

Unit 07: Self-Discipline

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: NJSLS for ELA, Social Studies, Science and/or Math Section

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.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.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.W.7.1	Range of Writing Write arguments to support claims with clear reasons and relevant evidence.
LA.K-12.NJSLSA.W10	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.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
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form. Comprehension and Collaboration
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.
SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

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

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

Essential Questions

- What are the consequences of irresponsibility?
- How can I improve myself?
- What do I do when there is no one around to help me?

Enduring Understanding/Indicators of Understanding

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- Self-discipline is an integral component of the well-rounded individual.
- Self-discipline complements responsibility in making for a successful transition to adult life.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The students will be able to respond to the comprehension questions about the fable "A Thirsty Pigeon."

- The students will be able to define the term self-discipline.
- The students will be able to respond to prompts, identifying how they would respond in a given situation.
- The students will be able to write a letter of advice to next year's students, telling them how to do well in Mr. Gallagher's class.
- The students will be able to write an ad for a professional position describing the job requirements as they relate to trustworthiness.

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

And to Think I Saw it on Mulberry Street by Dr. Seuss

Ramona Quimby, Age 8 by Beverly Cleary

[Achieving a Goal Worksheet \(LS Final\).doc](#)

[Achieving a Goal Worksheet.doc](#)

[End of year what you thought you did well.docx](#)

[Self Discipline Essay.doc](#)

Formative Assessment Strategies

Formative Assessment Strategies

- Evaluation of comprehension questions

- Evaluation of completed journal prompts

- Fable (self-discipline)

- Self-discipline Prompt Response

- Evaluation of completed self-discipline dialogue

- Evaluation of completed advertisement

- Evaluation of Future Success activity

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Introduce new theme of self-discipline
- Have students guess as to the meaning and then combine guesses to establish a class definition
- Students identify how self-discipline is evidenced in everyday life
- Read the fable “A Thirsty Pigeon”
- Discuss the pigeon’s lack of self-discipline and the consequences of his actions

- Relate story to current topic of responsibility
- Students respond to prompt: How will self-discipline help you to achieve your goals in life?
- Students create their own self-discipline themed fable
- Edit and share with the class
- The students will be able to act out a dialogue between two students, one self-disciplined and one irresponsible.
- The students will be able to respond to questions based on the story *And to Think I Saw it on Mulberry Street* by Dr. Seuss.
- The students will be able to respond to prompts, identifying how they would respond in a given situation.
- The students will be able to define the term exaggeration.
- Self-Discipline Dialogue
 - Finish composing dialogue (from previous week) between two friends (one responsible and self-disciplined, the other irresponsible)
 - Act out the dialogue
- Discuss the concept of sincerity/trustworthiness
- Read aloud the Dr. Seuss story (an exaggerative account of a boy's walk home)
 - Differentiate between exaggeration and sincerity
 - Is it ever appropriate to exaggerate?
- Students write 2 personal stories; one an exaggerated account, the other completely factual
- Present to the class and discuss the differences between the two accounts
- Journal prompt: How does trustworthiness affect you in your role as a student? As a future employee? A friend?
- Pose the question to the students: If you became famous overnight and a reporter interviewed citizens from your hometown, what would they have to say about you?
- Relate conversation to the concept of reputation
- Students write an article about themselves as though they were a reporter reporting on their reputation prior to becoming famous
- Read a selection from *Ramona Quimby, Age 8*
- Comprehension questions based on the selection
- Distinguishing self-perception from reputation
- Brainstorm professional positions which require reliability and dependability
- Students create an ad for a position which requires those traits
- Finish creating ad for a position which requires reliability and trustworthiness
- Letter of Advice
 - Discuss with students the methodology they used to perform successfully in Mr. Gallagher's class this year
 - Students write a letter to next year's students giving them advice to follow this methodology
- Future Success
 - Students identify their strengths and weaknesses from the past year
 - Identify their goals for next year
 - Design strategies for achieving these goals
- **Final Exams**

[PBS Government and You.docx](#)

[Good Citizen Research.docx](#)

[Detecting Danger Privacy and Your Rights Questions.docx](#)

[Detecting Danger Privacy and Your Rights.docx](#)

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.