behaviors in Society Avoidance and Restoration	Addiction Addictive Drug Abuse Biomedical Consequences Emotional/Social Ramifications Group Dynamic Isolation Rehabilitation Withdrawal Support Groups "Sponsors" Interventions Prevention Mental Health Coping Mechanisms Societal Impact Global Impact Peer Group Choices	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports Genius Hour Research & Reflection "Overtaken" documentary (view online) "Overtaken" awareness and reflection activities Brainstorming solutions Annotation: "Is Pot the Next Legal Killer?" (Choices Magazine) Socratic dialogue, analysis & opinion writing Dateline "My Kid Would Never Do That" (Party Safety) Pledge writing and commitment PSA project development and presentation Blog Entries & Replies	Choices Magazine (Bimonthly) CA Dairy Council "Exercising Your Options" Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Paper, Pens

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		projects	
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	Extension – for high achieving students.	Content: The same content (open ended) Expanded opportunities for personal and academic depth and complexity Process: Open ended opportunities for projects and processes Encouraged and rewarded for independent, creative, and purposeful project development Opportunities for expanded writing and analysis Product: Student driven achievement at complex and creative higher levels on all projects Opportunities for student driven independent research and project development	
Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,		
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)		

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Unit 5	Length of Unit ... (20 Days /4 weeks /20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Nutrition and Fitness	Antioxidants Fad Diets Healthy Diet Macronutrients Micronutrients Vitamins Minerals Food Groups False Claims Gluten GMOs Sugar Addiction Eating Disorders Anorexia Bulimia Compulsive Behaviors Anaerobic Aerobic Muscle Composition Cardiovascular Endurance Athletics Kinesiology	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports Student Driven Original Research Inquiry & Analysis "Eating habits of 7 th Graders at our school" Using Google Forms Genius Hour Research & Reflection -Personal research & presentation on a current food and nutrition issue. Annotation: "The Battle Over GMOs" (Choices Magazine) Socratic Dialogue: "Are GMOs a good idea or not?" Global Food Crisis Projects Family Dinner Project, Nutritional Analysis & Reflection Blog entries and replies Personal Goal Setting & Follow-up Accountability Nutrition and/or Fitness Personal Goal	Choices Magazine (Bimonthly) CA Dairy Council "Exercising Your Options" Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Paper, Pens

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Differentiation “Teach to the top while Insuring that ALL will both learn and succeed and have opportunities to excel.”	Support -- for students who are struggling with the content	Content: All content will be accessible Process: Google Translate Spanish translated “Parent Conversation Reports” (PCRs) Student written responses in Spanish One-on-one support from TAs and/or teacher Modification of requirements for certain students Product: All projects, assignments and activities	
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Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,		
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Unit 6	Length of Unit ... (20 Days /4 weeks /20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Financial Practical Personal Economics	Financial vocabulary Balanced Budget Equity Rule of 7 Risk analysis Entrepreneur Credit Ratings Compound & Simple Interest Good Debt Bad Debt Credit Bankruptcy Stocks, Bonds Mutual Funds Investment Greed Reserves	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports Financial Vocabulary Development (Quizlet) “Financial Football” Tournament (online) Using and Creating Budgets (Google Sheets) “Action Service Programs” Non-Profit Service Organizational Projects Parent Conversation Reports Student Driven Inquiry & Analysis Genius Hour Research & Reflection Common personal financial Management Errors & Prevention Using and Managing Credit for Success Entrepreneur Project, Analysis & Reflection “Action Service Programs” Non-Profit Service Organizational Projects Blog entries and replies Personal Goal Setting & Follow-up Accountability (Personal Choice/Service Goal)	Choices Magazine (Bimonthly) Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Quizlet Paper, Pens

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Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,			
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Unit 7	Length of Unit ... (20 Days /4 weeks /20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Effective Communication, Leadership, and Teamwork	Efficacy Active Listening Compassion Empathy Charisma Negotiation Conflict Resolution Intervention Personal Empowerment Problem Solving Verbal & Nonverbal Context Interpersonal Intrapersonal Misinterpretation Assumptions Cultural communication Social comparison Self-disclosure Self-fulfilling Interpretation Stereotyping Emotional Intelligence Gossip Selective Listening Connotative Meaning Denotative Meaning Apologies “plastic” “prickly” “genuine” (healing) Restoration of Trust	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports Problem Identification & analysis Annotation: Annotation: Conflict Resolution: Negotiation Leadership Team Challenges & Reflections -Lava River -Cars & Drivers Active Listening Games & Analysis Apology & Relationship Restoration Role Play Creative Solutions Collaborative work Student Driven Inquiry & Analysis Genius Hour Research & Reflection Effective Real life Communication Active Listening, Negotiation Skills Interpersonal Skills Real Life Practice Leadership and solution challenges Role Playing (effective leadership) Negotiation: situation skits Blog entries and replies Personal Goal Setting & Follow-up Accountability (Listening Goal, Negotiating, or relational skill)	Choices Magazine (Bimonthly) CA Dairy Council “Exercising Your Options” Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Paper, Pens

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		projects		
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Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”)			
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)			

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Unit 8	Length of Unit ... (20 Days /4 weeks /20 class sessions) ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
College and Career Opportunities	Resume Skill set Confidence Assertiveness Graciousness Collaborative mindset Growth mindset Empowerment mindset Cultural evolution Creative empowerment Application Associate degree Bachelor's degree Master's degree Law Degree Doctorate Cover letter Career Cluster Annual Earnings Employability Ethics Lifelong learner Trades Quintessential Query Vocational Technical Proprietary Resume Building Contribution Careers Motivation	Higher Level thinking and problem solving Persuasive and Reflective writing Research and evidence based writing Speaking and Listening Student-driven inquiry and analysis Gathering information to address personal, local and global issues Collaboration 21 st Century Technology Skills Planning and implementation of real life application and service programs and	Parent Conversation Reports Careers & Social Contribution: research, inspiration, and preparation presentation Student Driven Inquiry & Analysis Genius Hour Research & Reflection (Career pathways & Skill Sets) Career presentations College, Training, and Career Presentations Role Playing (Mock Interview) Real Life Practice (Resume you'd like to have) Blog entries and replies Personal Goal Setting & Follow-up Accountability (Exploring Future Options Goal)	Choices Magazine (Bimonthly) Chromebooks Schoolloop Document Camera Projection Screen Monitor TV Display Switches DVD Player Internet Google Drive Various websites Paper, Pens

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		projects	
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Evaluation	Formative Assessments (ongoing & mid-lesson): Project progress Daily participation and observation Checking for understanding Individual responses (verbal, choral, body language & hand signals, “cold call”,		
	Summative Assessments (unit final evaluation): Writing; Reflection & Analysis evidence Completed project analysis Demonstration of emerging mastery through live performance (skits, speaking, presentations, etc...) Demonstration of emerging mastery through planning and activation of student driven projects (videos, service, etc...)		