



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School 6th Grade Jump Start Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 days	Introduction to Summer School	Topic 1: Introduction to Summer School Topic 2: Get to Know You
7 days	Middle School Essentials	Topic 1: Fears and Excitement Topic 2: Lockers Topic 3: Schedule Topic 4: Teaming
8 days	Social Skills	Topic 1: Being a Team Member Topic 2: Making New Friends Topic 3: Anti-bullying Topic 4: Growth Mindset Topic 5: Self-Advocacy and Problem-Solving Topic 6: Dealing with Stress
5 days	School Skills	Topic 1: Organization Topic 2: Time Management Topic 3: Note-taking Topic 4: Study Skills
2 days	Reflection	Topic 1: Reflection and Goal Setting Topic 2: Celebration

Summer School Unit: Introduction to Summer School

Subject: Jump Start

Grade: 6th Grade

Name of Unit: Introduction to Summer School

Length of Unit: 2 days

Overview of Unit: Students will get an introduction to the summer school format, including lunch, as well as get to know their peers.

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.
- SE.2.B.06 Identify and develop strategies to promote acceptance and respect in the school and community.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changing school structures and continue to meet academic expectations	Adjust to	Apply	2
strategies to promote acceptance and respect in the school and community	Identify	Understand	1
strategies to promote acceptance and respect in the school and community	Develop	Apply	2

Essential Questions:

- How will summer school look as compared to the regular school year?

Enduring Understanding/Big Ideas:

- Summer school will be different in format and schedule. Many behavioral expectations remain the same.

Topic 1: Introduction to Summer School

Engaging Experience 1

Title: Get to Know Summer School

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.
- SE.2.B.06 Identify and develop strategies to promote acceptance and respect in the school and community.

Detailed Description/Instructions:

Students will be presented with information about the summer school format including the schedule, expectations, procedures, and lunch information.

Bloom's Level: Understand

Webb's DOK: 1

Topic 2: Get to Know You

Engaging Experience 1

Title: Get to Know You

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.
- SE.2.B.06 Identify and develop strategies to promote acceptance and respect in the school and community.

Detailed Description/Instructions:

Students will create a handprint. On each finger, the students will write information about themselves to share. On the thumb, students will write a “get to know you” question. Students will then share their handprints and answer each other’s questions.

Bloom's Level: Understand

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Summer School	Introduction to Summer School	Students will be presented with summer school format, expectations, and procedures.	1 class period
Get to Know You	Get to Know You	Students will create a handprint and write information about themselves and questions for other students.	1 class period

Summer School Unit: Middle School Essentials

Subject: Jump Start

Grade: 6th Grade

Name of Unit: Middle School Essentials

Length of Unit: 7 days

Overview of Unit: Students will be given an introduction to middle school basics such as opening lockers, schedules and class locations, and middle school teaming. Students will begin with expressing their fears and excitements in regards to middle school.

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
changing school structures and continue to meet academic expectations	Adjust to	Apply	2

Essential Questions:

- How will middle school be different from elementary school?

Enduring Understanding/Big Ideas:

- A few things about middle school that differ from elementary school are lockers, the schedule, and the concept of teaming.

Topic 1: Middle School Fears and Excitements

Engaging Experience 1

Title: Middle School Fears and Excitements

Suggested Length of Time: 2 class periods

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Detailed Description/Instructions:

Students will make an AVID one-pager illustrating the fears they have about the upcoming school year. Students will also make a one-pager about what excites them about the new school year.

Bloom's Level: Understand

Webb's DOK: 2

Topic 2: Lockers

Engaging Experience 1

Title: Lockers 101

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Detailed Description/Instructions:

Students will practice operating hallway lockers with partners and assistance from the teacher.

