



6th Grade Seminar

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Supported by: Janine Loconsolo- Director of Curriculum and Instruction

Effective Date: September 2026

Scope and Sequence

	Unit Name	Duration
Unit 1	Establishing Priorities and Setting Goals	1 weeks
Unit 2	Communication, Organization, and Time Management	2 weeks
Unit 3	Study and Test-Taking Strategies	3 weeks
Unit 4	Research, Writing, and Presentational Skill Building	3 weeks

Unit 1- Establishing Priorities and Setting Goals
Unit Summary
In this unit, students will build the foundational skills needed for middle school by focusing on establishing priorities and setting goals. Throughout the unit, students will reflect on their strengths, habits, and learning preferences while learning how to set impactful goals using the SMART goal framework. They will explore how to prioritize responsibilities, develop positive habits, and utilize a growth mindset when facing challenges. By the end of the unit, students will better understand themselves both academically and personally and be able to set goals, manage priorities, and make responsible choices that support their growth.
Recommended Pacing
Duration: 1 week
Standards
NJSLS-ELA: W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. NJSLS Career Readiness, Life Literacies, and Key Skills Standards: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Essential Questions

- Which habits help me become a more effective and responsible student?
- What makes a goal meaningful and achievable?
- How do my priorities reflect my values and goals?
- How can I shift from a fixed mindset to a growth mindset in school and life?

Teaching Points

- Course introduction
- What is a habit, and how to track them
- SMART goal setting based on personal strength and areas for growth
- Classifying priorities according to obligations, desires, and extra time
- Turning priorities into goals and establishing a plan for achieving them
- Growth vs. fixed mindsets

Evidence of Learning (Assessment)

Formative:

- Teacher observations/questioning
- Getting-to-Know-You reflection
- Class discussions and turn-and-talk responses
- SMART Goal graphic organizer
- Rock, Pebble, Water organizer
- Growth vs. Fixed Mindset activity
- Exit tickets
- Platform Check-Up worksheet
- Self-assessment checklists
- Participation in guided practice activities
- Notebook quick writes related to habits, priorities, and mindset
- Citizen Rubric

Summative:

- End of Unit quiz
- Grades (as evidenced by Realtime)

Resources

- Unit One Lesson Plan Document
- 7 Habits of Highly Effective Teens, Sean Covey
 - Habit 1: Be Proactive® pages: 3-9
 - Habit 2: Begin With the End in Mind® pages:31-46
- 7 Habits of Highly Effective Teens Personal Workbook, Sean Covey
 - Habit 1: Be Proactive: *I Am the Force* pages: 37–62
 - Habit 2: Begin with the End in Mind®: *Control Your Own Destiny or Someone Else Will* pages: 63-90
- Get to Know Me Reflection
- 7 Habits introduction
 - 7 Habits Video
 - 7 Habits Reflection Sheet
 - 7 Habits Scenario Cards
- Habits Slideshow
- SMART Goals
 - SMART Goals Slideshow
 - SMART Goal worksheet
- “Rock, Pebble, Water” lesson for prioritizing your life
 - Video
 - Handouts
- Growth Mindset Lesson
 - Slideshow
 - Nonfiction Growth Mindset Article for Kids, “You Can Grow Your Intelligence”- This is a great article for students on growth mindset and brain science.
 - Growth Mindset vs. Fixed Mindset Infographic

Evaluation and Grading

Grading Criteria: Pass/Fail

District-Wide Assessments: None

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), gifted and talented students, and students with 504 plans

The teaching points above may be delivered flexibly to the whole class, small groups, or individual students. Teachers should use ongoing formative assessments to guide instructional decisions and adjust pacing and support as needed. Instruction may be delivered through Seminar structures such as mini-lessons, student conferences, and collaborative partner or small group work focused on skill development and academic behaviors.

In a whole-class setting, students may be working on different goals or tasks based on their individual needs. After a brief mini-lesson, students should apply the skill to their own coursework, organization systems, or learning routines at their own pace.

NOTES FOR DIFFERENTIATION:

These suggestions can be used to support students who need accommodations, modifications, and/or extensions. Instruction should remain flexible so all students can access and apply skills within Seminar, including academic habits, organization, communication, and independent learning strategies.

