

# Unit 3- Bullying

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Course(s): **Seminar 6**  
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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 3: Bullying**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

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In this Unit, students will understand the importance of bullying and the 4 different types of bullying that occur. Also, students will understand the different types of ways to express gratitude and thankfulness for what others do for you.

## NJSLS

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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.
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.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?
WORK.K-12.9.2.F.a	How is safety a personal and societal responsibility?

## Exit Skills

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By the end of Unit 3, students should be able to:

- Explain why bullying happens so often in school.
- Compare and Contrast the 4 different types of bullying (physical, verbal, social, cyber).
- Explain the different strategies available to help resolve a bullying situation (Be assertive, make sure you talk to an adult, find strength in numbers, if it is safe to take a stand, bullied online- Don't reply).
- Describe different ways you can express yourself to demonstrate the concern for others, thankfulness, and compassion.

## Enduring Understanding

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Enduring Understanding for this unit include:

- U1: Bullying can be in the form of 4 different types.
- U2: There is a difference between teasing and bullying.
- U3: There are different strategies available to help resolve a bullying situation.
- U4: Being compassionate and demonstrating kindness to others reflects on the individuals character as a person.

## Essential Questions

Essential Questions for this unit include:

- Q1: Why is bullying so common in schools
- Q2: Why do some people brush bullying off as harmless fun?
- Q3: What is the difference between teasing and bullying?
- Q4: How do you resolve disagreements, respond to insults and deal with anger peacefully and without violence?
- Q5: What are ways that we can express our gratitude and thankfulness for what others do for us?
- Q6: How can we show compassion for others?

## Learning Objectives

After completing this unit, students will be able to:

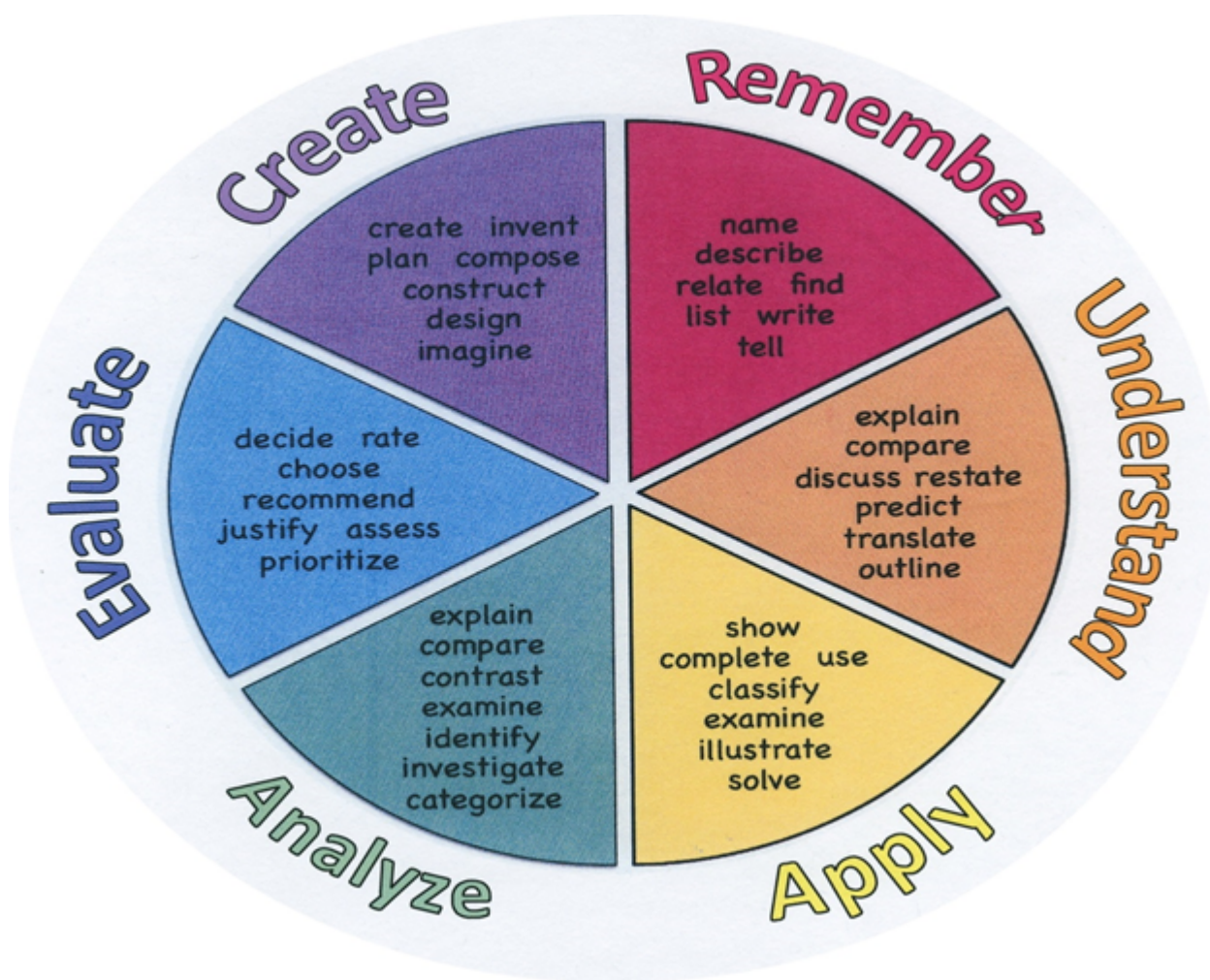
- Identify why bullying happens so often in schools
- Compare and contrast the 4 different types of bullying that occur in school.
- Explain the different strategies available to help resolve a bullying situation.
- Express different ways to show compassion and understanding for others
- Construct a poster about bullying and the 4 different types of bullying that occur in the schools.

