

# Identifying Personal Strengths

Transition Curriculum



Unit 1

## Identifying Personal Strengths

In this unit, students will be asked to identify their **personal strengths**. You, the student, and their caregivers will complete an assessment about the student to identify their strengths and needs. By knowing and understanding their strengths and needs, students can build **self-awareness**, which in turn helps build **self-advocacy**. These skills will enable them to successfully transition to life after high school.



## Lesson 1: What are Strengths? What are Needs?

### CCSS

RI.9-10.4, RI.9-10.7, L.9-10.1, L.9-10.4

### TEKS

110.31.(b)(1)(A), 110.31.(b)(9),  
110.31.(b)(17), 110.31.(b)(1)(B) and (E)

### Objective

**What this lesson will achieve:** Students will be able to understand the importance of developing self-awareness through understanding one's strengths and needs.

### Goals

You'll know this lesson is successful if students can:

- Explain the difference between a strength and a need.
- Explain the importance of self-awareness of one's strengths.
- Identify a strength in their personal and school lives.

### Key Ideas

- A strength is something you are good at. Strengths come easy to you.
- A need is something you need help with it. Needs are things you have a hard time with.
- When you know what you are good at and what you need help with, you have self-awareness.
- Knowing these important things about yourself will help you to have self-advocacy.

### Vocabulary

Needs, self-advocate, self-awareness, strengths

### Lesson 1 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the lesson content by having students independently review the sorting activity.
3. **Check for Understanding** by having students complete the matching activity.
4. **Assess** your students by having them demonstrate their knowledge of strengths and needs with the sorting activity.
5. **Reflect** on learning by having students complete the strengths and needs question activity.
6. **Wrap Up** the lesson by having students review what they have learned and then introduce them to the next lesson.
7. **Optional:** Use the *Extend and Enrich* activity with students as needed.



### Course Introduction

- Give students the Pre-Course Assessment.
- Introduce course content to students by displaying it on a SMART Board or by having them work independently using the activities in ONEder Academy.



### Differentiation Strategies

For struggling readers, encourage them to use the **highlighted text** or **read aloud** functions.

After the **Check for Understanding**, review each student's score. Use the **Extend and Enrich** activity to help any students who scored 50% or below.

For the **independent practice** activity, help students to identify their own strengths and needs by offering suggestions.



### Connect to Home

**\*Optional:** For the Unit 1 *Connect to Home* activity, students are interviewing a friend or family member about their personal strengths. Full details about this activity can be found in the Student Workbook and *Connect to Home Letters* can be found in the Additional Resources section of the Teacher's Guide.

## Lesson 2: Understanding Assessment Results

### CCSS

RI.9-10.4, RI.9-10.7, L.9-10.1, L.9-10.4

### TEKS

110.31.(b)(1)(A), 110.31.(b)(9),  
110.31.(b)(17), 110.31.(b)(1)(B) and (E)

**Note to teacher:** This lesson was specifically tailored for the TAGG Assessment. However, it can be easily modified to fit any transition assessment your students take.

### Objective

**What this lesson will achieve:** Students will learn how to read and interpret assessment results to understand their own strengths and needs.

### Goals

You'll know this lesson is successful if students can:

- Identify the main parts of an assessment result, such as the TAGG graph (e.g., area being tested, what each color bar means, the scores, and categories of the scores).
- Determine the score of a bar on a graph and what category the score falls in (i.e., average, above average, or below average).
- Explain why the scores of a teacher, professional, and student may be different.
- Read and understand their own transition results for "Strengths and Limitations."

### Key Ideas

- Transition assessments are measurements that a student, parent/guardian, and a professional all take to help a student set goals for after high school.
- In each of the eight categories being evaluated, a student will get a numerical score. This score can be average, above average, or below average.
- Sometimes the scores that each person gets for a category will be different from each other. This difference can be caused by many factors, but it doesn't mean that someone made a mistake in their scoring.
- It is important to read and understand your own assessment results.

