RIVER DELL REGIONAL SCHOOL DISTRICT

Content: Academic, Digital, and Social-Emotional Skills
Course: RD 101 Grade 8
Alignment: 2020 NJSLS
BOE Born On: September 2022

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Introduction

The purpose of RD 101 is to provide a constructive environment for students to learn how to navigate through the many challenges of middle school. In middle school, students are presented with various social, emotional, and academic challenges that can present obstacles in their learning. This course is intended to support student growth and development with guided lessons for social, academic, and emotional support. Students will begin to foster independence as they learn how to self-advocate, self-critique, and self-manage. With these learned skills, students can develop self-confidence and use their unique appreciations to celebrate diversity in others. The 8th grade RD101 program will enhance students' readiness for high school and beyond.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

This course encourages students to learn the skills that will enhance their interaction with others and to develop the skills they need to become active citizens in their local and school communities by advocating for cultural change, promoting awareness, and participating in philanthropic events and projects. In RD 101, students will think critically about the different academic and social challenges they face to assist them in understanding the experiences and perspectives of others and developing healthy solutions for managing themselves as responsible young adults.

Scope and Sequence

The course is organized around four comprehensive units that scaffold the development and acquisition of skills for the transition to high school. Overall:

- Marking Period 1: Understanding Differences (9 Weeks)
    - Unit: Cultural & Mental Health Awareness
- Marking Period 2: Learning How to Learn (9 Weeks)
    - Unit: Research & Study Skills
- Marking Period 3: Interacting with Others (9 Weeks)
    - Unit: Social Skills
- Marking Period 4: Transition into High School (9 Weeks)
    - Unit: Transitions to High School (River Dell and Other)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:
The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 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.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

MP I: Understanding Differences (9 Weeks)

Core Ideas	
	• Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them • Individuals can use their talents, resources, and abilities to give back. • The purpose of cleaning data is to remove errors and make it easier for computers to process.

Essential Questions	
	• How does revisiting technology from last year improve our understanding of all resources? • How can you organize your personal and academic priorities this year? • How do we define mental health and well-being? • How should mental health be promoted and de-stigmatized? • How can we help to spread messages of unity, equality, and diversity in our community? • What makes you unique? • Why is it important to celebrate diversity? • How can we embrace differences and uniqueness to grow more love for ourselves and others? • How does an appreciation for diversity enhance our understanding of the world and develop respect for others?

Enduring Understanding	
	Students will explore ways in which humans connect through diverse cultural, emotional, and social experiences. Understanding how differences can enhance their perspectives will encourage students to spread messages of kindness and empathy. As students begin to embrace what makes them unique, they can reduce stigma and grow with confidence.

Practice	
	• Work productively in teams while using cultural/global competence. • Fostering an Inclusive Computing and Design Culture

Performance Expectations	
	• Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly • Compare various ways to give back through strengths, passions, goals, and other personal factors. • Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • Test, analyze, and refine computational models.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.1.8.CR.1: • 9.1.8.CR.2: • 9.4.8.GCA.1: • 9.4.8.GCA.2: • 9.4.8.IML.12: • 8.1.8.DA.5: • NJSLSA.W2. • NJSLSA.W6. • NJSLSA.W6. • SL.8.1. C • SL.8.1.D	• Understand Individuality - What Makes Me Unique? • Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • Compare various ways to give back through strengths, passions, goals, and other personal factors. • Model how to navigate cultural differences with sensitivity and respect • Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. • Test, analyze, and refine computational models. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	• Review technological supports needed, how to access and organize for the 8th grade school year (OneDrive, Teams, River Dell website, Outlook, etc.) • Clear out OneDrive and any existing data from previous year to enhance storage and increase organization • Update software to all computer to run smoothly • Discussing ways in which students are unique • Connect with characters in short stories, film, TV, and games • Design a flag that represents your culture or ethnicity Unity My Flag.docx • Participate in Gallery Walks to view and reflect on the work of others • Create a Mental Health Banner/poster • Research topics related to mental health • Organize a Bake Sale to fundraise for Suicide Prevention • Write self-reflection journals • Practice meditation and breathing techniques	• Microsoft Office Suite: OneNote, OneDrive, Outlook, Microsoft Word, Microsoft Forms, PowerPoint • Teacher-created graphic organizers, handouts • River Dell District Website • TedEd videos: • https://www.youtube.com/watch?v=mzu3ira61k8 • https://www.youtube.com/watch?v=iqat60eZZqk • https://www.youtube.com/watch?v=2zuqUpiM26c • Mental Health Websites: • https://youth.gov/youth-topics/youth-mental-health • https://www.nimh.nih.gov/get-involved/digital-shareables/shareable-resources-on-child-and-adolescent-mental-health

	• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify, or justify their own views in light of the evidence presented.		

