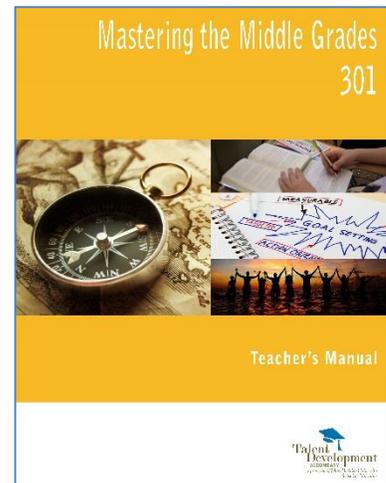
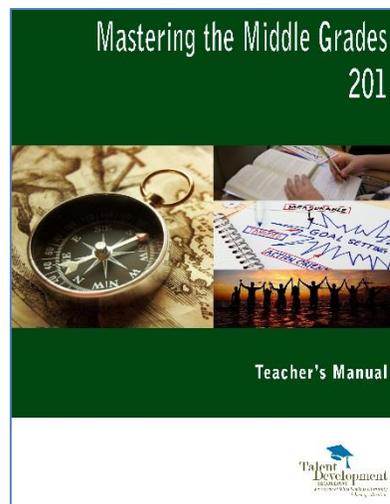
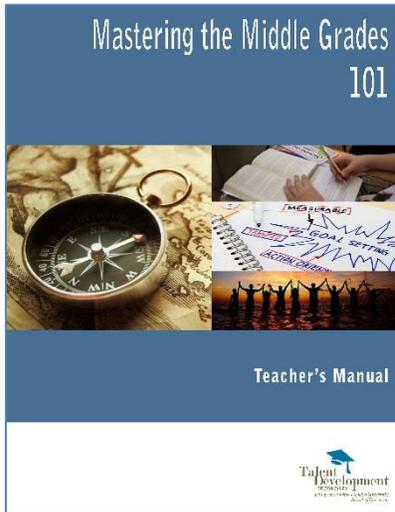


# Mastering the Middle Grades 101, 201, 301



## Lessons and Objectives



For more information about Mastering the Middle Grades, including sample lessons, please visit our website at [www.tdschools.org](http://www.tdschools.org)

## MMG 101 Unit 1: Orientation to Middle School

#	Lesson Title	Objectives
1.1	<b>What's the Big Deal About Middle School?</b>	<ul style="list-style-type: none"> <li>• Identify reasons why middle school grades are so important</li> <li>• Identify reasons why middle school is more challenging</li> <li>• Evaluate their study habits, grades, and effort</li> <li>• Complete and sign a contract to improve their study habits, grades, and effort this school year</li> </ul>
1.2	<b>Your Classroom: Creating a Climate of Respect &amp; Discovery</b>	<ul style="list-style-type: none"> <li>• Understand and defend the importance of classroom rules</li> <li>• Develop their own classroom behavioral expectations</li> <li>• Practice speaking to a teacher about a school-related matter</li> </ul>
1.3	<b>Your School Rules: Knowledge is Power</b>	<ul style="list-style-type: none"> <li>• Be familiar with their school's rules</li> <li>• Understand the importance of following directions</li> </ul>
1.4	<b>Your Binder: Getting and Staying Organized Part 1</b>	<ul style="list-style-type: none"> <li>• Understand the importance of organizing their binders and materials</li> <li>• Implement an organizing system</li> <li>• Understand the importance of using daily and weekly planners</li> <li>• Review their weekly schedules</li> </ul>
1.5	<b>Your Binder: Getting and Staying Organized Part 2</b>	<ul style="list-style-type: none"> <li>• Set goals for assignments</li> <li>• Break down long-term goals or assignments into short-term goals or action steps</li> </ul>
1.6	<b>Your Study Habits</b>	<ul style="list-style-type: none"> <li>• Explain why their academic performance and educational planning are important</li> <li>• Evaluate their current study habits</li> <li>• Brainstorm about how to improve their school performance, including ways to improve their health, classroom habits, homework, and test prep</li> </ul>
1.7	<b>Your Home: Creating a Study Space</b>	<ul style="list-style-type: none"> <li>• Understand the importance of having a home study space</li> <li>• Know how to set up a home study space</li> <li>• Read about the benefits of a homework contract and consider making one</li> </ul>
1.8	<b>Your Life: Setting and Reaching</b>	<ul style="list-style-type: none"> <li>• Understand the importance of setting measurable and attainable goals</li> <li>• Practice setting goals and identifying steps to achieve them</li> </ul>

	<b>Personal Goals</b>	<ul style="list-style-type: none"><li>• Develop strategies for self-improvement</li></ul>
<b>1.9</b>	<b>Your Life: Heroes</b>	<ul style="list-style-type: none"><li>• Identify their heroes and the attributes they admire</li><li>• Examine themselves to see if they possess these attributes</li><li>• Determine what attributes they want to gain and how they might achieve them</li></ul>
<b>1.10</b>	<b>Your Life: Take Charge of Change</b>	<ul style="list-style-type: none"><li>• Identify the importance of self-mastery</li><li>• Understand the importance of establishing good habits and character</li><li>• Recognize that while they can't control other people's behavior, they can choose how to respond</li><li>• Determine to be proactive and take charge of their lives</li></ul>

