Educating Young Men

Language Arts/Mathematics

Grades 7 Resource- Unit 2
Young Men’s Leadership Academy
Academic Philosophy

Our philosophy is built upon research that indicates that boys and girls learn differently. We recognize that boys have varied academic, social, and emotional needs. We will address those needs through instruction that is tailored to the male learner and delivered in an environment that promotes academic success while instilling a strong culture of brotherhood and camaraderie.
Teaching Young Men

The goal of educators is to provide equitable learning opportunities for all students in the classroom. Research indicates that boys and girls develop literacy skills differently; resulting in disparate academic outcomes. As a result, providing equitable access to positive classroom experiences is an issue that has increased in urgency.

Past and current research report consistent findings:

- Gender is a significant factor in both reading materials and reading achievement for boys and girls
- On the US National Assessment of Educational Progress (NAEP) boys have scored significantly lower that girls in reading at all grade levels every year since 1992 (the first year NAEP scores were available)
- Boys are more likely than girls to be placed in special education programs
- Boys are less likely than girls to go to college
- Dropout rates are higher for boys than for girls

What causes this achievement gap?

Some researchers argue that the gender gap originates in biological, developmental, or environmental differences between boys and girls. Offering yet another perspective, sources such as ASCD and Psychology Today propose that the gap may be due to the way literacy is taught; suggesting that educational strategies that are more mindful of the way male brains develop would help close the gap.

What can educators do?

The encouraging news is that none of the findings above are irreversible. Recent studies focused on how boys learn suggest that if their academic needs are properly addressed, boys can obtain academic success equal to their female counterparts. A key component of their academic success lies in ensuring that boys are provided with classroom experiences that address their interests, needs, and learning styles.

Extracted from Me Read? No Way! Copyright Ontario Education
Teaching Young Men

**Boy Smarts**
Boys are the masters of minimalism and the practitioners of “just-in-time” management. Asked to do almost any task, their immediate response is “later”. If they are asked to write a 50-word essay, they will count the words, and if they write 51 words most of them will think they have overdone it. If you have predominantly boys in your class, there are several things that you can do to improve behavior and learning. These methods are likely to work with most boys.

**Respect**
Boys are constantly checking to see if you respect them. They respond well to people who have expectations of them and respect them as capable of meeting those goals. As the TV character Ali G. would say, “respect!” If a boy has a sense that you respect him, he will walk over coals for you. Never ask a boy who is a poor reader to read out loud in front of his peers. He will be humiliated and will never do anything for you ever again.

**Have clear signals about who is in charge**
Boys need boundaries. They need to know who is in charge here. They respond to teachers who are fair, funny and respect their points of view, and they generally do better with teacher-led learning. Open spaced learning areas where no one clearly owns the space can be quite anxiety provoking for boys, and that anxiety converts into expressions of low motivation and clowning type behaviors.

**Use a physical signal when you want silence**
Boys need more signals than girls partly because they are less tuned into facial cues. Boys are more able to screen out white noise. (Teachers requesting quiet equals white noise!) Therefore, deliver instructions in silence. Use visual cues, raising hand, turning lights off and on, and moving to a part of the room. Never, ever yell.

**Fewer rules and fewer words is better**
Have a couple (no more than three) clear rules that you apply fairly and consistently. Base your classroom management on the idea of, “I won’t let this happen to you, and I won’t let you do it to anyone else”. During instruction, use a backup visual that you can point to for boys who have difficulty listening.

**Value them and they will be heroes**
Boys are tuned into hierarchies. This means the predominant values of a classroom, family or school will play a powerful role in determining their actions. Have a couple of core values (e.g. compassion, generosity, being part of a team). Live by them and insist upon them. Help boys to learn that they can be heroes and victorious but that winning doesn’t mean someone else has to lose.
**Use knowledge from computer games as an inspiration for learning**

Boys’ attraction to competition will override almost any disadvantage or loss of motivation. They generally love competitive games especially when there is not an ultimate winner. Quick fire quizzes with several rounds are a successful way of engaging boys.

Computer game designers have cleverly used the principles of engagement to captivate boys:

- Make success challenging but attainable by breaking it down into stages.
- Make success more likely than failure, the most motivating games have players succeed about 80% of the time, initially, before building up to 100% before moving to the next level.
- Give people the opportunity to try again.
- Try to create a sense of moratorium where boys and girls can try out new activities in a setting where there are no consequences.
- Use lots of movement.

