

# Unit 1- School Rules and Procedures

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Seminar 6: Grade 6**

## **Unit 1: School Rules and Procedures**

**Belleville Board of Education**

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## **Unit Overview**

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In this Unit, students will understand and learn BMS school rules and procedures, understand the importance of developing organizational skills and habits in order to generate strong test taking skills and study skills to ensure success at Belleville Middle School. This unit will also cover the importance of character building to create a safe student body at Belleville Middle School.

## **NJSLS**

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

PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.6	Explain how income affects spending decisions.
PFL.9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.
PFL.9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
CAEP.9.2.8.B	Career Exploration
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.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.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.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
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.D.a	How do family, school, community and workplace influence an individual's character and ethics?
WORK.K-12.9.2.F.1	Lack of awareness about laws and rules may lead to unsafe situations and chaos.  Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.  All students will demonstrate critical life skills in order to be functional members of society.

## Exit Skills

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By the end of Unit 1, students should be able to:

- Explain the School Rules and Procedures at Belleville Middle School
- Develop strong Organizational Skills and Study Habits to ensure success for test taking and writing prompts
- Explain the importance of having good character, accountability, duty, and self-control during their time at Belleville Middle School

## Enduring Understanding

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Enduring Understandings for this unit include:

- U1: Having School Rules and Procedures to provide a safe learning environment for teachers and students.

- U2: Organizational Skills and Study Habits lead to better results for homework and test taking.
- U3: Having good character will lead students into making right choices and becoming a responsible young adult.

## Essential Questions

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Essential questions for this unit include:

- Q1: How can I learn about my new school?
- Q2: Why are organizational skills important?
- Q3: How can I enhance my testing taking and study skills by building my vocabulary?
- Q4: How are you a person of character?
- Q5: Why is it important to set a good example for others?
- Q6: How are you responsible for the consequences of your choices?
- Q7: How can I enhance my test taking and study skills by building my vocabulary?

## Learning Objectives

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After completing this unit, students will be able to:

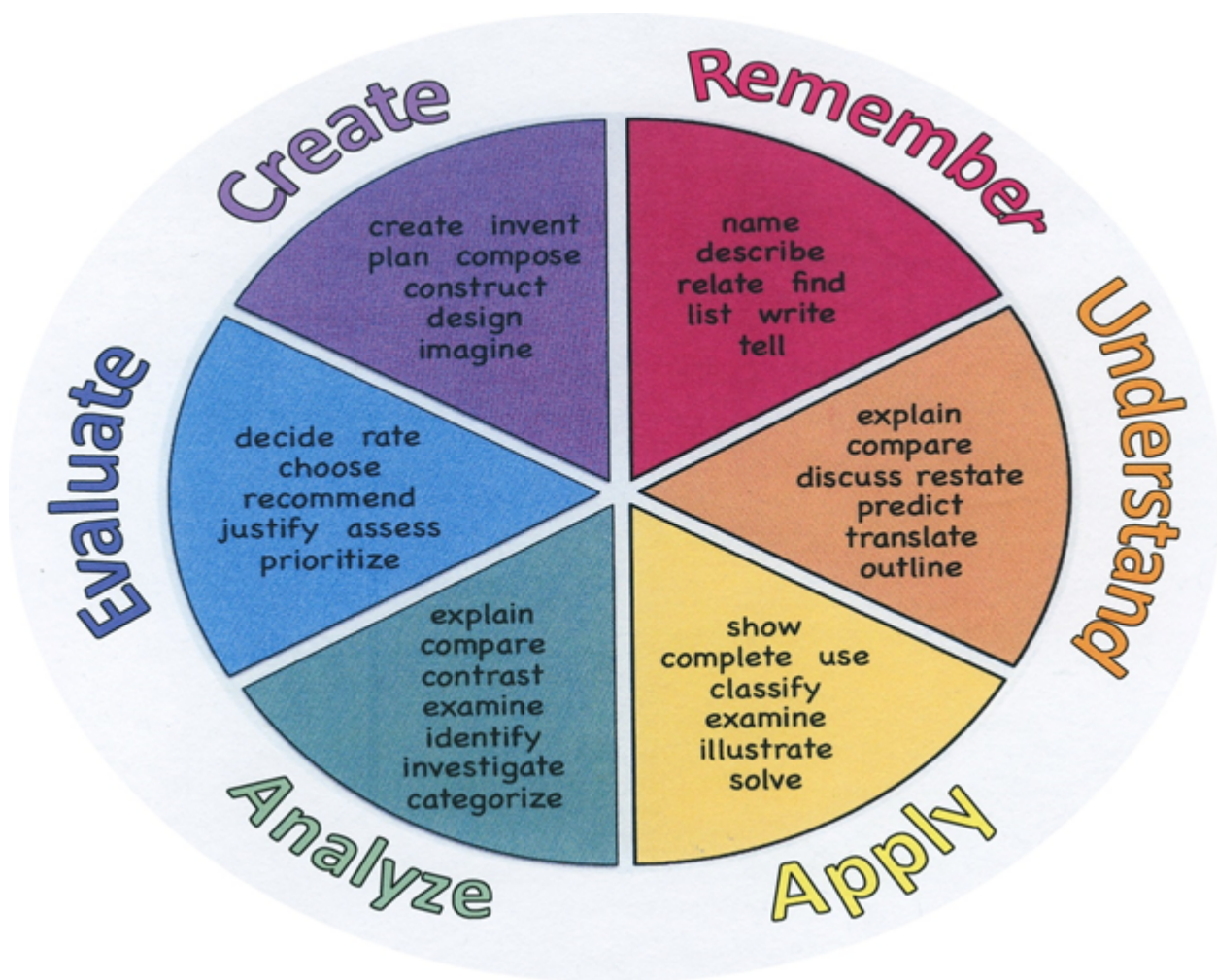
- Identify school rules and procedures to understand what the student body can and cannot do at BMS.
- Develop strong organizational and study skills to ensure better success on tests and writing prompts.
- Explain how having good character will lead the student in becoming a better individual in the school community.
- Compose an essay of explaining the importance of the “Six Pillars of Character” that will lead the student to understand the importance of having good character.