Bloom's Level: Understand

Webb's DOK: 1

Topic 3: Schedule

Engaging Experience 1

Title: Schedules and Classes

Suggested Length of Time: 2 class periods

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Detailed Description/Instructions:

Teachers will model how to read a student schedule and explain block scheduling. Students will analyze their schedules and add them to their planners. As practice, students will get a randomized schedule and complete a scavenger hunt to collect initials from teachers. Upon completion, they will earn a prize.

Bloom's Level: Understand

Webb's DOK: 2

Topic 4: Middle School Teaming

Engaging Experience 1

Title: Middle School Teaming

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.5.A.06 Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Detailed Description/Instructions:

Students will participate in a team meeting. Teachers will discuss team unity, expectations, and support as part of the middle school teaming model. Students will create team chants to teach to fellow teammates.

Bloom's Level: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fears and Excitements	Fears and Excitements	Students create an AVID one-pager for the fears they have, and another one-pager over what they are excited about next year.	2 class periods
Lockers	Lockers	Students will practice operating lockers.	1 class period
Schedule	Schedules and Classes	Students will examine schedules and complete a scavenger hunt to practice going through classes.	2 class periods
Middle School Teaming	Middle School Teaming	Students will discuss team unity and expectations. They will make a team chant.	1 class period

Summer School Unit: Social Skills

Subject: Jump Start

Grade: 6th Grade

Name of Unit: Social Skills

Length of Unit: 8 days

Overview of Unit: Students will get strategies, for how to make friends, work as a team, and cope with stress. Students will foster a growth mindset while building self-advocacy skills.

Standards Addressed:

Priority:

- SE.1.C.06 Demonstrate skills needed to participate in team building.
- SE.2.A.06 Identify interpersonal skills needed to maintain quality relationships.
- SE.2.C.06 Apply problem-solving and conflict- resolution skills to new challenges.
- SE.3.C.06 Review and revise strategies to cope with life-changing events.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
skills needed to participate in team building	Demonstrate	Apply	2
interpersonal skills needed to maintain quality relationships	Identify	Understand	1
problem-solving and conflict- resolution skills to new challenges	Apply	Apply	2
strategies to cope with life- changing events	Review	Understand	2
strategies to cope with life- changing events	Revise	Apply	2

Essential Questions:

1. How can I manage my emotions in a healthy way?
2. Why is it important to have healthy relationships with others?
3. How do I take care of myself?

Enduring Understanding/Big Ideas:

1. I can stay calm, positive and safe.
2. It is a life skill to be able to work with others. To care about others and be cared for helps me to be successful throughout life.
3. I know how to cope with stress to be the best I can be.

Topic 1: Being a Team Member

Engaging Experience 1

Title: Being A Team Player

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.1.C.06 Demonstrate skills needed to participate in team building.

Detailed Description/Instructions: <https://digitallesson.com/marshmallow-challenge/>

Students will participate in the marshmallow challenge to construct the tallest freestanding structure in a certain time using only the materials (marshmallow, spaghetti, string, and tape) provided. Students will debrief and discuss what made teams successful. Positive team attributes will be recorded and displayed.

Bloom's Level: Apply

Webb's DOK: 2

Topic 2: Making New Friends

Engaging Experience 1

Title: Making New Friends

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.2.A.06 Identify interpersonal skills needed to maintain quality relationships.

Detailed Description/Instructions:

Students will watch a video about ways to make friends and then compile a list of their own. Then students will participate in an Inside/Outside Circle activity to ask questions and become more familiar with their classmates (potential friends).

Bloom's Level: Understand

Webb's DOK: 2

Topic 3: Anti-Bullying

Engaging Experience 1

Title: Anti-Bullying

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.2.C.06 Apply problem-solving and conflict- resolution skills to new challenges.

Detailed Description/Instructions:

Students will watch a video about anti-bullying (<https://youtu.be/Jo7wglmFQYk>) and how words can stick. Students will participate in a class discussion about hurtful words versus kind words and how they impact individuals and school climate. Then students will write positive words/messages on post-its and post them in a central location to promote inclusion and kindness.

