

Southern Regional School District

Southern Regional Middle School Curriculum

Course Area:	Encore	Grade Level:	7/8
Course Title:	PRIDE: Personal Responsibility in Daily Effort		

Pacing Guide

Unit Title		Time frame to complete:
Unit 1:	Strategies for Academic Success	20 days
Unit 2:	Strategies for Personal Success	20 days
		40 days

Created:	May 2020
Board Approved:	August 2020

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Course Title: PRIDE: Personal Responsibility in Daily Effort

Ten Week Syllabus

Strategies for Academic Success

- Organizational /study strategies: self, locker, bookbag, binder, Agenda Book, notebooks, home study area
- Goal Setting: SMART goal setting
- Time management strategies
- Individual monitoring of grades, homework completion, assignment completion
- Individual monitoring of organization of locker, backpack, notebooks
- Support for core classroom expectations
- Assistance in accessing virtual learning opportunities

Personal Success Strategies

- PRIDE: Personal Responsibility in Daily Effort
- Positive mindset development
- Attitude adjustment strategies
- Habit exchange strategies
- Reframing strategies
- Mindfulness techniques
- Consequences of decisions

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Unit 1 Overview**

Content Area:	Encore		
Unit Title:	Strategies for Academic Success		
Grade Level:	7/8	Timeframe for completion:	20 days
Unit Summary:	This unit will hone in on the skills needed for academic success. Students will be introduced to goal setting, consequences of decisions, learning styles, organizational strategies, time management strategies, academic expectations, Agenda Book entries, and PRIDE: Personal Responsibility in Daily Effort accountability.		

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Unit 1 Essential Questions:

- How can I succeed better academically?
- Why are some strategies better suited to me than others?

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Unit 1 Objectives:

Students will know...

- The most effective strategies to use to ensure better academic success
- The importance of using an Agenda Book
- Time management strategies
- Organizational strategies
- The virtual sites available for academic support
- Importance of attendance

Unit 1 Objectives:

Students will be able to...

- Choose and apply the academic success strategies that best work for him/her
- Daily use the provided Agenda Book to keep organized
- Apply the organizational strategies that best meet his/her needs and situations
- Better manage his/her time to achieve success
- Identify to access the virtual sites available for academic support
- Demonstrate consistent attendance

Enduring Understandings:

Students will understand that

- Academic success is possible through good decision making and hard work.
- Future Success depends upon what is done here and now!

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UNIT 1
Measurement of Learning/Assessment

Formative Assessments:		Summative Assessments	
Daily Agenda Book entries		Completion of academic expectations in core classes	
Completion of content homework, assignments, virtual assignments, reflections on strategies for academic success		Overall attitude	
Class participation		PRIDE notebook	
Alternative Assessments		Benchmarks	
	1-on-1 analysis	SGO (pre/post)	Quarterly Self-assessment

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Curriculum Development Resources

Teacher Resources/Instructional Materials/Equipment

Resources:	Materials/Equipment:	Websites
Teacher created Power Point	The Codfish and the Catfish Relevant created materials	Study Island, Kahn Academy, vocabulary.com, Kahoot, EdPuzzle, Edulastic, Google Classroom, Actively Learn, Newsela
Teacher created point sheets	Motivational Quotes	
Teacher created course overview, procedures and grading requirements	Internet access/computer	

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Unit 2**

Content Area:	PRIDE		
Unit Title:	Strategies For Personal Success		
Grade Level:	7/8	Timeframe for completion:	20 days
Unit Summary:	This unit will focus on the strategies that will facilitate personal success.		

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Unit 2 Essential Question:

- What is personal success for me and how do I reach it?

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Unit 2 Objectives:

Students will know...

- That thoughts determine who they are and how they act
- The elements of the six-step decision making process (SMART)
- The benefits of positive thinking
- The effects of attitude
- The possibilities of reframing thought
- Mindfulness practices
- That thoughts determine who they are and how they act

Unit 2 Objectives:

Students will be able to...

- Demonstrate the SMART decision making process.
- Monitor their thoughts
- Identify personal benefits of positive thinking
- Reframe their thoughts
- Practice mindfulness strategies when applicable
- Develop a more positive attitude

Enduring Understandings:

- Decision Making and Goal Setting help lead a person to success.
- Thoughts control our lives; negative thoughts can be captured and replaced with edifying ones.

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UNIT 2

Curriculum Development Resources

Teacher Resources/Instructional Materials/Equipment

Resources:	Materials/Equipment:	Websites
Teacher created Power Point	Motivational Quotes	Study Island, Kahn Academy, vocabulary.com, Kahoot, EdPuzzle, Edulastic, Google Classroom, Actively Learn, Newsela
Workshop materials	Reflections on strategies for personal success	
Teacher created course overview, procedures and grading requirements		

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UNIT 2

Measurement of Learning/Assessment

Formative Assessments		Summative Assessments	
Self-reflection of ability to monitor mindfulness strategies		PRIDE Notebook	
Self-reflection on ability to monitor thoughts		Self-Assessment	
Class participation			
Alternative Assessments		Benchmarks	
	1-on-1 analysis	SGO (pre/post)	Quarterlies

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New Jersey Student Learning Standards (NJSL)

UNIT 1-2 STANDARDS

FOCUS STANDARDS:

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Act as a responsible and contributing citizen and employee.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.