Unit 2- Communication, Organization, and Time Management

Unit Summary

In this unit, students will develop the practical skills needed to stay organized, communicate effectively, and manage their academic responsibilities. Throughout the unit, students learn how to navigate key school platforms such as Google Classroom and the portal to monitor assignments, access feedback, and improve academic performance through reflection. They will build strong communication skills by practicing professional email etiquette and learn how to advocate for themselves appropriately. Students also explore self-discipline, procrastination, and metacognition to better understand their habits and thinking processes when completing tasks. In addition, they examine organization systems, screen time, and digital distractions to strengthen their ability to focus. By the end of the unit, students will be more confident in managing their school responsibilities, communicating with teachers, and using reflective strategies to improve their academic success.

Recommended Pacing

Duration: 2 weeks

Standards

NJSLS-ELA:

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- E. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- F. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- G. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS Career Readiness, Life Literacies, and Key Skills Standards:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

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9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Essential Questions

- What does self-discipline look like in my daily life as a student?
- What strategies help students stay organized and keep track of responsibilities?
- How can I communicate clearly and professionally in school and beyond?
- How do distractions impact my focus and productivity?
- How do preparation and organization help students reach their goals?

Teaching Points**Instructional Strategies:**

- Navigating Google Classroom to review feedback and assignments
- Organizing Google Drive
- Regularly checking the portal and gradebook
- Maintaining written or digital checklists (Google Tasks)
- Effective Communication with Teachers, Peers
 - Writing emails to teachers and staff
- Self-advocacy in the classroom
- Dealing with procrastination and prioritizing assignments based on schedule, due dates, and degree of difficulty
- Grade monitoring
- Impact of screen time and digital distractions
- How a digital footprint and online identity can impact our present and future
- Metacognition and its use in problem solving

Evidence of Learning (Assessment)**Formative:**

- "Platform Check-Up" reflection
- Turn-and-talk responses
- Daily time audit with reflection on current habits
- Google Tasks setup

- Completed email to teacher
- “Self-Advocacy Plan” script
- Procrastination TED Talk guided questions worksheet
- Digital distraction identification and screen time reflection sheet
- “Think Before You Post” reflection responses
- Quick writes or exit tickets after each lesson
- Teacher observations/questioning
- Notebook checks
- Citizen Rubric

Summative:

- End of Unit quiz
- Grades (as evidenced by Realtime)

Resources

- Unit Two Lesson Plan Document
- 7 Habits of Highly Effective Teens, Sean Covey (and corresponding workbook pages)
 - Habit 3: Put First Things First® pages 105-144
- Daily Time Audit
- Google Calendar
- Google Tasks
- How to organize Google Drive
- Staying organized in school scenarios
- Email Etiquette
 - Slideshow
 - Other Resources
- Self Advocacy
 - Tips
 - Scenarios
- Procrastination
 - Procrastination Ted Talk
 - Video Questions
 - Alternate Activity
- Grade Monitoring
- Digital Distractions
 - Video
 - Video
 - Infographic
- Digital Footprint
 - Lesson
 - Handout
- Metacognition slideshow

Evaluation and Grading

Grading Criteria: Pass/Fail

District-Wide Assessments: None

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), gifted and talented students, and students with 504 plans

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In a whole-class setting, students may be working on different goals or tasks based on their individual needs. After a brief mini-lesson, students should apply the skill to their own coursework, organization systems, or learning routines at their own pace.

NOTES FOR DIFFERENTIATION:

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Unit 3- Study and Test-Taking Strategies

Unit Summary

In this unit, students develop the skills and habits needed to become more effective, confident, and independent learners when preparing for tests and assessments. Throughout the unit, students explore active listening, note-taking methods, and study strategies. They will then apply these skills to their own academic work. They will learn how to analyze texts through annotation, build study materials, and apply multiple-choice strategies to improve test performance. Students also reflect on test anxiety and learn practical techniques for managing stress, while gaining an understanding of how the brain processes information. By the end of the unit, students will be able to apply personalized study strategies, improve their test-taking confidence, and approach assessments with a stronger self-awareness.

Recommended Pacing

Duration: 3 weeks

Standards

NJSLS-ELA:

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- I. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- J. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- K. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- L. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLS Career Readiness, Life Literacies, and Key Skills Standards:

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9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Essential Questions

- How does active listening improve my understanding and communication in class?
- How can I choose the note-taking method that works best for me?
- What strategies can I use to improve my performance on assessments?
- How does test anxiety affect performance, and what strategies can help manage it?
- How does understanding how my brain works help me become a better learner?

