Unit 4- Making Good Choices

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Seminar 6: Grade 6

Unit 4: Making Good Choices

Belleville Board of Education

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Unit Overview

In this Unit, students will understand the importance of developing trustworthy relationships with others and understanding the importance of making the best possible decisions/choices. Also, students will understand the importance of making good choices and how the choices they make effect everyday life. Students should expect to learn how to treat another individual with respect and build trustworthy relationships with one another.

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.
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.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.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	Critical Thinking
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.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?
	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

By the end of Unit 4, students should be able to:

- Examine the different ways that a person can be reliable, honest, and loyal
- Describe the importance of integrity and making conscientious decisions/choices
- Examine the different guidelines on how to treat people without favoritism and prejudice
- Explain the differences between making the right decision and the wrong decision and how those choices influence the students in the school community and in the town.

Enduring Understanding

Enduring Understandings for this unit include:

- U1: There are important decisions the students make every single day that affect daily life
- U2: There are different ways that a person can be reliable, honest, and loyal
- U3: People respond and react to a variety of situations differently

Essential Questions

Essential Questions in this unit include:

- Q1: Do you have the courage to try new things, to do what is right even when it is difficult?
- Q2: Why is it important to be honest and loyal and to stand by and protect your family, friends, school, and the community?
- Q3: Is it possible to be fair with everyone in all situations?
- Q4: Does fairness mean that everyone get the same amount?
- Q5: Do you make decisions without favoritism or prejudice?

Learning Objectives

After completing this unit, students will be able to:

- Establish standards that can be followed on a daily basis in developing trustworthy relationships with others
- Explain the importance of integrity and making the conscientious decisions/choices and how making the wrong choice and affect you
- Create guidelines on how to treat people without favoritism and prejudice
- Compose an essay on the importance of making the right decisions/choices and how good choices can affect the student in and out of 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				
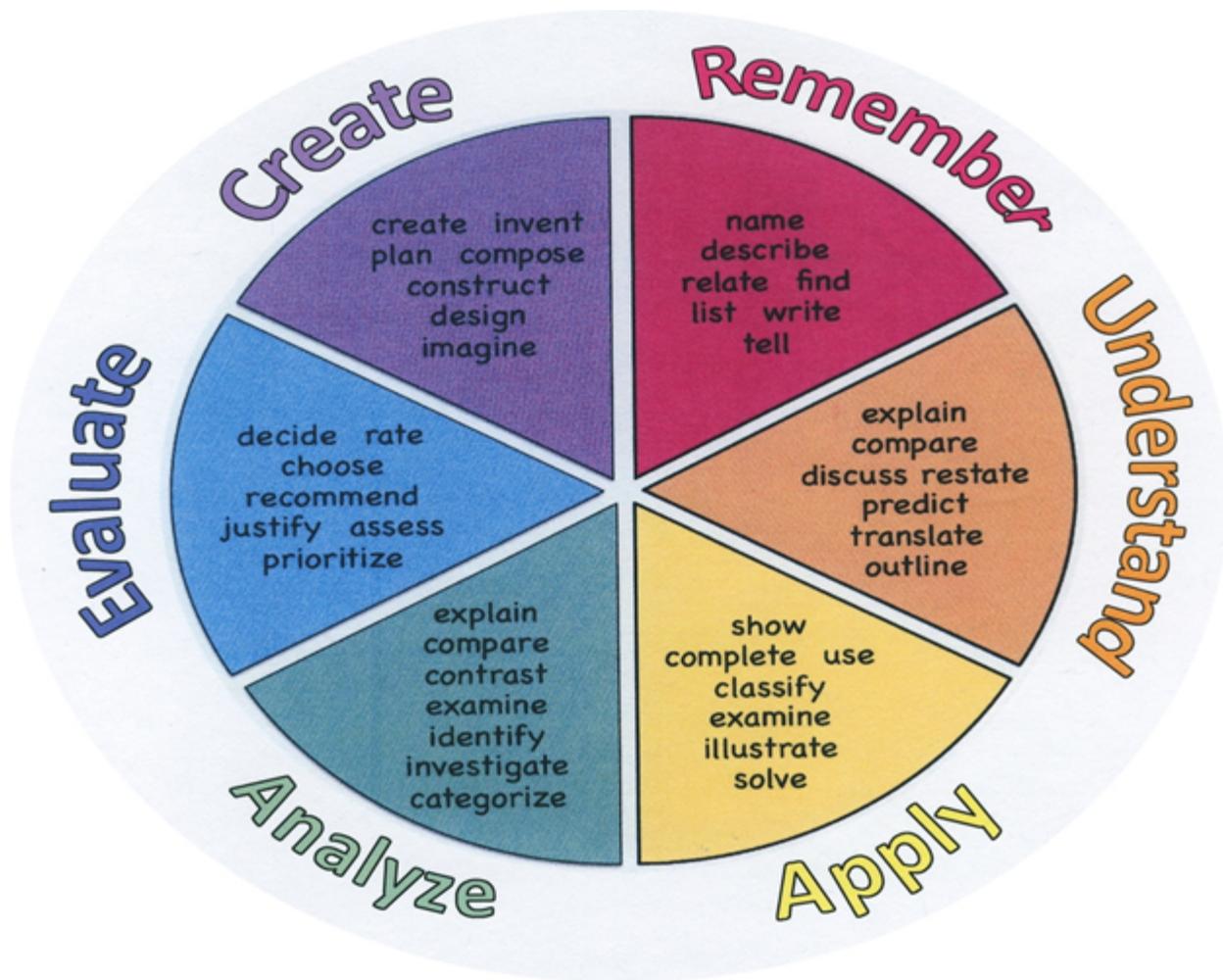
Interdisciplinary Connections

