

Curriculum Map: 6th Grade Middle School Seminar

Course: 6 Seminar Sub-topic: Uncategorized

Grade(s): 6

Course Description:

CAMS Middle School Seminar incorporates four areas of student readiness:

PBIS: SOAR Expectations - Positive Behavior Interventions and Supports (PBIS) is a proactive, multi-tiered approach that promotes appropriate student behavior and increased academic success.

Bullying Prevention - Pennsylvania schools are required to implement key policy and procedural elements regarding bullying and bullying prevention. Bullying in middle school is unique and an instructional unit should include: bullying definitions, consequences and reporting.

Character Management - Character management plays an important role in school climate and youth development. This unit refers to the process of learning and applying the skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Career Education - Career education is included in Pennsylvania State Board of Education's regulations of required education for all students in Pennsylvania.

Essential Questions:

PBIS: SOAR Expectations

Schoolwide Expectations

What is SOAR? What does it stand for?

Understanding the SOAR Matrix

How do expectations change with location?

Rewards and Consequences: Clear, Consistent and Predictable

SOAR Tickets - What happens when students meet expectations?

Minor Warnings - What is a minor behavior and what happens?

Major Office Referrals - What is a major behavior and what happens?

Speaking the Language of Behavior

Compliance vs Defiance

On-Task vs Off-Task
Appropriate vs Inappropriate
Compromising vs Confrontational
Orderly vs Disruptive
Respect vs Disrespect

Bullying Prevention
Middle School Friendships
Define besties, friend circles, classmates, acquaintances
Making friends, changing friendships and keeping friends
Traits of successful friendships
Middle School Bullying
Define bullying
Middle school bullying situations
Misuse and overuse of the the term "bully"
Types of Bullying
Classify different bullying behaviors
The ability to identify and classify helps prevent
Types: Physical, emotional and verbal
Cyberbullying
Identify online and technology related behaviors relating to bullying
Cyberbullying in middle school
Cyberbully outside of school
Reporting Versus Tattling
Learn situations that need adult assistance
Some situations should be handled independently
Define reporting and resolving
Preventing Bullying
Students learn to speak and spread the message of standing up
Learn what a public service announcement is

Preventing bullying takes a community

Peer Pressure

Students are often influenced by their peers

Peer pressure can be positive or negative

Peer pressure affects self esteem

Conflict Resolution

Disagreements are common

Strategies to resolve conflicts

Escalation versus de-escalation

Character Management

Respect: Respecting Ourselves

Define self-respect

Identify qualities to respect of oneself

Ways to show healthy self-respect

Respect: The Respect Effect

Evaluate how showing respect has a positive effect

Evaluate being in a respectful environment

Ways to show respect to others

Respect: What Our School Says about Respect

Evaluate the school student handbook

Identify classroom rules for showing respect

Observe where students vandalize property

Respect: Respect in Our Culture

Evaluate how technology can be used for respect and disrespect

Examine themes of respect and disrespect in popular culture

Integrity: Clean vs. Cloudy

Explore how students currently demonstrate integrity

Demonstrating integrity in public vs. isolated situations

Integrity: Notice the Difference

Explore showing integrity in a variety of situations

Celebrating courageous acts

Integrity: Making Choices

Examine students' decision making processes

High pressure decision making situations

Practice making choices that are right and kind

Integrity: Qualities of Success

Explore previously attained goals

Examine feeling associated with success

Practice making and achieving goals using S.M.A.R.T.

Career Education

Businesses and Customers

Identify what a business gains from an exchange with a customer.

Identify what a customer gains from an exchange with a business.

Define ethics

Business & Culture; Global Trade

Identify business related, cultural differences throughout the world.

Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit.

Identify cultural differences throughout the world that affect social interaction and communication.

Why Countries Specialize & Global Workforce

Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs.

Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country.

Currency & Budget

Define currency and exchange rate.

Recognize that different countries have different forms of currency.

Recognize that each currency has a different value, which is determined through a variable exchange rate.

