

Merging Two Worlds

Curriculum Overview Lesson

(To be used to introduce curriculum or individual chapters)

Theme: Stop and Think; Increase Self-Awareness and Awareness of the World

Curriculum Overview Lesson Objective:

Students will demonstrate knowledge of the Big Ideas, Essential Questions. Students will demonstrate their unique perspectives.

Steps to Follow:

“This above all; to thine own self be true.” --William Shakespeare

1. **Tell: These two Big Ideas and four Essential* Questions act as lenses** to help us see and focus – to make the picture clearer. *(If something is “essential,” what does this mean?)
2. Read the Big Ideas and Essential Questions.
3. **What “pictures” do you think we’ll be exploring** in this course? (Who I am, where I’m going, how I get there, how I keep it together).
4. **How do the Big Ideas help clarify** the “pictures”?
5. **In Chapter 1 to get a picture of who you are**, you’ll
 - a. Identify your natural strengths, your preferences,
 - b. Your interests, values, learning styles, attitudes, skills
6. **In Chapter 2 to get the picture of where you are going**, you’ll
 - a. Use your self awareness and unique perspective to set personal goals
 - b. Make decisions with pride.
7. **In Chapter 3 to get the picture of how you will reach your goals**, you’ll
 - a. Determine the skills you have that help you make things work out for you
 - b. Practice other skills that will keep you strong enough to make your plan work, even when the going gets tough.
8. **In Chapter 4 to get the picture of how you will keep things together**, you’ll
 - a. Think about and evaluate ways that you can help yourself
 - b. And also ways that outside resources can help you
9. **Read the quotation.** Briefly discuss it’s meaning.

10. **Complete *Sun S1*.**
 - Pass out *Sun S1*. Tell the students that they'll have about 15-20 minutes to color/decorate their sun however they want, using the materials at hand.
 - Discussion, tell: You all started with the same materials and sun print. Are any the same? Why? (Distinctive, unique, original, one-of-a-kind, special, different, one-and-only, fresh, individual) Can you tell which student did what print? How? (If you know something about a person, or the person shows there "self").
 - **What does this say about each person's "own self"?** Everyone's "own self" sees and understands things uniquely. You are unlike anyone else. Your picture is unique.
11. **Reconsider the quotation. How long does it take to become "thine own self"?** (Everyone spends their whole life knowing, creating and being own self)
12. **Tell: Chapter 1, 2, 3, 4 – going to use the Big Ideas and Essential Questions to guide you to know, create, be "own self".**
13. **Assign: *Give Yourself an "A" S4*.** Students may need to make a list or web of thoughts, feelings and behavior that makes a person succeed at a task. Then apply this list to the task of getting an "A" in this course. After making the list, students may want to do the *Make a Poster EN1* instead of writing a letter.

Materials:

BIG IDEA posters S2

Essential Questions on the board: Who am I? Where am I going? How do I get there?

How do I keep it together? S3

Sun – S1, markers, glitter, tissue paper, glue, crayons,

Give Yourself an "A" – S4

Evaluation:

Rubric

Enrichment:

1. Tell: It's likely and very good if you think and feel you have already studied and know something about the Big Ideas and Essential Questions.
 - Tell: This makes sense since these are the questions and ideas that all people learn more and more about as they mature and become more their "own (and best) self."
 - Tell: List and think about other classes, courses, groups that you have participated in that will help you in this *M2W* course.
 - Tell: Make a list of ideas, thoughts, feelings, activities from these past courses that you remember were helpful and made sense to you.

2. *Make a Poster EN1* that depicts the *Give Yourself an “A” S4* activity. Use drawings, charts, graphs and other visuals; also include words or phrases that show commitment, resiliency, and success.

Each student in this class will get an A for this course. However, there are two requirements that you must fulfill to earn this grade.

Directions

Write me (the teacher) a letter, dated _____. The letter must begin with the words, "Dear Mr./Ms _____, I got an A in this M2W course because..."

In this letter you will tell, in as much detail as you can, the story of what *will have happened* to you by next _____ that proves how you earned this extraordinary grade.

You must actually DO all the things that you say you have done!

Think About It



You must:

Put yourself in the future, looking back.

Write what you did. What you felt. What you thought.

For example, write "I attended school every day." "I completed all of the M2W assignments every day." "I asked questions when I didn't understand something." "I told myself, "This isn't so bad.""

Phrases such as "I intend," "I will," or "I'm going to," must not appear.

