

Unit 6: Increasing My Self-Awareness

Lesson Overviews

Unit Purpose: The purpose of Unit 6 is to increase student self-awareness knowledge through research and self-reflection.

Lesson 1: Starting My Self-Awareness Project

Objectives

Students will:

1. identify well-known persons with disabilities
2. identify practical deadlines for Self-Awareness Project

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. PowerPoint “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Lesson 1 opens with the completion of a critical thinking activity and discussion of KWL chart entries. Next, students participate in a brief discussion about the main points of lessons completed thus far, followed by a Famous People with Disabilities PowerPoint presentation. After a discussion about the PowerPoint, students are given necessary handouts listed above to begin planning their research projects. It is important for each student to develop an appropriate timeline for project completion before moving on to Lesson 2. The materials included with this lesson were developed to help students complete a research paper. However, it is appropriate to have students complete a newsletter, brochure, or PowerPoint presentation in place of a research paper.

Student Evaluation:

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 2: Completing My Self-Awareness Project

Objectives

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Review KWL charts, specifically, the information students have listed in the “want to know” column. Students use the remaining class time to work on research projects as the teacher moves around the room answering questions and keeping students on task. Repeat this lesson as needed to provide students time and opportunity to complete their projects.

Student Evaluation:

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Presenting My Self-Awareness Project

Objectives

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

Materials

1. Worksheet 6-3a: Self-Awareness Project Self Evaluation Form
2. Worksheet 6-3b: Self-Awareness Project Peer Evaluation Form
3. Completed Self-Awareness Projects

Activities and Procedures: Once students have completed their research projects, move on to Lesson 3. This lesson opens by revisiting the critical thinking activity from the beginning of the unit. Next, distribute and discuss worksheets 6-3b: Self-Awareness Project Peer Evaluation Form and 6-3a: Self-Awareness Self Evaluation Form. Once students have had

the opportunity to ask clarifying questions about worksheets, begin student presentations. Unit 6 does not include a Knowledge Quiz.

Student Evaluation:

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Extension Activity: Use a camera to record student presentations. Have each student watch his/her presentation before and/or while completing worksheet 6-3a: Self-Awareness Self Evaluation Form.

Unit 6: Increasing My Self-Awareness

COMMON CORE STANDARDS

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

Writing

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.11-12.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[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.

- a. [CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 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.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.

[CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Texts

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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.

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

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

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.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify

or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).