Key Vocabulary	Diversity, Stigma, Inclusion, Mental Health, Stress, Treatment, Symptoms, Time Management, Responsibility, Priority, Individuality, Culture, Ethnicity, Mindfulness
Evidence of Learning	Surveys, posters/banner, gallery walks, graphic organizers, reflection questions, journals, discussions
Interdisciplinary Connections	English Language Arts, Writing, Communication & Speaking, Technology, Social Studies, Health
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspective on the topics.
Career Readiness, Life Literacies, and Key Skills	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
Computer Science and Design Thinking	8.2.8.ITH.2: Compare how technologies have influenced society over time.
Social Emotional Learning	SOCIAL AWARENESS: • Taking others' perspectives • Recognizing strengths in others • Demonstrating empathy and compassion • Understanding and expressing gratitude

Differentiation				
Resources/Materials	**ELL**	**Special Education**	**At Risk**	**Enrichment**

	(English Language Learners)			
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

MP 2: Learning How to Learn (9 Weeks)

Core Ideas	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Essential Questions	• What is academic integrity? How does plagiarizing someone else's ideas or information impact your own credibility? • How do you gather main ideas and relevant supporting facts within informative text? • How can you use relevant information from text to support your own ideas and opinions? • Why is it important to evaluate the credibility and relevance of various Internet sources? • What does it mean to cite a source? When is it necessary to use citations?
Enduring Understanding	Students in 8th grade will learn to effectively evaluate and synthesize information provided on the Internet through a critical lens. It is necessary for students to understand how to recognize credible from non-credible Internet sources so they can construct well-informed, non-biased, and factual arguments. Citations are needed to give proprietorship credit for the works and ideas of others. Students must recognize when ideas and information is not their own, to maintain academic integrity and personal credibility.
Practice	• Visual and Performing Arts • Communicate an intentional purpose and meaning utilizing varying points of view and perspective • Utilize critical thinking to make sense of problems and persevere in solving them. • Use technology to enhance productivity increase collaboration and communicate effectively.
Performance Expectations	• Analyze online information to distinguish whether it is helpful or harmful to reputation. • Analyze the resource citations in online materials for proper use. • Provide appropriate citation and attribution elements when creating media products • Critically curate multiple resources to assess the credibility of sources when searching for information • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.4.8.DC.6 • 9.4.8.DC.1 • 9.4.8.DC.2 • 9.4.8.IML.1 • NJSLSA.R1 • NJSLSA.R8 • RI.8.1 • RI.8.2	• Understand and identify plagiarism • Analyze online information to distinguish whether it is helpful or harmful to reputation. • Analyze the resource citations in online materials for proper use. • Provide appropriate citation and attribution elements when creating media products • Critically curate multiple resources to assess the credibility of sources when searching for information • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Cite the textual evidence and make relevant connections that most strongly supports an	• *Learn to annotate non-fiction texts for context clues, main ideas, supporting facts* • *Create a graphic organizer comparing productive and non-productive study habits* • *Identify productive study methods* • *Create a video acting out "active learners" vs. "passive learners* • *Develop strategies for effective note taking* • *Analyze websites for intent and authenticity* • *Recognizing a "good" media source from an unreliable one* • *Create your own study guides* • *Understanding prefixes and suffixes as they relate to research terms* • *Create Quizlet, Kahoot, and Vocabulary.com text sets for individual study practice* • *Cooperate with classmates to effectively group study*	• Microsoft Office Suite: OneNote, OneDrive, Outlook, Microsoft Word, Microsoft Forms, PowerPoint • Teacher-created graphic organizers, handouts • Newsela articles • River Dell Middle School Media Center Databases – • https://rdms.riverdell.org/our_school/media_center/research_-_Click_here • https://rdms.riverdell.org/our_school/media_center/research_-_Click_here/project_pathfinders/on_beyond_google_-_website_image_search_tools • How to Spot Fake News - https://rdms.riverdell.org/our_school/media_center/research_-_Click_here/project_pathfinders/you_be_the_judge__how_to_spot_fake_news • NoodleTools • Flipgrid