Pay attention to less competitive, sensitive boys. Assisting them to attain personal bests can be useful. Give boys more time to answer and to assemble the words and give them a chance to phone a friend (the friend cannot answer the question but can make helpful suggestions).

**Move regularly**

Teaching boys is like being a cross between a matador and a traffic cop. Keep on the move and mingle with the crowd. Boys see things best in motion. Use visuals and animations as often as you can. As James (2009) notes, boys love targeting. If you have ever watched boys place rubbish into bins you will see that they don’t place it, they take a shot. For this reason, movement and aiming to achieve a set target are powerful strategies with boys.

**Control where they sit**

Move boys who do not appear to be paying attention to the front. Proactively shift the seating of boys who seem unsettled or distracted. They will often be playing up to impress their local audience. Boys need quiet times to think, read and at times, quietly chat with others.

**Know about anger**

Anger and shame can stop boys’ learning, and once boys are angry, it is harder for them to get over it. If they feel you are going to shame them in front of their peers, they will fight you tooth and nail. Most boys will do silly, self-defeating things rather than lose the respect of their peers. Take your sail out of their winds. Deal with issues at a time of your choosing not when the boy wants to deal with it. There are also decision-making differences between girls and boys when involved in dispute resolution. Girls are often more able to see the effect of their actions on other students so asking, “how you think she felt?” type questions may pay off. In contrast boys may be less cued into other students’ emotions and a more successful strategy may be reinforcing a rule such as, “I wouldn’t let him do that to you, and I’m not going to let you do it to him”.


Boys are loyal and funny
Boys love the inside word; the cheat sheet and they love to score. Giving them hints suggestions and a way to succeed builds their loyalty to you. Boys buy popularity through achievement, jokes and skills. Humor is an essential quality.

Boys generally learn through doing- thinking- talking
Boys like movement and are generally more active than girls. They are also more concerned with performance. While some boys will be inherently interested in the material, almost all boys engage when there is a competitive spirit. The more that you mimic a game show format the more boys will be engaged.

Give them a whiff of success
Most men and boys waste an incredible amount of time completing tasks that don’t need to be done and avoiding tasks that don’t need to be avoided. Help them to structure tasks and to improve on early attempts so that they gain mastery and success. Once a boy believes he can be successful, he’ll almost always live up to it.

Extracted from the *Brain Based Learning Manual* Copyright Andrew Fuller
Teaching Young Men

Model of a Boy-Friendly Curriculum

**BOYS NEED CURRICULUM THAT PROVIDES**
- "Safe" classes that foster discussion
- Tasks that are open-ended and require interchange with others
- Subjects that mandate exploration of "the self"
- Teachers who "facilitate"
- Subjects that accept alternative truths

**BOYS NEED CURRICULUM THAT PROVIDES**
- Small class sizes
- Pedagogy that counters fear of ridicule or embarrassment
- Skills to enable expression
- A vocabulary to discuss masculinity
- A mandate to explore individuality
- Opportunity to engage "a passion"
- Opportunity to be a risk-taker
- A level playing field between types of masculinities

**BOYS NEED CURRICULUM THAT PROVIDES**
- A wide variation of courses and activities.
- Teachers with "passion"
- "Disciplined freedom"
- Avenues to be impulsive
- Tasks that are "relevant" - can be explored through boys' culture
- Problem-based learning, ("doing it")
- Hands-on activities with practical solutions

**BOYS NEED CURRICULUM THAT PROVIDES**
- Teachers skilled at facilitating boys' exchange of ideas.
- A range of tools to express ideas
- A range of outcomes to set tasks
- Criticism skills
- A mandate for the expression and an exchange of ideas
- Subjects with "non-binary" epistemologies
- Subjects that are Non-competitive and allow access

**BOYS NEED CURRICULUM THAT PROVIDES**
- Freedom for individual interpretation of curriculum tasks
- Freedom to undertake curricular tasks according to personal skills
- Freedom to access arrange of academic and non-academic activities
- Freedom from pursuing an "ideal" masculinity

Adapted from Imms, 2003
COURAGEOUS CONVERSATIONS

According to the Ontario Ministry of Education, boys respond well to real-world themes that offer them authentic learning experiences – that is, experiences they have had or could have in their own lives. Exploring real-world themes typically involves a combination of resources and activities. Real-world themes have a clear focus on one or more meaningful, key concepts and authentic learning experiences that involve both direct instruction and students’ discovery of things on their own.