### Vocabulary

Above average, assessment, attainment, average, below average, disability awareness, involvement, limitation, persistence

### Lesson 2 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Review** students' transition assessment results and use the story activity to help them understand common transition assessment measures.
3. **Check for Understanding** by having students complete the matching activity.
4. **Review** students' transition assessment results and use the story activity to show them how to interpret their personal results.
5. **Explain** to students how and why they may get different results from different people.
6. **Check for Understanding** of students' mastery of the ability to interpret transition results.
7. **Engage** students in discussions about their own transition results.
8. **Wrap Up** the lesson by having students review what they have learned and then introduce them to the next lesson.



### Differentiation Strategies

Encourage English learners to **use the text translation** feature.

For students who may need **additional background** knowledge on this topic, review how to read graphs with students who may need additional background on this topic prior to delivering lesson content.

Walk through the results of one assessment using the **think-aloud** strategy.



### Connect to Home

**\*Optional:** If students have not done so already, have them complete the *Connect to Home* activity.

## Lesson 3: Character Strengths, Part 1

(Courage, Honesty, and Wisdom and Knowledge)

### CCSS

RI.9-10.4, RI.9-10.7, L.9-10.1, L.9-10.4,  
SL.9-10.1, SL.9-10.2

### TEKS

110.31.(b)(1)(A), 110.31.(b)(9),  
110.31.(b)(17), 110.31.(b)(1)(B) and (E),  
110.31.(b)(24)-(26), 110.31.(b)(12)

**Note to teacher:** This is the first of three lessons on character strengths.

### Objective

**What this lesson will achieve:** Students will learn about character strengths so that they can identify their own personal strengths.

### Goals

You'll know this lesson is successful if students can:

- Define what the major groups of character strengths mean.
- Identify examples of a person showing each type of character strength.
- Analyze which character trait(s) are a strength for them and why.

### Key Ideas

- There are 24 character strengths that all people have. Some of these traits are strengths for us and some of them are needs.
- Understanding what the major character traits are can help us to articulate what we are good at and where we still need support.
- No one is strong in every character strength, and we can always work to improve the character traits that we aren't as strong in.

### Vocabulary

Character strengths, courage, creativity, curiosity, honesty, knowledge, perseverance, wisdom

### Lesson 3 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Build** background knowledge about character strengths by viewing the video.
3. **Determine** students' understanding of character strengths with the optional *Check for Understanding* video.
4. **Review** the *Character Strengths Graphic Organizer* with students in the Student Workbook.
5. **Introduce** character strengths lesson content using the story activity.
6. **Wrap Up** the lesson by having students review what they have learned.



### Differentiation Strategies

For struggling readers, encourage them to use the **highlighted text** or **read-aloud** functions.

Review the *Character Strengths Graphic Organizer* with students using the **gradual release of responsibility instructional method**. Provide a sample for students to view in Lesson 3, then, in Lesson 4, work on one together. Finally, in Lesson 5, give your students the freedom to work on the organizer on their own.

After the first **Check for Understanding**, review each student's scores. Reteach any content students struggle with before progressing to the next part of the lesson.



### Connect to Home

**\*Optional:** If students have not done so already, have them complete the *Connect to Home* activity.

## Lesson 4: Character Strengths, Part 2

(Transcendence, Gratitude, Humor, Kindness, Social Intelligence, and Humanity)

### CCSS

RI.9-10.4, RI.9-10.7, L.9-10.1, L.9-10.4,  
SL.9-10.1, SL.9-10.2

### TEKS

110.31.(b)(1)(A), 110.31.(b)(9),  
110.31.(b)(17), 110.31.(b)(1)(B) and (E),  
110.31.(b)(24)-(26), 110.31.(b)(12)

**Note to teacher:** This is the second of three lessons on character strengths

### Objective

**What this lesson will achieve:** Students will learn about character strengths so that they can identify their own personal strengths.

### Goals

You'll know this lesson is successful if students can:

- Define what the major groups of character strengths mean.
- Identify examples of a person showing each type of character strength.
- Analyze which character trait(s) are a strength for them and why.