Teaching Points

Instructional Strategies:

- Active vs. passive listening
- Cornell and concept-map methods of note-taking
- Different study methods and finding ones that best fit our learning styles
- Test-taking strategies
- Highlighting and annotating while reading content area material
- Preparing for tests early to reduce anxiety

- Construction extended responses using CER

Evidence of Learning (Assessment)

Formative:

- Video response questions during an active listening lesson
- Note-taking sample submission (Cornell, bullet, visual mapping, etc.)
- Multiple-choice strategy reflection
- Annotation activity using a color-coded system
- Test anxiety reflection and mindfulness exercise response
- Final CER written response from the prompt
- Turn-and-talk responses
- Exit tickets after key lessons
- Quick writes
- Teacher observations/questioning
- Citizen Rubric

Summative:

- End of Unit quiz
- Grades (as evidenced by Realtime)

Resources

- Unit Three Lesson Plan Document
- 7 Habits of Highly Effective Teens, Sean Covey (text)
 - Habit 6: Synergize®
 - Habit 7: Sharpen the Saw®
- 7 Habits of Highly Effective Teens, Sean Covey (workbook pages)
 - Habit 6: Synergize®
 - Habit 7: Sharpen the Saw®
- Active Listening Slides
- Notetaking
 - Note Taking Slideshow
 - Dogonews
 - Time for Kids
- Study methods: Google Slides
- Multiple-choice taking strategies slideshow
- Annotation
- Quizlet
- Read & Write Extension
- Grammarly Extension

Evaluation and Grading

Grading Criteria: Pass/Fail

District-Wide Assessments: None

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Unit 4- Research, Writing, and Presentational Skill Building

Unit Summary

In this unit, students will apply the communication, organization, and critical thinking skills developed throughout the course to more independent academic tasks. In this unit, students strengthen their writing by practicing proofreading, grammar, paraphrasing, quoting, and proper language use while also learning how to identify and evaluate credible sources. They will explore academic integrity, including responsible and ethical use of AI and information. Finally, students will develop an understanding of how collaboration and compromise support successful group work. Students then apply research skills by investigating a topic, organizing information, and creating a presentation to share their findings with the class. The unit concludes with students presenting their work and reflecting on their learning.

Recommended Pacing

Duration: 3 weeks

Standards

NJSLS-ELA:

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W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

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- N. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- O. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- P. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Essential Questions

- How can I determine whether a source is credible and trustworthy?
- What responsibilities come with using digital tools for schoolwork?
- How can compromise and collaboration help groups work toward a common goal?
- How can research help me become more informed and prepared?
- What skills make a presenter effective?
- Which skills from Seminar will be most valuable in middle school and beyond?

Teaching Points

Instructional Strategies:

- Proofreading for proper language/grammar use
- Identifying credible sources
- AI use and academic integrity
- Productive collaboration and compromise with peers
- Conducting research

- Presentation skills
- Presenting research findings to an audience
- Culminating reflection

Evidence of Learning (Assessment)

Formative:

- Grammar and proofreading paragraph corrections
- Credible vs. non-credible source sorting activity
- AI use scenario classification
- “Think Before You Use AI” written response
- Compromise scenario discussions and win-win solution identification
- Research planning sheet
- Audience note-taking sheet during peer presentations
- Presentation reflection
- Exit tickets
- Final unit reflection exit ticket (“most important thing I learned...”)
- Teacher observations/questioning
- Collaborative work
- Citizen Rubric

Summative:

- End of Unit project/presentation
- Grades (as evidenced by Realtime)

Resources

- Unit Four Lesson Plan Document
- 7 Habits of Highly Effective Teens, Sean Covey (and corresponding workbook pages)
 - Habit 4: Think Win-Win®
 - Habit 5: Seek First to Understand, Then to Be Understood®
 - Habit 6: Synergize®
- Google Docs
- Grammarly
- Grammar and proofreading paragraph corrections
- Credible sources
 - Sorting activity
 - Slideshow
- AI use
 - Video
 - Contract
 - Scenario classification
- “Think Before You Use AI” written response
- Compromise slideshow
 - Graphic organizer
- Research
 - Video
 - Slideshow
 - Rubric
 - Planning sheet
- Public Speaking
- Presentation skills slideshow

- Audience note-taking sheet during peer presentations

Evaluation and Grading

Grading Criteria: Pass/Fail

District-Wide Assessments: None

Tier 1 Modifications and Accommodations

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