

# Exploring the Authentic Self

## An Integrated Unit Plan



**Course Title: Introduction to Anthropology, Psychology and Sociology**

**Course Code: HSP3M**

**Grade Level: Grade 11, University/College Preparation**

**Unit Title: Exploring the Authentic Self**

**Name of Authors: Mary Lewis and Abigail Pearson**

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## Image of the Learner



The school composition at J. Clark Richardson Public High School, located in Ajax, Ontario, is immensely diverse in culture (middle-upper socio-economic status), ethnicity (Caribbean, Indo-Caribbean, Italian, Middle-Eastern, South-Asian, French-Canadian and Caucasian) and religion (Muslim, Hindu, Sikh, Protestant and some Catholics). The majority of the population is situated in the middle to upper class socio-economic realm and many students are first generation Canadians.

The teachers are involved in extensive professional development workshops and in-services and thrive to maintain academic excellence. As briefly mentioned above, J. Clark Richardson shares their educational institution with the community's local Catholic High school, Notre Dame C.S. In saying this, there is a subconscious respect and acceptance for other differences in religion, beliefs and values that are not needed to be taught.

A vast majority of students and families have recently migrated from Scarborough and are 'first time' homebuyers and owners. They take a pride in moving from a stereotyped declining community to one of prosper and hope. For many, moving 'more east' is an effort to provide a safer and richer quality of life than that in the west end. The parents within J. Clark Richardson are not as active in the school community in comparison to parents at the joining Catholic high school, Notre Dame C.S. This is widely due to the large teacher involvement in clubs, athletics and extra-curricular activities. Parents actively participate in school-planned events however, there is no Parent Council formed amongst parents and guardians. Generally, parents and/or guardians appear when a problem arises regarding academics or behaviour. Approximately twenty percent of the student population is on Individual Educational Plans (IEP's), however, many of them are largely due to English being a second language (ESL). Approximately sixty to seventy percent of the students at J. Clark Richardson envision post-secondary education, whether it is college or university. They are also very active in school activities, clubs, sports teams and extra-curricular activities both during and after regular school hours. A high degree of focus is placed on the arts, such as drama, vocal and dance.

With a school rich in academics through the arts, Miss. Pearson and Ms. Lewis, the teachers of the Individual and Society courses see this approach as a perfect fit with their curriculum and have been diligently working over the summer to create these two courses to be rich in personal artistic growth.

## Unit Overview



This unit, *Exploring the Authentic Self*, serves as an introduction HSP3M: Introduction to Anthropology, Psychology and Sociology. It provides students with opportunities for personal and academic growth in a welcoming and educational environment. This unit sets the groundwork for issues and topics encompassed further on in the course content. Self-exploration, personal growth and individual learning is emphasized as we maintain informal class discussion and integration of course material to ones unique and authentic self.

This Integrative Unit consists of a variety of self-exploration and technology based activities, which are incorporated, and implemented into the HSP3M course. Each lesson deals with concepts, theories and principles of learning from the personal, social and cultural environment. It explores the nature of human development perspectives in groups and the lifelong relationship of the individuals to various groups in society. *Exploring the Authentic Self* unit strongly promotes learning in which students are guided to learn through problem solving as they use knowledge from their 'holistic self' (mind, body and soul), a series of sources, and personal experiences to help formulate their critical thinking. This, in turn, fosters and encourages creativity and open mindedness. Lastly, this unit examines the influences of society in shaping the behaviour and characteristics of self and probes individuals to question and re-define their authentic self.

Students enrolled in HSP3M: Introduction to Anthropology, Psychology and Sociology are typically within the ages of 16-17 years. It is during this time when adolescents, if not already, are beginning to question their place and direction in life. They pine to find their purpose in life. It is for this reason that the *Exploring the Authentic Self* unit contains self exploration activities incorporated with practical theory, comprehension and understanding of historical anthropologists, psychologists and sociologists. The culminating task, Authentic Self Impressions Technological Exploration, is meant to be a personal and internal journey which allows students to take a look at what has shaped and influenced our authentic being and create a personal reflection piece that they will be able to look back on and in the future to see how their authentic selves have grown, shaped and changed.

# Instructional Organizer

## Forces that Influence and Shape Behaviour

### ‘EXPLORING THE AUTHENTIC SELF’

**Enduring Understanding #1:**  
Life experiences shape our authentic self through interaction in society. Individuals are shaped and re-shaped by defining moments in one's life.

**Enduring Understanding #2:**  
Nature verses nurture, biology, hereditary, and environmental forces construct one's authentic self.

**Enduring Understanding #3:**  
Authenticity requires one to question their own thinking of social norms.

**Enduring Understanding #4:**  
Authenticity envisions the self as a knowing being who possesses a clear understanding of his/her place in the world.

How do positive and negative experiences in life shape our authentic self?; What is enculturation?; What experiences in life have helped define your authentic self?

How do physical characteristics influence one's life?; How does nature verses nurture shape development?

How does culture influence human development?; How does society have an impact on a developing individual?;

What is a 'sense of self' and how is it influenced and develop?; In what ways is adolescence a crucial period in the development of self-identity and the authentic self?  
Has your view of 'self' and authentic self changed after this Exploration Unit?

**Focus One:**

What's In A Name Scroll	10%
Journey Through Lyrics Selection	5%
Reflective Response # 1	5%

**Focus Two:**

Reflective Response # 2	5%
Agents of Socialization Analysis & Comparison	10%

**Focus Three:**

Reflective Response # 3 -	5%
Personal Daily Timeline	5%
Personal Social Norms List & Collage	5%
Reflective Response # 4	5%

Computer Labs	5%
Culminating Task	40%

### EXPECTATIONS

**Overall Expectations**

SOV.02, SOV.03, ISV.01, ISV.02, ISV.03

**Specific Expectations**

SO1.01, SO2.01, SO2.01, SO3.01, SO3.02, SO3.03, SO3.04, IS1.03, IS2.06, IS3.02

### CULMINATING TASK

The Authentic Self Impressions Technology Exploration is a personal undertaking that forces students to take a look at what has shaped and influenced their authentic being. The culminating activity will be created in a PowerPoint presentation or Microsoft Movie Maker film format which, over the course of the unit, will be pieced together through a collection of student work assigned, completed, and assessed.

\* The assessment throughout this unit is both *formative* (e.g. Classroom discussions) and *summative* (e.g. Rubrics, etc.)

## Lesson Overview

<b>Lessons</b>	<b>Activities to be covered</b>	<b>Assessments</b>	<b>Duration</b>
<b>Lesson 1 – A</b>	Exploring the Authentic Self	<ul style="list-style-type: none"> <li>Authenticity Scale Survey</li> <li>Test of Congruency</li> <li>Authenticity Journal</li> </ul>	75 minutes
<b>Lesson 1 – B</b>	What's in a Name? (Computer Lab 'A')	<ul style="list-style-type: none"> <li>Name Shield</li> <li>Reflective Journal # 1</li> </ul>	75 Minutes
<b>Lesson 1 – C</b>	Journey Through Song Lyrics (Computer Lab 'B')	<ul style="list-style-type: none"> <li>Venn Diagram</li> <li>Resonating Lyrics &amp; rationale</li> </ul>	75 Minutes
<b>Lesson 2</b>	Movie Maker Tutorial (Computer Lab 'C')	<ul style="list-style-type: none"> <li>Introduction to Culminating Task</li> <li>Storyboard</li> </ul>	75 minutes
<b>Lesson 3 – A</b>	What Shapes Human Behaviour	<ul style="list-style-type: none"> <li>n/a</li> </ul>	75 minutes
<b>Lesson 3 – B</b>	Authentic Self Impressions Technology Assignment (Computer Lab 'D')	<ul style="list-style-type: none"> <li>Reflective Journal # 2</li> <li>Anecdotal Notes</li> <li>Observations</li> <li>Checklist</li> </ul>	75 minutes
<b>Lesson 4 – A</b>	Agents of Socialization	<ul style="list-style-type: none"> <li>Agents of Socialization Analysis &amp; Comparison</li> </ul>	75 minutes
<b>Lesson 4 – B</b>	Socialization Surveying Analyzing and Stating Survey Findings	<ul style="list-style-type: none"> <li>Agents of Socialization survey</li> <li>Anecdotal Notes</li> <li>Observations</li> <li>Checklist</li> </ul>	75 minutes x 2
<b>Lesson 4 – C</b>	Defining Moments	<ul style="list-style-type: none"> <li>Checklist</li> <li>Reflective Journal #3</li> </ul>	75 minutes
<b>Lesson 5 – A</b>	Social Norms: Personal Daily Timeline Social Norms: Presentation	<ul style="list-style-type: none"> <li>Pairs and Group Discussion</li> <li>Pairs and Group Presentation</li> </ul>	75 minutes
<b>Lesson 5 – B</b>	Social Norms & Self	<ul style="list-style-type: none"> <li>Personal Collage</li> </ul>	75 minutes
<b>Lesson 5 – C</b>	Social Controls	<ul style="list-style-type: none"> <li>Reflective Journal # 4</li> </ul>	75 minutes
<b>Lesson 6</b>	Movie Screening (Computer Lab 'E', 'F' & 'G')	<ul style="list-style-type: none"> <li>Peer Assessments</li> </ul>	75 minutes x 3