## 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 Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform
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### Interdisciplinary Connections

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

	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.
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.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**

### **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.CRP5	Consider the environmental, social and economic impacts of decisions.
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.
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?

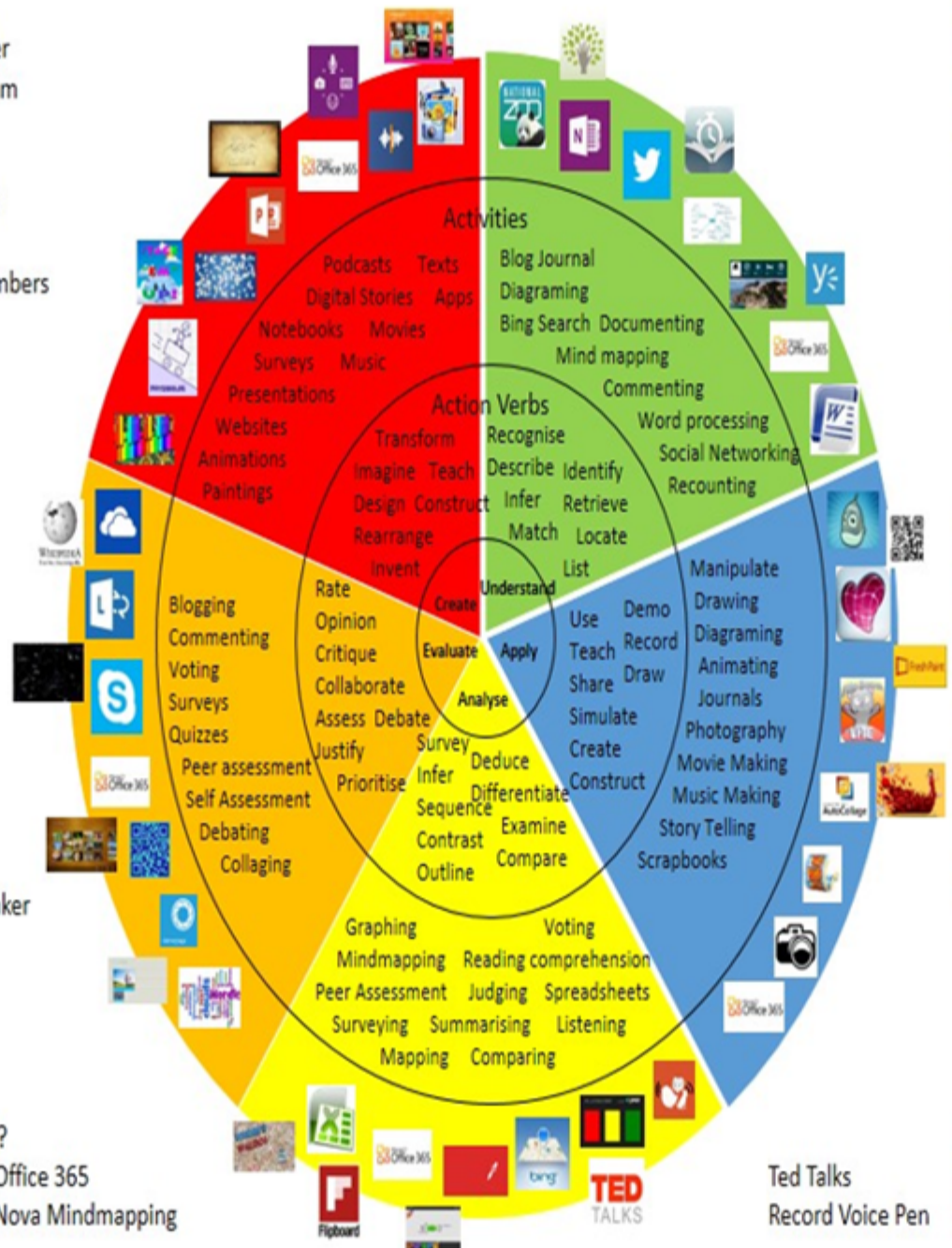


## Win 8.1 Apps/Tools Pedagogy Wheel

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  
Flipboard  
Office 365  
Nova Mindmapping



## Differentiation

Differentiation for this unit include:

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

- <https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>
- <http://www.parents.com/kids/problems/bullying/common-types-of-bullying/>

## **Ancillary Resources**

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Other resources available to strengthen your lesson include:

- <http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/8818/pdf/A%20Brief%20Look%20at%20the%20Differences%20Between%20Teasing%20and%20Bullying3.pdf>
- <https://nobullying.com/is-teasing-and-bullying-the-same/>

## Sample Lesson

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Unit Name: Unit 3 Bullying

NJSLS: See Links Below

Interdisciplinary Connection: Cross disciplinary includes discussing the different types of bullying that occurs in the school through research using 2-3 sources.

Statement of Objective: After explaining the different types of bullying that occurs in the school, students will be able to construct a poster explaining the different types of bullying and provide examples for each type.

Anticipatory Set/Do Now: Explain why bullying happens so often in schools?

Learning Activity:

1. Discuss Do Now
2. As a class, have a group discussion explaining the different types of bullying with students taking notes
3. Break up into groups and work on poster project about bullying

Student Assessment/CFU's: Oral Questioning

Materials: Computer, Smartboard, Notebook, Pens/Pencils, Colored Markers/Pens, Bullying Poster Project Rubric, Poster Board

21st Century Themes and Skills: See Links Below

Differentiation/Modifications: Differentiation includes groups discussing and using different brainstorming techniques to have a rough draft on what information and what layout the groups will use for the group project

Integration of Technology: Students will use secondary sources acquired in class and at home to research the different types of bullying that occurs in the schools to include in the poster project.

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.
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-12.9.2	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.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.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?
WORK.K-12.9.2.F.1	Lack of awareness about laws and rules may lead to unsafe situations and chaos.
WORK.K-12.9.2.F.a	How is safety a personal and societal responsibility?  All students will demonstrate critical life skills in order to be functional members of society.