

Unit 2- Developing Respect

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Seminar 6: Grade 6

Unit 1: Developing Respect

Belleville Board of Education

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Unit Overview

In this Unit, students will understand the importance of treating others with respect and develop to respect the dignity, privacy, and freedom of all individuals. The student will identify the ways in which each individual is unique and how this helps us to be good friends to others. In this unit the student will 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.

NJSLS

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.
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.
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.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?

Exit Skills

By the end of Unit 2, students should be able to:

- Explain the different strategies on the ways to handle feelings of dislike for someone while still treating them respect.
- Explain the difference between tolerance and acceptance.
- Have identified the ways each individual is unique and why it is important to treat everyone with respect.
- Have developed strong organizational skills and study habits to ensure success for test taking and writing prompts.

Enduring Understanding

Enduring Understanding for this unit include:

- U1: Having different ways to equip the individual in handling their feelings of dislike while treating them with respect
- U2: Having knowledge of the Golden Rule and applying the rule in the community
- U3: Treating yourself with self-respect and treating others with respect with lead the student to become a better person in society.
- U4: Organizational Skills and Study Habits lead to better results for homework and test taking.

Essential Questions

Essential Questions for this unit include:

- Q1: Why is it important to treat others the way you want to be treated?
- Q2: Why is it important to respect the dignity, privacy, and freedom of all individuals?

- Q3: How are you tolerant, respectful, and accepting of those who are different than you?
- Q4: How does self respect help us to be good friends to others?
- Q5: How can I enhance my test taking and study skills by building my vocabulary?

Learning Objectives

After completing this unit, students will be able to:

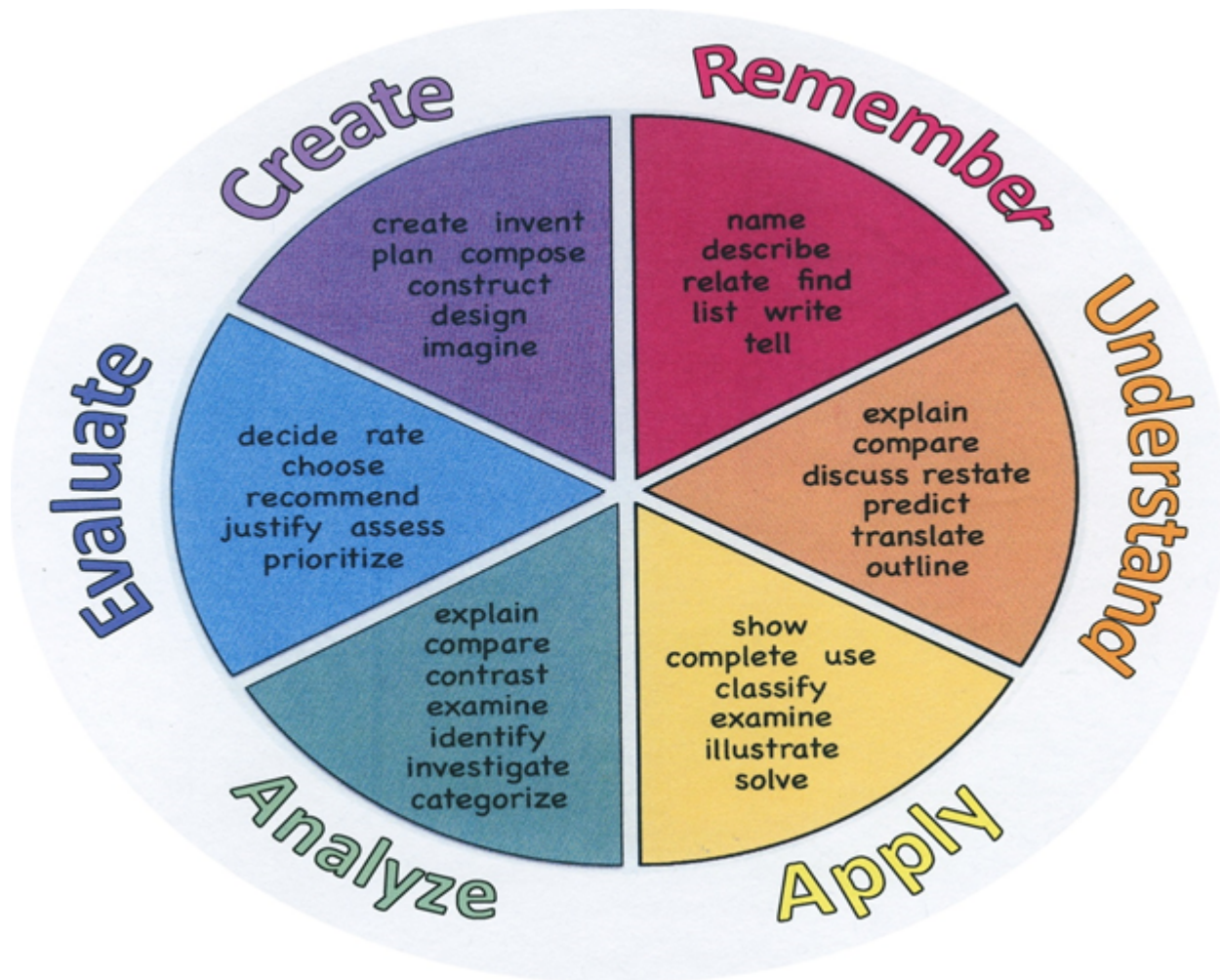
- Distinguish between tolerance and acceptance
- Identify the ways in which each of us are unique and how this helps us be good friends to others
- Develop different strategies to handle feelings of dislike for someone while treating them respectfully
- Construct a poster explaining the Golden Rule and its importance in Belleville Middle School.

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	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			

	Generalize Predict				
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Interdisciplinary Connections

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

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.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to

	convey experiences and events.
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.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.6.2	Determine a theme or 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.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.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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 21st century.

Key subjects include:

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

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.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.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.
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

- 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?

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-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

- 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 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

- 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

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

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

- http://printables.familyeducation.com/tv/printables/0876281722_TheGoldenRule.pdf
- <http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Creating-a-Climate-of-Respect.aspx>

Ancillary Resources

Other resources available to strengthen your lesson include:

- http://www.educationworld.com/a_lesson/04/lp329-02.shtml

Sample Lesson

Unit Name: Unit 2- Developing Respect

NJSLS: See Link Below

Interdisciplinary Connection: Cross disciplinary includes working together in groups to understand the Golden Rule in order to create a poster explaining the Golden Rule and how you can apply the rule throughout Belleville Middle School.

Statement of Objective: After having a group discussion, students will be able to create a poster as a group explaining the Golden Rule and understand why it is important to treat each individual with respect and dignity.

Anticipatory Set/Do Now: In your own opinion, list and explain ways an individual can be a good person?

Learning Activity:

1. Discuss Do Now
2. Have a group discussion on the different ways of respect and why the Golden Rule is so important
3. Discuss Poster Directions and get into groups

Student Assessment/CFU's: Self-Assessments, Exit Slips

Materials: Computer, Smartboard, Posterboard, Notebooks, Worksheets, Colored Markers/Pencils

21st Century Themes and Skills: See Link Below

Differentiation/Modifications: Differentiation includes working in groups to complete a poster project on the Golden Rule.

Integration of Technology: Students will research the Golden Rule in order to create the poster project on the Golden Rule.

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.
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.A.1	Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.
WORK.K-12.9.1.B.a	How can we best prepare for the workforce when we will likely change jobs multiple times

and perhaps even careers?

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.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.