Bloom's Level: Understand

Webb's DOK: 2

Topic 4: Growth Mindset

Engaging Experience 1

Title: Growth Mindset

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.2.C.06 Apply problem-solving and conflict- resolution skills to new challenges.

Detailed Description/Instructions:

Students will watch a Khan Academy video

(<https://www.khanacademy.org/youcanlearnanything>) over growth mindset. Students will brainstorm what they would do if they couldn't fail in school and post their responses on a class poster. They will then repeat this process on another poster for if they couldn't fail in non-school related activities.

Bloom's Level: Understand

Webb's DOK: 2

Topic 5: Self-Advocacy

Engaging Experience 1

Title: Self-Advocacy and Problem-Solving

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.2.C.06 Apply problem-solving and conflict-resolution skills to new challenges.

Detailed Description/Instructions:

Students will participate in the WEB activity, “If You Don’t ASK, You Don’t Get” (<https://drive.google.com/open?id=17HVE6JWx3KPEfkbGJPaSzIjQUZJmB5C>). Students will debrief about when it is appropriate to ask closed-ended versus open-ended questions. Students will discuss how they can apply these strategies to problem-solving and advocating for themselves in school.

Bloom’s Level: Understand

Webb’s DOK: 2

Topic 6: Dealing with Stress

Engaging Experience 1

Title: Dealing with Stress

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- SE.3.C.06 Review and revise strategies to cope with life-changing events.

Detailed Description/Instructions:

Students will participate in the WEB activity, “Lighten Up the Load” (<https://drive.google.com/open?id=1yGRtGV5DZMY1pkS6Duxwawq4a5XpflU4>). Students will identify stressors in their lives and then brainstorm methods to cope with those stressors such as medication.

Bloom’s Level: Understand

Webb’s DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Being a Team Member	Being a Team Member	Students will participate in the Marshmallow challenge.	1 class period
Making New Friends	Making New Friends	Students will watch a video on making friends and then participate in an Inside/Outside Circle activity.	1 class period
Anti-Bullying	Anti-Bullying	Students will create post-its of positive words to promote inclusion and a positive climate.	1 class period
Growth Mindset	Growth Mindset	Students will watch a video and report out on growth mindset if they could not fail.	1 class period
Self-Advocacy and Problem-Solving	Self-Advocacy and Problem-Solving	Students will complete the WEB activity, “If You Don’t ASK, You Don’t GET,” and debrief to develop strategies to self-advocate.	1 class period
Dealing with Stress	Dealing with Stress	Students will complete the WEB activity, “Lighten Up the Load” and brainstorm coping methods for stress.	1 class period

Summer School Unit: School Skills

Subject: Jump Start

Grade: 6th Grade

Name of Unit: School Skills

Length of Unit: 5 days

Overview of Unit: Students will get strategies for organization, time management, note-taking, and studying.

Standards Addressed:

Priority:

- AD.4.A.06 Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
study skills and test-taking strategies specific to each academic area and identify available resources	Develop	Understand	2
study skills and test-taking strategies specific to each academic area and identify available resources	Practice	Apply	2

Essential Questions:

- How can I best prepare academically for next school year?

Enduring Understanding/Big Ideas:

- Strategies such as organization, time management, note-taking, and focused study skills will help me prepare to be a better learner.

Topic 1: Organization

Engaging Experience 1

Title: Organization

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.4.A.06 Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

Detailed Description/Instructions:

As a class, discuss the importance of being organized. Make a T-chart for the class to identify examples of what “Is” and “Is Not” organized. Then students will complete a “JumpStart Organization Check Sheet”

(<https://drive.google.com/open?id=1D3jjbeI80t1v1EBWhxAtuUicRHg3cxvanHNc-1wtbG8>) to assess their personal organization. Then address areas of concern with support from the teacher.]