Career Speakers

Speaker's Name & Job Title

Required Education and Training

Job Responsibilities and Daily Tasks

What are the Pros & Cons?

Would you consider this career? Why or why not?

**Course
Textbooks,
Workbooks,
Materials
Citations:**

PBIS World Handbook (pbisworld.com)

Building Positive Relationships (brainninjas.com)

Random Acts of Kindness Foundation

UPMS Life Changing Medicine

Junior Achievement USA (jausa.ja.org)

Resources:

Pennsylvania Training and Technical Assistance Network (pattan.net)

Pennsylvania Positive Behavior Support (papbs.org)

School-Wide Positive Behavior Support: A Plan for Pennsylvania

The Pathway School (pathwayschool.org)

Pennsylvania Anti-Bullying Laws & Policies (stopbullying.gov)

Safe Schools: Bullying Prevention (education.pa.gov)

Safe Schools: Character Education (education.pa.gov)

Exploring Education in PA: A Guide to Standards (everydayspeech.com)

PA Career Standards (education.pa.gov)

Academic Standards for Career Education and Work (stateboard.education.pa.gov)

Course

Interdisciplinary Connections: CAMS Middle School Seminar focuses several social, behavioral and academic units that lend to all subject areas and classrooms including: schoolwide expectations, peer interactions, and planning/preparation. The course will culminate with a project based unit connected to each students remediation class.

Course Notes: Class speakers and presenters will include: school guidance counselor, school resource officer, local business owners, local veterans and law enforcement.

Unit: PBIS: SOAR Expectations

Unit Description: Positive Behavior Interventions and Supports (PBIS) is a proactive, multi-tiered approach that promotes appropriate student behavior and increased academic success.

Unit Essential Questions:

Schoolwide Expectations

What is SOAR? What does it stand for?

Understanding the SOAR Matrix

How do expectations change with location?

Rewards and Consequences: Clear, Consistent and Predictable

SOAR Tickets - What happens when students meet expectations?

Minor Warnings - What is a minor behavior and what happens?

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Speaking the Language of Behavior

Compliance vs Defiance

On-Task vs Off-Task

Appropriate vs Inappropriate

Compromising vs Confrontational

Orderly vs Disruptive

Respect vs Disrespect

Unit Big Ideas:

1) SOAR Review 1

2) Middle School Advice

3) 6th Grade Expectations

4) New Term SOAR Expectations Review

5) CAMS Day Project

Unit Materials:

Jigsaw (Inference) - Drawing logical conclusions based on available evidence.

Concept Map (Analysis) - Breaking down complex information into its constituent parts and examining their relationships.

Puppet Show (Problem Solving) - Applying critical thinking skills to identify and solve problems.

Unit

Assignments: Canvas Exit Quiz 1

Written Reflection 1

Canvas Exit Quiz 2

Informational Chart/diagram

Canvas Exit Quiz 3

Blooket Assignment

Unit Key Terminology & Definitions :

Schoolwide Expectations -

SOAR Matrix -

Rewards and Consequences -

Compliance vs Defiance -

On-Task vs Off-Task -

Appropriate vs Inappropriate -

Compromising vs Confrontational -

Orderly vs Disruptive -

Respect vs Disrespect -
ORDER - On-time, Ready to Learn, Directions, Effort, Respect

Resources:

Pennsylvania Training and Technical Assistance Network (pattan.net)

Pennsylvania Positive Behavior Support (papbs.org)

School-Wide Positive Behavior Support: A Plan for Pennsylvania

The Pathway School (pathwayschool.org)

Unit Notes:

CAMS Day Project

Collect Materials and Resources

Evaluate Progress

Presentation

Communication

Visual Aids

Unit: Bullying Prevention

Unit Description: Pennsylvania schools are required to implement key policy and procedural elements regarding bullying and bullying prevention. Bullying in middle school is unique and an instructional unit should include: bullying definitions, consequences and reporting.