## Enduring Understanding & Unit Expectations Chart

Enduring Understanding	Overall Expectations of Unit	Specific Expectations of Unit
<p>1. Life experiences shape our authentic self through interaction in society. Individuals are shaped and re-shaped by defining moments in one's life.</p>	<ul style="list-style-type: none"> <li>• SOV.02</li> <li>• ISV.02</li> <li>• ISV.03</li> </ul>	<ul style="list-style-type: none"> <li>• SO1.01</li> <li>• SO2.01</li> <li>• SO3.03</li> <li>• IS1.03</li> </ul>
<p>2. Nature verses nurture, biology, hereditary, and environmental forces construct one's authentic self.</p>	<ul style="list-style-type: none"> <li>• SOV.02</li> <li>• SOV.03</li> <li>• ISV.03</li> </ul>	<ul style="list-style-type: none"> <li>• SO1.01</li> <li>• SO2.01</li> <li>• SO3.03</li> <li>• SO3.04</li> <li>• IS3.02</li> </ul>
<p>3. Authenticity requires one to question their own thinking of social norms</p>	<ul style="list-style-type: none"> <li>• SOV.02</li> <li>• SOV.03</li> <li>• ISV.03</li> <li>• ISV.01</li> <li>• ISV.02</li> <li>• ISV.03</li> </ul>	<ul style="list-style-type: none"> <li>• SO1.01</li> <li>• SO3.01</li> <li>• SO3.02</li> <li>• SO3.04</li> <li>• IS1.03</li> <li>• IS2.06</li> <li>• IS3.02</li> </ul>
<p>4. Authenticity envisions the self as a knowing being who possesses a clear understanding of his/her place in the world.</p>	<ul style="list-style-type: none"> <li>• SOV.02</li> <li>• ISV.03</li> <li>• ISV.03</li> </ul>	<ul style="list-style-type: none"> <li>• SO1.01</li> <li>• SO2.01</li> <li>• SO3.02</li> <li>• SO3.04</li> <li>• IS1.03</li> <li>• IS2.06</li> <li>• IS3.02</li> </ul>

## Statement of Expectations

### Statement of Overall Expectations

#### Self & Others Overall

- **SOV.02:** Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- **SOV.03:** Analyse socialization patterns from the perspectives of anthropology, psychology, and sociology

#### Research & Inquiry Skills

- ISV.01: Use appropriate social science research methods effectively and ethically;
- ISV.02: Conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;
- ISV.03: Effectively communicate the results of their inquiries.

### Statement of Specific Expectations

#### Foundations of Anthropological, Psychological, and Sociological Thought

- SO1.01: Demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);

#### Forces That Influence and Shape Behaviour

- SO2.01: identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);

#### Socialization

- SO3.01: explain the role of socialization in the development of the individual;
- SO3.02: identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- SO3.03: demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- SO3.04: evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

#### Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology

- IS1.03: demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);

#### Using Research Skills

- IS2.06: demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

#### Communicating Results

- IS3.02: effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).



## Introductory Lesson Plan

<b>Names:</b> Mary Lewis and Abigail Pearson	<b>Estimated Time:</b> 225 minutes (3x75 minutes)
<b>Topic:</b> Exploring the Authentic Self	<b>Focus:</b> Mind, Self, Society
<b>Main Dimensions</b>	<b>Grade:</b> 11
<b><u>Authentic Self</u></b> Through a series of lessons and student surveys, self-exploration activities, and reflective journals students will learn how the authentic self differs from the fictional self.	

### **Purpose**

Students will become aware of their own authentic self using two self-assessments called Authenticity Scale and Test of Congruency. They will then explore the self using the two following activities, Journey through Song Lyrics Selection and what's in a Name. Lastly students will write a reflective journal about their results of the self-assessments. The reflective journal, Journey through Song Lyrics Selection and what's in a Name will all be included in the cumulating activity.

### **Learning Expectations**

#### **Statement of Overall Expectations**

##### ***Self & Others***

- SOV.02, SOV.03

##### ***Research & Inquiry Skills Overall***

- ISV.01, ISV.02, ISV.03

#### **Statement of Specific Expectations**

##### ***Foundations of Anthropological, Psychological, and Sociological Thought***

- SO1.01, SO2.01

##### ***Forces That Influence and Shape Behaviour***

- SO2.01

##### ***Socialization***

- SO3.01, SO3.02, SO3.03, SO3.04

##### ***Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology***

- IS1.03

##### ***Using Research Skills***

- IS2.06

##### ***Communicating Results***

- IS3.02

### **Key Resources**

- "Self Matters", Phillip C. McGraw, Ph.D., Free Press, Copyright 2001
- "Authentic Self" Reading ("Self Matters") (*See Appendix A*)
- Access to Internet (web page [www.behindthename.com](http://www.behindthename.com))
- Surveys: Authenticity Scale Survey and Test of Congruency ("Self Matters") (*See Appendix B and C*)

### **Lesson 1A**

#### **Instructional Process:**

1. Students will first do a reading on the authentic self from the book "Self Matters", Phillip C. McGraw, Ph.D., Free Press, Copyright 2001, pages 27-45
2. They will then do the 'Authenticity Scale' survey and assess their own authentic self. ("Self Matters", pages 45-51)
3. They will then do the 'Test of Congruency' and assess their own authentic self. ("Self Matters", pages 51-53)
4. Students will discuss their results in their groups.
5. They will write a Authenticity Survey Reflection Paper (*Appendix I, Authenticity Survey Reflection Rubric*)

## Lesson 1B

### Instructional Process:

1. The teacher will book the **Computer Lab 'A'**, using Internet the student will use [www.behindthename.com](http://www.behindthename.com) to find out the meanings of their name.
2. They will then compare their name's meaning with their own personality to see if their given name fits their authentic self.
3. Students will design a name scroll using the handout given.
4. The name scroll will depict the significance and relevance of your name versus who you are. (*Appendix D, Name Scroll, BLM*)
5. At the end of class the students will be asked to fill out "Student Use of Technology" (*Appendix E, Student Use of Technology Self Evaluation*) self-evaluation. This will help the teacher assess who can or cannot use computers.

## Lesson 1C

### Instructional Process:

1. Teacher will book the **Computer Lab 'B'**, using Internet Explorer, students are asked to find a song that reflects them.
  2. They will also investigate out why the artist wrote the song.
  3. Once completed students will compare and contrast the artists meaning with their own meaning.
  4. Using **LimeWire** they will download the song.
  5. They will use the Venn diagram handout to show the similarities and differences of the artist meaning and their own. (*Appendix F, Venn Diagram, BLM*)
  6. Students will choose four lines and or lyrics that resonate with themselves.
  7. Write a Reflection Paper 1 (*Appendix G, Reflective Response Helpers, BLM, Appendix II, Reflective Response Rubric*) based on the lessons and activities thus far in this unit (including forethought on requested area). Draw upon relevant theory to validate your stance and or opinion.
- Student will receive blank "Story Board" to outline their ideas (*Appendix H, Story Board outline, BLM, Appendix H1, Story Board Exemplar*)

### Link to Culminating Activity

**Lessons 1A** helps to lay the groundwork of the "*Exploring the Authentic Self*" Culminating Activity by using a reading from the book "Self Matters". The students will evaluate their authentic selves by using the two assessments given. Authenticity Survey reflection will not be in the culminating activity but instead will be used as a practice journal, to familiarize students with journal writing. **Lesson 1B and C** will allow the student to express what they have learned of their authentic self. Outcome of **Lesson 1B** will be used as an introductory page of their culminating activity and **Lesson 1C** will be used as background music in their movie.