## MMG 101 Unit 2: Study Skills

#	Lesson Title	Objectives
2.1	<b>Different Kinds of Smart: Multiple Intelligences</b>	<ul style="list-style-type: none"> <li>• Understand the different types of intelligence according to Gardner's theory</li> <li>• Identify their own types of intelligence</li> <li>• Recognize the strengths of various kinds of intelligence</li> <li>• Learn study tips that use their intelligence</li> </ul>
2.2	<b>Memory Tips for Middle School Students</b>	<ul style="list-style-type: none"> <li>• Learn about the importance of memory techniques</li> <li>• Learn memory techniques that fit their learning styles</li> </ul>
2.3	<b>Memory Tips Part 2</b>	<ul style="list-style-type: none"> <li>• Learn several techniques to memorize information</li> <li>• Practice using memory techniques</li> </ul>
2.4	<b>Introducing Vocabulary</b>	<ul style="list-style-type: none"> <li>• Understand that skilled readers use reading strategies before, during, and after they read to make meaning of text</li> <li>• Understand that "text" includes maps, graphs, charts, and illustrations; anything that requires meaning-making.</li> <li>• Understand that while some skilled readers use these strategies on a subconscious level, explicit instruction in these strategies is helpful to most middle school students</li> <li>• Prepare to read a text by learning new vocabulary</li> <li>• Practice this pre-reading strategy as a whole class</li> </ul>
2.5	<b>Before-Reading Strategies</b>	<ul style="list-style-type: none"> <li>• Understand how effective readers think and approach a new text</li> <li>• Learn new strategies to use before reading text</li> <li>• Practice new pre-reading strategies as a whole class, and then as individuals</li> <li>• Develop a purpose for reading, connect to prior knowledge, develop questions, and make predictions about what they will read</li> <li>• Construct meaning as they read</li> </ul>
2.6	<b>Partner Reading</b>	<ul style="list-style-type: none"> <li>• Use partner reading to construct meaning, ask questions, summarize, and discuss text</li> <li>• Understand the benefits of partner reading</li> <li>• Practice partner reading</li> </ul>
2.7	<b>Using Graphic Organizers</b>	<ul style="list-style-type: none"> <li>• Recognize the usefulness of graphic organizers</li> <li>• Use graphic organizers to organize and classify information, construct meaning, outline main and</li> </ul>

		<p>supporting details, and communicate more effectively</p> <ul style="list-style-type: none"> <li>• Select the organizer appropriate for their purpose from among several organizers</li> </ul>
<b>2.8</b>	<b>Cornell Note Taking</b>	<ul style="list-style-type: none"> <li>• Learn more about the importance of study skills</li> <li>• Understand the usefulness of the Cornell note taking system</li> <li>• Practice using the Cornell note taking system to organize and summarize information</li> </ul>
<b>2.9</b>	<b>Talk to the Text</b>	<ul style="list-style-type: none"> <li>• Listen as a teacher models aloud how fluent readers construct meaning</li> <li>• Construct meaning as they read</li> <li>• Clarify, question, and summarize ideas as they read</li> </ul>
<b>2.10</b>	<b>Annotating Text</b>	<ul style="list-style-type: none"> <li>• Construct meaning as they read</li> <li>• Respond to text, ask questions, note unfamiliar words, and identify the main points by annotating</li> <li>• Understand how annotating text helps them understand and remember what they read</li> </ul>
<b>2.11</b>	<b>Double-Entry Journals</b>	<ul style="list-style-type: none"> <li>• Understand how writing during reading can improve comprehension and retention</li> <li>• Practice, demonstrate, and discuss correct use of a double-entry journal</li> </ul>
<b>2.12</b>	<b>Timelines and Text Sketches</b>	<ul style="list-style-type: none"> <li>• Understand that creating a visual representation of information can help them understand and remember it</li> <li>• Create a timeline or text sketch using a nonfiction reading selection</li> </ul>
<b>2.13</b>	<b>SQ3R</b>	<ul style="list-style-type: none"> <li>• Understand the value of using SQ3R to read and study texts</li> <li>• Practice using SQ3R with team partners and independently</li> </ul>
<b>2.14</b>	<b>Outlines</b>	<ul style="list-style-type: none"> <li>• Understand that organizing information into traditional outline form will enhance comprehension and recall</li> <li>• Differentiate between main points and supporting points in a reading selection</li> <li>• Practice organizing information into outline form</li> </ul>

## MMG 101 Unit 3: Social Skills

#	Lesson Title	Objectives
3.1	<b>Learning to Listen</b>	<ul style="list-style-type: none"><li>• Recognize the importance of listening skills</li><li>• Learn components of being a good listener</li><li>• Practice listening skills</li></ul>
3.2	<b>Building on My Strengths</b>	<ul style="list-style-type: none"><li>• Recognize the importance of knowing their strengths</li><li>• Identify their strengths</li><li>• Identify three of their positive character traits</li><li>• Identify three positive character traits in several peers</li></ul>
3.3	<b>Working in Teams</b>	<ul style="list-style-type: none"><li>• Recognize the importance of working in teams</li><li>• Define the difference between a group and a team</li><li>• Work in a team to accomplish a task</li><li>• Identify three or four guidelines to help them work in teams</li></ul>
3.4	<b>Asking for Help</b>	<ul style="list-style-type: none"><li>• Recognize the value in asking for help</li><li>• Follow four steps to successfully ask for help</li><li>• Demonstrate how to ask for help politely</li><li>• Demonstrate how to thank someone for helping.</li></ul>
3.5	<b>Giving Constructive Feedback</b>	<ul style="list-style-type: none"><li>• Explain why it is important to offer honest feedback</li><li>• Recognize the challenges involved when giving feedback or correction</li><li>• Practice giving constructive feedback in a non-threatening way</li></ul>
3.6	<b>What About Conflict?</b>	<ul style="list-style-type: none"><li>• Identify different ways of dealing with conflict</li><li>• Realize that they always have choices in a conflict</li><li>• Recognize their own conflict styles</li><li>• Interview an adult to learn about a recent conflict</li></ul>
3.7	<b>Keeping Calm When You're Angry</b>	<ul style="list-style-type: none"><li>• Recognize "trigger" situations that make them angry</li><li>• Identify physical signs of anger</li><li>• Identify unhealthy responses to anger</li><li>• Identify why it is important to keep calm when they are angry</li><li>• Learn strategies for keeping calm</li></ul>