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.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.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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

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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

- 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

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

Action Verbs: Transform, Recognise, Imagine, Teach, Describe, Identify, Design, Construct, Infer, Retrieve, Rearrange, Match, Locate, Invent, List, Manipulate, Drawing, Diagraming, Animating, Journals, Photography, Movie Making, Music Making, Story Telling, Scrapbooks, Rate, Opinion, Critique, Voting, Collaborate, Assess, Debate, Justify, Prioritise, Peer assessment, Self Assessment, Debating, Collaging, Survey, Deduce, Infer, Differentiate, Sequence, Examine, Contrast, Compare, Outline, Use, Demo, Teach, Record, Share, Draw, Simulate, Create, Construct

Create, Understand, Evaluate, Apply, Analyse

Graphing, Voting, Mindmapping, Reading comprehension, Peer Assessment, Judging, Spreadsheets, Surveying, Summarising, Listening, Mapping, Comparing

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
- multi-sensory presentation
- multiple test sessions
- 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

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

- http://static.discoveryeducation.com/feeds/www/media/lesson-plans/100%20Percent%20Me%20Student%20Workbook.pdf (Pages 1-10 only)

Ancillary Resources

Other resources available to strengthen your lesson include:

- http://create.usc.edu/sites/default/files/publications/teachingteenshowtomakegooddecisions.pdf
- http://www.goodcharacter.com/ISOC/Honesty.html

Sample Lesson

Unit Name: Unit 4- Making Good Choices

NJSLS: See Link Below

Interdisciplinary Connection: Students will use skills learned in ELA in order to research and develop their own opinion on why it is important to make good choices and connect making good choices for future success.

Statement of Objective: After learning about Postitive and Negative Choices, students will be able to compose an essay explaining why it is important to make good choices and how making good choices affect the individual not only in the present but also in the future.

Anticipatory Set/Do Now: In your own opinion, describe the importance of intergrity in an individual and how that affects a person into making the right decisions.

Learning Activity:

1. Discuss Do Now

2. Discuss as a class the importance of making the right choice

3. Pass Out Essay Directions and Rubric

4. Begin Pre-Writing and start working on essay on making the right decisions

Student Assessment/CFU's: Oral Observation

Materials: Computer, Smartboard, Pen or Pencil, Notebook, Directions and Essay Rubric, Sheet of Blank Paper

21st Century Themes and Skills: See Link Below

Differentiation/Modifications: Students will be provided notes on making postitve and negatives choices to help the students prewrite and start to compose their essay.

Integration of Technology: Notes will be provided on Smartboard and the students are also coming up to Smartboard and listing other ways an individual can make the right choice.

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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.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.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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