### Assessment Options:

*The assessment throughout the unit is both formative and summative*

- Group and Class Discussion
- Supporting opinions and ideas
- Self-assessments: Authenticity Scale Survey and Test of Congruency
- Journaling: Authenticity Survey Reflective Journal

### Integration of Specific AQ Course

- Use of IT
- Multiple Intelligences- all types of learning styles because it requires visual, spatial, intrapersonal, logical/mathematical and verbal/ linguistic.
- Inclusive Education- using individual thoughts and creativity to express them selves
- Pop Culture- using programs from the Internet ([www.behindthename.com/limewire.com](http://www.behindthename.com/limewire.com))

**Modifications/ESL/Special Education**

- **Lesson 1A:** have students read in pairs, academic resource help, computer software that read articles out loud, use computer to type reflective paper
- **Lesson 1B:** teacher to student guidance
- **Lesson 1C:** teacher to student guidance

**Lesson 2: Movie Maker Tutorial: Culminating Activity Assignment: Parent-Teacher Handout**  
*Estimated Time: 75 minutes*

**Key Learning Activities/Strategies**

**Instructional Process:**

1. Teacher will book the **Computer Lab 'C'**.
2. They introduce the concept of Movie Maker.
3. Teachers will give handout "Teacher Matters/ Digital Documentaries" (*See Appendix I, Appendix III "Authentic Self Impressions" Technology Exploration Rubric*) on how to manipulate:
  - a. How to Add Still Images
  - b. Adding Text and Titles
  - c. Adding Audio
  - d. Adding Transitions
  - e. Adding Effects
  - f. Save a Movie to a CD-Rom
4. Teacher will hand out culminating activity Student Version (*Appendix J, Culminating Activity*) and go through expectations.
5. Teachers will then hand out Parent-Student Release Form and ask students for a signature from a parent or guardian. (*Appendix K, Parent-Student Release Form, BLM*)

**Link to Culminating Activity**

- Have students go through assignment expectations of Culminating activity. This will help to prepare the student for the project.

**Key Resources**

- Movie Maker Software
- Movie Maker Handout
- Parent-Teacher Letter

**Assessment Options:**

*The assessment throughout the unit is both formative and summative*

- Students should be following steps above for completion.

**Integration of Specific AQ Course**

- Use of Information Technology

**Modifications/ESL/Special Education**

- If student is having trouble manipulating Movie Maker they could use the PowerPoint software instead.

### Lesson 3: What Shapes Human Behaviour?

*Estimated time: 150 minutes (2x75 minutes)*

#### Key Learning Activities/Strategies

##### Lesson 3A

##### Instructional Process:

1. Introduce the concept of the role of socialization in the development of the individual: “Genetics and the Environment and Nature versus Nurture”
2. Have students identify and assess their physical genetic make up and character traits inherited by their family.
3. Ask students to bring in photos for next days class. Photos must of their family and a portrait of themselves.

##### Lesson 3B

##### Instructional Process:

1. Book **Computer Lab ‘D’**.
2. Students will use scanned photos, images and clipart to show physical genetic make up and character trait comparisons, between family and themselves, using PowerPoint or Movie Maker.
3. End product: Five slides that explain five physical genetic makeup and or character traits between family and self.
4. They will express lessons and activities thus far in this unit in their Reflective Journal # 2 (*Appendix II, Reflective Response Rubric*).

#### Link to Culminating Activity

- The end products (photos of family) of **Lesson 3A** will be presented scanned into Movie Maker. The end products of **Lesson 3B** (five slides) will be imported into Movie Maker.

#### Key Resources

- Textbook- Images of Society: Introduction to Anthropology, Psychology and Sociology, McGraw-Hill Ryerson Limited, 2001
- Pictures and Images of self and family
- Power Point/Moviemaker

#### Assessment Options

*The assessment throughout the unit is both formative and summative*

- Observation of student process
- Rubric for Power Point/Movie Maker Activity

#### Integration of Specific AQ Course

- Multiple Intelligences- PowerPoint and Movie Maker software will help those students who have difficulties with learning because it includes visual, spatial, intrapersonal, logical/mathematical and verbal/ linguistic.
- Use of IT- learning how to scan images, manipulate Power Point/Movie Maker
- Inclusive Curriculum- includes various ethnic backgrounds

#### Modifications/ESL/Special Education

- If students don't have pictures of themselves or families, we will lend them a digital camera to take home. They can also use images from the Internet that have similarities to their family background.

## Lesson Plan 4: Agents of Socialization

Estimated time: 225 minutes (4x75 minutes)

### Key Learning Activities/Strategies

#### Lesson 4A

##### Instructional Process:

1. Students will learn about the four main agents of socialization; family, schools, peer and religion.
2. They will then form groups and create a survey that focuses on one of the four agents.

#### Lesson 4B

##### Instructional Process:

1. Teach students about surveying, using page 190 “Designing a survey or questionnaire”. (*Appendix IV, Survey Rubric*)
2. This survey will be created and administered to other grade eleven students.
3. They will then analyze and summarize findings to the class and post.
4. Students will then compare their own experiences of social agents to the survey findings.
5. They will present findings to class, with graphs or charts as visuals.

#### Lesson 4C

##### Instructional Process:

6. Students will then be introduced to the concept of “Defining Moments”, reading from book “Self Matters”, Phillip C. McGraw, Ph.D., Free Press, Copyright 2001, pages 98-109. (*Appendix L, “Self Matters”, Phillip C. McGraw, Defining Moments*)
1. They will then be asked to link defining moments for each Agent of Socialization. This will total five defining moments.
2. They will then express their findings in their Reflective Journal # 3. (*Appendix II, Reflective Response Rubric*)

### Link to Cumulating Activity

- **Lesson 4A and B** will help the student gather a list of social norms that pertain to them personally. These norms will be included in the student’s movie. **Lesson 4 C** will be scanned and imported onto Movie Maker.

### Key Resources

- Textbook Images of Society: Introduction to Anthropology, Psychology and Sociology McGraw-Hill Ryerson Limited 2001
- “Self Matters”, Phillip C. McGraw, Ph.D., Free Press, Copyright 2001

### Assessment Options

*The assessment throughout the unit is both formative and summative*

- Group and Class Discussion
- Supporting opinions and ideas
- Survey Rubrics
- Journaling: Reflective Journal

### Integration of Specific AQ Course:

- Social Science Research Method- students learn how to conduct a survey using sociological methods

### Modifications/ESL/Special Education

- Working in groups, therefore getting support from peers.

## Lesson Plan 5: Social Norms and Controls

Estimated time: 225 minutes (3x75 minutes)

### Key Learning Activities/Strategies

#### Lesson 5A

##### Instructional Process:

1. Have student's hand in "Story board" outline.
2. Have students individually list daily activities "Personal Daily Timeline" from Friday a.m. to Sunday p.m.
3. Then have students form groups of four. Groups will be created according gender.
4. In their groups students will compare their lists with other members in the group and highlight similarities.
5. They will then gather, group and label them into social norms.
6. They will then present and post to class.

#### Lesson 5B

##### Instructional Process:

1. All groups will post social norms.
2. Students will then choose ten social norms from the classes postings.
3. List ten social norms relevant to their authentic self. Why are they relevant?
4. Students will create a picture collage depicting the social norms that shape themselves. Using a variety of clipart, magazine clippings, newspaper headlines and photos. (*Appendix V, Collage Rubric*)

#### Lesson 5C

##### Instructional Process:

1. Teacher will then introduce the concept of "Social Controls"
2. In their Reflective Journal # 4 students will express why each social norm reflects them and if these social norms are informal or formal? (*Appendix II, Reflective Response Rubric*)

#### Link to Culminating Activity

- **Lessons 5A-C** dealing with ten social norms and collage will be imported into Movie Maker.
- They will also import points from their Reflective Journal on Social Controls

#### Key Resources

- Textbook Images of Society: Introduction to Anthropology, Psychology and Sociology McGraw-Hill Ryerson Limited, 2001

#### Assessment Options

*The assessment throughout the unit is both formative and summative*

- Group and Class Discussion
- Supporting opinions and ideas
- Journaling: Reflective Journal

#### Integration of Specific AQ Course

- Multiple Intelligences- all types of learning styles because it requires visual, spatial, intrapersonal, logical/mathematical and verbal/ linguistic.

#### Modifications/ESL/Special Education

- Working in groups, therefore getting support from peers.

## Lesson 6: Movie Screening and Peer Assessments

*Estimated time: 225 minutes (3x75 minutes)*

### Key Learning Activities/Strategies

#### Instructional Process:

1. Teacher will book **Computer Lab 'E' & 'F'**
2. Work on timing to music dynamics
3. Incorporate required “fades” and transitions into slide/film

#### Instructional Process:

1. Teacher will book **Computer Lab 'G'**
2. Place students into groups of four people.
3. Students will present it to their group.
4. Students will then peer assess each presentation. (*Appendix VI, Culminating Task Peer Assessment*)

#### Link to Culminating Activity

- Teaching others about their authentic self and in turn reinforcing what they learned about the self.

