



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School Breakout Elective Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
24 Days	Breakout	Topic 1: Soft Skills Topic 2: Game Play Topic 3: Game Creation

Unit 1: Breakout

Subject: Breakout Elective

Grade: 6-8

Name of Unit: Breakout

Length of Unit: 24 days

Overview of Unit: Students will work in teams to solve and design Breakout puzzles. In preparation for the Breakout task, students will study soft skills such as communication, teamwork, and problem-solving. Students will solve and study the Breakout Edu boxes and then work in teams to create their own Breakout puzzles.

Priority Standards for unit:

- 6-8.ETS1.A.1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- 6-8.ETS1.B.3 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Supporting Standards for unit:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	Define	Understand	2
a model to generate data for iterative testing and modification of a proposed object, tool, or	Develop	Create	4

process such that an optimal design can be achieved			
problem-solving and conflict- resolution skills	Practice	Apply	2
ways to be a contributing group member	Identify	Understand	2
ways to be a contributing group member	Practice	Apply	2
new, useful or imaginative solutions	Create	Create	4

Essential Questions:

1. How can others benefit from your personal strengths?
2. In what ways can you contribute positively to a team?
3. Which skills are most important in solving problems as a team?

Enduring Understanding/Big Ideas:

1. Teams are most effective when they incorporate members with a variety of strengths. Your personal strengths will improve the effectiveness of your team.
2. It is important to know your personal strengths and what you can contribute to the team. By playing to your strengths, you help your team be most effective.
3. Communication, problem-solving, and teamwork are all important to the effectiveness of your team. Having a positive attitude is also important when working in a team.

Topic 1: Soft Skills

Engaging Experience 1

Title: Positive Attitude

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: Students will identify positive characteristics of themselves. They will share these with peers and journal about the things that make them the most proud of themselves.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Problem-Solving and Teamwork

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: Students will complete a variety of activities related to problem-solving and teamwork. The first activity will highlight the benefits of having diverse members on a team. The second activity will engage students in a personal inventory of their skills as a team member. Finally, students will participate in skits related to teamwork scenarios.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Communication

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: Students will complete a variety of activities related to communication. The first activity will highlight the importance of carefully reading directions. The second activity will engage students in reflection of body language and how it impacts communication. Finally, students will participate in examining the difference between praise, criticism, and feedback.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Game Play

Engaging Experience 1

Title: Breakout Game 1

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: On the first day, students will work in teams of two to three to solve a Breakout Edu puzzle. On the second day, students will reflect on the problem-solving process and their success as a team.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Breakout Game 2

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: On the first day, students will work in teams of two to three to solve a Breakout Edu puzzle. At the completion of the puzzle, students will reflect on their problem-solving process and their success as a team. On the second day, students compare the two Breakout games and discuss components necessary for a Breakout puzzle.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Online Breakout Game

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.

Detailed Description/Instructions: Students will solve an online Breakout puzzle independently. Upon completion, students will reflect on what makes an online game differ from a hands-on game.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Game Creation

Engaging Experience 1

Title: Breakout Creation

Suggested Length of Time: 12 days

Standards Addressed

Priority:

- 6-8.ETS1.A.1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- 6-8.ETS1.B.3 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- SE.2.C.07 Practice problem-solving and conflict- resolution skills.
- SE.1.C.07 Identify and practice ways to be a contributing group member.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Supporting:

- SE.1.A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.
- SE.2.A.07 Practice effective interpersonal skills in a variety of social situations.



Detailed Description/Instructions: For the first seven to ten days, students will work in teams of two or three to develop their own Breakout game. Students may design a hands-on game or a digital one. Students will then spend a day or two presenting to the class about the theme of their game and how the soft skills focused on during the course were important in the process of building the puzzle. Finally, students will spend a day playing one of the student-developed games.

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Soft Skills	Positive Attitude	Students will identify positive characteristics of themselves. They will share these with peers and journal about the things that make them the most proud of themselves.	1 day
Soft Skills	Problem-Solving and Teamwork	Students will complete a variety of activities related to problem-solving and teamwork. The first activity will highlight the benefits of having diverse members on a team. The second activity will engage students in a personal inventory of their skills as a team member. Finally, students will participate in skits related to teamwork scenarios.	3 days
Soft Skills	Communication	Students will complete a variety of activities related to communication. The first activity will highlight the importance of carefully reading directions. The second activity will engage students in reflection of body language and how it impacts communication. Finally, students will participate in examining the difference between praise, criticism, and feedback.	3 days
Game Play	Breakout Game 1	On the first day, students will work in teams of two to three to solve a Breakout Edu puzzle. On the second day, students will reflect on the problem-solving process and their success as a team.	2 days
Game Play	Breakout Game 2	On the first day, students will work in teams of two to three to solve a Breakout Edu puzzle. At the completion of the	2 days

		<p>puzzle, students will reflect on their problem-solving process and their success as a team. On the second day, students compare the two Breakout games and discuss components necessary for a Breakout puzzle.</p>	
Game Play	<p>Online Breakout Game</p> 	<p>Students will solve an online Breakout puzzle independently. Upon completion, students will reflect on what makes an online game differ from a hands-on game.</p>	1 day
Game Creation	<p>Breakout Creation</p> 	<p>For the first seven to ten days, students will work in teams of two or three to develop their own Breakout game. Students may design a hands-on game or a digital one. Students will then spend a day or two presenting to the class about the theme of their game and how the soft skills focused on during the course were important in the process of building the puzzle. Finally, students will spend a day playing one of the student-developed games.</p>	12 days

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.