

Unit 1: Getting Started

Lesson Overviews

Unit Purpose: The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

Lesson 1: Understanding Self-Awareness & Self-Advocacy

Objectives

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

Materials

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

Activities and Procedures: Students begin Lesson 1 by listening to and analyzing a scenario read to them by the teacher. Once students have discussed the scenario, they complete Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy. As they complete worksheet 1-1, students define the terms self-awareness and self-advocacy and answer a series of questions requiring them to identify personal likes, dislikes, strengths, and weaknesses. Once students finish worksheet 1-1, they each complete a copy of the ME! Scale, which should take approximately 10 minutes. Students must also take home a copy of the YOU! Scale to be completed by a parent or guardian. Each student will need a copy of the completed YOU! Scale to use in Lesson 2.

Student Evaluation:

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Extension Activity: Lesson 1 includes one Extension Activity. For the activity, students are asked to revisit the scenario read at the beginning of Lesson 1. Students work in small groups to change the scenario by including examples of self-awareness and self-advocacy. Each

group shares their story aloud once it is completed. This activity takes approximately 15-30 to complete.

Lesson 2: Understanding What It's all About

Objectives

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

Materials

1. Completed ME! and YOU! Scales (from Lesson 1)
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for students to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

Activities and Procedures: Before beginning Lesson 2, students need their completed worksheet 1-1, their ME! Scale, and YOU! Scale from Lesson 1. Lesson 2 begins with a review of the terms self-awareness and self-advocacy. Next, students compare the results of the two scales and use that information to complete worksheet 1-2: My Improvement Plan. Once students complete their worksheet, they begin assembling their ME! Book using the instructions and table of contents provided with the lesson materials. Next, students are introduced to the KWL chart, which is completed as a class. It is important to model the KWL procedure for students during Lesson 2, prior to introducing the individual KWL chart in Unit 2. As a closing activity each student completes the Unit 1 Knowledge Quiz.

Student Evaluation:

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Extension Activity: Lesson 2 Extension Activity requires students to work in small groups to develop a story based on 11 guiding questions. Next, each group shares aloud the completed story as a way to facilitate discussion about self-advocacy and self-awareness. The time required to complete this activity varies based on the number of students in your class and the extent to which you require groups to write the story. This activity should take a minimum of 30 minutes.

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COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12)

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.*
- b. [CCSS.ELA-Literacy.L.9-10.1b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. [CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. [CCSS.ELA-Literacy.L.9-10.3a](#) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- c. [CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.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.

- b. [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[CCSS.ELA-Literacy.W.9-10.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) 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.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CSS.ELA-Literacy.SL.11-12.1a](#) 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.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.9-10.3](#): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.9-10.4](#): Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.9-10.6](#): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)