Bloom’s Level: Understand

Webb’s DOK: 2

Topic 2: Time Management

Engaging Experience 1

Title: Time Management

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.4.A.06 Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

Detailed Description/Instructions:

Students will complete an AVID lesson about time management found in the Google folder

<https://drive.google.com/drive/folders/1qL0thENE2CXTmfos3v0Yw5ckKhQDddul?usp=sharing>

Students will complete a Time Log of their activities and reflect on how they can use their time more effectively.

Bloom’s Level: Understand

Webb’s DOK: 2

Topic 3: Note-taking

Engaging Experience 1

Title: Note-taking

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.4.A.06 Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

Detailed Description/Instructions:

Students will watch the first half of a video about NASA (<https://youtu.be/soGTmFuNgH0>) without instructions to take notes. Students “Turn and Talk” to a partner about what they remember. Then, before finishing the NASA video, students will watch a video about the importance of taking notes (<https://youtu.be/5ARRFFFSDX8>). Then students will be instructed to take notes on the remainder of the NASA video. Students will again “Turn and Talk” to compare how much they remember with versus without notes.

Bloom’s Level: Understand

Webb’s DOK: 2

Topic 4: Study Skills

Engaging Experience 1

Title: Study Skills

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.4.A.06 Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

Detailed Description/Instructions:

Students will watch a video about the Forgetting Curve (<https://youtu.be/SCsQHe-NpaM>) and discuss why it is important to study. Students will get copies of Study Tips (<https://drive.google.com/file/d/18u9yjq4n8BDLcS9pR0du5Akf4qwe7Zlp/view?usp=sharing>) and choose options that work for them. Then students create an one-pager based on their options.

Bloom’s Level: Understand

Webb’s DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Organization	Organization	Students will self-assess their current organization and brainstorm methods to increase organization.	1 class period
Time Management	Time Management	Students will complete an AVID Time Log and reflect on their use of time.	1 class period
Note-taking	Note-taking	Students will experience a video without taking notes and then with note-taking and compare retention.	1 class period
Study Skills	Study Skills	Students will create a one-pager about study skills.	1 class period

Summer School Unit: Reflection

Subject: Jump Start

Grade: 6th Grade

Name of Unit: Reflection

Length of Unit: 2 days

Overview of Unit: Students will reflect on what they have learned, set goals for the school year, and celebrate their Jump Start to Middle School experience.

Standards Addressed:

Priority:

- AD.6.A.06 Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
goal-setting skills	Utilize	Apply	2
impact of academic achievement on an educational plan	identify	Understand	2

Essential Questions:

- How can the learning from Jump Start be put into practice during the regular school year?

Enduring Understanding/Big Ideas:

- SMART goals can be used to focus actions based on Jump Start learning.

Topic 1: Reflection

Engaging Experience 1

Title: Reflection and Goal-Setting

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.6.A.06 Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

Detailed Description/Instructions:

Students will reflect on the variety of topics they have learned about regarding middle school. Based on their individualized area of need, students will create a SMART goal about the upcoming middle school year. Then they will break it down using AVID's GPA model into manageable steps. AVID materials are located in the Google folder

<https://drive.google.com/drive/folders/1JKup3Tb4nnYp2WWMPYzCpVtX-IEy-NYE?usp=sharing> .

Bloom's Level: Apply

Webb's DOK: 2

Topic 2: Celebration

Engaging Experience 1

Title: Celebration

Suggested Length of Time: 1 class period

Standards Addressed:

Priority:

- AD.6.A.06 Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

Detailed Description/Instructions:

Teacher will determine how to celebrate completion of the Jump Start to Middle School transition curriculum. Celebrations should congratulate students on completing the work as well as get them excited and pumped for the upcoming school year.

Bloom's Level: Understand

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reflection	Goal Setting	Based on what they learned about middle school, students will create individualized SMART goals for the upcoming school year. Using the GPA method, students will break the goal into manageable parts.	1 class period
Celebration	Celebration	Teachers and students will celebrate completing Jump Start and get pumped for the new school year.	1 class period

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.