## MMG 10 : Unit 4: Life Skills

#	Lesson Title	Objectives
4.1	<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Explain why problem solving is an important life skill</li> <li>• Practice steps to solving problems successfully</li> <li>• Identify possible solutions to a problem and their consequences</li> </ul>
4.2	<b>Making Smart Decisions</b>	<ul style="list-style-type: none"> <li>• Learn the steps of good decision making</li> <li>• Use these steps to make a real-life decision</li> <li>• Recognize the importance of decision-making skills to make educational and career plans</li> </ul>
4.3	<b>Creating a Caring Community (Part 1)</b>	<ul style="list-style-type: none"> <li>• List ways to make their school a more caring community</li> <li>• Recognize the importance of their role in creating a caring community</li> <li>• Define empathy</li> <li>• Create a T-chart listing what empathy looks and sounds like</li> <li>• Suggest how to show empathy in a hypothetical situation</li> <li>•</li> </ul>
4.4	<b>Creating a Caring Community (Part 2)</b>	<ul style="list-style-type: none"> <li>• Identify times they or others have demonstrated empathy</li> <li>• Define empathy</li> <li>• Explain why empathy is important</li> <li>• Identify how they would feel in various situations</li> <li>• Identify people they would trust for an empathetic response</li> <li>• Read and respond to a presidential speech on the topic of empathy</li> <li>• Demonstrate empathy in role plays</li> <li>• Brainstorm ways to demonstrate empathy in daily life</li> </ul>
4.5	<b>Impacting My Community</b>	<ul style="list-style-type: none"> <li>• Recognize that they can participate in our democracy</li> <li>• Identify an issue they care about</li> <li>• Research the issue</li> <li>• Write a letter to the president about the issue</li> <li>• Demonstrate knowledge of the correct letter form</li> </ul>

## MMG 101 Unit 5: Career Exploration

#	Lesson Title	Objectives
5.1	<b>My Life: Self-Knowledge and Career Exploration</b>	<ul style="list-style-type: none"><li>● Realize that knowing themselves is an important prerequisite to choosing their lifelong work</li><li>● Identify and define terms that describe a person: personality, values, interests, talents, skills, and goals</li><li>● Create descriptions of themselves using these terms</li><li>● Use their self-descriptions to create a book cover for their life stories</li></ul>
5.2	<b>What is Work? Why Do People Do It?</b>	<ul style="list-style-type: none"><li>● Define “work” and other work-related words</li><li>● Discover reasons why people work</li><li>● Discover some rewards people receive when they work</li><li>● Share personal work experiences, exploring the reasons for their work and the rewards they received from it</li><li>● Understand the difference between having a job and choosing a career</li></ul>
5.3	<b>Thinking About the Future</b>	<ul style="list-style-type: none"><li>● Envision and describe their lives at ages 15, 25, and 35</li><li>● Explore the relationship between their present choices and their abilities to achieve their visions of the future</li><li>● Create a drawing that reflects one of their future visions</li><li>● Identify a present choice that will affect this vision</li><li>● Learn about famous career changers</li></ul>
5.4	<b>What’s My Line?</b>	<ul style="list-style-type: none"><li>● Play a game that helps them explore careers</li></ul>

# ***Mastering the Middle Grades 201***

## **Lesson Objectives**

### **Unit 1 Orientation**

#	Lesson Title	Objectives
1.1	<b>Meet <i>Mastering the Middle Grades 201</i></b>	Students will: <ul style="list-style-type: none"><li>• Articulate the goals of <i>Mastering the Middle Grades 201</i></li><li>• Explain why they believe this is an important or helpful course</li><li>• Ask questions they might have about the curriculum</li><li>• Identify topics they think will be helpful or interesting in this course</li></ul>
1.2	<b>Starting a New School Year</b>	<ul style="list-style-type: none"><li>• Review school or classroom rules, routines, and procedures</li><li>• Explain why middle school is more challenging than elementary school</li><li>• State reasons why routines and checklists are important</li></ul>
1.3	<b>Organizing My School Work</b>	<ul style="list-style-type: none"><li>• Explain why organizing themselves is important</li><li>• Learn how to use organizational strategies to succeed academically</li><li>• Select three new organizational tips to put into practice</li><li>• Organize school materials both at home and at school</li></ul>
1.4	<b>Attendance Matters!</b>	<ul style="list-style-type: none"><li>• Make the connection between poor attendance, course failure and eventually dropping out</li><li>• Explain why daily attendance translates into higher grades and greater academic success</li><li>• Identify the link between educational attainment and income</li><li>• Brainstorm obstacles to daily attendance and ways to overcome them</li></ul>
1.5	<b>Priorities and Time Management</b>	<ul style="list-style-type: none"><li>• Explain the importance of setting priorities and managing their time</li><li>• Set a goal for this school year</li><li>• Identify long-term goals</li><li>• Prioritize tasks</li><li>• Articulate reasons why it is important to use a planner</li></ul>