SUPPORTING AND ADDITIONAL STANDARDS

CRP5	Consider the environmental, social and economic impacts of decisions.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

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Primary Interdisciplinary Connections for English Language Arts (ELA)

Code	Category	Subcategory
NJSLSA.R10.	Integration of Knowledge and Ideas	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RI.7.1.	Informational Text: Key Ideas and Details	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.		RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
NJSLSA.W1.	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W10.	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Primary Interdisciplinary Connections for Mathematics

7.RP Ratios and Proportional Relationships

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

2. Recognize and represent proportional relationships between quantities.
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

3. Use proportional relationships to solve multistep ratio and percent problems.
(Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.)

7.NS The Number System

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

3. Solve real-world and mathematical problems involving the four operations with rational numbers.

7.SP Statistics and Probability

A. Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Standards for Math Practice: (Processes and Proficiencies)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precisions.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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Primary Interdisciplinary Connections for Science

Code	Critical Area	Category	Subcategory
MS-LS1-3	Structure and Processes	Science is a Human Endeavor	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness of new ideas.
MS-LS2-4; MS-LS2-5	Interactions, Energy, and Dynamics	Stability and Change	Small changes in one part of a system might cause large changes in another part.
MS-LS4-4, MS-LSA-5, MS-LSA-6)	Unity and Diversity	Causes and Effect	Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

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Primary Interdisciplinary Connections for History

Code	Critical Area	Category	Subcategory
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>			
6.1.8.B.1.a	Three Worlds Meet	Civics, Government, and Human Rights	Evaluate the impact of science, religion, and technology innovations on European exploration
6.1.8.A.3.b	Revolution and the New Nation	Human Rights	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.C.4.c	Expansion and Reform	Economics, Innovation, and Technology	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

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Anchor Standards for Reading

Main Area	Code	Description
Key Ideas and Details	NJSLSA.R1.	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.
	NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure	NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standards for Writing

Text Types and Purposes	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Production and Distribution of Writing	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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LGBT and Disabilities Law N.J.S.A 18A:35-4.35

Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum.

Amistad Law: N.J.S.A 18A:52:16A-88-4.35

Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students.

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Technology Standards

Content Statement Student will:	Indicator #	Indicator
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>		
Understand and use technology systems	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>		
Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
	8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
	8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
<p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.</p>		
The core concepts of technology.	8.2.8.A.2	Investigate a malfunction in any part of a system and identify its impacts.

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21st Century Life and Careers

Background:	<p>In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.</p> <p><u>Mission:</u> 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.</p> <p><u>Vision:</u> To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:</p> <ul style="list-style-type: none"> ○ Continually self-reflects and seeks to improve the essential life and career practices that lead to success. ○ Uses effective communication and collaboration skills and resources to interact with a global society. ○ Is financially literate and financially responsible at home and in the broader community. ○ Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. ○ Seeks to attain skill and content mastery to achieve success in a chosen career path.
<p>Career Ready Practices: Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p>	
CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP3.	Attend to personal health and financial well-being.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7.	Employ valid and reliable research strategies.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9.	Model integrity, ethical leadership and effective management.
CRP10.	Plan education and career paths aligned to personal goals.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.

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Unit Overview for 504s, ELLs, Special Education

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English Language Learners (ELL's)	Provide visuals of concepts	Scaffolding Strategies	Audio/Visual tape lesson so student can revisit and remediate
	Work in group settings	Peer Tutor/Mentor	Provide "Flipped Classroom" learning experiences so learner have extended time to master lesson.
	Communicate with ELL teacher	Translate (if needed) using online tools such as Google Translate	Use technology to aid with work productivity and/or understanding concepts.

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At-Risk of Failure	One-to-One Assistance	Frequent check for understanding	Peer Tutor
	Use agenda book	Extra help after school	Frequent parent(s)/guardian(s) Communication
	Goal Setting	Extra time on assignments/assessments	Assignments chunked into manageable parts

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Unit Overview

Section 504	Based on one's Section 504, modifications/accommodations may include, but are not limited to the following:		
	preferential seating	extended time on tests and assignments	use written directions to supplement oral directions
	verbal, visual, or technology aids	adjusted class schedules or grading	break assignments into a series of smaller assignments

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Unit Overview

Special Education	According to the IEP, could include, but not limited to:
	Clearly sequence instruction
	Monitor use of agenda book
	Arrange peer tutor
	Preferential seating/special seating types, i.e. standing desk
	Choices in tasks
	Extended time
	Provide organizers/study guides
	Frequent check for understanding
	Provide organizers/study guides
	Provide small group instruction
	Allow for repetition and/or clarification of directions
	Directions repeated, clarified, or reworded
	Allow wait time for processing before calling on student for response
	Modification of assignments/assessments
	Frequent parent communication