Unit 01: Self-Awareness

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During the course, students are provided with opportunities to develop social skills needed in everyday life.

This unit on Self Awareness is designed to help students develop an understanding of their own social emotional character development as well as social interactions amongst others through school and Community Based Instruction. The students will have the opportunity to explore functional vocabulary and key terms such as what it means to have “good character” traits, in order to be successful both in their career and in life. Additionally, students will explore character development such as honesty, loyalty, kindness, accountability, and responsibility. These attributes will be practiced throughout the unit both individually and in group settings with assistance and modifications from the teacher. Students will have the opportunity to exhibit these qualities through group lessons, community experiences, and watching video models on personal growth and development.

Self-Awareness

- Feelings
- Character Strengths
- Self-Confidence
- Happiness
- Growth Mindset

Self-Management

- Resilience
- Emotional Regulation
- Impulse Control

- Optimism
- Goal Setting

Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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.

CRP9. 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.

STANDARD 9.1 (21ST CENTURY SKILLS AND CAREER SKILLS): Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure and successful careers.

STANDARD 9.2 (21ST CENTURY SKILLS AND CAREER SKILLS): Career Awareness, Exploration, and Preparation.
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

STANDARD 9.3 (21ST CENTURY SKILLS AND CAREER SKILLS): Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

STANDARD 8.1 (National / International Technology Student Standards): Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

NJSLSA.R1. 9-12 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W1. 9-12 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. SL1. 9-12 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. 9-12 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Essential Questions

- What is self-awareness?
- How does understanding your personal strengths and needs prepare you for a career?
- What does it mean to be a "good friend?"
- What does it mean to be a "good listener?"
- What are some examples of having "good character" qualities?
- How can we be understanding to one another?

- What is the meaning of family, and why is it important?
- What is considered a “healthy relationship?”
- Define emotion - define feelings - how are the two words related?
- Why is it hard for some people to talk about their feelings? Why is it easier for others?
- What is the purpose of an interest survey?
- How does knowing yourself help you find a job that you are well-suited for?
- Why is it important to have a way to evaluate your actions and accomplishments?
- How can you take responsibility for your actions?
- What character qualities can guide you into finding a job?
- Why is it important to make friends?
- How can you read people's emotions?
- What does it mean to have good self esteem?
- Can you feel more than one feeling at a time?
- Why is it important to accurately identify the actual feelings we are having at a given moment?
- Have you ever had a feeling you felt was not okay to show? Why do you think people want to suppress certain feelings? How does that impact emotional health?

Essential Understandings

Realizing their strengths and weaknesses leads to informed decision making.

Students Will Know

Keywords: heredity, adolescence, culture, values, family role, self-assessment, personal strengths, personal weaknesses, self-esteem, self-concept.

Students Will Be Skilled At

- Students will understand their own strengths and weaknesses.

- Each student will understand that self-awareness is an asset for personal and professional situations.
- Students will practice working well with others.
- Students will be able to read and understand social cues.
- Students will practice learning how people can be different or similar to yourself.
- Students will learn what it means to be a good listener.
- Students will learn to work well with others.
- Practicing good self esteem
- Practicing what it means to be a good friend
- Understanding family values
- Problem solving strategies
- Students will practice self monitoring skills
- Identifying personal strengths
- Practice working well with others
- Students will learn how to be a good listener.
- Students will learn how to read social cues.
- Each student will practice patience

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across year years is evidenced through multiple benchmark assessments, administered throughout the year by the instructor. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track students progress.

- complete a series of self interest surveys
- engage in activities that help to identify interests and goals.
- list characteristics most valued in a job
- (i.e. workplace environment, etc.).
- identify careers that may be of interest to them.
- explore career options based on interest and aptitude
- answer the essential questions.
- Students will demonstrate understanding of family values, relationships, and friendships through personal experience, working with other peers, and conversing with individuals when out in the community and in the school setting.
- Students will practice having positive conversations with one another and individuals in society by attending Career Based Instruction opportunities out in the community and in school settings.
- Students will be able to practice social skills in and out of the school setting by attending Career Based Instruction visits to local businesses in the community.
- Teacher made tests and assignments with modifications to each student and their abilities will show their understanding of their practices in Career Based Instruction.
- Track student performance as students generalize unit skills during Community Based Instruction
- Task completion for student handouts

Methods of Evaluation:

Formative

- Student observation and student performance
- Class and community projects
- Classwork and assignments
- Role-play scenarios
- Student checklists
- Oral communication and classroom discussions

- Participate in group discussions
- Parent Inventory

Summative

- Attainment of goals and objectives in the IEP
- Evaluation of job performance when working in the community
- Community assessment sheet used within the school program
- Transition assessments
- Generalize skills to the community

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Pre-test to gauge self-awareness.
- Introduce vocabulary for the unit.
- Demonstrate an understanding of self-awareness.
- Use online resources to identify personal characteristics.
- Use a graphic organizer to describe uniqueness and family traits/heredity.
- Choose a medium/method to express/share self-awareness revelations with class.
- Guidance counselors visit to connect course selection to interests.
- Develop individual long term plans with timelines.
- Role play activities.
- Play a social skills game “All About You.”
- “Role Model” activity

The Learning Plan for students in practicing Social Skills will be generalized between Career Based Instruction, Community Based Instruction as well as in-school participation. The connection between schools and exploring their local community will prepare students for post secondary opportunities along with job readiness. Students are to use social skills to practice relating to one another through peer and teacher conversations as well as conversing with other members out in the community. Students will practice skills in self awareness, patience, honesty, loyalty, responsibility, and exhibiting positive relationships through video

modeling, observing public speakers, peer modeling, teacher interactions, and conversing with members of their local community.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The Boggs Center on Developmental Disabilities

https://www.rwjms.rutgers.edu/boggscenter/

Mannix, Darlene. Life Skills Activities for Secondary Students with Special Needs

Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs

McTavish, Sandra. Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being (Grades 6-12)

Brolin, Donn E. Career Development and Transition Services: A Functional Life Skills Approach. 4th ed.

Endow, Judy. The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment with Autism Spectrum and Other Social Cognitive Challenges.

Lee. Erin. Social, Emotional, Character, and Development

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

School to Careers Link for Accommodations/ Modifications

- One to one assistance as needed.
- Assignments modified to suit individual needs
- Assessment materials modified
- Following each student's individual education plans.
- Focusing on each student's individual goals and objectives.
- Allowing extra time for students to complete assignments.
- Pair down the length of the activity when necessary
- Allow students to orally elaborate insufficient responses

Suggested Resources for Teachers

- Brain Pop
- Ed Helper
- Newsela
- Healthy Relationships Curriculum
- Life Activities for Special Children Text
- Social Skills Activities for Special Children Text
- Life Skills Activities for Secondary Students with Special Needs Text
- Social Skills Activities for Secondary Students with Special Needs Text
- Teaching Pre-Employment Skills to 14-17-Year-Olds Text
- Rutgers BOGGS Center Teacher Resources & Website
- The Autism Helper- Teachers Pay Teachers Resources
- Social Emotional Character Development, New Jersey State Bar Foundation