## MMG 201 Unit 2: Study Skills

#	Lesson Title	Objectives
		Students will:
2.1	<b>Evaluating my Study Habits</b>	<ul style="list-style-type: none"><li>• Review study habits that promote success</li><li>• Evaluate their study habits and be more aware of themselves as learners</li><li>• Identify areas in which they could improve their study habits</li></ul>
2.2	<b>Cornell Note Taking</b>	<ul style="list-style-type: none"><li>• Learn how to use the Cornell note taking system</li><li>• Create a Cornell note-taking page</li><li>• Practice using the Cornell system of note taking</li></ul>
2.3	<b>How to Outline Material</b>	<ul style="list-style-type: none"><li>• Learn that creating outlines enhances comprehension and recall</li><li>• Differentiate between major and minor points</li><li>• Extract major and minor points from text</li><li>• Practice organizing major and minor points into an outline</li><li>• Outline a text selection</li></ul>
2.4	<b>Using Mnemonic Devices</b>	<ul style="list-style-type: none"><li>• Learn that the brain best remembers and stores information by connecting it to prior knowledge</li><li>• Demonstrate the use of different mnemonic devices</li><li>• Practice using mnemonic devices</li></ul>
2.5	<b>Using Graphic Organizers</b>	<ul style="list-style-type: none"><li>• Explain the benefits of using graphic organizers for note taking, review, and writing</li><li>• Compare and contrast graphic organizers to the Cornell notes method</li><li>• Practice using several types of graphic organizers</li></ul>
2.6	<b>Test-Taking Tips</b>	<ul style="list-style-type: none"><li>• List strategies that have helped them take tests</li><li>• Create a role play that shows the importance of using test-taking strategies</li><li>• Implement new test-taking strategies</li></ul>
2.7	<b>Tips for Taking Objective Tests</b>	<ul style="list-style-type: none"><li>• Learn strategies for taking different types of objective tests: matching, fill-in-the-blank, and true/false</li><li>• Play a review game to reinforce these strategies</li></ul>
2.8	<b>Tips for Taking Subjective Tests</b>	<ul style="list-style-type: none"><li>• Explain the difference between subjective and objective tests</li><li>• Practice reading directions carefully</li><li>• Learn strategies for taking subjective tests</li><li>• Demonstrate knowledge of the structure of paragraphs required for an essay</li></ul>

## MMG 201 Unit 3: Social Skills

#	Lesson Title	Objectives
3.1	<b>Learning How to Work Together</b>	<ul style="list-style-type: none"> <li>• Articulate rules that help people work together peacefully and efficiently</li> <li>• Explain the difference between a dialogue and a debate</li> <li>• Practice listening to one another without interrupting</li> <li>• Engage in a group discussion and a debate</li> </ul>
3.2	<b>Conflict and You</b>	<ul style="list-style-type: none"> <li>• Define conflict</li> <li>• Explain different types of conflict: interpersonal, intrapersonal, intergroup and intragroup conflict</li> <li>• List causes of conflict</li> <li>• Articulate why conflict can also be seen as an opportunity</li> </ul>
3.3	<b>Causes of Conflict</b>	<ul style="list-style-type: none"> <li>• Identify causes of conflict: resources, psychological needs, and values</li> <li>• Develop and present a role play about causes of conflict</li> </ul>
3.4	<b>Conflict Resolution: Three Approaches</b>	<ul style="list-style-type: none"> <li>• Identify three ways to deal with conflict: avoid, attack, or address</li> <li>• Identify and evaluate how they tend to respond to conflict</li> <li>• Create a role play demonstrating different approaches to conflict</li> </ul>
3.5	<b>The Conflict Loop</b>	<ul style="list-style-type: none"> <li>• Describe how people tend to respond to conflict in a particular way</li> <li>• Describe positive and negative conflict loops</li> <li>• Explain how changing one's response during conflict can lead to different results</li> </ul>
3.6	<b>Breaking the Negative Conflict Loop</b>	<ul style="list-style-type: none"> <li>• Create a personal conflict loop</li> <li>• Explain how to break a negative conflict loop</li> <li>• Role play how to break a negative conflict loop</li> <li>• Explain why it is hard to break a negative conflict loop</li> </ul>
3.7	<b>Remaining Calm Under Pressure</b>	<ul style="list-style-type: none"> <li>• Explain the difference between positive and negative stress</li> <li>• Identify what "Remaining Calm Under Pressure" looks and sounds like</li> <li>• Practice strategies to remain calm under pressure</li> </ul>
3.8	<b>Recognizing Anger and Stress</b>	<ul style="list-style-type: none"> <li>• Choose words to express various positive and negative emotions</li> <li>• Explain how anger and stress affect our bodies and brains</li> <li>• Create a role play about recognizing and dealing with negative emotions</li> <li>• Review the skill Remaining Calm Under Pressure</li> </ul>
3.9	<b>Managing Anger and Stress</b>	<ul style="list-style-type: none"> <li>• Identify their "anger triggers" and learn to manage responses</li> <li>• Articulate reasons to use alternative strategies to manage anger and stress</li> <li>• Explore relaxation techniques of breathing deeply and positive self-talk</li> </ul>