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**You must include:**

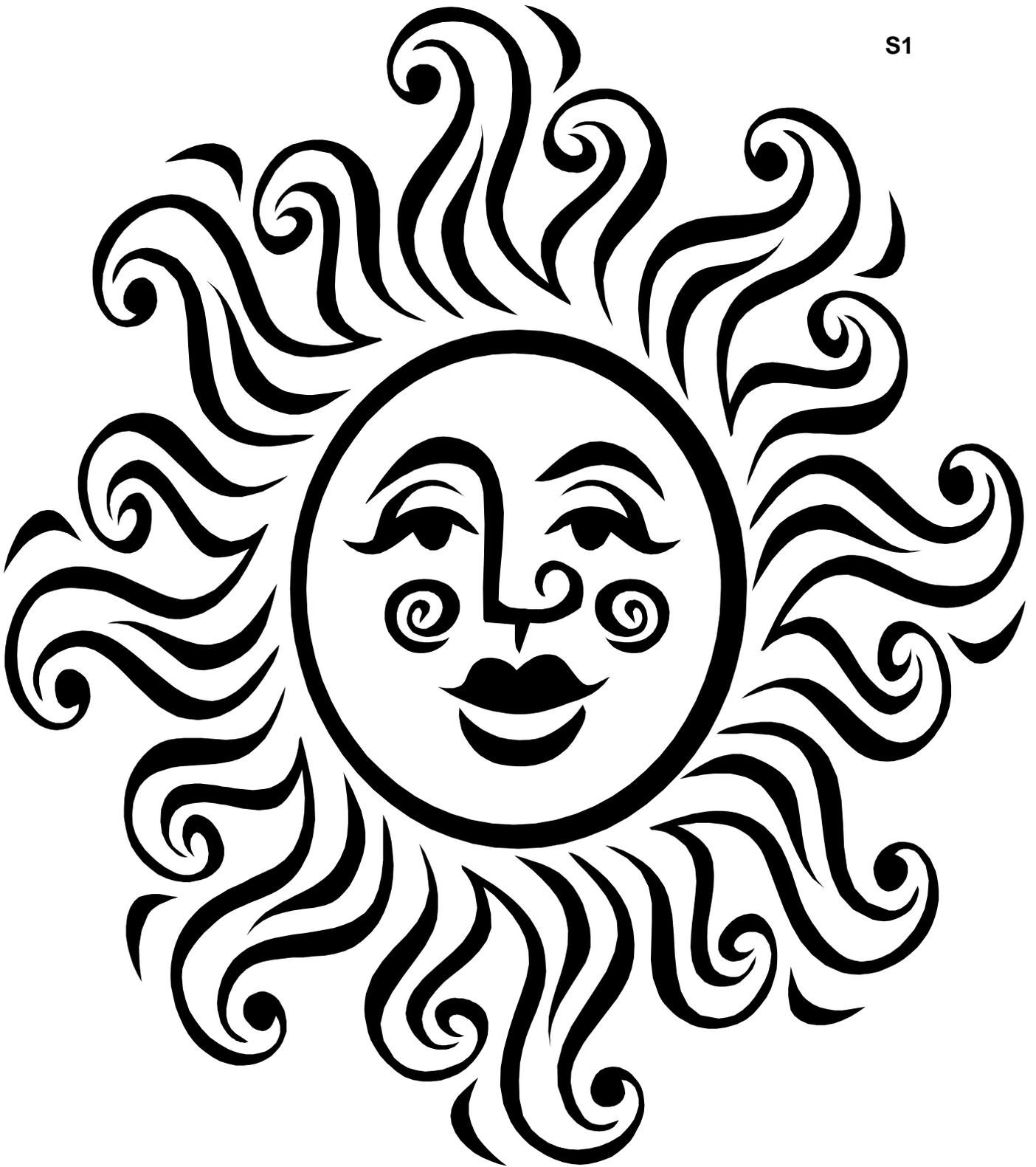
1. What you *did* to earn an "A."
2. The thoughts you had during this course that earned you an "A." If these were negative thoughts, write how you changed these thoughts.
3. The feelings you had during this course that earned you an "A." If these were negative feelings, write how you changed these negative feelings.
4. Lively details and examples that personally answer the Essential Questions.
5. **Sign your letter!**

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You may include:

- Affirmations that kept you going
- "Thank you" to people who helped you when things got difficult
- Other things that show how you earned such a terrific grade.

Sun

S1





The Big Ideas S2



Chapter One

Who Am I?

Chapter Two

Where Am I Going?

Chapter Three

How Do I Get There?

Chapter Four

How Do I Keep It All Together?

