

# Unit 06: Responsibility

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

## Standards Alignment

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### New Jersey Student Learning Standards

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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

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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

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

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LA.RL.6	Reading Literature Text Key Ideas and Details
LA.K-12.NJSLSA.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.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.W	Writing Text Types and Purposes
LA.K-12.NJSLSA.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.NJSLSA.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.NJSLSA.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.NJSLSA.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.NJSLSA.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.NJSLSA.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.NJSLSA.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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### Essential Questions

- Why should I take responsibility for my actions and obligations?
- How will taking responsibility help me in life?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

- Taking responsibility is a key component of becoming an adult.
- Having a sense of responsibility is essential to a successful academic and occupational career.

## **Acquisition (Student Learning Objectives)**

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## **Knowledge**

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### Knowledge

Students will know...

- The students will be able to respond to the comprehension questions about The Hurt by Teddi Doleski.
- The students will be able to identify the term “responsibility” and how it is evident in their everyday life.
- 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 the term “responsibility” and how it is evident in their everyday life.
- The students will be able to write a letter to their friend, convincing them to fulfill their responsibilities.
- The students will be able to write an acrostic poem with “respect” as the topic.
- The students will be able to identify 3 people in their life that they respect and write a paragraph about each explaining why.
- The students will be able to respond to prompts, identifying how they would respond in a given situation.

## **Skills**

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### 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**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

Aesop's Fables by Aesop

Assorted Readings and Comprehension questions

The Hurt by Teddi Doleski

Lazy Daisy by David J Olson

[Responsibility Dialogue.docx](#)

[Phobia Research.doc](#)

### **Formative Assessment Strategies**

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Formative Assessment Strategies

- Evaluation of comprehension questions

- Evaluation of Dealing With It WS
  
- Evaluation of Role Play
  
- Evaluation of class participation
  
- Evaluation of Letter to a Friend
  
- Evaluation of Responsibility and Consequences WS

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Introduce concept of “responsibility” and define the term as a class
- Students provide examples of responsibilities that they have in their everyday life
- Whose responsibility is it? Exercise wherein students must read through scenarios and determine who is responsible for the wrong committed
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- Read The Hurt
- Answer comprehension questions about the book
- Disappointment Day Activity: Students think of the most disappointing day in their life and describe what they learned from it
- Students role-play their disappointing situation
- Dealing with it WS: Students read through different frustrating/disappointing situations and identify how they would deal with the situation appropriately
- Person You Respect Research
  - Students use the internet to research an iconic person who they respect
  - Following the research, the student must identify how that person has demonstrated responsibility over the course of their life
- Read the story Lazy Daisy
- Relate story to current topic of responsibility
- Students write a letter to a friend explaining to them the importance of responsibility and encouraging them to complete a particular task (i.e. completing homework on time)
- Discuss process for composing an acrostic
- Students write an acrostic with “respect” as the theme
- Present finished product to the class
- Discuss with students the individuals in their life that they respect
- Students write 3 individuals down that they respect and write a paragraph about each explaining why they respect that person
- Culminating discussion on responsibility

## **Modifications and/or Accommodations**

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### **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.