3.10	<b>Expressing Empathy</b>	<ul style="list-style-type: none"> <li>• Explain reasons why people might feel less empathy today</li> <li>• Learn that all major religions teach empathy</li> <li>• Discuss the benefits of helping others and volunteering</li> <li>• Explain why recognizing and appreciating others' feelings is important</li> <li>• Explain the importance and value of expressing empathy and helping others</li> <li>• Set goals to help others in tangible ways</li> </ul>
3.11	<b>Active Listening and I-Messages</b>	<ul style="list-style-type: none"> <li>• Identify the elements of active listening and why it is important</li> <li>• Practice and observe active listening skills using role plays</li> <li>• Learn how to use I-messages to share one's feelings without escalating conflict</li> <li>• Practice role plays using I-messages</li> </ul>

<b>MMG 201 Unit 4: Life Skills</b>		
#	Lesson Title	Objectives
4.1	<b>Setting Personal Goals</b>	<ul style="list-style-type: none"> <li>• Explain how to set SMART goals</li> <li>• Explain why it is important to set goals</li> <li>• Practice setting goals for a fictional character</li> <li>• Set personal SMART goals</li> <li>• Strategize how to overcome obstacles to goals</li> </ul>
4.2	<b>Communicating with Respect</b>	<ul style="list-style-type: none"> <li>• Recognize the difference between formal and casual speech and writing</li> <li>• Compare and contrast formal and casual registers</li> <li>• Explain when formal and casual registers are appropriate</li> <li>• Learn the different story structure between formal and casual registers</li> <li>• Demonstrate understanding by translating a fable from formal to casual register</li> </ul>
4.3	<b>Healthy Relationships Part 1</b>	<ul style="list-style-type: none"> <li>• Articulate characteristics of healthy relationships</li> <li>• Identify unhealthy behaviors in relationships</li> <li>• Explain what healthy self-esteem looks like and sounds like</li> <li>• Explain the difference between actions of a friend, "frenemy" or foe</li> </ul>
4.4	<b>Healthy Relationships Part 2</b>	<ul style="list-style-type: none"> <li>• Read and demonstrate understanding of information about youth violence, bullying, and violence in dating relationships</li> <li>• Present a talk show about youth violence, bullying, and violence in dating relationships</li> </ul>
4.5	<b>Evaluating Websites</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of criteria to evaluate websites</li> <li>• Gather, evaluate and use information</li> <li>• Use critical thinking skills to evaluate websites</li> </ul>

## MMG 201 Unit 5 Career Exploration

#	Lesson Title	Objectives
5.1	<b>Your Career and Educational Plans</b>	<ul style="list-style-type: none"> <li>● Explain how middle school achievement will affect which high school they attend</li> <li>● Explain why career planning is important for middle school students</li> <li>● Discuss the impact that career choices will have on their lives</li> <li>● Review the different tracks/courses of study available at local high schools and the entrance requirements for each</li> <li>● Realize that their choice of a high school will affect post-high school opportunities</li> <li>● Identify which high school (s) might be the best fit</li> </ul>
5.2	<b>Career Categories</b>	<ul style="list-style-type: none"> <li>● Learn that careers can be grouped into categories</li> <li>● Identify the career categories created by John Holland as part of the <i>SDS Career Explorer</i> series</li> <li>● Identify the categories that best reflect their interests</li> </ul>
5.3	<b>SDS Career Explorer Self-Assessment</b>	<ul style="list-style-type: none"> <li>● Identify the content of and reasons for taking the <i>SDS Self-Directed Search Career Explorer</i></li> <li>● Complete the <i>SDS Self-Directed Search Career Explorer</i></li> <li>● Discover their Holland codes</li> <li>● Explore career literature based on Holland codes to discover possible career interests</li> </ul>
5.4	<b>Careers in the Family</b>	<ul style="list-style-type: none"> <li>● Identify careers of relatives and/or close family friends</li> <li>● Interview family members or close family friends to learn about their careers</li> <li>● Learn how ones childhood experiences influence future choices</li> <li>● Identify careers of relatives and/or close family friends</li> <li>● Practice interviewing skills</li> </ul>
5.5	<b>Occupations at School</b>	<ul style="list-style-type: none"> <li>● Identify occupations performed by adults at school</li> <li>● Identify Holland codes of school occupations</li> <li>● Discuss observable aspects of school occupations</li> <li>● Prepare questions to ask adult workers</li> <li>● Interview adult workers at school</li> <li>● Record observations of adults performing work in school</li> </ul>
5.6	<b>Evaluating My Career Interviews</b>	<ul style="list-style-type: none"> <li>● Discuss with classmates the interviews of family members and school workers</li> <li>● Evaluate and respond to their interviews</li> <li>● Complete a graphic organizer to synthesize information collected</li> </ul>
5.7	<b>What Others Say About Their Work</b>	<ul style="list-style-type: none"> <li>● Read brief interviews of people from a variety of occupations</li> <li>● Record information about the featured occupations</li> <li>● Give a presentation of their findings to the class</li> </ul>

