Unit 3: Building Character

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Comprehensive Health

Unit 3: Building Character

Belleville Board of Education

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Unit Overview

- To allow students to view what building good character entails, while targeting different traits in which make up good character.
- Ensuring understanding of these traits will allow students to use these practices in the real world.
- Ideologically, if a student is able to develop into someone who embodies several of the good character traits: including trustworthiness, respect, responsibility, fairness, caring, and citizenship, then their overall outlook on society and effect they have on people around them will be a positive one.
- Topics: 1. What is character
- 2. Trustworthiness and Respect
- 3. Responsibility and Fairness
- 4. Being a good citizen
- 5. Making a Difference
- Students will learn what determines a good character, what traits people with good character embody, and how one can work towards attaining a standard where these traits are part of their everyday lifestyle.
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids.

Enduring Understandings

- Identiy traits of good character and describes the influences on developing good character.

- Focus on the traits of trustworthiness, respect, and loyalty.
- Show the relationship between responsibility, accountability, fairness, and good sportsmanship.
- Describe how caring about others translates into being a good citizen.
- Identify ways in which students can make a difference in their community.
- Character education and why one should work to be a good character and embody the different traits taught.
- Achieving the standing of having good character takes time, and someone with good character practices these traits often within their daily life.
- Trustworthiness and Respect: Listening, disagreeing without arguing, being honest, truthful, and dependable.
- Responsibility and Fairness: keeping promises, thinking before acting, treating people equally, and being open minded.
- Making a Difference: working to instill the different good character traits to positively affect yourself and the people around you to work to become good characters.
- The key traits it takes to be a good character over the course of their lifetime. It will be easy to distance themselves from practicing these traits and having a constant reminder will allow them to stay on top of their good character practices.
- Influence on Alcohol, Tobacco and other drugs.

Essential Questions

- Think of an act of citizenship you know about. It can be an act of someone you know, or someone you have read about or seen on TV. Tell how the act demonstrates citizenship. Does the example include any other traits of good character? If so, tell how.
- What is your strongest character trait? Name the trait and tell ways you demonstrate that trait.
- Analyze List the six traits of good character. Next to each trait, give an example of how someone might demonstrate the trait.
- What are the three characteristics of caring?
- What does it mean to be an advocate?
- Describe how can good character improve your life?
- How can alcohol and tobacco influence your life?

Exit Skills

By the End of Grade 6

Students will be able to:

- Identify traits of good character and describe the influences on developing good character.
- Develop ways to embody traits of trustworthiness, respect, and loyalty, while practicing such traits in several ways in their everyday life.
- Realize the direct relationships traits such as responsibility, accountability, fairness, and good sportsmanship has on one another.
- Develop skills that will allow their care for others to translate into being a good and productive citizen.
- Discover ways one can make a difference in their specific community.
- Understand alcohol, tobacco, and other drugs can have a negative impact on their decisions and life in general.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.C	Diseases and Health Conditions
HPE.2.1.6.D	Safety
HPE.2.1.6.E	Social and Emotional Health
HPE.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.6.A	Interpersonal Communication

HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.2.6.C	Character Development
HPE.2.2.6.E	Health Services and Information
HPE.2.3.6.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.6.C	Dependency/Addiction and Treatment

Interdisciplinary Connections

MA.6.RP	Ratios and Proportional Relationships
SCI.MS	Structure and Properties of Matter
SCI.MS	Forces and Interactions
SOC.5-8.1.1	Chronological Thinking
SOC.5-8.1.3	Critical Thinking

Learning Objectives

- Identify traits of good character and describe influences on developing good character.
- Assess the traits of trustworthiness, respect, and loyalty
- Outline the relationship between responsibility, accountability, fairness, and good sportsmanship.
- Recall how caring about others translates into being a good citizen.
- Select ways in which their peers and their selves can make a difference in their community.
- Understand alcohol, tobacco and other drugs can harm themself and others. Have a negative impact on their life.

Suggested Activities & Best Practices

- Peer Assessments
- Large and Small group discussions
- Reading Strategy Analyzing a Graphic
- Reviews
- Research
- Writing Prompts

Evidence of Student Learning - Checking for Understanding (CFU)

- Exit Tickets
- Journals
- Think, Write, Pair, Share

- 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 & Materials

- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.NewsELA.com
- https:// www.Brainpop.com
- https://www.KidsHealth.org
- https://www.shapeamerica.org
- https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebook
- Television-Videos/DVD

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

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.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

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

- 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

21st Century Skills

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving

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

Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Using authentic assessments with real-life problem-solving.

- 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

Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- 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

English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- 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

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: