



American Embassy School

*An  
International  
Community*

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| Subject: 9th Grade Seminar                                                                                                                                                                                                                                                                                                                                                                                                     |  | Unit Duration: 5 weeks              |  |
| Unit Title: Self-Exploration                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                     |  |
| Stage 1: Desired Results                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                     |  |
| <b>Overview:</b> Continuing on the unit 1 of advocacy and adapting to HS, this unit builds into a unit of self-discovery and passion finding. This unit will help students identify their values and strengths, allowing them to become stronger in understanding who they are as a person, thus guiding decision making. Decisions are based not on what others are doing, but rather, one's strengths, passions, and values. |  |                                     |  |
| Transfer 22-23                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                     |  |
| <i>The student will be able to independently use their learning to...</i>                                                                                                                                                                                                                                                                                                                                                      |  |                                     |  |
| Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.<br>( <a href="#">Transfer goals explained</a> )                                                                                                                                                                                                                                  |  |                                     |  |
| Meaning                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                     |  |
| <a href="#">Enduring Understandings</a>                                                                                                                                                                                                                                                                                                                                                                                        |  | <a href="#">Essential Questions</a> |  |

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• <i>that individuals are unique and shaped by their various identities</i></li> <li>• <i>That humans make decisions based on their values, attitudes, and beliefs.</i></li> </ul>                                                                                                                                                                                                                                 | <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What do I bring to my community?</li> <li>• How do I behave in ways that align to my identity, values, beliefs, and strengths?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b>the definition of values, attitudes, beliefs, and strengths</b></li> <li>• <b>That personal assessments and reflection can be used to help explore identities.</b></li> <li>• <b>That identity is what makes us who we are</b></li> <li>• <b>Everyone is unique and brings their special values, attitude, beliefs and strengths.</b></li> <li>• <b>The difference between upstanding and bystanding</b></li> </ul> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Identify their personal values, attitudes and beliefs</i></li> <li>• <i>Identify personal and appreciate personal strengths</i></li> <li>• <i>Make decisions based on strengths, values, attitudes and beliefs</i></li> <li>• <i>Map their identities</i></li> <li>• <i>Identify influences over values and identity</i></li> <li>• <i>Utilize self-affirmations</i></li> <li>• <i>Celebrate what makes each of us unique with different gifts</i></li> <li>• <i>Upstand when they see/hear something that does not align to their values, attitudes and beliefs.</i></li> </ul> |
| Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>SE:A1:1 Identify personal values, attitudes, and beliefs</b></p> <p><b>SE:A1:7 Identify personal and social identities</b></p>                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Language Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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## Stage 2: Evidence & Assessment

### Performance Tasks

- Complete MaiaLearning Inventories and reflection
  - Personality Assessment
  - Skills Assessment
- VIA strengths inventory and reflection
- Complete an Identity map and [Great discovery/Coat of Arms](#)
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### Other Evidence

- Exit ticket: Students will various scenarios where they have to make decisions and explain their choices based on their beliefs, values, and strengths

## Stage 3: Learning Plan/The Learning Journey

### Start with [W.H.E.R.E.T.O.](#)

### Learning Experiences

- [Lesson 1: Self-Exploration Introduction](#) (exit ticket: applying learning to a decision-based scenario)
- Lesson 2: Self-Exploration Personality Assessment/Skills Assessment (exit ticket: applying learning to a decision-based scenario)
- Lesson 3: Self-Exploration VIA strengths inventory (exit ticket: applying learning to a decision-based scenario)
- Lesson 4: Self-Exploration [Great discovery/Coat of Arms](#) (exit ticket: applying learning to a decision-based scenario)
- Lesson 5: What do you do when what you see does not align with your values and beliefs?
  - Upstander v. Bystander (resource: [My name is bilal](#) read aloud and discussion about when the character was a bystander and when they were an upstander)

### Team Reflection

Link to team reflection here.