Unit 5- Becoming a Good Citizen

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Seminar 6: Grade 6

Unit 5: Becoming a Good Citizen

Belleville Board of Education

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Unit Overview

In this Unit, students will understand the importance of volunteering your time in Belleville Middle School or the Township of Belleville. The students should be expecting to learn the importance of following the rules and laws in the community and research examples of people who have contributed to their communities.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally,

	and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
WORK.K-12.9.1	All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.
WORK.K-12.9.1.B.2	Personal actions today and tomorrow may have an effect on future employment.
WORK.K-12.9.2	All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.
WORK.K-12.9.2.A.1	Choices we make as individuals affect self, family, community and the world.
WORK.K-12.9.2.A.a	How do I decide or make choices?
WORK.K-12.9.2.B.1	Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction.
WORK.K-12.9.2.B.a	Why do I need to be accountable?
WORK.K-12.9.2.C.1	Effective communication skills are necessary to convey meaning and understanding to others.
WORK.K-12.9.2.C.a	How do I best communicate?
WORK.K-12.9.2.D.1	One's character and ethics are constantly being challenged and are ever-changing and evolving.
WORK.K-12.9.2.D.a	How do family, school, community and workplace influence an individual's character and ethics?
	All students will demonstrate critical life skills in order to be functional members of society.
	Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

Exit Skills

By the end of Unit 5, students should be able to:

- Examine the different ways you can volunteer in your school or community
- Identifying the different rules/laws in each town and examining the importance of them
- Examine influential people who contributed and volunteered in their communities

Enduring Understanding

Enduring Understanding for the unit include:

- U1: There are different ways a student can volunteer at BMS or in the community
- U2: Students should be involved in their community and in the school
- U3: The students should know that there are different rules/laws for each town

Essential Questions

Essential questions for this unit include:

- Q1: How often do you volunteer to help your school and community be better, cleaner, and safer?
- Q2: How often do respect authority and the law?
- Q3: What does good citizenship have to do with community service?

Learning Objectives

After completing Unit 5, students should be able to:

- Plan different ways they can be involved in the school or in the community
- Explain the importance of following the rules/laws and respecting authority figures
- Research/Compose/Construct examples of people who have contributed to their communities and how that made an impact in that respective community.

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite

	Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Graph Interpolate Manipulate Modify Operate Subtract			Transform
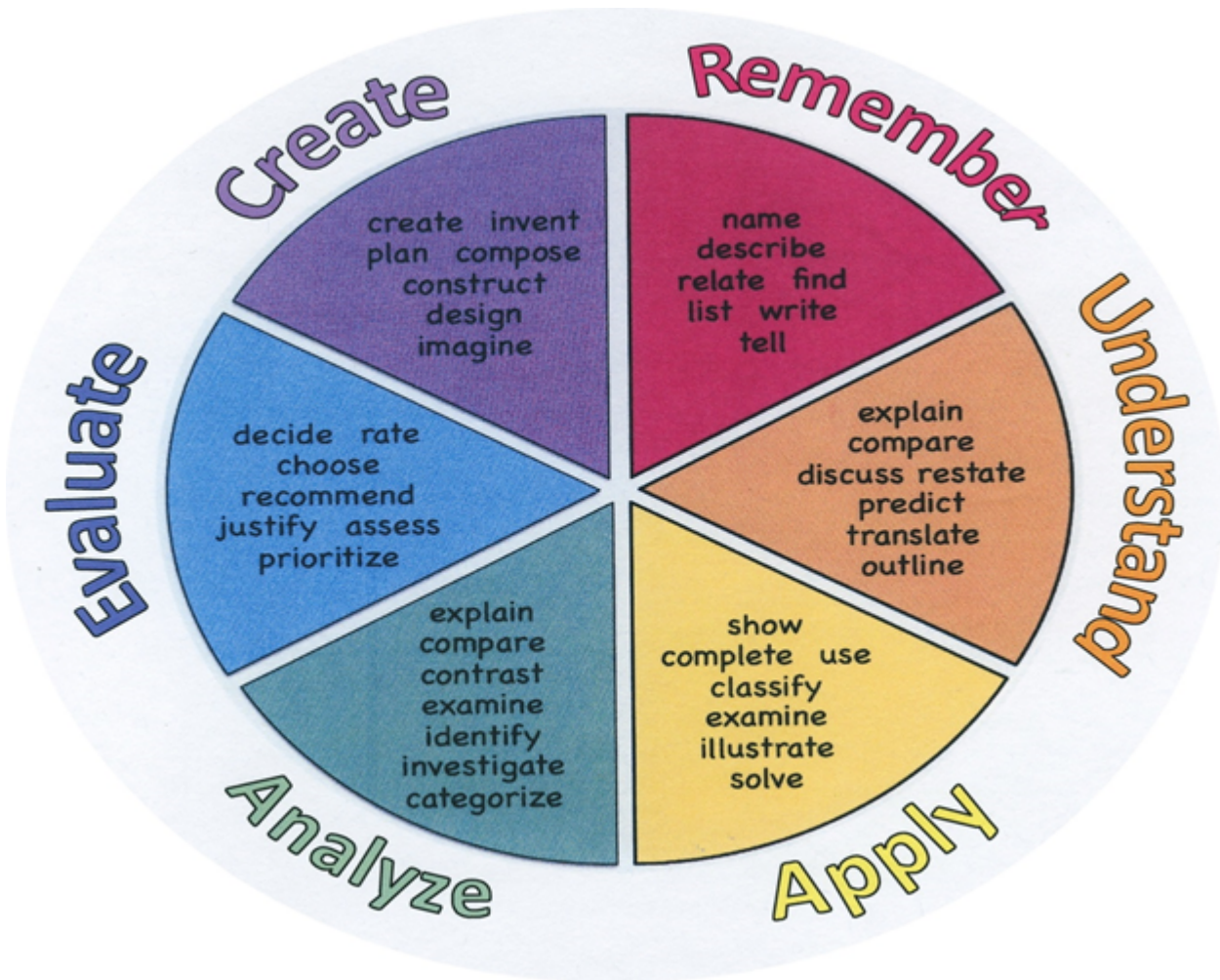
Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8	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.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