5.8	<b>Values and Career Choices Self-Assessment</b>	<ul style="list-style-type: none"> <li>● Explain why self-knowledge is an important prerequisite to choosing a career</li> <li>● Review self-assessment terms including personality, values, interests, skills, talents, and goals</li> <li>● Complete self-assessment exercises</li> <li>● Write a self-assessment paragraph</li> </ul>
5.9	<b>Values and Career Choices Part 2</b>	<ul style="list-style-type: none"> <li>● Explain the relationships between values and career decisions</li> <li>● Discuss how work values can affect career choices</li> <li>● Complete a survey of work values</li> </ul>
5.10	<b>Occupational Profiles, Outlooks and Timelines</b>	<ul style="list-style-type: none"> <li>● Explain the difference between an occupational profile and an occupational outlook</li> <li>● Discuss the factors that influence an occupational outlook</li> <li>● Review several occupational timelines to prepare for creating their own</li> </ul>
5.11	<b>Exploring Careers Through Research</b>	<ul style="list-style-type: none"> <li>● Explore careers through research using classroom resources, the library, and the Internet</li> <li>● Review a rubric to understand the goals and expectations of the research project</li> </ul>

# Mastering the Middle Grades 301

## Unit 1: Orientation

#	Lesson Title	Objectives
1.1	<b>Welcome to MMG 301</b>	<ul style="list-style-type: none"><li>• Share a previous classroom experience they enjoyed or found interesting, and why</li><li>• Identify and discuss what they will learn in MMG 301</li><li>• State how MMG 301 will help prepare them for a successful year</li><li>• Select an area in which they want to improve this school year</li><li>• Identify characteristics of an ideal middle school student</li><li>• Draw an ideal middle school student</li></ul>
1.2	<b>Successful Teamwork</b>	<ul style="list-style-type: none"><li>• Explain the difference between a team and a group</li><li>• Create a T-chart of what a successful team looks and sounds like</li><li>• Discuss the characteristics of a successful team</li><li>• Work as a team to complete a task</li><li>• Analyze their classroom teaming experience</li></ul>
1.3	<b>Giving and Receiving Feedback</b>	<ul style="list-style-type: none"><li>• Articulate the goals of giving and receiving feedback</li><li>• Demonstrate awareness of principles of giving effective feedback</li><li>• Demonstrate awareness of principles of receiving feedback</li><li>• Role play effectively giving and receiving feedback</li></ul>
1.4	<b>Setting Personal Goals</b>	<ul style="list-style-type: none"><li>• Read about how successful people set goals and overcome obstacles</li><li>• Set long- and short-term goals</li><li>• Develop action steps to reach their goals</li></ul>
1.5	<b>Managing Your Time</b>	<ul style="list-style-type: none"><li>• Plan daily, weekly, and monthly schedules</li><li>• Arrange their schedules to attain specific academic and personal goals</li></ul>

## MMG 301 Unit 2: Study Skills

#	Lesson Title	Objectives
2.1	<b>Note Taking</b>	<ul style="list-style-type: none"><li>• Identify reasons for taking notes</li><li>• Reflect on the importance of note taking skills to help ensure success in high school and beyond</li><li>• Review the Cornell note taking method</li><li>• Practice note taking using the Cornell method</li></ul>
2.2	<b>Creating an Outline</b>	<ul style="list-style-type: none"><li>• Review the Cornell note taking method</li><li>• Determine how notes can be transferred to a classic outline</li><li>• Complete an outline using given notes</li></ul>
2.3	<b>Preparing Oral Presentations Part 1</b>	<ul style="list-style-type: none"><li>• Identify the need for preparation and practice to ensure successful oral presentations</li><li>• Determine the steps needed to prepare an oral presentation</li><li>• Select a topic for oral presentation</li></ul>
2.4	<b>Preparing Oral Presentations Part 2</b>	<ul style="list-style-type: none"><li>• Apply Cornell note taking skills and outlining skills</li><li>• Identify steps necessary to prepare an oral presentation</li><li>• Create an oral presentation using notes from research</li></ul>
2.5	<b>Preparing Oral Presentations Part 3</b>	<ul style="list-style-type: none"><li>• Apply Cornell note taking and outlining skills</li><li>• Identify steps necessary to prepare an oral presentation</li><li>• Create an oral presentation using notes from research</li><li>• Identify assessment criteria by reviewing oral presentation rubric</li></ul>
2.6	<b>Preparing Oral Presentations Part 4</b>	<ul style="list-style-type: none"><li>• Identify assessment criteria for audience members</li><li>• Create an oral presentation using research notes and outlined information</li></ul>
2.7	<b>Giving Oral Presentations</b>	<ul style="list-style-type: none"><li>• Deliver oral presentations that reflect planning and practice</li><li>• Appropriately participate as members of an audience</li></ul>
2.8	<b>Studying with Peers</b>	<ul style="list-style-type: none"><li>• List the benefits of studying with peers</li><li>• Identify four methods for effectively studying with members of a study group</li><li>• Apply learned information to a practice situation</li></ul>