#### Key Resources

- Movie Maker

#### Assessment Options:

*The assessment throughout the unit is both formative and summative*

- Peer and teacher assessment (rubrics)

#### Integration of Specific AQ Course

- Information Technology
- Student Voice- expressing their “Authentic Self” to group members. Also, marking other presentations and giving their constructive feedback.

#### Modifications/ESL/Special Education

- Present only for teacher.



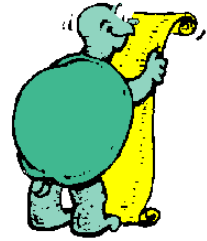
## Major Assessment Task/Culminating Activity

### Teacher Guide > Expectations

#### **Overall expectations**

##### Self and Others

- **SOV.02:** demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists
- **SOV.03:** analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.
- **ISV.03:** effectively communicate the results of their inquiries.



#### **Specific Expectations**

##### Foundations of Anthropological, Psychological and Sociological Thought

- **SO1.01:** demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);

##### Forces that Influence and Shape Behaviour

- **SO2.01:** identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender);

##### Socialization

- **SO3.01:** explain the role of socialization in the development of the individual;
- **SO3.02:** identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
- **SO3.03:** demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
- **SO3.04:** evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

##### Overall Research and Inquiry Skills >> Overall Expectations

- **ISV.01:** use appropriate social science research methods effectively and ethically;
- **ISV.02:** conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;
- **ISV.03:** effectively communicate the results of their inquiries.

##### Understanding the Foundations of Inquiry in Anthropology, Psychology, and Sociology

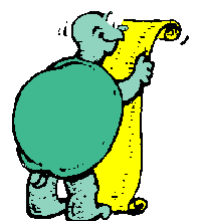
- **IS1.03:** demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);
- **IS1.04:** formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.

##### Using Research Skills

- **IS2.01:** describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;
- **IS2.02:** demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations);
- **IS2.03:** demonstrate an understanding of the ethical guidelines of social science research;
- **IS2.06:** demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

##### Communicating Results

- **IS3.02:** effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).



## Teacher Guide > Description of Task

- See Student Guide on page subsequent page

## Teacher Guide > Steps to be Followed



- 1) The culminating task, entitled 'Authentic Self Impressions' a Technology Exploration, will be introduced to students at the end of **Lesson 2** in order to set the stage for this final major assessment task.
- 2) It must be made clear to students that each activity within the lessons are essential components in creating the 'Authentic Self Impressions'.
- 3) Students will also be told early on in the unit that the culminating task will be completed as a presentation in either PowerPoint or Microsoft Movie Maker.
- 4) Each student will receive a handout describing the components of the culminating activity, as well as a checklist and evaluation rubric.
- 5) Each activity will be assigned at timely intervals according to the progression of the unit.
- 6) As each activity is assigned to students, the educator should verbally go over expectations, referring to the activity handout, rubric and checklist.
- 7) The following is a list of activities assigned throughout the unit, which are also stages in assisting students to effectively complete the final culminating task. (Assessment breakdown included.)

<b>Focus One:</b>	
• What's In A Name Scroll	10%
• Journey Through Lyrics Selection	5%
• Reflective Response # 1	5%
<b>Focus Two:</b>	
• Reflective Response # 2	5%
• Agents of Socialization Analysis & Comparison	10%
<b>Focus Three:</b>	
• Reflective Response # 3	5%
• Personal Daily Timeline	5%
• Personal Social Norms List & Collage	5%
• Reflective Response # 4	5%
• Computer Labs	5%
• Culminating Task	40%
<b>Total</b>	<b>100%</b>

8. A detailed description of the lesson activities (which build upon the culminating task) can be found on the subsequent page.
9. Teacher may have to accommodate ESL and IEP students by shortening length of written assignments, allowing ESL students to select a song in their native tongue for the Journey Through Lyrics assignment, accepting oral accounts (or on audio), modifying Five Hereditary Traits assignment to include magazine/newspaper and/or clipart, and offering more time. Teacher should be in close contact with Resource Teachers and/or Program Support.

## 'Authentic Self Impressions' Technology Exploration (Culminating Activity)



The 'Authentic Self Impressions Technology Exploration' comprises of 40% of your mark and is a major undertaking. Authentic Self Impressions are personal and forces us, as individuals, to take a look at what has shaped and influenced our authentic being. The following is a guideline of what one should include in your 'Authentic Self Impressions' in order to clearly and effectively show your journey, which has determined your authentic self till now.

### You will:

- Choose to present this task using one of two methods:
  1. A PowerPoint Presentation
  - OR
  2. A Microsoft Movie Maker Film
- Starting point > Where do I start?
  1. Title that expresses your individual 'Authentic Self' (the name of your movie)
  2. Designer/Producers name (that's you!)
  3. Teacher's Name
  4. Course code & grade
  5. Due Date
- Embed a song that signifies 'you' (*\*stating artist and composer and album taken from\**) into the background of the technology presentation.
- Include:
  - An introduction (*Who are you? Where are you now? How did you get here? How do you feel?*)
  - A closing paragraph (*Have you changed since this unit exploration? Where do you see yourself going?*)
- Present six summative statements focusing on the three enduring understandings covered in this unit. (Example: My toes are a hereditary trait from my father; My 'strong headedness' is a personality trait developed from my mother; My rhythm and coordination is fostered from my father's side of the family; The agent of socialization that most influences me is my immediate family, etc.)
- Incorporate artifacts to accompany your summative statements, which will represent your growth in that area.
- Artifacts can include journals, reflections, quotes, images, photos, clipart, etc.
- 3 photos must appear with a luminosity/saturation effect.
- 3 – 4 questions from the Authenticity Scale that resonated with you must be incorporated as a 'fade in' or 'fade out' effect within the presentation.
- 8-10 adjectives and/or adverbs that you 'are' from the Test of Congruency will 'spiral' throughout the presentation.
- Reflective Journals must be incorporated into Authentic Self Impressions
- Include 'Credits' (like in the movies! Who do you want to thank for helping to make you 'you'?)



*\*\* The above is a suggestion. You may wish to include other item as well. Creativity and individual uniqueness are important. There should be a link throughout the presentation that shows how all the selected items are connected.*

**'Authentic Self Impressions' Technology Exploration Rubric**

Name: \_\_\_\_\_ Level: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Analysis</b>	<ul style="list-style-type: none"> <li>▪ Very simple descriptions of learning experiences with very few and/or very simple connections to enduring understandings.</li> <li>▪ Very simple descriptions about artifacts with little understanding of their relationship to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Somewhat detailed and analytical descriptions of learning experiences with some connections to enduring understandings.</li> <li>▪ Somewhat detailed and analytical descriptions about artifacts with some understanding of their relationships to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generally detailed and analytical descriptions of learning experiences with general relevant connections to enduring understandings.</li> <li>▪ Detailed analytical descriptions about artifacts with general understanding of their relationship to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insightful, detailed, analytical descriptions of learning experience with relevant, complex connections to enduring understandings.</li> <li>▪ Insightful, articulate, complex analytical descriptions about artifacts with in-depth understanding about artifacts with in-depth understanding of their relationship to theory and personal learning.</li> </ul>
<b>Links to Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Little or no evidence of links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some evidence of links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ General evidence of solid links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thorough evidence of complex links to selected enduring understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Unclear and/or imprecise communication of ideas through very limited and/or ineffective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some clarity and/or precision in the communication of ideas through the use of some communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generally clear and precise communication of ideas through the effective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A high level of clarity and precision in the communication of ideas through the highly effective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>
<b>Use of conventions</b>	<ul style="list-style-type: none"> <li>▪ Many technical errors (spelling, grammar, sentence structure) so that they seriously interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some technical errors (spelling, grammar, sentence structure) so that they somewhat interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few technical errors (spelling, grammar, sentence structure) so that they rarely interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely any technical errors (spelling, grammar, sentence structure) so that there is no interference with the communication of ideas</li> </ul>