In addition to authentic real-word experiences, students need opportunities to engage in courageous conversations about race and issues of discrimination. This work is critical for students and teachers to engage in because outside school experiences are quite inconsistent with the expectations that are inside of school. It is the school’s responsibility to take on the onus of understanding what students experience outside of school.

For example, if students read particular kinds of books outside of school, and if they engage in social media outside of school, then teachers must figure out how to utilize that as an anchor for what happens inside of school. It is the teacher’s responsibility to develop learner lenses to understand what’s happening with the student outside of school so that he or she can be responsive to that reality. As teachers and students engage in courageous conversations within the classroom, it is imperative that all members are aware of the four agreements.

The Four Agreements of Courageous Conversations:

1. **Stay engaged**: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”
2. **Experience discomfort**: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open.
3. **Speak your truth**: This means being open about thoughts and feelings and not just saying what you think others want to hear.
4. **Expect and accept non-closure**: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).
## Language Arts
### Grade 7

**Theory:** Boys are twice as likely as girls to say they don’t enjoy writing at all (19.4% versus 9.1%) and that they never write (10.6% versus 5.1%). This development could have a negative impact on school attainment, as children and young people who enjoy writing very much are seven times more likely to write above the level expected for their age, compared with those who do not enjoy writing at all (50.3% versus 7.2%).


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<tr>
<td>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Use debate to discuss authentic and relevant issues that can be transferred into argument writing. Such as: Behind some of the most successful leaders are mentors who have helped to shape their careers and to encourage them to succeed. While mentoring programs can have their positive outcomes, there are also a few downsides. How critical is mentoring to personal success?</td>
<td>• four posters, each labeled in large letters with one of the following: Strongly Agree, Agree, Disagree, Strongly Disagree • a teacher-generated list of statements for discussion (provided) • writing paper and pencils</td>
<td>Four corner Debate: This debate strategy gets kids thinking and moving. Debate topics for all grades are included. Students will • listen to a statement on a controversial topic and decide if they strongly agree, agree, disagree, or strongly disagree with the statement. • work in groups to record information in support of their position. • reconsider their stance considering new information. • write a concise paragraph expressing their opinion about the statement. Inner Circle/Outer Circle: he inner/outer circle debate strategy</td>
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*High-interest debate topics in the classroom.*
- IDEA Database - This database/search engine links students to resources for debates on issues related to
### Special Education:

Special Education students have strong opinions, however, lack some of the language skills to express in a class. Use the posters as Response Boards. Group Special Education students in heterogeneous groups and make them the responsible person for holding up the response card once a discussion has taken place.

Culture, the environment and animal welfare, science and technology, sports, and more.

- **Intelligence Squared Debates US** - A debate series that provides opposing viewpoints on an array of contentious policy and cultural issues.
- **Ideas for Debate Topics** - A list of debate topics geared towards younger students. Topics include: "Should your class be permitted to go on a field trip this year?" and "Should you be permitted to have or attend a sleep-over party?"

This debate strategy focuses on listening to others' views and writing an opinion essay. Students will

- listen to the views of others and respond to them.
- contemplate multiple views on a controversial issue.
- develop oral speaking skills and impromptu responses in a group discussion.
- develop skills in supporting one's opinion with facts and examples.
- write an editorial or position paper.

Arrange students into four groups of equal size. Arrange students in Group 1 into a circle of chairs facing out, away from the circle. Arrange students in Group 2 into a circle of chairs around Group 1, facing the students in Group 1. Groups 3 and 4 gathers around the
| perimeter of the circle, facing the circle. |
| Select an issue that students will be motivated to discuss/debate. |
| If you do not have a topic in mind for this discussion, *The New York Times* has compiled a list of timely, high-interest topics for debate and persuasive writing. |
| Now, provide students in the inner circle 10-15 minutes to discuss the topic. During that time, all other students focus their attention on the students in the inner circle. No one else is allowed to speak. Other students take notes about points those students bring up; notes are used in a follow-up classroom discussion and/or for writing an editorial opinion expressing a point of view on the issue at hand. |
| **Special Education:** Inclusion in the discussion segment is crucial. The Special Education student holding the Response Board should be given bulleted talking points listed with the Special Education Teacher to take part in the discussion. |
Transference from ideas to paper is extremely difficult. Create a frame to follow for the written response using the bulleted talking points following the whole class format of writing an argument.