## MMG 301 Unit 3: Social Skills

#	Lesson Title	Objectives
3.1	<b>Understanding My Emotions</b>	<ul style="list-style-type: none"> <li>• Summarize how emotions are both helpful and potentially harmful</li> <li>• Identify emotions through verbal and non-verbal clues</li> <li>• Recognize the impact of emotions on conflict and our ability to manage conflict</li> <li>• Discuss the importance of developing healthy strategies to manage our emotions</li> <li>• Create a T-chart about the social skill Disagreeing Without Being Disagreeable</li> <li>• Practice the social skill Disagreeing Without Being Disagreeable</li> </ul>
3.2	<b>Anger and Anger Triggers</b>	<ul style="list-style-type: none"> <li>• Recognize that anger is a normal part of life</li> <li>• Discuss why people react to events differently</li> <li>• Discuss the importance of staying calm when angry</li> <li>• Identify their “anger triggers”</li> <li>• Identify the factors that contribute to personal anger triggers</li> <li>• Create a role play about anger triggers</li> </ul>
3.3	<b>Remaining Calm Under Pressure</b>	<ul style="list-style-type: none"> <li>• Explain the benefits of the social skill Remaining Calm under Pressure</li> <li>• Identify what Remaining Calm under Pressure looks and sounds like</li> <li>• Read and discuss strategies to Remain Calm under Pressure</li> <li>• Create a T-chart about Remaining Calm under Pressure</li> <li>• Create a role play about Remaining Calm under Pressure</li> </ul>
3.4	<b>Conflict: Obstacle or Opportunity?</b>	<ul style="list-style-type: none"> <li>• Define conflict</li> <li>• Explain why conflict can be an opportunity</li> <li>• List the stages of conflict</li> <li>• Identify three ways to deal with conflict: avoid, attack, and address</li> <li>• Identify their default response to conflict</li> <li>• Create a role play demonstrating a response to conflict</li> </ul>
3.5	<b>Successful Conflict Resolution</b>	<ul style="list-style-type: none"> <li>• Review the stages of conflict</li> <li>• Review the skill Staying Calm When You’re Angry</li> <li>• Discuss and practice steps to resolve conflicts</li> <li>• Express what compromise and negotiation look like and sound like</li> <li>• Analyze positive and negative aspects of compromise and negotiation</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a role play that demonstrates compromise and/or negotiation</li> </ul>
3.6	<b>Positive and Negative Peer Pressure</b>	<ul style="list-style-type: none"> <li>• Identify positive and negative peer pressure</li> <li>• Identify the benefits of resisting negative peer pressure</li> <li>• Discuss the social skill Dealing with Peer Pressure</li> <li>• Discuss how to make wise decisions and resist negative peer pressure</li> <li>• Apply wise decision-making skills to role play scenarios</li> <li>• Review and model strategies to stay out of trouble with peers</li> </ul>
3.7	<b>Respect—Getting and Giving It</b>	<ul style="list-style-type: none"> <li>• Recognize and discuss actions that other people may find disrespectful</li> <li>• Recognize and discuss how standards of respect differ according to culture and background</li> <li>• Read about and review how to deal peacefully with disrespectful behavior</li> <li>• Discuss experiences of non-violent resolution with friends or family members</li> </ul>
3.8	<b>Harassment: Text, Sex, and All the Rest</b>	<ul style="list-style-type: none"> <li>• Read about and discuss different types of harassment, including physical, verbal, and cyber harassment</li> <li>• List examples of bullying and harassing behaviors</li> <li>• List reasons why people harass others</li> <li>• Recognize harassment as an unacceptable way to deal with power struggles</li> <li>• Recognize exclusion and ostracism as negative social behaviors</li> <li>• Create a role play that demonstrates an anti-bullying strategy</li> <li>• Read and discuss strategies to deal with harassment</li> </ul>
3.9	<b>Bullies, Bystanders and Victims</b>	<ul style="list-style-type: none"> <li>• Read about and discuss the roles of bully, victim, and bystanders in situations of harassment</li> <li>• Paraphrase a quote about bullying</li> <li>• Read and discuss a fictional example of bullying</li> <li>• Recognize the power of the bystander to prevent, minimize, or stop harassment</li> <li>• Apply what they have learned about bullying and the power of bystanders to a real-life example</li> </ul>
3.10	<b>Power Struggles: Fighting</b>	<ul style="list-style-type: none"> <li>• Summarize the legal consequences of fighting, including criminal charges and conviction</li> <li>• Read, discuss, and write a response to questions about revenge</li> <li>• Recommend and discuss alternatives to revenge</li> <li>• Create and present posters showing alternatives to fighting</li> </ul>

		<ul style="list-style-type: none"> <li>• Apply new learning by writing about how to use conflict resolution strategies to avoid revenge</li> </ul>
<b>3.11</b>	<b>Authority, Discipline and Punishment</b>	<ul style="list-style-type: none"> <li>• Define and discuss authority, discipline, and punishment</li> <li>• Recognize that we are all under authority</li> <li>• Discuss why it is important to respect authority</li> <li>• List behaviors that demonstrate respect for authority</li> <li>• Discuss the difference between discipline and punishment</li> <li>• Analyze hypothetical situations and decide on an appropriate discipline</li> </ul>
<b>3.12</b>	<b>Appealing to Authority</b>	<ul style="list-style-type: none"> <li>• Examine and discuss a photo that demonstrates how Rosa Parks appealed to authority</li> <li>• Review a list of behaviors that demonstrate respect for authority</li> <li>• Read about how to respectfully disagree with authority</li> <li>• Create a role play that demonstrates how to appeal to an authority</li> </ul>
<b>3.13</b>	<b>Creating Community: Empathy</b>	<ul style="list-style-type: none"> <li>• List ways to create a more caring community</li> <li>• Define empathy</li> <li>• Discuss personal experiences of empathy</li> <li>• Create a T-chart that describes what a caring community looks and sounds like</li> <li>• Explore and discuss the concept of taking a stand</li> <li>• Read and discuss a historical example of how one woman took a stand to create a more caring community</li> <li>• Create and discuss role plays that demonstrate empathy</li> <li>• Write about someone who demonstrated empathy by taking a stand</li> </ul>