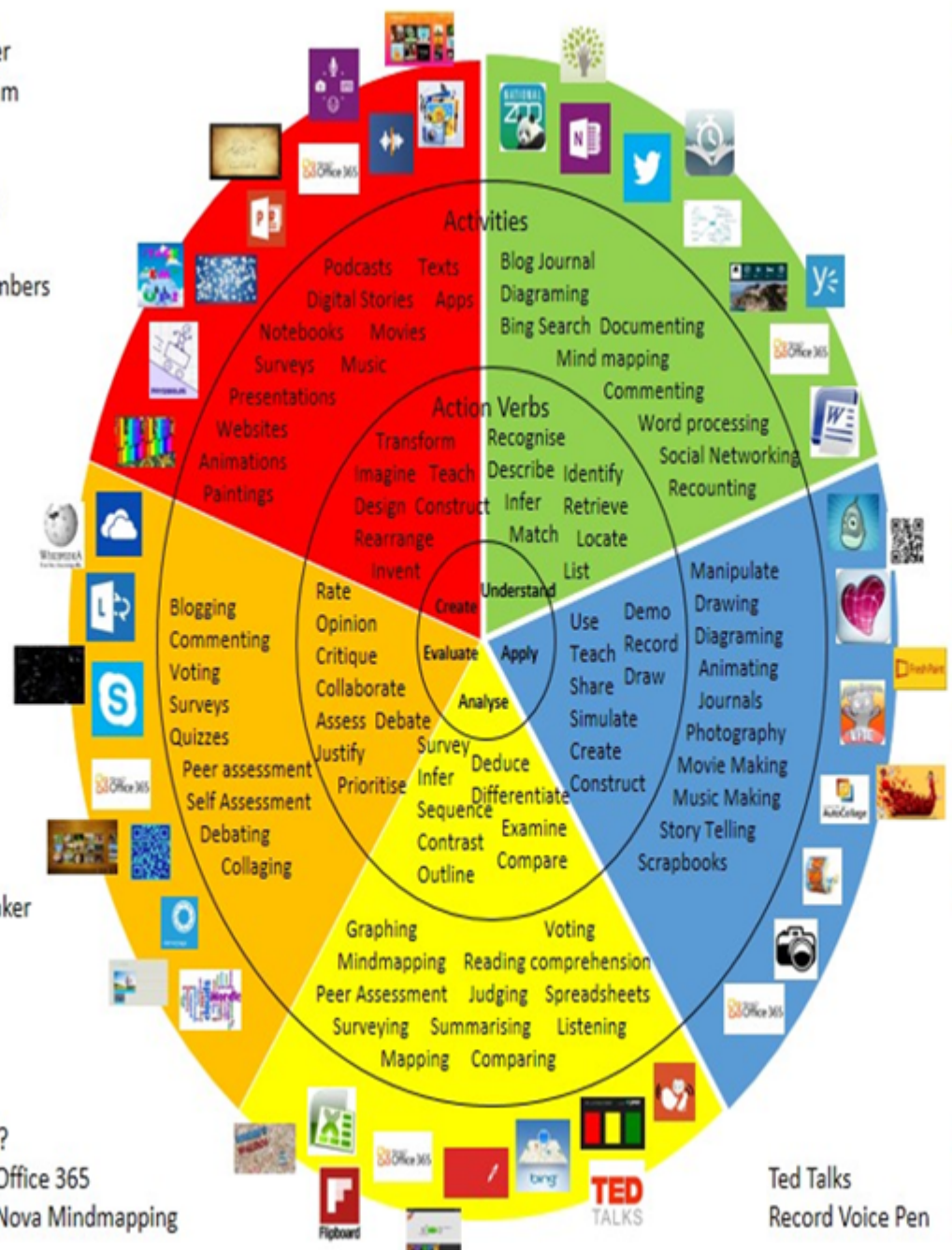What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetall.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Activities: Podcasts, Texts, Digital Stories, Apps, Notebooks, Movies, Surveys, Music, Presentations, Websites, Animations, Paintings, Blog Journal, Diagraming, Bing Search, Documenting, Mind mapping, Commenting, Word processing, Social Networking, Recounting, Rate, Opinion, Critique, Collaborate, Assess, Debate, Justify, Prioritise, Peer assessment, Self Assessment, Debating, Collaging, Manipulate, Drawing, Diagraming, Animating, Journals, Photography, Movie Making, Music Making, Story Telling, Scrapbooks, Graphing, Mindmapping, Reading comprehension, Peer Assessment, Judging, Spreadsheets, Surveying, Summarising, Listening, Mapping, Comparing, Blogging, Commenting, Voting, Surveys, Quizzes