“Writing frames help students organize their thinking, plan their writing by responding to key questions about what they know or read and break down writing into manageable steps.”

Campos & Fad Ed Week

Break the writing assessment into manageable steps.

Make the outline with a topic for each paragraph (talking points).

Work on one paragraph at a time.

Use paragraphs to complete argument frame.

Edit and revise

Supply students with a choice of introductory hooks and strong closing statements to choose from.
**Language Arts**  
**Grade 7**

**Theory:** Some boys need to talk through their ideas before they can commit their ideas to paper. Failure to provide time for this social component, for the opportunity to verbalize ideas before reading or writing about them, can create a problem for some boys. (Ontario Education, 2004)

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| 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. | Let them Talk  
Talk is a precursor to reading and writing responses and an easier mode of expression for many students.  
Enabling conversations in the classroom helps students to make sense of new knowledge and new ideas.  
Special Education: Minimize the anchor chart: separate into components and color-code to separate.  
I wonder why…  
I agree with…  
I disagree…  
I liked…  
I disliked… | Anchor chart with menu of conversation prompts:  
I wonder why…  
I have a question about…  
I agree with…  
I disagree with… because…  
This reminds me of…  
I do understand…  
I predict… because…  
I figured out…  
I liked/disliked… because… | **Bookends:** Have pairs of students meet before and after a lesson. Before the lesson, they discuss what they know and any questions they have about the topic. After the lesson, they meet again to discuss and confirm their learning.  
**Mock Press Conference:** Direct boys to come up with questions and answers very quickly on a topic. This might become an improvised or rehearsed scene similar to some of the sketches on the CBC television program This Hour Has 22 Minutes.  
**Investigation:** Investigate the merits of using talk to scaffold your boys’ learning. Teach one lesson on a given topic and assign a writing task without allowing the boys to talk. Teach a second lesson and promote conversation and talk as a rehearsal for the writing task. |
| SLO: | | | |
| RI.7.1. 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. | | | |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | |
| SLO RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Put starters on response boards to respond and justify orally | Which approach results in the most robust writing?  

**Special Education:** Allow students to participate as the cameraman which will allow the student to participate and listen. Other students can be set designers and news directors. Any Special Education writing task should be accompanied by graphic organizers. |
**Language Arts**  
**Grade 7**

**Theory:** Boys thrive on the visual language of television, cartoons, and video games. Similarly, boys respond well when presented with opportunities to present their ideas and written work using visual forms. Research suggest that boys respond positively to images because boys are more oriented to visual/special learning (Ontario Education, 2004)

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<td>NJSLSA.R2.</td>
<td>Go to the Net</td>
<td>Computer, citing textual evidence graphic organizers (Prove it!)</td>
<td>Find sights on the Internet, to help your students understand real world issues connected to Playing’ Up such as: 1. teenage fatherhood 2. mentorship 3. Things don’t get better unless you make them better. 4. Belief has power. If you believe you can, then you can. 5. If something is tough to do, then you just have to play up. 6. What are you going to get better at today?</td>
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<td>Use technology to get boys interested in literacy skills while capitalizing on their preoccupation with computers by providing them with opportunities to research and present visual medial reports.</td>
<td>Novel: Playing’ Up – Focus on the theme of mentorship, and the power of belief.</td>
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<td>Pose discussion questions that allow student to connect to the text, such as: How are the lives of today’s Paterson youths similar and differ from the experiences of Vaughn McKoy? Be sure to have students</td>
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<td>NJSLSA.R1.</td>
<td>Special Education: Review pictures in the novel; Highlight dialogue to support theme or central idea. Show clips of “Lean on Me”</td>
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<td>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.</td>
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**SLO:**
RI.7.1. 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.