<b>MMG 301 Unit 4: Life Skills</b>		
<b>#</b>	<b>Lesson Title</b>	<b>Objectives</b>
<b>4.1</b>	<b>Managing Stress</b>	<ul style="list-style-type: none"> <li>• Recognize that stress is a normal part of life and that some stress is good</li> <li>• Identify and articulate stressors in their lives</li> <li>• Define fight or flight response</li> <li>• List ways stress affects the body, mind, emotions, and behavior</li> <li>• Evaluate strategies to deal with stress</li> <li>• Apply and practice healthy ways to deal with stress</li> </ul>
<b>4.2</b>	<b>Positive Self-Talk</b>	<ul style="list-style-type: none"> <li>• List examples of positive self-talk</li> <li>• Evaluate their own self-talk</li> <li>• Discuss the concept of positive self-talk</li> <li>• Apply the concept of positive self-talk to fictional scenarios</li> <li>• Write a response to an article</li> <li>• Choose ideas to put into practice</li> </ul>
<b>4.3</b>	<b>Dealing with Media Influence</b>	<ul style="list-style-type: none"> <li>• Evaluate their own beliefs about how media influences them</li> <li>• Understand the importance of self-awareness in responding to media messages</li> <li>• Analyze primary source documents which show examples of media influence</li> <li>• Reflect on how media influences their lives and choices today</li> </ul>

## MMG 301 Unit 5: Career Exploration

#	Lesson Title	Objectives
5.1	<b>The Changing Workplace</b>	<ul style="list-style-type: none"> <li>● Identify ways the workplace has changed over time by examining primary source documents</li> <li>● Identify ways a worker from the past might have to adapt to the modern workplace</li> <li>● Define “hard skills” and “soft skills”</li> <li>● Identify and distinguish between hard and soft skills</li> </ul>
5.2	<b>Developing My Skills for Today’s Workplace</b>	<ul style="list-style-type: none"> <li>● Recognize the soft skills required by employers today</li> <li>● Recognize that the soft skills required to succeed in school are also required in the workplace</li> <li>● Identify the hard and soft skills they have already acquired and are acquiring</li> <li>● Identify ways in which they can further develop their skills</li> </ul>
5.3	<b>Becoming a Winning Employee</b>	<ul style="list-style-type: none"> <li>● List the soft skills students would want in a potential employee</li> <li>● Identify qualities and soft skills of a good employee</li> <li>● Discuss the SCANS skills and why they are important</li> <li>● Identify the SCANS skills they are developing in school</li> <li>● Recognize the relationship between being a good student and a good worker</li> <li>● Identify one SCANS skill they would like to improve and how to do this</li> </ul>
5.4	<b>Employment Trends</b>	<ul style="list-style-type: none"> <li>● Define what is an employment trend</li> <li>● Discuss why knowledge of employment trends is important when planning a career path</li> <li>● Analyze current employment trends</li> <li>● Examine an occupation of interest online</li> </ul>
5.5	<b>Self-Assessment and Career Exploration</b>	<ul style="list-style-type: none"> <li>● Explain why self-knowledge will help them choose postsecondary education and career</li> <li>● Review any self-assessments they have taken, such as the <i>SDS Career Explorer Self-Assessment</i></li> <li>● Participate in self-assessment exercises to learn their Holland code</li> <li>● Examine possible career paths that fit their Holland code</li> </ul>
6	<b>Career Profiles Part 1</b>	<ul style="list-style-type: none"> <li>● Consider important factors related to career choice</li> <li>● Explore a career that corresponds to their Holland codes</li> </ul>

		<ul style="list-style-type: none"> <li>• Write a response to a profile</li> </ul>
7	<b>Career Profiles Part 2</b>	<ul style="list-style-type: none"> <li>• Explore careers that correspond to their Holland codes</li> <li>• Read and discuss career profiles</li> <li>• Write a response to one or more career profiles</li> </ul>
8	<b>Exploring Careers through Volunteering Part 1</b>	<ul style="list-style-type: none"> <li>• Explain the value of volunteer work to both the community and the individual</li> <li>• Identify ways in which volunteer work can help develop work skills</li> <li>• Identify ways in which volunteer work can help them make career choices</li> <li>• Role play particular kinds of volunteer work</li> </ul>
9	<b>Exploring Careers Through Volunteering Part 2</b>	<ul style="list-style-type: none"> <li>• Develop a volunteer project for their class to carry out in school</li> <li>• Work with teammates to plan and assign tasks for the project</li> </ul>
10	<b>Exploring Careers Through Volunteering Part 3</b>	<ul style="list-style-type: none"> <li>• Review the benefits of volunteering</li> <li>• Hypothesize possible obstacles they might face in carrying out their project</li> <li>• Analyze strengths or assets they bring to their project</li> <li>• Work with teammates to plan and present a volunteer project idea to the class</li> <li>• Analyze different project ideas and vote to select one class project</li> <li>• Work with teammates to plan a class volunteer activity</li> </ul>
11	<b>Evaluating a Volunteer Project</b>	<ul style="list-style-type: none"> <li>• Evaluate their volunteer project</li> </ul>



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