

Treasure Coast High School

Visionary House Integrated Lesson Plan	
Date/Timeframe	10 Class Periods in August –September
Unit Essential Question/Enduring Understanding:	Resources Required and Location of Resources
Being an adult means you have a personal obligation to take care of yourself. Control your own destiny or someone else will. - How can daily decisions and attitudes affect the path to your own success and happiness? Place principles in the center of your life.	Lap top Lab Power Point-to write mission statement Digital Cameras Publisher- to write business cards Samples of mission statements (both teachers' personal mission statements and corporate) Stamps of each team teacher's signatures A Mock Passport for each student Posted vision statements Posted definitions of: proactive, reactive, paradigms, principles, deposit, withdrawal, mission statement
Lesson Objective (Content and Substance)	
<ul style="list-style-type: none"> • Students use the writing process to design a personal mission statement. This personal mission statement will guide career exploration planning and reinforce planning for senior culminating project. • Students use the writing process to write journal reflections (metacognition) • Students will the writing process to write a personal narrative. • Students will be able to articulate concepts considered important to successful teens: • Being Proactive, Shifting Paradigms, Using a Relationship Bank Account, developing a mission statement. 	

Overview of Activities/Lessons By Course (Organization of Knowledge)							
Course	SREM	NMT	ENG 11	Am Hist	Alg 2	Mar. Sci	CHEM
<u>Day One</u> Introduction to the 7 Habits of Mind	Setting: Each teacher's classroom during 1 st period. Teacher will read aloud or use interactive reading for pages 1-9 of the Seven Habits of Highly Effective Teens. Students will keep Cornell Notes. Students will be directed to reflect on their own good habits and bad habits in a T-chart. Students will then share in pairs. Students will receive stamps for: 1. Cornell Notes 2. T-chart on good and bad habits.						
<u>Day Two</u> Paradigm Shifts	Setting: Each teacher's classroom during 2 nd period. Teacher will summarize pages 11-27 and discuss briefly with students. Make sure and define "paradigm" and "principle." In the 7 Habits WORKBOOK, students will reflect on the activity on page 4 and fill out the chart. Discuss the "What You See is What You Get Activity" on pages 5-6 with class. Have students complete the graphic on page 6 (What is my life centered on) and the chart on page 7 (Listing principles and explaining why these principles are important to you.) Students will receive stamps for: 1. Graphic page 6 (What is my life centered on?) 2. T-chart page 7 (List important principles and why they are important to you)						
<u>Day Three</u> Relationship Bank Accounts	Setting: Each teacher's classroom during 3 rd period. Teacher needs to read for their own learning pages 133-143 (it's the background information on relationship bank accounts). Create a jigsaw by grouping students into heterogeneous groups and assigning each group to read and define specific sections of pages 133-143: Keeping Promises Do Small Acts of Kindness Be Loyal Listen Say You're Sorry Set Clear Expectations						