Action Verbs: Transform, Recognise, Imagine, Teach, Describe, Identify, Design, Construct, Infer, Retrieve, Rearrange, Match, Locate, Invent, List, Create, Understand, Evaluate, Apply, Use, Demo, Teach, Record, Share, Draw, Analyse, Simulate, Create, Construct, Survey, Deduce, Infer, Differentiate, Sequence, Examine, Contrast, Compare, Outline, Voting

Differentiation

Differentiation for this unit include:

- Create note cards for short bursts of information
- Digital formats for presentation of material
- Vary arrangment of compenents or layout of material
- Provide dictionaries (digital or graphic) available to learner
- Utilize tech options
- Connect to prior knowledge and learning
- Brainstorm examples of use of new terms or symbols making real-world applications

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

Unit Name: Unit 5 Becoming a Good Citizen

NJSLS: See Link Below

Interdisciplinary Connection: Cross disciplinary includes students using skills learned in ELA in order to research an influential person and how that individual made a difference in their community or the world.

Statement of Objective: After learning about the different ways of becoming a good citizen, students will be able to compose and construct an essay and poster on a specific individual who contributed in their community and present the project to the class.

Anticipatory Set/Do Now: What are some of the ways a student can volunteer in their school or their community?

Learning Activity:

1. Discuss Do Now

2. Discuss as a class the different ways a student can volunteer in the school or in the community

3. Research key figures who contributed in their respective communities

4. Begin to pre-write and pre-draft their essay and poster project

Student Assessment/CFU's: Go-Around, Oral Observation

Materials: Computer, Smartboard, Laptops, Notebooks, Pen/Pencils, Markers/Colored Pencils, Rubric and Directions, Poster Board, Lined Paper

21st Century Themes and Skills: See Link Below

Differentiation/Modifications: Differentiation includes working together in groups to complete Research Project about key figures who contributed in their community or in the world.

Integration of Technology: Students will use laptops to research their respective key figure who contributed in their community in order to work on their essay and poster project.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
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