



## Grade 7 Lesson Plan

### Unit 8– Summative Assessment

#### Objectives/Goals

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- 7.3m Demonstrate how to influence others to make positive health choices. (Decision Making Skills)
- 7.1t Differentiate between passive, aggressive, and assertive communication. Relationship Skills-Communication Skills

#### Material

- Summative packet
  - Directions
  - Rubric
- Worksheets from the unit

#### Procedure

##### *Step 1-Review the Types of Communication*

- Aggressive: I Win/You Lose
- Passive: You Win/I lose
- Passive-aggressive: I Lose/You Lose
- Assertive: I Win/You Win

##### *Step 2- Introduction to the Summative Assessment*

- The summative assessment for this social-emotional learning unit is an autobiography that contains how the student demonstrates self and social-awareness, decision-making, and communication skills in their lives and how the SEL skills improve the quality of their lives (socially, personally, or academically). The book contains two pictures per chapter and a reflection at the end. Each chapter is no longer than one page.
- Chapter 1
  - Select one sub-component of Self-Awareness and give an example of how it improves the quality of life (socially, personally, or academically). Include two pictures.
- Chapter 2
  - Select one sub-component of Social-Awareness and give an example of how it improves the quality of life. (socially, personally, or academically). Include two pictures.
- Chapter 3
  - Give an example of a healthy choice that was made using the decision-making model.
- Chapter 4.

- Give an example of when assertive communication was used and why it was a Win/Win
- Chapter 5
  - Reflect on the Social Emotional Skills and how they benefit a teen.

**Step 4- End of class assessment**

- End of class review. Ask questions about all the content and skill taught in the unit.
- Exit ticket-How will these social emotional learning skills enhance your personal health?

**Assessment Idea**

- Formatively assess the students as they work on their autobiography.
- Students use green, red, and yellow circles as they prepare their book. Red up means they do not understand; yellow up means they need help; green means they understand and don't need help..

**References**

- SEL Competencies - CASEL.org

**Handout**

- Chapter templates

Directions: Select one sub-component of Self-Awareness (Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence, Self-efficacy) and give an example of how having this skill improves your quality of life (socially, personally, or academically). Include two pictures.

# Chapter 1 - Self-Awareness

Directions: Select one sub-component of Social-Awareness (Perspective taking, Empathy, Appreciating Diversity, Respect for others) and give an example of how having this skill improves your quality of life (socially, personally, or academically). Include two pictures.

## **Chapter 2 – Social Awareness**

Directions: Give an example of a healthy choice that was made using the decision-making model. Include two pictures.

## Chapter 3 – Decision Making

1. What is the problem?

2. What is the decision to be made?

3. What are the healthy options?

Option	Pros	Cons	Decision (Choose one)

Reflection: Did you make the right decision? Is it a healthy decision?

How did this decision affect your self/social-awareness, or communication skills?

Directions: Give an example of when assertive communication was used. Explain why it was a Win/Win and why it was a better choice than the passive, passive-aggressive, and aggressive strategies.

## **Chapter 4 – Communication Skills**

Directions: Reflect on the Social Emotional Skills and how they benefit a teen.

## **Chapter 5 – Reflection**

# Social Emotional Learning Rubric

## Chapter Book

Criteria	4	3	2	1	0
<b>Chapter 1</b> The student will identify and explain essential health concepts to understand personal health. (7.1)	The identification of how having Self-awareness improves your quality of life (socially, personally, or academically) is accurate.	The identification of how having Self-awareness improves your quality of life (socially, personally, or academically) is mostly accurate.	The identification of how having Self-awareness improves your quality of life (socially, personally, or academically) has some inaccuracies.	The identification of how having Self-awareness improves your quality of life (socially, personally, or academically) is in accurate.	Not enough evidence to score.
<b>Chapter 2</b> The student will identify and explain essential health concepts to understand personal health. (7.1)	The identification of how having Social-awareness improves your quality of life (socially, personally, or academically) is accurate.	The identification of how having Social-awareness improves your quality of life (socially, personally, or academically) is mostly accurate.	The identification of how having Social-awareness improves your quality of life (socially, personally, or academically) has some inaccuracies.	The identification of how having Social-awareness improves your quality of life (socially, personally, or academically) is in accurate.	Not enough evidence to score.
<b>Chapter 3</b> Demonstrate how to influence others to make positive health choices. (7.3m)	The demonstration of how to influence others to make a positive health choice is accurate.	The demonstration of how to influence others to make a positive health choice is mostly accurate.	The demonstration of how to influence others to make a positive health choice has a few inaccuracies.	The demonstration of how to influence others to make a positive health choice is inaccurate.	Not enough evidence to score.
<b>Chapter 4</b> Differentiate between passive, aggressive, and assertive communication. (7.1t)	The difference between passive, aggressive, and assertive communication is accurate.	The difference between passive, aggressive, and assertive communication is mostly accurate.	The difference between passive, aggressive, and assertive communication has some inaccuracies.	The difference between passive, aggressive, and assertive communication is inaccurate.	Not enough evidence to score.

<b>Chapter 4</b> Differentiate between passive, aggressive, and assertive communication. (7.1t)	The explanation of the win/win situation why it was the better choice is accurate.	The explanation of the win/win situation why it was the better choice is mostly accurate.	The explanation of the win/win situation why it was the better choice has some inaccuracies.	The explanation of the win/win situation why it was the better choice is inaccurate.	Not enough evidence to score.
		Total possible points-20	Actual points-	Score /20 =	
<b>Non standard criteria</b>					
Non-standard Criteria	4	3	2	1	0
Reflection	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	The reflection of the Social Emotional Skills and how they benefit a teen is accurate.	Not enough evidence to score
Pictures	The pictures accurately align with the chapter.	The alignment of the pictures to the chapter are mostly accurate.	The alignment of the pictures to the chapter have some inaccuracies.	The alignment of the pictures to the chapter are inaccurate.	Not enough evidence to score
		Total possible points-8	Actual points-	Score /8 =	

Standards score =80% of the grade.

Non-Standards score =20% of the grade.

Final grade \_\_\_\_\_