## Student Guide > Steps Towards Completion & Expectations

Please check off box as you complete	Activities / Assignments	Components	Description of task	Expectations
<b>FOCUS ONE</b>				
<input type="checkbox"/> Date Due: _____	1. The Authenticity Scale	Personal Assessment Test #1	- Designed to give you a "first look" at how much of your love energy you are giving to your authentic self.	Complete Personal Assessment Test and include a personal reflection piece in Reflective Response #1
<input type="checkbox"/> Date Due: _____	2. Test of Congruency	Personal Assessment Test #2	- This profile will help you get some idea of the degree to which your current life experiences compares to what your experience would be if you were living in an ideal, fully authentic life.	Complete Personal Assessment Test and include a personal reflection piece in Reflective Response #1
<input type="checkbox"/> Date Due _____	3. Authenticity Survey Reflection	Reflection Paper	- Write a reflection based on the two personal surveys	See Authenticity Survey Reflection Rubric
<input type="checkbox"/> Date Due: _____	4. What's In A Name Scroll  Computer Lab 'A'  Value: 10%	Personal Name Scroll (Artistic Component)	- Research (internet based) and reflect upon your 'given name'	Design scroll worksheet to depict you, the significance and relevance of your name vs. who you are.
<input type="checkbox"/> Date Due: _____	5. Journey Through Lyrics Selection  Computer Lab 'B'  Value: 5% Value: 1% (Lab participation)	Lyrics comparison to self.	- Compare and contrast song selection using Venn diagram format.	Venn diagram; Submit selected song lyrics and artist, Image of artist(s) due; 4 lines and/or lyrics that resonate with you from the song
<input type="checkbox"/> Date Due: _____	6. Reflective Responses #1  Value: 5%	Reflection Paper	- Write a reflection based on the lessons and activities thus far in this unit (including forethought on requested areas). Draw upon relevant theory to validate your stance and/or opinion.	See Reflective Response Rubric
<input type="checkbox"/> Date Due: _____	7. Story Board Outline	Draft Culminating Task Plan	- Create storyboard to assist in culminating task development	Submit at a later date within unit
<input type="checkbox"/> Date Due: _____	8. Computer Lab 'C'  Value: 1%	Begin PowerPoint presentation or Microsoft Movie Maker film.	- Song to embed into presentation - Title page (directors notes)	(See 'Authentic Impressions' Technology Exploration Rubric)

<b>FOCUS TWO</b>				
<input type="checkbox"/> Date Due: _____	9. Five Hereditary Traits Photo Assignment  Value: 1%	PowerPoint or MovieMaker mini presentation.	- 5 slides that explain five physical genetic make ups and/or character traits between family and self (using either PowerPoint or Microsoft Movie Maker)	A personal reflection piece in Reflective Response #2
<input type="checkbox"/> Date Due: _____	10. Computer Lab 'D'  Value: 1%	Lab Period: PowerPoint presentation or Microsoft Movie Maker film.	- 15-25 images/photos to scan into .jpgs (image files) - Place resonating lyrics into presentation/film – desired positioning not needed at this point.	Continue working on culminating task
<input type="checkbox"/> Date Due: _____	11. Reflective Responses #2  Value: 5%	Reflection Paper	- Write a reflection based on the lessons and activities thus far in this unit (including forethought on requested areas). Draw upon relevant theory to validate your stance and/or opinion.	See Reflective Response Rubric
<input type="checkbox"/> Date Due: _____	12. Agents of Socialization Analysis & Comparison  Value: 10%	Analyze and compare data collected from Grade 11 population on one of the four social agents.	- Collect data via Grade 11 survey and decipher and analyze statistics	Group presentation based on one of the agent of socialization (with graphed or charted statistics as visuals) (See Survey Rubric) A personal reflection piece in Reflective Response #2
<input type="checkbox"/> Date Due: _____	13. Self Defining Moments	Reflective Journal insertion	- Find a personal defining moments under each Social Agent category	Briefly state findings in Reflective Journal #3
<input type="checkbox"/> Date Due: _____	14. Reflective Responses #3  Value: 5%	Reflection Paper	- Write a reflection based on the lessons and activities thus far in this unit (including forethought on requested areas). Draw upon relevant theory to validate your stance and/or opinion.	See Reflective Response Rubric
<b>FOCUS THREE</b>				
<input type="checkbox"/> Date Due: _____	15. Personal Daily Timeline  Value: 5%	Individual list of social norms & individual social norms collage.	- List daily activities from Friday a.m. to Sunday p.m. and in small groups, compare actions to those of social norms in society (groups are created according to gender)	<u>Class</u> : carousel to create a class list of social norms fulfilled by students in this course.

<input type="checkbox"/> Date Due: _____	16. Personal Social Norms List & Collage  Value: 5%	Individual collage (clipart, magazine clippings, newspaper headlines, photos, etc)	- List 10 social norms relevant to them and their 'authentic self'	<u>Individual</u> : Create a picture collage depicting the social norms which shape and affect you in society  See Collage Rubric
<input type="checkbox"/> Date Due: _____	Reflective Responses #4  Value: 5%	Reflection Paper	- Write a reflection based on the lessons and activities thus far in this unit (including forethought on requested areas). Draw upon relevant theory to validate your stance and/or opinion.	See Reflective Response Rubric
<input type="checkbox"/> Date Due: _____	Computer Lab 'E'  Value: 1%	Lab Period: PowerPoint presentation or Microsoft Movie Maker film.	- Map out movie/presentation. Begin to put the pieces together (hereditary traits photos, search internet for images related to your 'authentic self'.	Continue working on culminating task
<input type="checkbox"/> Date Due: _____	Computer Lab 'F'  Value: 1%	Lab Period: PowerPoint presentation or Microsoft Movie Maker film.	- Work on timing to music dynamics - Incorporate required 'fades' and transitions into slides/film.	Continue working on culminating task
<input type="checkbox"/> Date Due: _____	Culminating Task Presentations  Computer Lab 'G'  Value: 40%	PowerPoint Presentation or Microsoft Movie Maker Movie	- Show Time!	See Culminating Task Peer Assessment

# ASSESSMENT APPENDICES





## Authenticity Survey Reflection Rubric

Name: \_\_\_\_\_ Level: \_\_\_\_\_

<b>Level 4</b>	<ul style="list-style-type: none"><li>▪ Reflection shows thorough thoughtfulness.</li><li>▪ Reflection has supporting details and examples.</li><li>▪ All parts of the reflection are complete and well done.</li><li>▪ Reflection addresses one or more Student Learning Outcomes supported by the rest of the reflection.</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>▪ Reflection shows some thoughtfulness.</li><li>▪ Reflection has some supporting details and examples.</li><li>▪ All parts of the reflection are complete.</li><li>▪ Reflection addresses at least one student learning outcome that is somewhat supported by the rest of the reflection.</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>▪ Reflection shows little thoughtfulness.</li><li>▪ Reflection has few details or examples.</li><li>▪ Most parts of the reflection are complete.</li><li>▪ At least one Student Learning Outcome mentioned.</li></ul>
<b>Level 1</b>	<ul style="list-style-type: none"><li>▪ Reflection shows no thoughtfulness.</li><li>▪ Reflection has no details.</li><li>▪ Reflection is incomplete.</li><li>▪ Student Learning Outcomes not mentioned.</li></ul>
<b>Level 0</b>	<ul style="list-style-type: none"><li>▪ Not enough work completed for assessment.</li></ul>

## Reflective Response Rubric

Name: \_\_\_\_\_ Level: \_\_\_\_\_

<b>Level 4</b>	<ul style="list-style-type: none"><li>▪ Reflection shows thorough thoughtfulness.</li><li>▪ Reflection has supporting details and examples.</li><li>▪ All parts of the reflection are complete and well done.</li><li>▪ Reflection addresses one or more Student Learning Outcomes supported by the rest of the reflection.</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>▪ Reflection shows some thoughtfulness.</li><li>▪ Reflection has some supporting details and examples.</li><li>▪ All parts of the reflection are complete.</li><li>▪ Reflection addresses at least one student learning outcome that is somewhat supported by the rest of the reflection.</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>▪ Reflection shows little thoughtfulness.</li><li>▪ Reflection has few details or examples.</li><li>▪ Most parts of the reflection are complete.</li><li>▪ At least one Student Learning Outcome mentioned.</li></ul>
<b>Level 1</b>	<ul style="list-style-type: none"><li>▪ Reflection shows no thoughtfulness.</li><li>▪ Reflection has no details.</li><li>▪ Reflection is incomplete.</li><li>▪ Student Learning Outcomes not mentioned.</li></ul>
<b>Level 0</b>	<ul style="list-style-type: none"><li>▪ Not enough work completed for assessment.</li></ul>

**'Authentic Self Impressions' Technology Exploration Rubric**

Name: \_\_\_\_\_ Level: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Analysis</b>	<ul style="list-style-type: none"> <li>▪ Very simple descriptions of learning experiences with very few and/or very simple connections to enduring understandings.</li> <li>▪ Very simple descriptions about artifacts with little understanding of their relationship to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Somewhat detailed and analytical descriptions of learning experiences with some connections to enduring understandings.</li> <li>▪ Somewhat detailed and analytical descriptions about artifacts with some understanding of their relationships to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generally detailed and analytical descriptions of learning experiences with general relevant connections to enduring understandings.</li> <li>▪ Detailed analytical descriptions about artifacts with general understanding of their relationship to theory and personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insightful, detailed, analytical descriptions of learning experience with relevant, complex connections to enduring understandings.</li> <li>▪ Insightful, articulate, complex analytical descriptions about artifacts with in-depth understanding about artifacts with in-depth understanding of their relationship to theory and personal learning.</li> </ul>
<b>Links to Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Little or no evidence of links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some evidence of links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ General evidence of solid links to selected enduring understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thorough evidence of complex links to selected enduring understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Unclear and/or imprecise communication of ideas through very limited and/or ineffective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some clarity and/or precision in the communication of ideas through the use of some communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generally clear and precise communication of ideas through the effective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A high level of clarity and precision in the communication of ideas through the highly effective use of communication strategies (e.g., comparisons, similes, metaphors, organization methods, specific examples, supporting details, etc.)</li> </ul>
<b>Use of conventions</b>	<ul style="list-style-type: none"> <li>▪ Many technical errors (spelling, grammar, sentence structure) so that they seriously interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some technical errors (spelling, grammar, sentence structure) so that they somewhat interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few technical errors (spelling, grammar, sentence structure) so that they rarely interfere with the communication of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely any technical errors (spelling, grammar, sentence structure) so that there is no interference with the communication of ideas</li> </ul>

## Survey Rubric

Name: \_\_\_\_\_ Level: \_\_\_\_\_

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b># of Students/People</b>	Survey 10 Students/People	Survey 8-9 Students/People	Survey 6-7 Students/People	Survey 1-5 Students/People
<b>Neatness</b>	Survey is Complete & Neat	Survey is Somewhat Neat & Complete	Survey is Neat	Survey is Incomplete or Inaccurate
<b>Graphic Display</b>	Shows Complete, Accurate, & Colorful Display of Results	Shows Complete & Accurate Display of Results	Graphic Display is Incomplete or Inaccurate	No Graphic Display of Results
<b>Grammar &amp; Spelling</b>	No Spelling or Grammar Errors	1 or 2 Grammar or Spelling Errors	More than 2 Grammar or Spelling Errors	Very Frequent Grammar or Spelling Errors
<b>Presentation</b>	Student used a clear voice; maintained eye contact; used visuals to reinforce presentation; can answer questions	Student used a clear voice; maintained eye contact most of the time; used visuals; answered some questions asked by audience	Student had difficulty pronouncing words; audience had a hard time hearing speaker; some eye contact; no visuals; couldn't answer questions asked	Student mumbled; presented info too fast or too slow; little of no eye contact; no visuals; could not answer questions asked by audience;

## Collage Rubric

Name: \_\_\_\_\_ Level: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Audience</b>	the collage uses images and captions or labels inappropriate to the target audience	the collage uses some images and captions or labels appropriate to the target audience	the collage uses images and captions or labels appropriate to the target audience	the collage effectively uses images and captions or labels appropriate to the target audience
<b>Purpose</b>	the collage communicates irrelevant information, and communicates inappropriately to the target audience	the collage communicates irrelevant information, or communicates inappropriately to the target audience	the collage communicates relevant information appropriately to the target audience	the collage communicates relevant information appropriately and effectively to the target audience
<b>Organization</b>	the collage is a series of random images and captions or labels	the collage is organized clearly and logically	the collage is organized logically and coherently	the collage is organized logically and coherently, and is unified
<b>Design elements (form, shape, line, texture, colour and shape)</b>	the collage uses a few design elements to communicate information	the collage uses some design elements to communicate information	the collage uses design elements to communicate key information	the collage uses design elements to create an impact on the target audience
<b>Appearance</b>	the collage uses images and captions or labels that have been cut and glued carelessly	the collage uses some images and captions or labels that have been cut and glued carefully	the collage uses images and captions or labels that have been cut and glued carefully	the collage uses images and captions or labels that have been cut precisely and glued neatly

## Culminating Task - Peer Evaluation

Presenter's Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of Presentation:                      PowerPoint                      Microsoft Movie Maker

Discussion around PowerPoint/Microsoft Movie Maker Film:

What I really liked about your presentation was...

What could be improved for next time is...

## Statement of Design Process



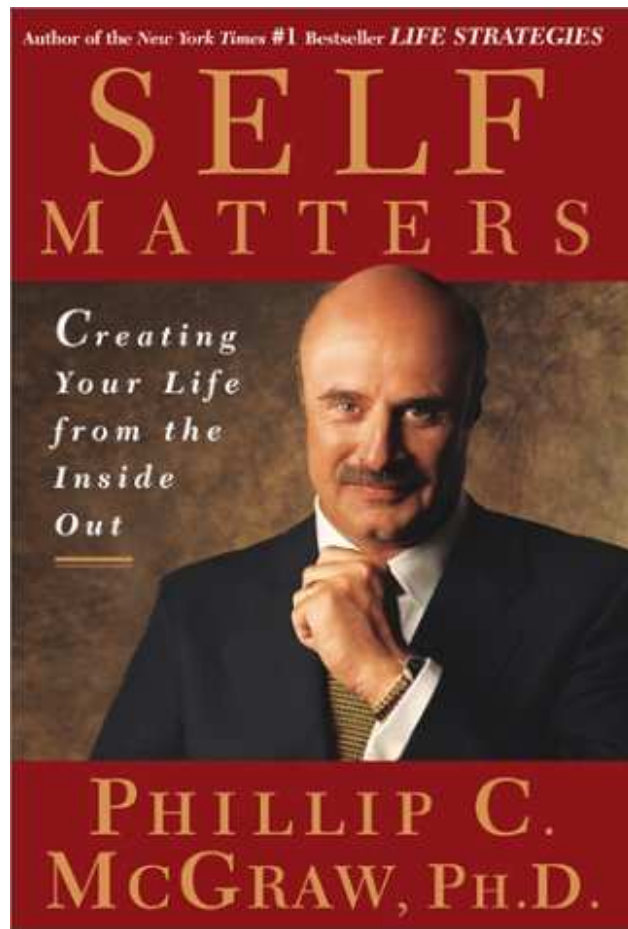
The backward design process really requires teachers to question what they want their students to learn or take away with them from the unit. Beginning with enduring understandings helps to guide the back ward development design. The next step, creating questions from your enduring expectations, helps to further streamline your lessons to what you find important for students to know. As a teacher one may feel that they have more control over the curriculum and allows one to be more creative in the approach of lesson planning. Another addition to this approach is that you are able to develop a culminating activity, which is completed in stages and therefore allows students to build onto their prior knowledge. The back ward design process allows the student to move forward to new concepts with a strong foundation to build on. Overall, the backward design, allows for transitions between concepts to flow naturally and does not disrupt the confidence of the learner, instead it enhances it with every step.

