Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Cycles
Course: Applied 21st Century Skills
Grade(s): 6th

Course Overview

Provide a written summary of the goals and learning experiences included in this course. Include any prerequisite courses required.

This six-week cycle course focuses on equipping students with vital life skills to foster success and personal development. This will be an enrichment section of the 21st Century Skills course for 6th-grade students who have met the qualifications and are interested in honing their project management skills. The overarching goal of this course is for students to engage in collaborative work on a local or global project. Throughout the course, students will harness creativity, innovation, and critical thinking skills to develop solutions for specific issues. The importance of productivity is emphasized, helping students identify their strengths, manage time effectively, and prioritize tasks. The curriculum culminates in nurturing critical thinking skills, teaching students to troubleshoot problems and find solutions.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:

List content specific standards here.

Interdisciplinary Standards:

List other relevant content standards here (at least one).

Career Readiness, Life Literacies and Key Skills Standards:

List any CKLA standards here (at least one)

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
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.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
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).
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Computer Science and Design Thinking Standards:

List any CSDT standards here, if relevant.

Career Ready Practices (list if relevant)
CRP 1. Act as a responsible and contributing citizen and employee.

CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to:

- Understand what it means to be a successful student through the application of skills and habits for success (effective organization, decision-making, teamwork, situational adaptability, and personal growth).
- Master personalized organizational techniques and efficiently manage tasks, enabling them to contribute effectively to projects by coordinating resources and timelines effectively.
- Employ diverse methods and techniques to empower them to maximize outcomes, equipping them to address pressing local or global challenges by synthesizing and applying knowledge from various sources.
- Use structured decision-making processes based on defined criteria, by which they can make informed choices, evaluating potential solutions and their implications critically.
- Foster collaboration through effective communication and respect for diverse perspectives which enables them to leverage collective strengths, leading to innovative solutions for local or global challenges by collaborating with peers and stakeholders from different backgrounds.
- Understand that cultivating resilience and adaptability through proactive problem-solving and reflection equips them to navigate diverse situations and flexibly adjust strategies in response to changing circumstances.
- Develop professional presentation skills and adapt communication styles to different contexts which enhances their ability to advocate for themselves and collaborate effectively on local or global initiatives by articulating ideas persuasively and engaging with diverse audiences.
- Understand that cultivating attributes such as self-awareness, perseverance, empathy, and a growth mindset fosters their success as middle school students, preparing them to apply

their skills collaboratively to address challenges with creativity and determination.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Local or Global Problem (6 weeks)

- What strategies can you employ to effectively organize tasks and responsibilities?
- What methods and techniques can enhance and optimize your desired outcomes?
- How do you determine the criteria and steps necessary to make optimal decisions that align with your desired outcome?
- How can you foster collaboration within group settings to achieve shared objectives?
- What approaches enable you to navigate various situations with resilience and adaptability?
- What strategies can you employ to effectively present yourself professionally in various academic and social contexts?
- What key attributes and behaviors contribute to becoming a successful student in the 21st century?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Presentation tools including, but not limited to, WeVideo, Canva, Google Slides, Google Forms, Google Sites, etc.

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Brainstorming Sessions
- Research Logs
- Portfolio Drafts
- Mock Presentations

Summative:

- Data Analysis
- Culminating Project
- Self Evaluations
- Presentation

Benchmark:

Alternative:

- Projects can be completed in any format (Video, Slides, Written, Oral)

Suggested Strategies for Modification & Differentiation

Modifications Chart (update for your content area)