

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Calm the Chaos

Curriculum Area and Grade: Grade 6-8 Discrete Magnet course

BOE approved 9/27/2021

Course Purpose:

The purpose of this class is to ...

Provide students with the skills and tools to learn how to become (and stay) organized throughout middle school while building their self-esteem and independence.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

Students will: Practice skills including time management, prioritizing tasks, managing paper flow, being prepared for class, locker organization, making to-do lists work, improving self esteem and independence and realistic goal setting.

<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Introduction to Course	2. Organization Self-Inventory
3. Tips & Tricks for Getting Organized	4. Advantages and Disadvantages of Becoming Organized
5. Locker Organization	6. Note Taking Methods
7. Stress/Mindfulness Articles	8. Business Proposal and Community Organization Services

**Mappers/Authors:**

Date Approved: 9/24/2021

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 6-8	<b>Subject:</b> magnet	<b>Course:</b> Calm the Chaos	<b>Length of Unit:</b> (# of weeks) 12

Common Core State Standards
<b>CCSS.ELA-LITERACY.SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CCSS.ELA-LITERACY.SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Supporting Standards
Connecticut State Standards

Grade 7

Reading:

- RL.8.10
- RI.8.10
- R.1

<b>Part 2 – Standards</b>	
<p style="text-align: center;"><b>Key (GLE) Content Knowledge and Concepts/Skills</b></p> <p style="text-align: center;"><b>ATL Skills</b></p> <p><b>I. Communication Skills - Reading, writing and using language to gather and communicate information</b></p> <p><b>III. Organization Skills - Plan short- and long-term assignments; meet deadlines</b></p> <p><b>III. Organization Skills - Keep and use a weekly planner for assignments</b></p> <p><b>III. Organization Skills - Plan strategies and take action to achieve personal and</b></p> <p style="text-align: center;"><b>academic goals</b></p>	<p><b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering</p>

**III. Organization Skills - Keep an organized and logical system of information**

**files/notebooks**

**III. Organization Skills - Use appropriate strategies for organizing complex information**

<p>The students will know:</p> <ol style="list-style-type: none"><li>● How to improve their organization skills</li><li>● How to maintain organization at school and home</li><li>● The advantages and disadvantages of being organized</li><li>● Several different note</li></ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"><li>● Improve their organization</li><li>● Develop a toolbox of skills for becoming and staying organized</li><li>● Utilize labeling to improve their own organization</li><li>● Organize small spaces like a locker or closet</li><li>● Present an article about mindfulness and stress to their peers</li><li>● Present a slideshow outlining a specific note taking method including the advantages, disadvantages, purpose, etc.</li></ol>	<p>1. Applying, Understanding and Remembering</p>
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<p>taking strategies</p> <ol style="list-style-type: none"><li>5. ● How to organize a small space</li><li>6. ● How to use labels</li><li>7. ● Definitions of stress and mindfulness</li></ol>		
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**Big Idea and Essential Questions**

- **Big Ideas:** Middle School can present a lot of challenges, becoming and staying organized can help students to be better equipped to face some of those challenges.
  
- **Essential Questions:** Why is it important to be organized?  
How can being organized benefit students?


### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

#### Common Unit Assessments

- Students will create a business flyer to promote their organization services to faculty and staff.

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

- [Organization self-inventory](#)
- [Tips and tricks for becoming \(and staying\) organized](#)

- Research and present the advantages and disadvantages of becoming organized
- Research and brainstorm barriers/obstacles to becoming/staying organized and developing solutions
- Brainstorm and research ways to organize small spaces (i.e. locker)
- Research and compare note-taking methods
- Read and present an article about stress/mindfulness
- Create a flyer advertising organization services ([example](#)) for faculty and staff