

Pemberton Township School District

Unit Planner

Unit Title: Grade 6 Life Skills - Unit 1: Mastering Middle School

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards:

- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standards:

- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media
- 8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system

Central Idea / Enduring Understanding:

Following/Understanding Middle School Schedule
 Expectations of classes and teachers
 Lockers/transitioning between classes
 Care and responsibility of iPads
 Understanding my IEP modifications and accommodations

Essential/Guiding Question:

- How do I understand my schedule?
- How do I organize materials for each class and teacher?
- What are ways to exhibit positive behaviors in all classes (including lunch, electives)?
- How do I communicate with all of my teachers?

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	<ul style="list-style-type: none"> • How do I manage a locker and identify all of my materials? • Where are the important places in the building? • What is the proper way to care for my iPad (on the bus, at home, and school) • How can I self advocate and identify my modifications and accommodations?
<p>Content: Middle School Schedule</p> <p>Binders/Online Organization (Google Classroom)</p> <p>Positive Social Behaviors</p> <p>Lockers/Map of Building</p> <p>iPad Care/Responsibility</p> <p>Understanding Modifications and Accommodations</p>	<p>Skills(Objectives): Understanding periods and classes. Identifying teachers Develop an organizational system for classes Understand the use of online classrooms/communication Develop positive interpersonal skills with peers Understand behavioral expectations within the school setting. Demonstrate how to use personal locker Develop an organizational system to manage materials Navigate throughout the building and identify locations throughout the building Identify proper care and responsibility for iPads Understand individual modifications and accommodations Identify positive ways to self advocate for assistance or modifications and accommodations.</p>
<p>21st Century Themes: (Check all that apply)</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Environmental Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</p>	<p>21st Century Skills:</p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Collaboration</p>

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Task 1:</p> <ul style="list-style-type: none"> • Students will successfully follow their schedule <ul style="list-style-type: none"> ○ Task Analysis ○ Structured Observations ○ Self Assessment <p>Performance Task 2</p> <ul style="list-style-type: none"> • Students will understand expectations of middle school (academically, socially, behaviorally, etc) <ul style="list-style-type: none"> ○ Role Play ○ Task Analysis ○ Structured Observations <p>Performance Task 3</p> <ul style="list-style-type: none"> • Students will understand their individual learning needs <ul style="list-style-type: none"> ○ Role Play ○ Task Analysis 	<p><u>Other Evidence:</u></p> <p>Worksheets</p> <p>Posters</p> <p>Observations</p> <p>Projects</p> <p>Role Play</p> <p>Community Exploration</p>
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- Direct Instruction
- Creation of Modification/Accommodation Card
- Structured Observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Understanding the Schedule

- Peer Mentors - Mentors will be assigned to students to help guide them through the school and help them identify where all of their classes are located.
- Direct Instruction

Understanding Expectations:

- Visual Cues Locker Card - Students will be provided with visual instructions on how to open their locker, with the combination written under each picture.
- Student Checklist to Self Monitor Behavior in Classes - a checklist with the clear expectations of the classes. Students will use the checklist at the end of classes to ensure they were on task.
- Student Checklist to Self Monitor Ipad Responsibilities - Students will have a checklist with their iPad responsibilities, which may include making sure it is charged as well as that it is in the case. At the end of each day the students will use the checklist to see if they were on target.

Understanding my Individual Needs

- Students will read and identify their IEP with teacher guidance to identify and understand their classification
- Modification/Accommodations Cards - The teacher will individually go through modifications provided in different setting.
- Students will then create their own personal reference card about their individual modifications.

Resources:

Instructional Videos
Teacher Made Checklist
CST and Guidance
N2Y

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with 	<ol style="list-style-type: none"> 1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how 	<ol style="list-style-type: none"> 1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 	<ol style="list-style-type: none"> 1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns.

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<p>enrichment materials.</p> <ol style="list-style-type: none"> 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<p>a student is performing.</p> <ol style="list-style-type: none"> 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other 	<ol style="list-style-type: none"> 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals 	<ol style="list-style-type: none"> 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials. 6. Provide frequent reviews of current concepts and information taught
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Unit Title: Grade 6 - Life Skills: Unit 2: Responsible Use of Social Media

Stage 1: Desired Results

Standards & Indicators:

NJSLS English Language Arts Standards

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.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.10. 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.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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- CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology Standards:

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 8.1.8.D.4 Assess the credibility and accuracy of digital content.
 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

Central Idea / Enduring Understanding:

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit leadership for digital citizenship.

Essential/Guiding Question:

- What is the place of digital media in our lives?
- How do you judge the intentions and impact of people's words and actions online?
- How should you handle inappropriate online talk?
- What is a digital footprint, and what does yours convey?
- When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?