	- analysis of what the text says explicitly as well as inferences drawn from the text. - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	- *Evaluate examples of plagiarism* - *Create My Learning Portfolio that reflects you as a learner* Learning Portfolio project.docx - Learning Portfolio sample.pptx - Practice mindfulness through journaling and meditation	- Edpuzzle videos - https://edpuzzle.com/media/6037f3d4dc781c423f4a338f - https://www.vocabulary.com/ - https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android&hl=en_US&gl=US

Key Vocabulary	Self-advocacy, procrastination, responsibility, active learner, passive learner, annotation, reliable, authentic, citation, prefix and suffix
Evidence of Learning	Surveys, posters/banner, informal debates, graphic organizers, reflection questions, journals, discussions
Interdisciplinary Connections	English Language Arts, Writing, Communication & Speaking, Technology, Science, Social Studies, Health
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspective on the topics.
Career Readiness, Life Literacies, and Key Skills	9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
Computer Science and Design Thinking	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
Social Emotional Learning	RESPONSIBLE DECISION-MAKING - Recognizing how critical thinking skills are useful both inside & outside of school - Learning to make a reasoned judgment after analyzing information, data, facts

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	- Provide translated notes and key vocabulary terms - Provide images of key vocabulary terms and concepts - Word banks - Bilingual dictionaries - Assistive translator technology - Sentence frames - Simplified notes - Reduced homework - Simplified word problems - Graphic organizers - Matched sentences or procedures with pictures - Alternative presentation options - 1-2 sentence short responses	- Display reminders - Checklist of materials and tasks (printed out or digitally accessible) - Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) - Assistive technology (dictation, immersive reader, etc...) - Flash cards - Teacher notes - Graphic organizer	- Students are asked to come for extra help to review/retake assessment and homework assignments - Students are allowed time and a half on assessments - Provide the student with frequent check-ins during class-time work - Scaffolding assignments - Chunking of materials - Allow for errors - Pre-teach materials - Supply teacher demo - Rephrase of questions and directions	- Provide students with extra problem sets that challenge and involve higher level thinking - Inquiry lead discussions and activities - More complex tasks and projects - Higher level questioning and techniques - Student demoing and explanation - Provide opportunities for students to set personal goals, keep records and monitor their own learning progress - Multiple assessments given in different domains, that

	• Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

MP 3: Interacting with Others (9 Weeks)

Core Ideas	- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. - Multiple solutions often exist to solve a problem. - An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
Essential Questions	- What does it mean to advocate for oneself and for others? - How does being aware of one's actions and behaviors affect how they are perceived by others in the community? - How can your behaviors impact others in the school and community? - How can people agree to disagree on issues affecting local and global communities? - In what ways can people resolve conflicts in healthy and productive ways? - Why is it important to respect others who behave and believe differently?
Enduring Understanding	Students need to understand that long-lasting consequences exist for both positive and negative behaviors. Positive behaviors, such as self-advocacy, can result in stronger communication skills, increased personal understanding, and confidence. Communicating effectively and appropriately with others is vital to growth and development of young adults, as they will begin interacting with others in all aspects of life. Practicing self-awareness in school and local communities at an early age will shape students into more productive and empathic global citizens.
Practice	- Act as a responsible and contributing community members and employee. - Consider the environmental, social, and economic impacts of decisions.
Performance Expectations	- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly - Gather data and digitally represent information to communicate a real-world problem - 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 - Synthesize and publish information about a local or global issue or event - Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option - Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
9.4.8.TL.2 9.4.8.TL. 9.4.8.TL.4 9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 - NJSLSA.W1 - NJSLSA.W6 - NJSLSA.W6 - NJSLSA.W8 - SL.8.1.B	- Gather data and digitally represent information to communicate a real-world problem - Select appropriate tools to organize and present information digitally - Synthesize and publish information about a local or global issue or event - 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 - Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option - Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. - Write arguments to support claims in an analysis of substantive topics or texts, using	- Practice scenarios when self-advocacy is needed - Practice conflict resolution by acting out hypothetical scenarios - Would you Rather questions (1).docx - Resolving Conflicts Questions.docx - Create a schoolwide initiative for anti-bullying awareness - Discuss how behavior affects others and has consequences - Practice mindfulness through journaling and meditation - Conduct debates to understand how to respectfully argue and recognize two sides of an issue Informal Debate Lesson-Sports.docx	- Microsoft Office Suite: OneNote, OneDrive, Outlook, Microsoft Word, Microsoft Forms, PowerPoint - Teacher-created graphic organizers, handouts *Youtube Videos:* *Self Awareness -* https://www.youtube.com/watch?v=k-J2Tcqhde0 *Bullying -* https://www.youtube.com/watch?v=tJsGGsPNakw