# LESSON PLAN APPENDICES



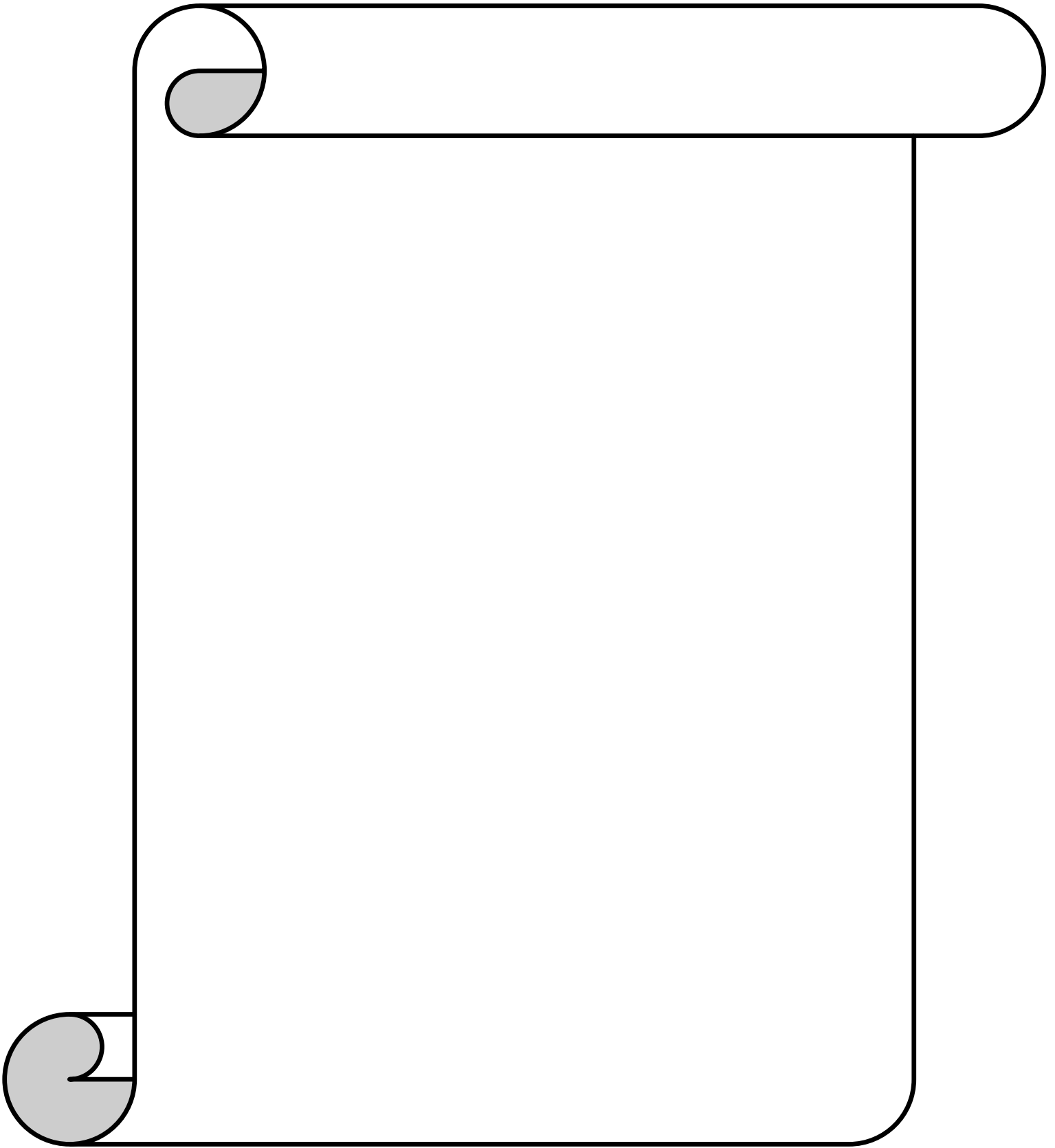


## APPENDIX A



## **APPENDIX B**

## **APPENDIX C**



## Student Use of Technology Self-Evaluation

**Students: Please check the highest level that describes what you can do at the present time. Marking Level 4 indicates that you can also do Levels 2 and 3.**

### 1. Responsible Use

- Level 1 - I do not understand what responsible use means.
- Level 2 - I take care of the equipment I use and leave it in ready condition for the next user.
- Level 3 - I understand and follow school rules concerning harassment, language, passwords, privacy, copyright, appropriate use and citation of resources, etc.
- Level 4 - I model responsible use and teach others how to be responsible users.

### 2. Basic Computer Use

- Level 1 - I do not use a computer.
- Level 2 - I log on, log off, open, use and close programs on my own.
- Level 3 - I open programs from icons and the Start bar and use more than one program at the same time.
- Level 4 - I learn new programs and discover additional program features on my own.

### 3. File Management

- Level 1 - I do not save any documents I create using the computer.
- Level 2 - I select, open and save documents on different drives.
- Level 3 - I create my own folders to keep files organized and know how to identify the date and size of each file and folder.
- Level 4 - I use the district network effectively by moving between drives and maintaining my H: drive within network limits.

### 4. E-mail

- Level 1 - I do not use e-mail.
- Level 2 - I compose and send appropriate e-mail messages within the school district.
- Level 3 - I organize my mail folders to save messages and delete those I no longer need.
- Level 4 - I use e-mail to request or send information for research or school projects.

### 5. Word Processing

- Level 1 - I do not use a word processor.
- Level 2 - I use a word processor for basic writing tasks.
- Level 3 - I use word processor tools (font style, spell check, grammar check) to edit my work.
- Level 4 - I use a word processor to edit, compare or improve my previous drafts and publish a final document.

### 6. Graphics

- Level 1 - I do not use graphics.
- Level 2 - I create pictures with painting and drawing programs.
- Level 3 - I insert my own graphics and clip art, citing my sources.
- Level 4 - I select and modify graphics (example: digital photos, scanned drawings) in order to make a point or illustrate what I have learned.

**Please turn form over.**

### **7. Desktop Publishing**

- Level 1 - I do not use a publishing program.
- Level 2 - I use templates or wizards to create a published document.
- Level 3 - I create original publications from a blank page, combining design elements such as columns, clip art, tables, word art and captions.
- Level 4 - I design original publications that communicate to others what I've learned.

### **8. Spreadsheet**

- Level 1 - I do not use a spreadsheet.
- Level 2 - I design, create, modify and troubleshoot spreadsheets.
- Level 3 - I create graphs and charts to communicate the meaning of my information.
- Level 4 - I use spreadsheets to analyze information, solve problems, and complete assignments.

### **9. Library Database**

- Level 1 - I do not use Library Catalog database.
- Level 2 - I search for books and videotapes in the library using Title, Author, Subject and Keyword fields.
- Level 3 - I use the information in the library database to locate and select books for research or reading.
- Level 4 - I use hyperlinks in the library database to find related topics or titles in the library.

### **10. Research / Information-Searching**

- Level 1 - I do not use electronic sources to find information.
- Level 2 - I locate information in electronic sources (World Book, netTrekker, selected web sites).
- Level 3 - I select, gather and use information from multiple electronic sources to answer a question.
- Level 4 - I analyze, evaluate and communicate the information I've gathered, and credit the sources I've used.

### **11. Internet**

- Level 1 - I do not use the Internet.
- Level 2 - I visit school-selected web sites and use navigation buttons to move between pages.
- Level 3 - I use various search engines to efficiently locate information on my research question.
- Level 4 - I evaluate and select Internet information that is reliable, accurate and appropriate to my research question.