Content:

- Media
- Digital Media
- Simile
- Bystander
- Upstander
- Empathize
- Opportunity
- Pitfall
- Inappropriate
- Risky
- Harass
- Digital Footprint
- Imagery
- Persistent
- Invisible Audience
- Deceiving
- Flaming
- Hate Speech

Skills(Objectives):

- Learn about the 24/7, social nature of digital media.
- Explore our digital lives.
- Learn it is important to act responsibly when carrying out relationships over digital media.
- Reflect on what it means to be brave and stand up for others offline and online.
- Learn to show empathy for those who have been cyberbullied.
- Generate multiple solutions for helping others when cyberbullying occurs.
- Describe positive aspects of online talking and messaging.
- Identify situations in which flirting and chatting become inappropriate and risky.
- Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.
- Learn everyone has a digital footprint and information from it can be searched, copied and passed on, and seen by a large, invisible audience, and can be persistent.

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	<ul style="list-style-type: none"> • Recognize people's online information can be helpful or harmful to their reputation and image. • Consider our own digital footprints and what we want those footprints to be like in the future. • Analyze online bullying behaviors that "cross the line." • Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. • Adopt the point of view of teens who have been cyberbullied, and offer solutions.
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<p>21st Century Themes: (Check all that apply)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
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Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>Digital Life 101 Similes Digital Life 101 Assessment Why Care? Student Handout Cyberbullying: Be Upstanding Assessment Internet Traffic Light Student Handout Safe Online Talk Assessment Choose a Host Student Handout Trillion Dollar Footprint Assessment Cyberbullying: Crossing the Line Discussion Guide Cyberbullying: Crossing the Line Assessment</p>	<p>Other Evidence:</p> <p>Worksheets Posters Observations Projects Role Play</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p><u>Digital Life 101</u> Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. Students watch the video "Digital Life 101 Animation," which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students' familiarity with digital media and vocabulary associated with digital life.</p> <p><u>Cyberbullying: Be Upstanding</u> Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.</p>	<p>Resources:</p> <p>CommonSenseMedia.org - https://www.commonsensemedia.org/educators</p> <p>Digital Life 101 Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-digitallife101.pdf</p> <p>Digital Life 101 Animation - https://www.commonsensemedia.org/tlr-ui/modal-collection-video/355686</p> <p>Digital Life 101 Video Discussion Guide - https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_digitallife101.pdf</p> <p>Cyberbullying: Be Upstanding Lesson Plan - https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-cyberbullyingbeupstanding.pdf</p>
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Students reflect on what it means to be brave and to stand up for others. They fill out the **Why Care? Student Handout**, create a **diagram** of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.

Safe Online Talk

While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the **Internet Traffic Light Student Handout**.

Trillion Dollar Footprint

Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online. Students watch the video **"The Digital Footprint"** to learn how information online can easily get out of one's control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called "Trillion Dollar Footprint" and decide which would make a more honest host who works well with others (**Choose a Host**). A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

Cyberbullying: Crossing the Line

Students learn to distinguish good-natured teasing from cyberbullying. Students learn about serious forms of cyberbullying. Students watch the video **"Stacey's Story – When Rumors Escalate,"** a documentary-style story in which a girl reflects on what it was like to be the target of cyberbullying. Students then discuss the video and related case studies in the **Cyberbullying: Crossing the Line Discussion Guide**.

Safe Online Talk Lesson Plan -

<https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit2-safeonlinetalk.pdf>

Perspectives on Chatting Safely Online Video -

<https://www.youtube.com/watch?v=MmfiHdQ4Wfs>

Perspectives on Chatting Safely Online Video Discussion Guide -

https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_perspectiveonchattingsafelyonline.pdf

Trillion Dollar Footprint Lesson Plan -

<https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit3-trilliondollarfootprint.pdf>

Digital Footprint Video -

https://d1pmarobgdhgjx.cloudfront.net/education/ED_digital-footprint.mp4

Digital Footprint Video Discussion Guide -

https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_digitalfootprint.pdf

Cyberbullying: Crossing the Line Lesson Plan -

<https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit3-cyberbullyingcrossingtheline.pdf>

Stacey's Story – When Rumors Escalate Online Video -

<https://www.youtube.com/watch?v=hWdjwI9rqcE>

Stacey's Story – When Rumors Escalate Online Video Discussion Guide -

https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_staceysstorywhenrumorsescalate.pdf

Cyberbullying: What's Crossing the Line? Online Video -

https://d2e111jq13me73.cloudfront.net/sites/default/files/cyberbullying-whats_crossing_the_line_rebrand_2014.mp4

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).	1. Course packet with individualized materials. 2. An adaptive assessment that gets harder	1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).	1. Increase adult support on activities. 2. Weekly conference with student to go over progress and concerns.

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<ol style="list-style-type: none"> 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 	<p>depending on how a student is performing.</p> <ol style="list-style-type: none"> 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other 	<ol style="list-style-type: none"> 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals 	<ol style="list-style-type: none"> 3. Vary grouping arrangements: small, large, and individual. 4. Technology to assist students with a language barrier or students that struggle with handwriting. 5. Assist with organizing classroom materials.. 6. Provide frequent reviews of current concepts and information taught
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