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<th>make real world connections by address the impact these topics have on our society.</th>
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<td>During discussion, send students back to the text for more evidence by prompting them to expand on a classmate’s idea or deepen the discussion. Prompt students by saying, “I heard this person say something that contradicts …” or “These students all said something similar … does anyone have a different idea?” Allow students to highlight sections of the book for discussion points. Put the events of McKoy’s life into chronological order and assist the students in comparing events then and now.</td>
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<tr>
<td>Show snippets of the movie “Lean on Me” starring Morgan Freeman. Explain how Vaughan McKoy attended Eastside HS during this same time. Use a Venn Diagram to compare events from both the movie and the book to now. How are things the same?</td>
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**Mathematics**  
**Grade 7**

**Theory:** Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

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| SLO #4:   | **Project-Driven and Kinesthetic:** Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning and is strategic about using manipulatives. Students can discover practical, real-life ways to apply math skills. **Special Education:** Modified Feeding Frenzy Activity Sheet | Feeding Frenzy:  
- Measuring cup and spoon  
- Sand  
- Large mixing bowl  
- Feeding Frenzy Activity Sheet  
- Feeding Frenzy Answer Key | Feeding Frenzy:  
1. Distribute the Feeding Frenzy Activity Sheet to each student. Explain to students that they will be looking at a recipe for chocolate chip cookies and modifying it to feed different numbers of people. They will calculate how to prepare 12 cookies for a family meal, 60 cookies for a party, 24 cookies for a class event, and 300 cookies for a bake sale. They need to determine how much of each ingredient they will need.  

**NJSLA: 7.RP. A1**

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person...
walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction \( \frac{1}{2} \times \frac{1}{4} \) mph, equivalently 2 mph.

### Larger print

Activity sheet should be separated by larger servings and small servings

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<thead>
<tr>
<th>Ingredient</th>
<th>36 servings</th>
<th>72 servings</th>
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<tbody>
<tr>
<td>flour</td>
<td>2 1/4 c</td>
<td></td>
</tr>
<tr>
<td>Baking soda</td>
<td>1 tsp</td>
<td></td>
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<tr>
<td>salt</td>
<td>1/2 tsp</td>
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<tr>
<td>butter</td>
<td>1 c</td>
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</tr>
<tr>
<td>sugar</td>
<td>3/4 c</td>
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<tr>
<td>eggs</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>vanilla</td>
<td>2 tsp</td>
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</tr>
<tr>
<td>Chocolate chips</td>
<td>3 c</td>
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<tr>
<td>Chopped walnuts</td>
<td>1 1/2 c</td>
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2. Allow students to begin working. After a few minutes, bring the class together to discuss strategies being used.

3. Put an example of each strategy on the board as students contribute. Students may be using proportions, finding a unit rate, using a diagram to model the situation, or another method.

**Special Education:** Read the text to the students. (Engage the students in the real-life purpose of the lesson).

Use real life materials to understand the ratios in the problem and to conceptualize value: sticks of butter, baking soda, eggs.

Allow students multiple ways to represent their answers: decimals, fractions.

Manipulate the materials in accordance with mathematical ideas.

Repeat directions allow time for
| Anchor charts with definitions of measurements and pictures | Allow students time to visually process the information. Questions for students for assessment:

1. Did you notice any shortcuts as you worked through the text?
2. Do you think the calculations would have been easier if you gave your answer in decimals?
3. Why do we use fractions when baking?
4. What knowledge do you need to bake cookies? |
Theoretical learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

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<td>SLO #7:</td>
<td>- Gamify lessons: appeal to the gaming culture by writing instructions for games and offering students the opportunity to respectfully compete. - Project-Driven and Kinesthetic: Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning and is strategic about using manipulatives. - Students can move around as needed in classrooms,</td>
<td>How Did I Move?</td>
<td>How Did I Move?</td>
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<tr>
<td>NJSLA: 7. RP.A.2c</td>
<td>Write equations to model proportional relationships in real world problems.</td>
<td>- Index cards - Stopwatches - How Did I Move? Activity Sheet - Coleman's Touchdown Activity Sheet &amp; Answer Key - The Winning Goal Activity Sheet &amp; Answer Key (optional)</td>
<td>1. Create a set of index cards for each group of three students, with a different position at time 0 on each card. Each group should have unique set of index cards. Each group member will be assigned a different role on the football field for each of the three tasks. If a football field is not readily available, a hallway or other space can be used. Use the following criteria to create the three index cards for each group:</td>
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For example, if total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$, the relationship between the total cost and the number of items can be expressed as $t = pn$.

and they are taught how to practice self-discipline in their movement.