## 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 State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Justify Measure Rank Rate Support Test	Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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## Interdisciplinary Connections

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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.

## Alignment to 21st Century Skills & Technology

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### Key SUBJECTS AND 21st CENTURY THEMES

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

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.CRP6	Demonstrate creativity and innovation.
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.CRP11	Use technology to enhance productivity.
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.

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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**

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



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



Differentiation for this unit includes:

- Create note cards for short bursts of information



- Digital formats for presentation of material
- Vary arrangement of components 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**

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- 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**

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- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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- 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 work presented 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**

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

- 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**

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The resources available to you that are located either within the district or that can be obtained by district resources are:

- Belleville Middle School Handbook (School Rules/Regulations/Procedures)

## Ancillary Resources

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Other resources available to strengthen your lesson include websites:

- <http://www.essentiallifeskills.net/charactertraits.html>
- <https://charactercounts.org/program-overview/six-pillars/>
- <http://www.educationcorner.com/habits-of-successful-students.html>

## Sample Lesson

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**Unit Name:** How to avoid Plagiarism and Citation Tools

**NJSLS:** AAAA.K-12.1.1.6 - Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning; AAAA.K-12.1.1.8 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry; AAAA.K-12.1.1.9 - Collaborate with others to broaden and deepen understanding AAAA.K-12.1.3.1 - Respect copyright/intellectual property rights of creators and producers AAAA.K-12.1.3.3 - Follow ethical and legal guidelines in gathering and using information.

**Interdisciplinary Connection:** English

### Statement of Objectives

Students will be able to:

- examine plagiarism violations through real world examples
- recognize that ideas taken from other sources, whether or not these ideas are expressed in direct quotes, must be cited
- explore and bookmark recommended resources on how to avoid plagiarism
- how to create a work cited page
- how to properly do in text citations

**Anticipatory Set/Do Now:** Students will read the posted cartoon and decide why the student in the cartoon is wrong

### Learning Activity:

After a brief discussion of the cartoon student's mistake in terms of plagiarism, the librarian will introduce the objectives for the lesson and the ripped from the headlines activity. Working in groups (3-4 students per group depending on the class size) students will read a recent case of plagiarism ripped from the newspaper headlines and assume the role of reader, recorder, and reporter to answer the following:

- Explain what happened.
- How could it have been prevented?
- What was the punishment?
- Did the punishment fit the violation?

Students will share out their findings for each case to the class. The librarians will introduce key aspects of plagiarism by building on the student findings.

### Direct Instruction

1. Using a Google presentation, the librarian will use the recommended resources (OWL, Easy Bib, etc.) to explain plagiarism. Students will watch a short video on the most common types of plagiarism. Using a viewing guide, students will note keywords to help to remember each type of plagiarism to assist them with the following Kahoot quiz review.
2. The librarians will present an example of Turnitin.com from the NY Times for Montana Senator John Walsh's Mastersthesis to show an example of plagiarism in the real world.

3. Easybib.com (app and add-on) as a tool to prevent plagiarism
4. Review the resources discussed and follow with a Kahoot to cover the main points of the lesson.

Students will be shown how to use the provided tools to create their work cited pages and how to create in text citation. To check student understanding they will be given a in text citation activity.

**Student Assessment/CFU's:** See Linked Items

Student understanding will be assessed throughout the lesson, formally with the Kahoot quizzes, and informally during the lesson (gauging progress during group work).

**Materials:**

- Laptops
- Smartboard
- Worksheets