	valid reasoning and relevant and sufficient evidence.
	• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
	• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Key Vocabulary	Self-Advocacy, Self-Awareness, Conflict, Resolution, Consequences, Responsibility, Respect
Evidence of Learning	Surveys, posters/banner, gallery walks, graphic organizers, reflection questions, journals, discussions, independent research, posters, presentations, videos, verbal debates
Interdisciplinary Connections	English Language Arts, Writing, Communication & Speaking, Technology, Social Studies, Health
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspective on the topics.
Career Readiness, Life Literacies, and Key Skills	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).
Computer Science and Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Social Emotional Learning	RELATIONSHIP SKILLS • Communicating effectively • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities

	• Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Core Ideas	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
Essential Questions	• What are some goals you have for high school? • How can you access help for social concerns in high school? • How can you access help for academic concerns in high school? • What are some ways that you can be involved in the high school community? • How does performance and behavior impact your future? • What does it mean to be resilient? • How can grit and determination help you reach your future goals? • How can you create early opportunities for growth to enhance post-secondary life?
Enduring Understanding	Students who have time to reflect early and plan for high school will be better prepared to meet expectations, follow procedures, and utilize time efficiently. Creation of goals provides a framework for students as they navigate through high school to ensure success as they monitor their academic career path.
Practice	• Plan education and career paths aligned to personal goals. • Demonstrate creativity and innovation.
Performance Expectations	• Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan • Develop a plan that includes information about career areas of interest.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.2.8.CAP.5 • 9.2.8.CAP.1 • 9.2.8.CAP.2	• Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan • Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. • Develop a plan that includes information about career areas of interest.	• Review River Dell High School website resources • Meet with River Dell High School guidance counselors • Research ways to reach out for help in high school • Act out scenarios of peer pressure and social dynamics • Create list of goals for high school • Brainstorm expectations that students have for 9th grade • Understand what expectations teachers/coaches/staff have for 9th graders • Create solutions for resisting peer pressure • Define what it means to be held accountable • Create a project that reiterate how all skills and topics learned through RD101 will connect and follow you in HS	• Microsoft Office Suite: OneNote, OneDrive, Outlook, Microsoft Word, Microsoft Forms, PowerPoint • Teacher-created graphic organizers, handouts • River Dell District Website • Graphic Organizers- High School Transition Lesson • High School Clubs • Schedules • Timelines/S.M.A.R.T Goals • Definitions • Role Play/Group Work • YouTube Videos

Key Vocabulary	*Accountability, Goal Setting, Resiliency, GPA, record, core courses, credits, academic integrity, peer pressure, clique*
Evidence of Learning	Surveys, posters/banner, scheduling, graphic organizers, reflection questions, journals, discussions, student-written goals, emails, independent research, posters, presentations, videos
Interdisciplinary Connections	English Language Arts, Writing, Communication & Speaking, Technology, Social Studies, Health
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspective on the topics.
Career Readiness, Life Literacies, and Key Skills	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
Computer Science and Design Thinking	8.2.8.ED.5: Explain the need for optimization in a design process. 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product
Social Emotional Learning	RESPONSIBLE DECISION-MAKING • Anticipating and evaluating the consequences of one's actions • Identifying solutions for personal and social problems • Reflecting on one's role to promote personal, family, and community well-being

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study