Unit Essential Questions:

1. Middle School Friendships

- Define besties, friend circles, classmates, acquaintances
- Making friends, changing friendships and keeping friends
- Traits of successful friendships

2. Middle School Bullying

- Define bullying
- Middle school bullying situations
- Misuse and overuse of the the term “bully”

3. Types of Bullying

- Classify different bullying behaviors
- The ability to identify and classify helps prevent
- Types: Physical, emotional and verbal

4. Cyberbullying

- Identify online and technology related behaviors relating to bullying
- Cyberbullying in middle school
- Cyberbully outside of school

5. Reporting Versus Tattling

- Learn situations that need adult assistance

- Some situations should be handled independently
- Define reporting and resolving

6. Preventing Bullying

- Students learn to speak and spread the message of standing up
- Learn what a public service announcement is
- Preventing bullying takes a community

7. Peer Pressure

- Students are often influenced by their peers
- Peer pressure can be positive or negative
- Peer pressure affects self esteem

8. Conflict Resolution

- Disagreements are common
- Strategies to resolve conflicts
- Escalation versus de-escalation

Unit Big Ideas:

1. Middle School Friendships
2. Middle School Bullying
3. Types of Bullying
4. Cyberbullying
5. Reporting Versus Tattling
6. Preventing Bullying
7. Peer Pressure

8. Conflict Resolution

9. Bullying Wrap-Up

Unit Materials:

Unit Activities

Say Something Nice

I'm a Good Friend

List and Sort (examples and definitions)

Speed, technology and losing control

Should I Tell (role play)

Public Service Announcement

Conflict Jigsaw

Making a Banner

Unit

Assignments: Canvas Exit Quizzes:

Good Friend Chart

Is this bullying?

Physical, emotional, verbal?

To cyberbully or not to cyberbully?

Should I Tell?

Peer Pressure Quiz?

Unit Review Exam?

Extension:

T Shirt Design

Bullying Mini Poster

Cyber Warning Messages

Bully Boxes

Strategies Posters

Bully Banners

Project:

PSA Video

PSA Poster

**Unit Key
Terminology &
Definitions :**

Besties -

Friend circles -

Classmates -

Acquaintances -

Bullying -

Physical Bullying -

Emotional Bullying -

Verbal Bullying -

Cyberbullying -

Reporting -

Resolving -

Escalation -

De-Escalation -

Resources:

Pennsylvania Anti-Bullying Laws & Policies (stopbullying.gov)

Safe Schools: Bullying Prevention (education.pa.gov)

Brain Ninjas (brainninjas.com)

This Curriculum Map Unit has no Topics to display

Unit: Character Management

Unit Description: Character Management plays an important role in school climate and youth development. This unit refers to the process of learning and applying the skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Unit Essential

Questions: **In regards to "Respect" can the student:**

- Define self-respect
- Identify qualities to respect of oneself
- Ways to show healthy self-respect
- Evaluate how showing respect has a positive effect
- Evaluate being in a respectful environment
- Ways to show respect to others
- Evaluate the school student handbook
- Identify classroom rules for showing respect
- Observe where students vandalize property
- Evaluate how technology can be used for respect and disrespect
- Examine themes of respect and disrespect in popular culture

In regards to "Integrity" can the student:

- Explore how students currently demonstrate integrity
- Demonstrate integrity in public vs. isolated situations
- Explore showing integrity in a variety of situations
- Celebrate courageous acts
- Examine students' decision making processes
- Identify high pressure decision making situations

- Practice making choices that are right and kind
- Explore previously attained goals
- Examine feelings associated with success
- Practice making and achieving goals using S.M.A.R.T.

