

Unit 1: Self-Awareness & Character Development

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will be able to attend to their mental well-being through relating physical and emotional changes that take place during adolescence to help achieve certain developmental tasks such as taking responsibility, demonstrating self control, having respect becoming independent, showing integrity and learning about different types of personalities and how to interact.

Transfer

Students will be able to independently use their learning to...

- Identify physical and emotional changes that occur during adolescence.
- Define self-concept and build high self-esteem.
- Identify ways to be responsible and independent at home, school, community and work.
- Interact with people of varying personalities.
- Show respect to themselves and others.
- Demonstrate effort, persistence, self control and integrity.

-What kinds of long term, independent accomplishments are desired?

- Students should be able to independently and appropriately monitor their own attitudes and behaviors.
- Students should be able to independently and appropriately interact with others.
- Students should be able to independently and appropriately act with responsibility, self-control, and integrity.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand ..

- What types of physical and emotional changes occur during adolescence.
- That they are in control of their own self concept and self-esteem.
- The importance of being responsible and how it leads to independence.
- The unique personalities of others.
- The importance of developing strong character skills (respect, effort and persistence, self control and integrity).

-What inferences should they make/grasp/realize?

- Adolescent's bodies and minds change rapidly during adolescence.
- Being positive around yourself and others will help you feel good.
- Being responsible and in control leads to more independence.
- People communicate and interact differently and should be treated as you would want them to treat you.
- Having integrity helps enhance and maintain positive relationships.

Essential Questions

How does your body change during adolescence?

How do your feelings and emotions change during adolescence?

What is your self-concept?

How do you build your self-esteem?

What does it mean to accept responsibility and have self-control?

What does it mean to be independent?

How do you become independent?

Why do people have different personalities?

How do you interact with different types of people?

How do you show respect for yourself and others?

When is it important to give a good effort and be persistent?

Why is it important to have integrity?

Application of Knowledge and Skill

Students will know...

Students will know...

Major physical and emotional changes that occur during adolescence.

Steps to building positive self-concept and self-esteem.

How to be in control and show responsibility.

How to show respect and have integrity.

How to interact appropriately with others.

What facts and basic concepts should students know and be able to recall?

Students should be able to list several physical and emotional changes that happen during adolescence.

Students should be able to describe several ways to build positive self-esteem and maintain self control.

Students should be able to define and give examples of responsibility, effort, persistence and integrity.

Students should be able to interact appropriately with others.

Students will be skilled at...

Demonstrating activities that build self esteem.

Accepting responsibility for their own actions and showing self-control.

Having appropriate conversations and interactions with others.

Showing effort and being persistent at tasks.

Acting with integrity.

Academic Vocabulary

adolescence	self respect	optimist
physical change	self-concept	pessimist
emotional change	self-esteem	responsibility
growth spurt	self-confidence	independence
hormones	effort	self-control
emotions	persistence	personality traits
respect	attitude	integrity

Learning Goal 1.A

- Students will be able to attend to their mental well-being through relating physical and emotional changes that take place during adolescence to help achieve certain developmental tasks towards independence such as developing self-esteem, accepting responsibility and interacting with others.

HE.K-12.2.2.1	Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.
HE.K-12.2.2.5	Demonstrate appropriate social interaction in a variety of settings.
SCI.K-12.5.7.3	Demonstrate understanding of changes that occur in plants and animals over time (e.g., changes from infancy to adulthood).

SOC.K-12.6.1.6

Follow rules at home, in school, at work and in the community.

SOC.K-12.6.1.8

Demonstrate behavior that indicates knowledge of right and wrong.

Target 1.A.9

- Students will be able to describe physical and emotional changes that occur during adolescence.

Target 1.A.10

- Students will be able to define self-concept and self-esteem and describe activities that build self-esteem.

Target 1.A.11

- Students will be able to explain how to be responsible at home, school, community and work as it relates to increasing independence.

Target 1.A.12

- Students will be able to describe personality traits and how to effectively interact with others.

Learning Goal 1.B

- Students will be able to attend to the development of positive qualities of character through relating the concepts of respect, effort, persistence, self control and integrity to their personal development.

HE.K-12.2.2.1	Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.
HE.K-12.2.2.3	Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.
HE.K-12.2.2.5	Demonstrate appropriate social interaction in a variety of settings.
SOC.K-12.6.1.8	Demonstrate behavior that indicates knowledge of right and wrong.
SOC.K-12.6.1.9	Solve problems in socially appropriate ways.

Target 1.B.9

- Students will be able to define respect and self-respect and give examples how to apply these to every day life.

Target 1.B.10

- Students will be able to define effort and persistence and give examples of how to apply these principles to every day life.

Target 1.B.11

- Students will be able to define self-control and give examples how to apply self-control in every day situations.

Target 1.B.12

- Students will be able to define integrity and give examples how to apply integrity into daily life.

Summative Assessment

Link to summative assesment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/summativeassess.html>

- end of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observation

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to

search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Formative Assessment and Performance Opportunities

Link to formative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>

https://docs.google.com/presentation/d/1nzhdnyMQmio51NT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.gb49e70aa_370

- do now
- exit ticket
- graphic organizer
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

Differentiation/Enrichment

- 1:1 instruction
- community based instruction
- cueing / prompting

- reinforcement activities
- role playing / simulation
- small group instruction
- visual supports

Unit Resources

- "Let's Talk About Life Skills" Volume 1 & 2
- board games
- Book "Building Life Skills"
- Book: "How to Look Out for Yourself"
- interactive activities
- online activities
- video presentation