**Special Education:** Index cards should be color coded for intensity. Special Education students should be placed with Medium-High students, so they can participate in discussion but use the strength of their partners for the calculations.

When students move into the $x$ and $y$ axis for Coleman’s Touchdown Activity Sheet color-code the function table to the same colors of the $x$ and $y$ axis.

Separate activities into smaller portions.

Anchor charts and note sheets on specific vocabulary:
- Y intercept
- Axis
- Function table
- Equations and formulas

- **Task 1:** Specify a starting location and a time.
- **Task 2:** Specify a different starting location and a distance.
- **Task 3:** Specify the same starting and ending location, along with a time.

2. Distribute page 1 of the How Did I Move? Activity Sheet, which includes a drawing of the field.

3. At the field, provide each group with a set of 3 index cards, a stopwatch, and a pencil. Ask students to rotate through the roles of football player, recorder, and timer. Each player should run or act out the situation that corresponds to the data provided on his or her index card. When groups complete their tasks, distribute the remaining pages of the activity sheet. Students can either work on this at the field or, when all students have finished gathering their data, back in the classroom.
4. In the Coleman's Touchdown Activity Sheet, students are presented with 7 questions that help to reinforce the concepts from the previous activity.

5. If time allows, allow students to work on The Winning Goal Activity Sheet. The activity allows students to compare two different forms of data for two players on a field hockey team.

**Special Education:** Allow students to be the timekeepers. If a hallway is used to mark the distances and the time, the Special Education student can mark the spots on the floor and record on sheet to work in heterogeneous groups.
Mathematics  
Grade 7

Theory: Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #10:</td>
<td>Gamify lessons: appeal to the gaming culture by writing instructions for games and offering students the opportunity to respectfully compete.</td>
<td>Highway Robbery:</td>
<td>Highway Robbery:</td>
</tr>
<tr>
<td>Solve multi-step ratio and percent problems using proportional relationships including scale drawings of geometry figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</td>
<td>Special Education: <a href="http://prezi.com/jkqsz7er3plo/minilesson-2-highway-robbery/">http://prezi.com/jkqsz7er3plo/minilesson-2-highway-robbery/</a></td>
<td>- Centimeter rulers</td>
<td>In this lesson, students assume the role of a detective investigating a bank robbery. Students wear police badges and use four clues to help them apprehend the thief.</td>
</tr>
<tr>
<td>Use proportional relationships to solve multistep ratio and percent problems using proportional relationships including scale drawings of geometry figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</td>
<td></td>
<td>- Plastic police badges (optional)</td>
<td>The information you put on the overhead will lead the students to your chosen thief.</td>
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<td></td>
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<td>- 6 pictures of suspects (optional)</td>
<td>2. Give students the option of</td>
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<td></td>
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<td>- Clue Sheet Activity Sheet</td>
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<td></td>
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<td>- Suspect List Activity Sheet</td>
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<td>- Clue Sheet Overhead</td>
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</tbody>
</table>

Highway Robbery: In this lesson, students assume the role of a detective investigating a bank robbery. Students wear police badges and use four clues to help them apprehend the thief.

1. Choose a suspect from the suspect matrix and fill in the blanks on the Clue Sheet Overhead.
2. Give students the option of
percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. *(benchmarked)

**NJSLA: 7.G.A.1**

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

| Inches, feet, centimeters, pound, miles gallons | Money (value) | Proportions Perpetrator Apprehend Deduction | working in pairs or individually. Groups larger than two tend to result in students being off-task with an unequal distribution of work.  
3. Pass out the Clue Sheet Activity Sheet to each student and place the Clue Sheet Overhead on the board.  
4. Have students submit their papers when they can identify the thief. Have students share who they think is the perpetrator. If students disagree, have them explain why their answer is correct.  
**Special Education:** Pair Special Education student with higher level student  
Separate the Perpetrators on cards (visual discrimination) rather than on one sheet. |
### References
(i.e. scholarly journals)