Unit Big Ideas:

Respect:

- Respecting Ourselves
- The Respect Effect
- What Our School Says about Respect
- Respect in Our Culture

Integrity:

- Clean vs. Cloudy
- Notice the Difference
- Making Choices
- Qualities of Success

Unit Materials:

Unit Activities:

Unique and Valuable Puzzles

Top 10 Ways to Show Respect

Handbook Review

Respect Fishbowl Discussion

Integrity Levels: a science experiment

Role play - enticing us to lower our integrity

Think-pair share - impulse scenarios

Top 5 Qualities to Succeed with Integrity

Unit

Assignments: Unit Project:

6th Grade Guidebook for Respect

Digital Citizenship Storyboard

Extension:

Affirmation Exercise

Intentional Respect

Write the Rules

Song Lyrics - Respect Evaluation

Digital Integrity Inventory

Integrity Poem

Marshmallow towers - cheating

S.M.A.R.T. Goals and Technology

Unit Key

Terminology & Definitions : Self-respect -

Vandalism -

Disrespect -

Culture -

Integrity -

Digital Citizenship -

S.M.A.R.T. Goals -

Resources:

Safe Schools: Character Education (education.pa.gov)

Exploring Education in PA: A Guide to Standards (everydayspeech.com)

Random Acts of Kindness Foundation: Kindness in the classroom (randomactsofkindness.org)

This Curriculum Map Unit has no Topics to display

Unit: Career Education

Unit Description: Career education is included in Pennsylvania State Board of Education's regulations of required education for all students in Pennsylvania.

**Unit Essential
Questions:**

In regards to "Businesses and Customers" can students:

- Identify what a business gains from an exchange with a customer.
- Identify what a customer gains from an exchange with a business.
- Define ethics

In regards to "Business & Culture; Global Trade" can students:

- Identify business related, cultural differences throughout the world. Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit.
- Identify cultural differences throughout the world that affect social interaction and communication.

In regards to "Why Countries Specialize & Global Workforce" can students:

- Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs.
- Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country.

In regards to "Currency & Budget" can students:

- Define currency and exchange rate.
- Recognize that different countries have different forms of currency.
- Recognize that each currency has a different value, which is determined through a variable exchange rate.

In regards to "Career Speakers" can students identify:

- The Speaker's Name & Job Title
- Required Education and Training
- Job Responsibilities and Daily Tasks
- What are the Pros & Cons?
- Reasons to consider this career? Why or why not?

Unit Big Ideas:

Businesses and Customers

Business & Culture; Global Trade

Why Countries Specialize & Global Workforce

Currency & Budget

Career Speakers

Unit Materials:**Unit Activities:**

- 1) Matching activity with businesses, their country of origin's flag, and where that is located on a map in groups
- 2) Trade Activity: Students will trade food, clothing, and entertainment items within their group and then as a class to demonstrate how trade works and the goal for each student will be to gain 1 food, 1 clothing, and 1 entertainment item and increase their satisfaction rating.
- 3) Food Around the World: Students will compare the food at McDonalds in different countries and why they offer the food they offer in each country.
- 4) Shirt Order Activity: Students will find the cheapest, most expensive, and closest to \$1 to make a shirt off of the choices on the worksheet (fabric, sewing, dye, and finishing process).
- 5) Exchange Rate Activity: Students will get onto the exchange rate website to see what the price of an item would be in particular countries and which would be the better buy.

6) Pick a career/ salary and will then make a fake budget using their salary cap.

Unit

Assignments: *Canvas Exit Quizzes*

Written Reflection

Informational Chart/diagram

Blooket Assignment

Top 10 List

Career Speaker Information

Unit Key

Terminology & Business -

Definitions :

Customer -

Ethics -

Profit -

Specialization -

Currency -

Budget -

Salary -

Resources:

PA Career Standards (education.pa.gov)

Junior Achievement (jausa.org)

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

13.1.8.A
(Advanced)

Relate careers to individual interests, abilities, and aptitudes.

13.1.8.B
(Advanced)

Relate careers to personal interests, abilities, and aptitudes.

13.1.8.E
(Advanced)

Analyze the economic factors that impact employment opportunities, such as, but not limited to:

- Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment

13.1.8.G
(Advanced)

Create an individualized career plan including, such as, but not limited to:

- Assessment and continued development of career portfolio • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing