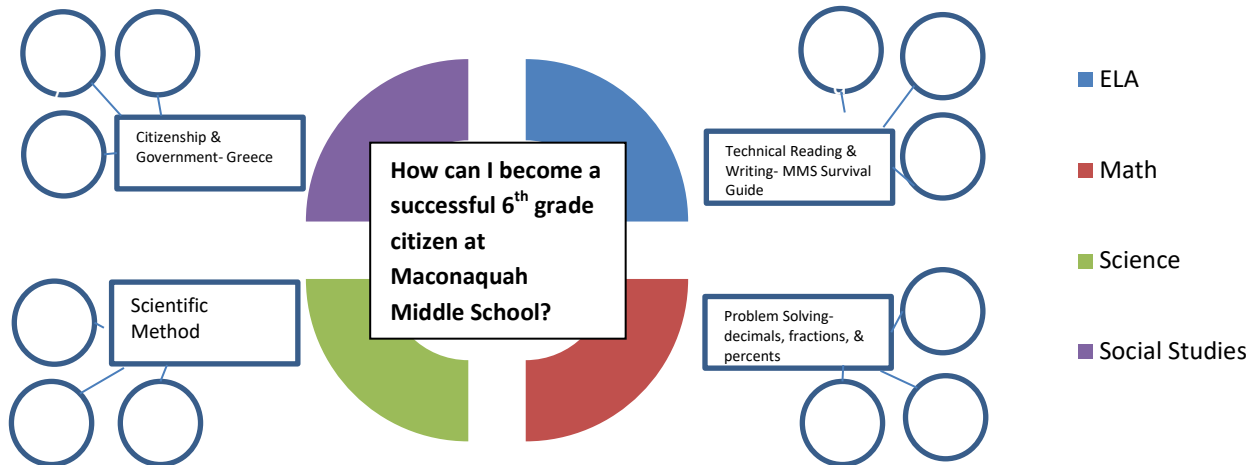
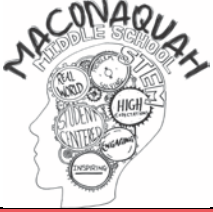


# Maconaquah Middle School

## Unit Plan #1- 6<sup>th</sup> Grade Boot Camp



Grade Level	6		Unit Length	1 <sup>st</sup> 9 weeks
Unit Overview	<b>6<sup>th</sup> Grade Boot Camp- the “soft skills” (from STEM) that students need to survive at Maconaquah Middle School with curricular connections</b>			
Unit Essential Question(s)	How can I become a successful 6 <sup>th</sup> grade citizen at Maconaquah Middle School?			
Culminating Events	<ul style="list-style-type: none"> <li>• 4 “project” days (Day 1= team building activities &amp; guest speaker &amp; military-style obstacle course to kick-off unit, Day 2- opening locker skills test &amp; written quiz over school rules, Day 3- daily class schedule skill test &amp; written quiz over daily behaviors, Day 4= Mock E-Learning Day &amp; classroom rules quiz)</li> <li>• Boot Camp Graduation (marching demonstration, certificates, skills demonstrations, chant-kind of a celebration assembly with parents/community invited)</li> <li>• Product- 6<sup>th</sup> Grade MMS Survival Guide (magazine-style booklet in Google Doc including daily routines, “need to know” tips and tricks, analysis of previous year disciplinary data, map of school, “how to guide” to daily life for new students)- will present to the elementary school principal</li> </ul>			
Common Assessment		<h3>STEM Project Rubric</h3>		<b>Project Title: MMS 6<sup>th</sup> Grade Survival Guide</b> <b>Student Name:</b> <b>Date:</b>
		<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>
		<b>Math Components:</b> Accurate use of decimals, fractions, and percents	Students pass assessment on the accurate use of decimals, fractions, and percents with a 90% average or higher.	Students pass assessment on the accurate use of decimals, fractions, and percents with a 70% average or higher.
	Make sense of problems and persevere in solving them.	Students analyze disciplinary data from last school year at MMS and give an example of the givens, constraints, relationships, and goals for more than one problem.	Students analyze disciplinary data from last school year at MMS and give an example of the givens, constraints, relationships, and goals for that problem.	Students cannot accurately analyze disciplinary data from last school year at MMS and give an example of the givens, constraints, relationships, or goals for at least one problem.

	<b>Science Components:</b> Scientific Method	Students passed all vocabulary tests. Students also completed the following assignments: scientific method graphic organizer and scientific method Spongebob paper.	Students passed all but one vocabulary test. Students also completed the following assignments: scientific method graphic organizer and scientific method Spongebob paper.	Students did not pass two or more vocabulary tests. And/or- students did not complete the following assignments: scientific method graphic organizer and scientific method Spongebob paper.
	<b>Social Studies Component:</b> Citizenship & Government	Students pass the "Meatloaf Quiz" over Ancient Greek Citizenship & Government with a perfect score (3/3= 100%). Likewise, students pass the "Meatloaf Quiz" over Ancient Roman Citizenship & Government with a perfect score (3/3= 100%).	Students pass the "Meatloaf Quiz over Ancient Greek Citizenship & Government. (2/3= 67%)	Students do NOT pass the "Meatloaf Quiz over Ancient Greek Citizenship & Government. This will require them to do some remedial re-learning and retake the quiz until they get a passing score. (2/3= 67%)
		Likewise, students pass the "Meatloaf Quiz" over Ancient Roman Citizenship & Government with a perfect score (3/3= 100%).	Likewise, students pass the "Meatloaf Quiz over Ancient Roman Citizenship & Government. (2/3= 67%)	Likewise, students do NOT pass the "Meatloaf Quiz over Ancient Roman Citizenship & Government. This will require them to do some remedial re-learning and retake the quiz until they get a passing score. (2/3= 67%)
	<b>ELA Component:</b> Survival Guide (Technical Reading & Writing)	The writing is the group's original creation. The word choice, details, and descriptions create a clear, vivid mental image for the reader. The purpose of the writing is on topic. Uses correct grammar, spelling, and mechanics and has minimal errors.	The writing is the group's original creation. The word choice, details, and descriptions are clear for the reader. The purpose of the writing is on topic. Uses correct grammar, spelling, and mechanics and had some noticeable errors.	The writing is sometimes copied directly from other sources. The writing lacks specific word choice, details, and/or descriptions for the reader. The purpose of the writing is off topic. Too many noticeable errors in grammar, spelling, and mechanics that cause distractions for the reader.

Unit Objectives  
*ELA- I can read a variety of texts and apply the information to my own life.*  
*M- I can use mathematical problem-solving strategies to solve real-world problems.*  
*SC- I can use the scientific method to help me understand and solve real-world problems.*  
*SS- I can describe the qualities of a citizen in ancient Greece, ancient Rome, and modern-day United States.*

Strands (main ideas taught in unit)	
<u>ELA</u>	Non-fiction reading, writing
<u>Math</u>	Reasoning skills & process standards; number system (decimals, fractions, and percents)
<u>Science</u>	Scientific method (steps), process standards, the nature of science, design process
<u>Social Studies</u>	History, Civics and Government
Vocabulary	
ELA	<b>Clarify-</b> to make clear <b>Combine-</b> to join <b>Compare/contrast-</b> looking for similarities and differences

	<p><b>Describe-</b> to tell or depict in written or spoken words  <b>Explain-</b> to make clear or understandable  <b>Express-</b> to state, show or reveal  <b>Revise-</b> to correct or change  <b>Sequence-</b> order in which things happen  <b>Summarize-</b> restate the author’s main points in your own words  <b>Supporting details-</b> facts, descriptions and examples used to support a topic sentence or main idea</p>			
Math	<p><b>Explain:</b> to use mathematical terms to give a step by step process in solving a problem, or make clear reasoning of solutions.  <b>Expression vs Equation:</b> an expression is a mathematical phrase that contains numbers and operation symbols (i.e. 5+6); while an equation is a mathematical sentence that has an equal sign (i.e. 5+6=11) An equation is like a balance scale.  <b>Evaluate:</b> to replace each variable with a number and solve.  <b>Simplify:</b> to make something less complicated or less cluttered.  <b>Solve:</b> to find the answer.</p>			
Science	<p><b>Hypothesis:</b> An educated guess. A possible explanation for a set of observations or answers to a scientific question; it must be testable.  <b>Risk-benefit analysis:</b> The process of evaluating the possible problems of a technology compared to the expected advantages.  <b>Scientific Theory:</b> A well tested explanation for a wide range of observations or experimental results.  <b>Scientific Law:</b> A statement that describes what scientists expect to happen every time under a particular set of conditions.  <b>Variable:</b> A factor that can change in an experiment.  <b>Conclusion:</b> A summing up of the points and a statement of opinion or decisions reached.  <b>Observation:</b> An act or instance of regarding attentively or watching.  <b>Scientific Method:</b> A method of research in which a problem is identified, relevant data are gathered, a hypothesis is formulated from these data, and the hypothesis is empirically tested.  <b>Data:</b> Facts, figures and other evidence gathered through observations.  <b>Scientific Literacy :</b> The knowledge and understanding of scientific terms and principles required for evaluating information, making personal decisions, and taking part in public affairs.</p>			
Social Studies	<p><b>Citizen’s responsibilities and conduct</b> – actions expected of citizens in their daily conduct such as upholding the values and principles of the Constitution, obeying the law, voting and participating in the civic life of the community.  <b>Citizenship</b> – status of being a member of a nation, one who owes allegiance to the government and is entitled to its protection and to political rights.  <b>City-state-</b> A self-governing city, often with surrounding lands it governs.  <b>Common Good</b> – involves individual citizens having the commitment and motivation (that they accept as their obligation) to promote the welfare of the community (even if they must sacrifice their own time, personal preferences or money) to work together with other members for the greater benefit of all.  <b>Community</b> – a group of people living in the same locality and under the same government.  <b>Community Characteristic</b> – a feature that helps to define, describe, or distinguish one community from another.</p>			
<b>Key Questions</b>				
	ELA	Math	Science	Social Studies
	<p><i>How does nonfiction text connect to fiction text? How does the variety of texts apply to me? How can a text be used to make others aware in our community?</i></p>	<p><i>How do we use fractions, decimals, and percents in our daily life? How can I use estimations to make sense of a situation?</i></p>	<p><i>How do we identify problems in our 6<sup>th</sup> grade classes and brainstorm solutions? How can a 6<sup>th</sup> grader evaluate possible causes for different</i></p>	<p><i>How are the ancient Greeks and Romans represented in daily life today? What does citizenship mean to me?</i></p>

			results?	
Hook for Unit	<b>“boot camp” or “initiation” concept ties in to the local Grissom/IUK culture- team t-shirts, guest speakers (drill sergeant, recruiter from local Air Force base/local IUK Police Officer), Gomer Pyle “Obstacle Course” video</b>			
Literature Component	<ul style="list-style-type: none"> <li>• “Throw Away Your Earbuds Now!” and “I Can’t Hear You” (Scholastic SCOPE) May 2014</li> <li>• “Hey You! Wake Up!” (Scholastic SCOPE) March 11, 2013</li> </ul>			
Writing Closure	MMS 6 <sup>th</sup> Grade Survival Guide- magazine-style Google Doc that will be given to new students who enroll after the start of school (and for future incoming 6 <sup>th</sup> graders at orientation)			
Materials Needed for Culminating Event	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Team= school t-shirts (uniforms)</li> <li>• Materials for team building/STEM challenges (<a href="http://www.teampedia.net">www.teampedia.net</a> group activities- River Crossing, Pass the Stone, Toxic Waste Transport, Minefield, Trust Walk, Describe and Draw-stopwatches, cardboard- could use baseball bases, rope, blindfolds, small stone/pebble/coin/marble, 1-2” ring, golf or tennis ball, 2 traffic cones, squeaky toys, drawing materials), online quizzes using an assessment website like Quia (Socrative, etc.)</li> <li>• Obstacle Course (tires, chairs, plyometric box, traffic cones, medicine balls, jump ropes, ladder, yardstick, hula hoops, balance-beam board) <a href="http://www.ehow.com/how_8130796_make-boot-camp-obstacle-course.html">http://www.ehow.com/how_8130796_make-boot-camp-obstacle-course.html</a> , <a href="http://thefitnessbootcampclub.com/how-to-use-obstacle-courses-in-your-bootcamps/">http://thefitnessbootcampclub.com/how-to-use-obstacle-courses-in-your-bootcamps/</a> , <a href="http://bostonbootcamps.blogspot.com/2012/03/obstacle-race-training.html">http://bostonbootcamps.blogspot.com/2012/03/obstacle-race-training.html</a></li> <li>• Certificates &amp; awards for Boot Camp graduation</li> </ul>			
<b>Standards: Indiana Standards</b>				
ELA Indiana Standards.	<p><b>6.RN.1</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p> <p><b>6.RN.2.1</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>6.RN.2.2</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p><b>6.RN.2.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>6.RN.3.1</b> Students are expected to build upon and continue applying concepts learned previously.</p> <p><b>6.RN.3.2</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>6.RN.3.3</b> Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.</p> <p><b>6.RN.4.1</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.</p> <p><b>6.ML.1</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> <p><b>6.ML.2.1</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.</p> <p><b>6.ML.2.2</b> Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)</p> <p><b>6.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p><b>6.SL.2.2</b> Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p><b>6.SL.2.3</b> Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>6.SL.2.4</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>6.SL.2.5</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>			

	<p><b>6.SL.3.1</b> 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.</p> <p><b>6.RL.2.3</b> Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.</p> <p><b>6.RL.3.2</b> Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p> <p><b>6.W.3.2</b> Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <p><b>6.W.4</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>
<p><u>Math</u> Indiana Standards.</p>	<p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>PS.4:</b> Model with mathematics.</p> <p><b>PS.5:</b> Use appropriate tools strategically.</p> <p><b>PS.6:</b> Attend to precision.</p> <p><b>PS.7:</b> Look for and make use of structure.</p> <p><b>PS.8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>6.NS.1:</b> Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.3:</b> Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>
<p><u>Science</u> Indiana Standards.</p>	<p><b>6-8.WS.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>6-8.WS.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>6-8.WS.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>6-8.RS.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>6-8.RS.7</b> Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>6-8.RS.8</b> Distinguish among facts, reasoned judgment based on research findings and speculation in a text.</p>
<p><u>Social</u> <u>Studies</u> Indiana Standards.</p>	<p><b>6.1.1</b> Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations</p> <p><b>6.1.18</b> Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p>

**6.1.19** Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

**6.1.20** Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.  
Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.

**6.1.23** Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.  
Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights

**6.2.1** Compare and contrast major forms of governments in Europe and the Americas throughout history.  
Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism

**6.2.5** Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.

**6.2.7** Define and compare citizenship and the citizen's role throughout history in Europe and the Americas. Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

**6.3.10** Explain the ways cultural diffusion, invention, and innovation change culture.

**6.3.11** Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.

**Induction- Team Building Day- August 8**

**Red Phase: August 11-22**

Recruits are welcomed in, issued a “uniform”, and begin general orientation.

Uniform: t-shirt?

Orientation: Map out the school, practice combinations, introduction of drill sergeants (aka teachers)

Basic Tactical training:

Hallway behavior

Classroom behavior

Homework Policy

Obstacle courses

A LOT of team-building activities

First section of Core Values: Loyalty, Duty, Respect (interaction with yourself)

First assessment: School rules written quiz, locker skills quiz

**White Phase: August 25-September 5**

Instilling more vital skills and instilling recruits with more confidence. White phase gives the recruits tasks and training that will give them pride in themselves. First round of competence testing occurs in this phase. Those who qualify or pass the test move on. Those who don't, retry.

Skills

Situational Training Exercises

Second Section of Core Values: Courage, Honor, Integrity (interaction with adults)

Second assessment: schedule skills test, another written quiz (computer skills, communication behaviors)

### **Blue Phase: September 22- October 2**

More intense, specialized training of weapons, rules, and exercises. More intense tests and challenges. Missions.

Final section of Core Values: Service (interaction with each other)

Thorough inspection of gear/supplies

Finish a big night exercise and earn the right to be called "soldiers"

Assessment: individual classroom rules written quiz, school staff picture quiz

### **Graduation**

Basic training helps students push themselves harder and further than they've ever gone before! By the end of the nine weeks, they feel not only prepared for middle school, but equipped to maneuver whatever task is asked of them. They have learned to work together and to utilize their talents to the highest of their potential. Now we get to celebrate the hard work!

### **Survival guide**

### **Boot Camp**

### **Red Week**

### **Language Arts Teachers will cover:**

Correct way to e-mail teachers. This will include how to set up a signature, not using auto response, putting an appropriate subject in the subject line, and using proper grammar.

### **Cheating**

### **Math teacher, Mrs. Mast will cover:**

Proper way to address an adult This will include how to speak to any staff member, (Miss, Mrs. Mr.) also introducing their parents to staff members.

No toys or play glasses are allowed in class There but never in the classroom.

### **Social Studies, Mrs. Catanzaro will cover:**

Behavior in the restrooms what is and isn't allowed.

Behavior in the hallway what is and isn't allowed.

### **Science, Mrs. Piggott will cover**



Behavior during announcements this includes morning and afternoon as well as during class.

Name Tags how and where they are to be worn as well as what happens if they do not wear them, Including procedures at lunch, dances and other school activities.

Locker Usage This is where coats and jackets go as well as sporting equipment, and materials for classes. Not for drinks or storing food from cafeteria.

Make-up work where to look for assignments and when it is normally due after being absent.

**PE/Health, Mr. Wittenberg will cover**

The spraying of cologne and perfume

This is not to take place in the hallways and classrooms.

**ALL TEACHERS WILL COVER THE FOLLOWING IN THEIR CLASSES EACH PERIOD**

- Cell phones
- Where to turn in homework
- Eating in classrooms
- Coming to class prepared
- Where to turn in lunch money
- Procedure in lunchroom
- How to get a pass to the nurse