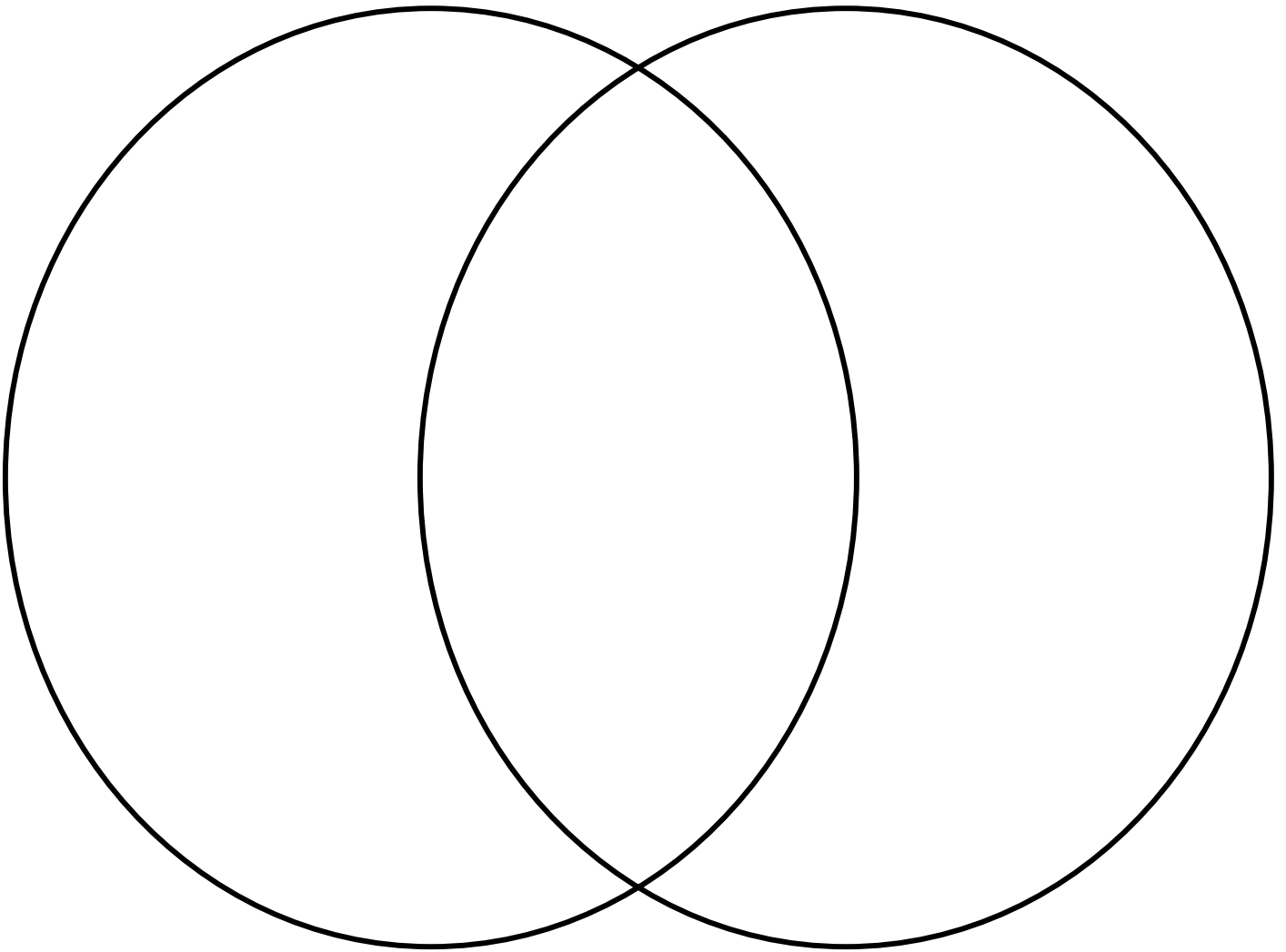
### **12. Technology Presentation**

- Level 1 - I do not use technology for presentations.
- Level 2 - I use templates to create technology presentations (*PowerPoint* or web pages).
- Level 3 - I start with a blank presentation, then add text, pictures and sound to create original presentations.
- Level 4 - I create original presentations that are well organized, and use them to effectively share information or persuade an audience.

This form was developed by the library media specialists and teachers of the Bellingham Public Schools who based it upon the *Mankato Scale* first developed by the Mankato (Minnesota) Public Schools to measure the growth of student technology skills.

Venn Diagram  
Journey Through Lyrics

Name: \_\_\_\_\_



## Reflective Response Helpers

The following are 'helpers' for when you are writing your Reflective Responses. You may journal on two of the bullets listed for each Reflective Response, or choose to write about another focus that resonated with you during the activities, classes, computer labs and/or discussions.

### **Authenticity Survey Reflection (practice journal)**

- The Authenticity Scale Results
- Test of Congruency Results

### **Reflective Response #1**

- What's In a Name exploration and shield
- Journey Through Lyrics exploration
- Computer Lab 'A' & 'B'
- How do positive and negative experiences in life shape our authentic self?
- What is enculturation?
- What experiences in life have helped define your authentic self?

### **Reflective Response #2**

- Five Hereditary Traits Photo Assignment
- Computer Lab 'C'
- Agents of Socialization Survey/Analysis/Results
- How do physical characteristics influence one's life?
- How does nature verses nurture shape development?

### **Reflective Response #3**

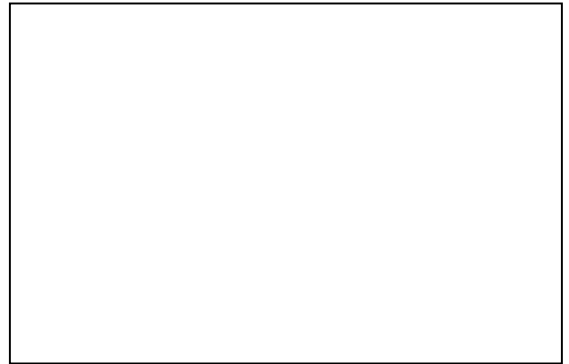
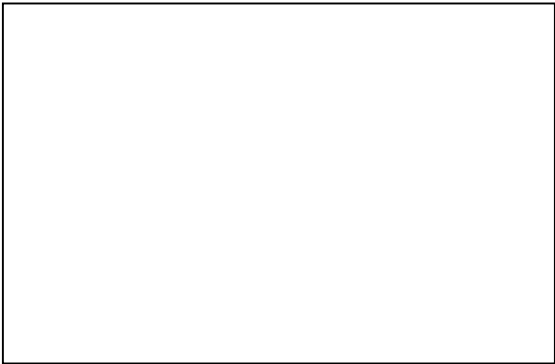
- Computer Lab 'D'
- Personal Daily Timeline
- Personal Social Norms List and/or collage
- Self Defining Moments
- Computer Lab 'E'
- How does culture influence human development?
- How does society have an impact on a developing individual?

### **Reflective Response #4**

- Preparing the PowerPoint or Microsoft Movie Maker film
- Why each social norm reflects you? Are these social norms informal or formal
- What is a 'sense of self' and how is it influenced and develop?
- In what ways is adolescence a crucial period in the development of self-identity and the authentic self?
- Has your view of 'self' and authentic self changed after this Exploration Unit?



## Storyboard Outline



## 'Authentic Self Impressions' Technology Exploration (Culminating Activity)



The 'Authentic Self Impressions Technology Exploration comprises of 40% of your mark and is a major undertaking. Authentic Self Impressions are personal and forces us, as individuals, to take a look at what has shaped and influenced our authentic being. The following is a guideline of what one should include in your 'Authentic Self Impressions' in order to clearly and effectively show your journey, which has determined your authentic self till now.

### You will:

- Choose to present this task using one of two methods:
  2. A PowerPoint Presentation
  - OR
  2. A Microsoft Movie Maker Film
- Starting point > Where do I start?
  6. Title that expresses your individual 'Authentic Self' (the name of your movie)
  7. Designer/Producers name (that's you!)
  8. Teacher's Name
  9. Course code & grade
  10. Due Date
- Embed a song that signifies 'you' (*\*stating artist and composer and album taken from\**) into the background of the technology presentation.
- Include:
  - An introduction (*Who are you? Where are you now? How did you get here? How do you feel?*)
  - A closing paragraph (*Have you changed since this unit exploration? Where do you see yourself going?*)
- Present six summative statements focusing on the three enduring understandings covered in this unit. (Example: My toes are a hereditary trait from my father; My 'strong headedness' is a personality trait developed from my mother; My rhythm and coordination is fostered from my father's side of the family; The agent of socialization that most influences me is my immediate family, etc.)
- Incorporate artifacts to accompany your summative statements which will represent your growth in that area.
  - Artifacts can include journals, reflections, quotes, images, photos, clipart, etc.
  - 3 photos must appear with a luminosity/saturation effect.
- 3 – 4 questions from the Authenticity Scale that resonated with you must be incorporated as a 'fade in' or 'fade out' effect within the presentation.
- 8-10 adjectives and/or adverbs that you 'are' from the Test of Congruency will 'spiral' throughout the presentation.
- Reflective Journals must be incorporated into Authentic Self Impressions
- Include 'Credits' (like in the movies! Who do you want to thank for helping to make you 'you'?)



*\*\* The above is a suggestion. You may wish to include other item as well. Creativity and individual uniqueness are important. There should be a link throughout the presentation that shows how all the selected items are connected.*

[ON SCHOOL LETTERHEAD]

Dear Parent or Guardian,

Over the course of this unit, *Exploring the Authentic Self*, your child will have the opportunity to use video technology to learn about key areas of the curriculum and use 21<sup>st</sup> century learning skills. Students in your child's class will research, direct, and produce their own PowerPoint presentation or Microsoft Movie Maker film as a means to define their authentic self. This process is designed to disseminate best practices in technology and is meant to be a unique experience. We, the teachers of HSP3M would like to kindly request your consent in exhibiting student work for educational purposes only. Student work will never be used for commercial purposes and will never be sold. We ask you to sign this release so that we can indicate good uses of technology in the curriculum and so that we may showcase the wonderful achievements of our students. Thank you very much!

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**CONSENT TO EXHIBIT STUDENTS' WORK AT AN EXHIBIT, SCHOOL NEWSLETTER, AND/OR TEACHERS' MANUALS. (FOR NON-PROFIT EDUCATIONAL PURPOSES)**

\_\_\_\_\_  
**Name of Student**

\_\_\_\_\_  
**Homeroom**

\_\_\_\_\_  
**Teachers Name**

\_\_\_\_\_  
**Class**

I am the parent or guardian of the above named student. I hereby consent to the exhibition of my son/daughter's work at an exhibit, school newsletter and/or teachers' manuals (\*For non-profit educational purposes). The exhibition of my son/daughter's work shall include my son/daughter's first name, grade and school. I understand that this work may also include images of my child. I hereby release the Durham District School Board from all claims, demands, liabilities whatsoever in connection with the exhibition of my son/daughter's work. I understand all rights and interest in the work shall belong exclusively to my son/daughter. I understand that my child will receive no compensation for the exhibition of his/her work on the website, in the magazine, annual report, or teachers' manuals.

\_\_\_\_\_  
**Print Name of Parent or Guardian**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Parent or Guardian**

## **APPENDIX L**

## APPENDIX M

## APPENDIX N