

Unit #1 Title: Who Am I And How Do I Fit Into The World? **Grade Level:** 9-12

Number of Lessons in Unit: 4

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: Beginning of the academic year.

Lesson Titles:

9th Grade Lesson # 1: Juggling New Opportunities

Materials/Special Preparations Required:

Tennis Balls for Juggling or Three Stacks of Paper Stacks

Fan

Self-Concept Checklist

Improving Your Self-Concept worksheet

School Club/Organization List – School generated

Roles: How Do They Impact Me and for What Am I Responsible worksheet

Chart paper sticky notes

10th Grade Lesson # 2: Positive Self Talk

Materials/Special Preparations Required:

Mirror

Looking at Me in my Family, School and Community worksheet

11th Grade: Lesson # 3: Assessing Self-Concept

Materials/Special Preparations Required:

Scale

Weights

My Self Concept Report Card

12th Grade: Lesson #4: My Action Plan

Materials/Special Preparations Required:

Action Plan For Maintaining Who I Am

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.1: Understanding Self as an Individual and a Member of a Diverse Local and Global Community.

Grade Level Expectations (GLEs):

PS.1.A.09: Develop skills needed to maintain a positive self-concept. (DOK Level -2)

PS.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community. (DOK Level - 2)

PS.1.C.09: Identify activities the individual might participate in to become a contributing member of a school community. (DOK Level -3)

PS.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept. (DOK Level -3)

PS.1.B.10:	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. (DOK Level - 3)
PS.1.C.10:	Identify and participate in activities that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.11:	Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (DOK Level - 3)
PS.1.B.11:	Identify and utilize resources to help balance family, school, work, and local community roles. (DOK Level - 3)
PS.1.C.11:	Build upon activities and experiences that help the individual student become a contributing member of a global community. (DOK Level - 3)
PS.1.A.12:	Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (DOK Level - 4)
PS.1.B.12:	Exhibit the ability to balance personal, family, school, community, and work roles. (DOK Level - 4)
PS.1.C.12:	Exhibit the personal characteristics of a contributing member of a diverse community. (DOK Level - 4)
American School Counselor Association (ASCA) National Standard:	
Personal Social Development	
A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.	
B. Students will make decisions set goals and take necessary action to achieve goals.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Unit Essential Questions:

Who are you? And what makes a person fit into his or her world?

Unit Measurable Learning Objectives:

The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.

The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.

The student will identify at least two ways to improve or maintain his/her self-concept.

The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare and Contrast)
- Indirect (Problem Solving; Case Study; Reflective Discussion, Writing to Inform)
- Experiential (Simulation; Surveys)
- Independent Study (Learning Contracts)
- Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.

Brief Summary of Unit:

The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

- Knowledge of their individual roles for family, school, work and community
- Skills to maintain and improve their self-concept
- Recognition of personal ways for the individual to contribute as a member of their community