

Unit 03: Honesty

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.

Integration of Career Readiness, Life Literacies and Key Skills

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.CRP3	Attend to personal health and financial well-being.
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.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.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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RL.6	Reading Literature Text Key Ideas and Details
LA.K-12.NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from 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.K-12.NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJLSA.W	Writing Text Types and Purposes
LA.K-12.NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJLSA.W7	Research to Build and Present Knowledge Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJLSA.W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.K-12.NJLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.K-12.NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

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- Why is it important to tell the truth?
- What are some adverse effects of dishonesty?

Enduring Understanding/Indicators of Understanding

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- Honesty is essential to building healthy relationships.
- Dishonesty often comes with heavy consequences.
- Honesty is an integral component of the well-rounded individual.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The students will be able to compose an operational definition of honesty.
- The students will be able to evaluate various situations and determine whether the character in each is being honest or dishonest.
- The students will be able to respond to prompts, identifying how they would respond in a given situation.
- The students will be able to identify signs of dishonesty.
- The students will be able to analyze a story for signs of dishonesty.
- The students will be able to write two different endings to a story, highlighting the difference between honesty and dishonesty.
- The students will be able to identify the term "sincerity."
- The students will be able to create a poster about Honesty, outlining the positive characteristics of this character trait.
- The students will be able to write a story that shows the consequences of being dishonest.
- The students will be able to respond to comprehension questions about the fable "The Boy Who Cried Wolf."

Skills

Skills

Student will be skilled at ...

- Gathering information from various kinds of text
- Reading and analyzing various fables
- Creating and implementing a service project
- Implementing the scientific method
- Formal letter writing
- Literary analysis

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Aesop's Fables by Aesop

Assorted Readings and Comprehension questions

Truth Be Told Worksheet

I Like Your Buttons by Sarah Marwil Lamstein

David Gets in Trouble by David Shannon

Why Mosquitoes Buzz in People's Ears by Verna Aardema

<http://video.nhptv.org/video/1689064464/>
www.aesopsfables.com

Formative Assessment Strategies

Formative Assessment Strategies

- Evaluation of completed "Truth be Told" Worksheet
- Evaluation of completed journal prompts
- Evaluation of comprehension questions
- Evaluation of completed 2 Stories
- Sincere thank you letter
- Honesty is the Best Policy Poster

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- As a class, compose an operational definition of honesty
- Record definition in notebook
- Identify the signs one can spot when someone is being dishonest
- Read the story Why Mosquitoes Buzz in People's Ears
- Discussion: How would the story have been different if the mosquito had been honest?
- Brainstorm and list characteristics of honesty vs dishonesty on the board
- "Truth be Told" Worksheet - Students read through various scenarios and identify whether the character in each is being honest
- Students design their own scenarios
- Complete puzzle piece exercise wherein the student identifies those characteristics they bring to the classroom which help the class work as a team
- Respond to What would you do? prompt
- Writing 2 Stories
 - Students write one story which is truthful and the other of which is a lie
 - Other students guess which is the true story
 - The dishonest characteristics of the false story are analyzed (i.e. exaggeration, inconsistency)

- Read the story I Like Your Buttons
- Answer honesty-related comprehension questions about the story
- Present students with a situation wherein a man discovers a wallet
- Students write two endings to the story, one wherein the man keeps the wallet and another wherein they return the wallet
- Students then must write a sincere letter of thanks to someone who has helped them (note must include compliments)
- Respond to What would you do? prompt
- Read the story David Gets in Trouble by David Shannon
- Discuss answers to comprehension questions and remind students of topic of personal responsibility and taking ownership for one's actions
- Honesty-related discussion about the work
- Complete the No Blame Game WS
- Students create a poster titled "Honesty is The Best Policy" which outlines the benefits and positive characteristics of this trait
- Present to class
- Discuss several different scenarios where there is an inclination for a dishonest response
- Students brainstorm what an honest response to each situation would be
- Discuss with the students (if they've read it) what they remember about the fable "The Boy Who Cried Wolf"
- Read the fable aloud
- Students draw relationships between the fable and the current topic of honesty
- Students create their own story that shows the consequences of dishonesty
- Culminating discussion about honesty

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy

to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.