

# Unit 3- Self Awareness and Self Advocacy

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Transition Education course is designed to provide students with the necessary skills needed to be successful when leaving high school and entering the adult world. Students will have the opportunity to continue developing their employability skills by engaging and exploring different career options. Students will develop a better knowledge of their strengths and their weaknesses through their job experiences. The goal is to provide a variety of hands-on learning opportunities to help students discover their future career goal while becoming as successful and as independent as they can in today's society.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### Self Awareness and Self Advocacy -Unit 3

#### Enduring Understandings:

- awareness of personal qualities is essential for success in daily life at home and in society.
- self advocacy offers the power to choose one's own future and individual path
- the importance of knowing your strengths and your weaknesses

#### Essential Questions:

- How is success related to self-awareness?
- What is self-advocacy?
- How does self-advocacy impact individual opportunity?
- To what extent should a person be held accountable for their actions?
- What does it mean to have good character and how does it support employability?
- Why are employee handbooks and training manuals important?

## **CONTENT AREA STANDARDS**

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AAAA.K-12.1.1

Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing

	when and how to ask for help.
AAAA.K-12.1.2	Identify personal goals, interests, preferences and abilities related to work activities.
AAAA.K-12.1.5	Participate in transition planning that reflects personal interests and preferences.
AAAA.K-12.3.1	Solve problems in the community, in the classroom, at home and on the job.
AAAA.K-12.3.2	Make appropriate choices in the community, in the classroom and on the job.
AAAA.K-12.4.1	Demonstrate an understanding of one's own personal strengths and needs.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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AAAA.K-12.1.1	Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.
AAAA.K-12.1.2	Identify personal goals, interests, preferences and abilities related to work activities.
AAAA.K-12.4.1	Demonstrate an understanding of one's own personal strengths and needs.
AAAA.K-12.4.5	Evaluate one's own actions and accomplishments.
AAAA.K-12.4.6	Communicate wants, needs and preferences in a variety of settings.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Personal qualities influence life choices, personal accomplishments and the ability to establish goals.
- Understand the importance of consistent attendance
- recognize appropriate social and workplace behaviors and boundaries.
- Have an understanding of work expectations and responsibilities.
- Understand socially inappropriate behavior.

### **Procedural Knowledge**

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Students will be able to:

- identify and refine personal qualities as they relate to personal strengths, weaknesses, likes and dislikes.
- classify problematic personal behaviors and explore socially appropriate behaviors.
- Consistently attend school or work.

- Use socially appropriate greetings and conversation skills.
- Complete a tasks which involves another person.
- Demonstrate the importance of personal appearance in school and in the workplace.
- Take responsibilities for own actions.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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Videos

Websites-NJCAN

Checklist

Rubrics

Role-play

Class discussion

Class participation

Teacher Observation

Class Projects

Weekly Journals

Guest Speakers

### **Summative Assessments**

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Student Portfolio: Resume, Cover Letter, Letters of Recommendation, Awards, Certificates, School

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Internet

Interest Surveys

NJCAN

Youtube.com

## **INTERDISCIPLINARY CONNECTIONS**

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Language Arts

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.