### Key Ideas

- There are 24 character strengths that all people have. Some of these traits are strengths for us and some of them are needs.
- Understanding what the major character traits are can help us to articulate what we are good at and where we still need support.
- No one is strong in every character strength, and we can always work to improve the character traits that we aren't as strong in.

### Vocabulary

Gratitude, humanity, humor, kindness, social intelligence, transcendence

### Lesson 4 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Review** previous lesson content using the optional matching activity.
3. **Introduce** the character strengths lesson content using the story activity.
4. **Check for Understanding** using the question activity.
5. **Continue** the character strengths lesson using the story activity.
6. **Check for Understanding** using the sorting activity.
7. **Review** the *Character Strengths Graphic Organizer* with students.
8. **Wrap Up** the lesson by having students review what they have learned.



### Differentiation Strategies

For struggling readers, encourage them to use the **highlighted text** or **read-aloud** functions.

Review the *Character Strengths Graphic Organizer* with students using the **gradual release of responsibility instructional method**. Provide a sample for students to view in Lesson 3, then, in Lesson 4, work on one together. Finally, in Lesson 5, give your students the freedom to work on the organizer on their own.

After the first **Check for Understanding**, review each student's scores. Reteach any content students struggle with before progressing to the next part of the lesson.



### Connect to Home

**\*Optional:** If they have not done so already, have students complete the *Connect to Home* activity.

## Lesson 5: Character Strengths, Part 3

(Temperance, Forgiveness, and Self-Regulation)

### CCSS

RI.9-10.4, RI.9-10.7, L.9-10.1, L.9-10.4,  
SL.9-10.1, SL.9-10.2

### TEKS

110.31.(b)(1)(A), 110.31.(b)(9),  
110.31.(b)(17), 110.31.(b)(1)(B) and (E),  
110.31.(b)(24)-(26), 110.31.(b)(12)

**Note to teacher:** This is the last of three lessons on character strengths.

### Objective

**What this lesson will achieve:** Students will learn about character strengths so that they can identify their own personal strengths.

### Goals

You'll know this lesson is successful if students can:

- Define what the major groups of character strengths mean.
- Identify examples of a person showing each type of character strength.
- Analyze which character trait(s) are a strength for them and why.

### Key Ideas

- There are 24 character strengths that all people have. Some of these traits are strengths for us and some of them are needs.
- Understanding what the major character traits are can help us to articulate what we are good at and where we still need support.
- No one is strong in every character strength, and we can always work to improve the character traits that we aren't as strong in.

### Vocabulary

Fairness, forgiveness, justice, self-regulation, teamwork, temperance

### Lesson 5 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Review** previous lesson content using the optional matching activity.
3. **Introduce** the character strengths lesson content using the story activity.
4. **Check for Understanding** using the question activity.
5. **Continue** the character strengths lesson using the story activity.
6. **Check for Understanding** using the sorting activity.
7. **Review** the *Character Strengths Graphic Organizer* with students.
8. **Wrap Up** the lesson by having students review what they have learned and then introduce them to the next unit.
9. **Evaluate** student knowledge with the *End of Unit Assessment*.



### Differentiation Strategies

For struggling readers, encourage them to use the **highlighted text** or **read-aloud** functions.

Review the *Character Strengths Graphic Organizer* with students using the **gradual release of responsibility instructional method**. Provide a sample for students to view in Lesson 3, then, in Lesson 4, work on one together. Finally, in Lesson 5, give your students the freedom to work on the organizer on their own.

After the first **Check for Understanding**, review each student's scores. Reteach any content students struggle with before progressing to the next part of the lesson.



### Connect to Home

**\*Optional:** If they have not done so already, have students complete the *Connect to Home* activity.



### Unit Wrap-Up

- **Reflect** on the unit learnings by having your students complete the *End of Unit Reflection* activity in the Student Workbook.
- **Evaluate** student learning using the *End of Unit Assessment* in ONEder Academy.