



Verona Public Schools

UbD Unit Plan Template

Course Title / Subject: Advisory Grade 6
 Unit Title / Topic: Uniqueness
 Instructor: Peim/Warshaw

STAGE 1: DESIRED RESULTS		
Established Goals	Transfer	
<p>NJCCCS: 9.2.8. A Critical Thinking 1. Communicate, analyze data, apply technology, and problem solve. 2. Describe how personal beliefs and attitudes affect decision – making. 3. Identify and assess problems that interfere with attaining goals. 4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information. 9.2.8. B Self – Management 1. Develop and implement a personal growth plan that includes short – and long – term goals to enhance development. 2. Demonstrate responsibility for personal actions and contributions to group activities. 3. Explain the need for, and advantages of lifelong learning. 9.2.8. C Interpersonal Communication 1. Demonstrate respect and flexibility in interpersonal and group situations. 3. Work cooperatively with others to solve a problem. 4. Demonstrate appropriate social skills within group activities. 9.2.8. D Character Development and Ethics 2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace</p>	<p>Students will be able to recognize and appreciate that we are all different.</p>	
	Meaning	
	<p>Enduring Understandings <i>Students will understand that:</i> By accepting their unique qualities and those of others they will create a harmonious life.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What makes me who I am? ● What do I need to know about myself and others?
	Acquisition of Knowledge & Skills	
	<p>Students will know:</p> <ul style="list-style-type: none"> ● The definition of self – esteem ● The importance of having good self – esteem and how to interact positively in a group 	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop strategies to discover their positive qualities. ● Feel comfortable about themselves in a social setting. ● Demonstrate appropriate social skills within group activities. 	
	<p><i>Key Terms:</i> Self – Esteem, Social Situations, Teasing, Peer, Problem Solving</p>	

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

The student will create and explain a poster showing how they are unique and different from other people in their life. Create 4 scenes from their life showing themselves in relation to other groups they are in (i.e. school, home, church, friends).

Goal: Students will understand that we are all different.

Role: Students will be an author of a project of choice.

Audience: Students will present their project to the rest of the class and the teacher.

Situation: 6th grade students are role models to younger grades. There has been a problem in the 2nd grade in one of the elementary schools with children excluding others because they are different. You have to tell the 2nd grade students about yourself stating how you are different in the different scenes in your life.

Performance: The student will present their project to the class and teacher.

Standards: The teacher will engage the students in additional discussion concerning differences in others, bias, prejudice, and uniqueness.

Other Evidence

Classroom discussion, worksheets, Informal checks for understanding and self evaluation.

STAGE 3: ACTIVITIES TO FOSTER LEARNING

Lecture, Discussion, Independent work.