

Unit 2: Awareness and Reflection

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
Time Period: **September**
Length: **17 days**
Status: **Published**

Enduring Understandings

- A lifelong learner can improve academic performance by identifying their own strengths and weaknesses and can achieve individual success by using self-reflection to evaluate one's self as an individual, learner, and community member.
- Teacher instruction and modeled behavior must promote an environment that enhances a student's ability to grow and perform personally and academically.

Essential Questions

- Who are we as a classroom community, as individuals, and group members?
- What are my values and the values of my classroom?
- What have we accomplished?
- How important is self-esteem?
- What does children's literature teach us about self-concepts?
- What is the connection between self-esteem and academic achievement?
- What are some elements of self-esteem? How might we teach children about the importance of self-esteem?

Standards/Indicators/Student Learning Objectives (SLOs)

1. Introduce themselves and each other.
2. Examine and self-explore personal characteristics and values.
3. Record self-reflections in an autobiographical essay examining themselves as individuals, learners, and community members.
4. Identify characteristics and causes of high and low self-esteem.
5. Identify how self-concept is portrayed through children's literature.
6. Identify ways in which self-esteem has been misinterpreted or misused in children's lives and education.
7. Portray messages about self-esteem through a creative format of puppets, dramatic skits, or big books.

Standards/Indicators

	and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Lesson Titles

- **Quilt Squares**
- Create a quilt square to self-explore and examine personal characteristics using self-reflective questions.
- **Scavenger Hunt**
- Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, gender, community members, etc.
- **Realizing My Powers**
- Write an essay, and present to the class five successful experiences that a student has had thus far.
- **Full Pot, According to Virginia Satir**
- Read Virginia Satir's philosophy on self-esteem.
- **Children's Book on Self-Esteem**
- Recognize how children's literature influences self-concept through the creation of a PowerPoint or Prezi presentation on a selected book. Listen to *I'm gonna like me* by Jamie Lee Curtis <https://www.youtube.com/watch?v=AupUaWD4PqQ>
- **The Self-Esteem Fraud**
- Students will bring a "snippet" from children's literature for interpretation and significance to self-esteem and achievement.
- **Skit/Puppet Show**

21st Century Skills and Career Ready Practices

- Global Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. C
- RP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Inter-Disciplinary Connections

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective

	technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Create either a coat of arms/shield, puzzle piece, or a quilt square to self-explore and examine personal characteristics using **self-reflective questions**. Blooms: Evaluating/Creating, DOK: Extended Thinking
 - Prepare a **five-minute oral presentation** that represents themselves as individuals, gender, community members, etc. Blooms: Evaluating/Creating, DOK: Extended Thinking
 - **Write an essay**, and present to the class five successful experiences that a student has had thus far. Blooms: Evaluating/Creating, DOK: Extended Thinking
 - Read Virginia Satir’s philosophy on self-esteem. Blooms: Understanding, DOK: Skill/Concept
- Shared Reading**
- **Create a PowerPoint or Prezi presentation** on a selected book. Blooms: Evaluating/Creating, DOK: Extended Thinking
 - Interpret significance to self-esteem and achievement. Blooms: Analyzing, DOK: Strategic Thinking
- Class discussion**

Modifications:

ELL Modifications

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Intentional grouping

IEP & 504 Modifications

- allowing student to take notes in class as reinforcement while also providing a copy of completed/correct notes to students as a study guide
- modeling and showing lots of examples

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Student-led/directed discussions
- Inquiry-based learning
- Modeling

Formative Assessment

Warm-up:

- Quickly research quilt square designs. What did you find?
- What is the goal of a scavenger hunt?
- Quick Doodle your superpower.
- Quick Doodle yourself with the things that contribute to your level of self-esteem
- Represent your 5 most favorite children's books and the one you liked the least.
- List some things that you need to be clarified on Classroom? Respond to a classmate where you can.
- 5-minute "Bag" presentation
- Why do I care . . . ? (. . . to be part of a family or group)

Anticipatory Set:

- Close your eyes and imagine . . .
- What does it mean?
- The Topic Makes Me Think . . .
- How much do you like yourself?

Closure:

- Reflective journal entry: Analyze the factors that shape self-esteem
- Reflective journal entry: to demonstrate understanding and assimilation of their own strengths and weaknesses and how using self-reflection can increase their potential to achieve personal success as an individual, learner, and community member.

Summative Assessment

- Coat of Arms
- Essay
- Presentation (PPT, Prezie, ect.)
- Students will create a skit, puppet show, or big book using different formats addressing self-esteem

Resources & Materials

- Tomorrow's Teachers Curriculum Guide
- Children's books
- Handouts:
 - Development of Skit
 - Creating a Puppet Show
 - Creating Dramatic Skit
 - Creating a Big Book
 - Coat of Arms Template
 - Quilt Squares Template
 - Directions for Bags and Presentations
 - Realizing My Powers: List of Successes
 - Self-Worth: The Pot Nobody Watches
 - Questions: Points about pot
 - Dr. William Purkey's Overview of Self-Concept Theory
 - A Word Is Worth a Thousand Pictures
 - Children's Self-Esteem Book List *I'm gonna like me* by Jamie Lee Curtis <https://www.youtube.com/watch?v=AupUaWD4PqQ>
 - The Self-Esteem Fraud: Feel-Good Education Does Not Lead to Academic Success
- **Articles that discuss ways to create multiculturally sensitive classrooms**
 - <http://www.opencolleges.edu.au/informed/features/culturally-sensitive-educator/>
 - http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html

10 Quick Ways to Analyze Children's Books For Racism and Sexism

- <http://www.chil-es.org/10ways.pdf>

Guide for Selecting Anti-Bias Children's Books

- <http://www.teachingforchange.org/selecting-anti-bias-books>

Technology

- <https://kaizena.com/groups>
- Chromebooks- Google Classroom, research, essay, journals
- Internet
- <http://www.rhymezone.com/> Rhyming website
- Creative Commons images
- Google Search

Self Esteem:

I'm gonna like me by Jamie Lee Curtis <https://www.youtube.com/watch?v=AupUaWD4PqQ>

Multicultural:

Articles that discuss ways to create multiculturally sensitive classrooms

- <http://www.opencolleges.edu.au/informed/features/culturally-sensitive-educator/>
- http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html

10 Quick Ways to Analyze Children's Books For Racism and Sexism

- <http://www.chil-es.org/10ways.pdf>

Guide for Selecting Anti-Bias Children's Books

- <http://www.teachingforchange.org/selecting-anti-bias-books>

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers

and experts, and present ideas for feedback through social media or in an online community.

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming
- All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- 8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our