

**Course: Individual Studies
Unit 4 - 21st Century Learning**

Year of Implementation: 2021-2022

**Anthony Guerrero aguerrera@lrhsd.org, Leslie Schmauder lschmauder@lrhsd.org, Megan Packer mpacker@lrhsd.org,
Morgan Crothers mcrothers@lrhsd.org**

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

English Language Arts

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively)
- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically.
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue

Transfer Goal: Students will be able to independently use their learning to become responsible digital citizens and practice skills for stronger Social and Emotional Learning.

As aligned with LRHSD long term learning goals: The Lenape Regional High School District Special Education program, in alignment with the General Education program's New Jersey Core Curriculum Content Standards for 21st Century Life and Careers, prepares our students to become successful and responsible citizens in a diverse, ever-changing world. Through completing our General Education and Special Education coursework, our students will be better able to maximize independence, advance and accomplish their personal, educational, and career goals, self-advocate in real-life situations, make sound decisions with confidence, and positively contribute to society.

Enduring Understandings

Essential Questions

Students will understand that . . .

EU 1

- humans, their society, and the environment affect each other.

EU 2

- the ability to responsibly obtain appropriate information using a variety of technological resources is essential to one's experiences.

Knowledge

Students will know . . .

EU 1

- In what ways do your decisions affect others, and how can you effectively express your feelings to another person?
- How do you differentiate a healthy from an unhealthy relationship?
- How would you describe a successful and healthy relationship?
- Should we respect a person's right to believe when it differs from our belief system?
- Why is it important to be socially aware and what is the individual's role in society ?

EU 2

- How can technology impact your everyday life?
- How do you stay current on ever-changing technology trends?
- What is the most efficient way to gather information using technology?
- Is the information obtained and shared over social media and other digital sources reliable?
- What is your role as a responsible user of digital resources?
- What kinds of information should be shared in social media and on the internet, and when is it appropriate to share personal information?

Skills

Students will be able to . . .

EU 1

- resources available to assist with conflict resolution both in person and online. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.7)
- the impact their personal choices, and the choices of others, have on their daily lives. (9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.1, 9.4.12.CT.2)
- social awareness and acceptance of other people's differences is crucial to being a 21st Century citizen. (9.4.12.DC.6, 9.4.12.IML.7, 9.4.12.CI.1, 9.4.12.CT.1, L.11-12.3)
- working with others in a collaborative and cooperative way promotes group success. (9.4.12.CT.2, SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B)

EU 2

- effective and appropriate use of technology depends on the situation and audience. (9.4.12.DC.6, SL.9-10.2, SL.9-10.4, L.11-12.3, WHST.9-10.6, WHST.11-12.6)
- in order to be marketable in the current workplace, one must be technologically savvy. (WHST.9-10.6, WHST.11-12.6, 9.4.12.CI.3, 9.4.12.CT.4)
- it is important to stay current with technological advances. (9.4.12.CI.3, 9.4.12.CT.1, WHST.9-10.6, WHST.11-12.6)
- a variety of credible resources available for gathering information (ie. websites ending in .edu, .org; peer-reviewed academic journals; research databases; etc.) (9.4.12.CI.1, WHST.9-10.6, WHST.11-12.6, 9.4.12.DC.6, 9.4.12.CT.4, SL.9-10.2, SL.9-10.4)

EU 1

- effectively problem-solve when faced with a conflict or difficult decision. (9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4)
- reflect upon a conversation with someone with a differing opinion and determine if the outcome was a beneficial one. (9.4.12.CT.2, 9.4.12.IML.7, SL.11-12.1, SL.11-12.1.B)
- speak their minds clearly, but with regard to the beliefs and feelings of those around them. (9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.7)
- collaborate with a person or small group with differing opinions to complete an assignment. (9.4.12.CT.2, SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B)

EU 2

- determine which sources are legitimate, appropriate, and reliable for research purposes. (SL.9-10.2, SL.9-10.4, L.11-12.3, WHST.9-10.6, WHST.11-12.6)
- access various media outlets to complete educational and personal endeavors. (9.4.12.CI.3, 9.4.12.CT.4, 9.4.12.DC.6, SL.9-10.2, SL.9-10.4, WHST.9-10.6, WHST.11-12.6)
- match correct usage of technology with correct purpose and audience in mind. (9.4.12.DC.6, SL.9-10.2, SL.9-10.4, WHST.9-10.6, WHST.11-12.6)
- independently locate research-based information. (9.4.12.DC.6, SL.9-10.2, SL.9-10.4, WHST.9-10.6, WHST.11-12.6)

- transfer information without copying or plagiarizing. (9.4.12.CI.1, 9.4.12.DC.6, SL.9-10.2, SL.9-10.4, WHST.9-10.6, WHST.11-12.6)

Stage Two - Assessment

Other Evidence:

- Naviance: Do What You Are
- Naviance: MI Advantage
- Naviance: Resume
- Journal writing dealing with ethical situations in various settings
- Email writing
- Independently access Genesis once a week
- For each subject, locate two legitimate websites to gather appropriate information
- Group discussion regarding appropriateness of social media content
- Access teacher's Google Classroom for pertinent class information
- Online textbook scavenger hunt

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Instruction on the usage of "I Statements" to effectively express how a choice impacts the student personally (A) EU1
- Presentations from guidance department on available resources for mediation and conflict resolution (A) EU1
- Practicing communication of feelings using "I Statements" (T) EU1
- Role play of varied conflict situations from school and social examples as guided by teacher (M) EU1
- Teacher directed discussion on the difference between personal and formal emails (A) EU2

- Create a Do's and Don'ts of Conflict Resolution to tie in to the district's Upstander program (T) EU1, 2
- Research social activism and find out how to become active in a cause (A, M) EU1
- Attend a presentation, speaking engagement, or walk for a cause (T) EU1
- Reflect on a conversation that did not go as intended and brainstorm ways to improve interactions with others (M, T) EU1
- Identify the numerous research sources (A) EU2
- Reading/Discussion regarding appropriate vs. inappropriate social media (M) EU2
- Create Weekly Tech Tips informing peers about new technological advances (T) EU2
- Using a Venn Diagram, compare and contrast various databases (M) EU2
- Participate in a Media Center Orientation and Scavenger Hunt (M) EU2
- Access teachers' Google Classrooms to gather notes and other pertinent information (A,T) EU2
- Access Genesis to obtain grades (A) EU2
- Identify and use research databases on the school media webpage (A, M, T) EU2
- Teacher directed discussion on differences between internet sources and research based sources (A) EU2
- Practice and familiarize self with brochures, instructions, menus, job applications and emails (M) EU2