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An Afrocentric
Multicultural Curriculum

SETCLAE

Self-Esteem Through Culture Leads to Academic Excellence



A Model
Curriculum

For Educators,
Youth Workers
and Parents

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Setclae Sixth Grade Selfesteem Through Culture Leads To Academic Excellence

Norma Marie Robinson



Setclae Sixth Grade Selfesteem Through Culture Leads To Academic Excellence:

The Effects of Self-esteem on Academic Achievement on Sixth-grade Students Deann Marie Duke, 2002 *The Effects of Positive Academic Feedback on Sixth Grade Student Self-esteem* Janice Nadina Hatmaker, 1976 *Self Esteem and Academic Achievement* Don William Buzzard, 1968 A Comparison of Self-esteem, Locus of Control, and Social Support System on Academic Achievement of Sixth Grade Students in Santa Rosa County Linda Bamburg Barber, 1991 Student Self-esteem Garry Richard Walz, Jeanne C. Bleuer, 1992 This monograph presents 61 articles complemented by introductory and summary material on the topic of student self esteem Some of the articles have appeared previously in journals and were published from 1980s to 1992 The articles are grouped into 17 chapters with the following titles 1 How This Book Will Help You to Help Students Build their Self Esteem 2 Self Esteem What It Is Why It Is Important 3 Self Esteem and Its Effect on Academic Performance 4 The Self Esteem of Students At Risk 5 How Self Esteem Influences Students Personal and Social Behavior 6 Self Esteem as a Deterrent to Drug and Alcohol Abuse 7 Career Development and Self Esteem 8 The Influence of Gender and Age on Self Esteem 9 The Influence on Culture Race and Ethnic Group on Self Esteem 10 Parent and Family Impact on Self Esteem 11 School and the Development of Student Self Esteem 12 The Self Esteem of Gifted and Learning Disabled Students 13 Assessing Student Self Esteem 14 A Potpourri of Programs and Practices for Enhancing Student Self Esteem 15 Counselors and Teachers Roles in Enhancing Self Esteem 16 Locating Exemplary Self Esteem Resources and 17 The Counselor and Teachers as Catalysts for Enhancing Student Self Esteem ABL **Enhancing Self-esteem in the Classroom** Denis Lawrence, 2006-03-23 Clear explanations of the terminology and theory behind self esteem are offered as well as many practical examples and useful activities to use with children **Stability of Self-concept and Self-esteem and Academic Achievement in Sixth Graders** Norma Marie Robinson, 1983 **Increasing Self-esteem and Acceptance of Others in the Sixth Grade** Nancy Hewlett Romer, 1972 **The Impact of Self-esteem on the Academic Achievement of Sixth Graders in at the Peace Corps Elementary School** Jefferson Calvin Niles, 2005 **The relationship between self-esteem and academic success in elementary students** Martha C. Cook, 1996 The Effect a School Based Self-esteem Program Has on Sixth Grade Students Landra B. Lane, 1993 Self Esteem and Academic Achievement in Middle School Students Brian Kitchin, 2020 This study investigates the connection between the academic side of learning and the social emotional More specifically this study looks at one specific social emotional category self esteem and examines the possibility of a correlation to academic success Using a well established quantifiable measure of self esteem The Coopersmith Self Esteem Inventory and each of its embedded self esteem subscores General Self Social Self Home Parent Self School Academic Self the self esteem level of 51 volunteer participants were established Each participant was middle school aged Grades 6 8 and was a current student at a middle school in Middlesex County New Jersey Using a multiple regression these Coopersmith scores were individually compared to grades in core academic subjects Math ELA

Science and Social Studies as well as NJSLA standardized assessment scores in Math and ELA. The results varied for the different conducted tests. Overall a correlation was not found to exist between NJSLA scores and self esteem as determined by the Coopersmith Self Esteem Inventory. However there was a positive correlation found to exist between grades in core academic subjects and participant self esteem. The correlation was not strong enough to be used as a predictor for individual student grades or self esteem level however a P value of greater than .95 for multiple Coopersmith subscores is indicative of a relationship between the two variables that is statistically significant. This is evidence to suggest that as a whole middle school students with higher self esteem are also more likely to see an increase in academic success as well. ProQuest abstract

Esteem Builders Michele Borba, 1989. A K-8 self esteem curriculum for improving student achievement behaviors and school climate. *Character Education in Sixth Grade* Todd M. Bertram, 2010. [The Relationship Between Self-esteem and Academic Achievement of Sixth, Seventh and Eighth Graders at a Rural Elementary School](#) Thomas A. Farmer, 2001. **The Self-esteem of Fourth- and Sixth-grade Children in an Individualized School and Traditional School** Patricia Carolyn Ryser, 1973. *I Am Me* Trina D. Harlow, 2019. Schools must adapt to the needs of the 21st century learner. Relevant meaningful curriculum with important implications toward students' needs and cultures through their biographies. Psychology and sociology brings value to the learner, school, and society. This instrumental single case study sought to explore how a specific curriculum developed for this study, *I Am Me THOUGHTS of Buoyancy*, could teach an understanding of self esteem to sixth graders that would then be potentially exhibited in art making and reflection. While the curriculum unit developed for this study had six art projects and eight lesson plans, the *I Am Me Storyboard* art project was the central focus of data analysis. Buoyancy was used as a metaphor to assist in teaching the meaning of self esteem. Instrumental case study was implemented by the examination of the case for larger implications in 21st century art education. By investigating the development of an intercultural classroom through art activities and art making and by using the art curriculum for social emotional learning, the curriculum was analyzed for its usefulness in providing meaningful learning above and beyond art content within middle school art classes. Arts Based Research Leavy 2018 was the theoretical framework for the study building on the work of Eisner 2002 and Dewey 1934. The study was a meta synthesis of art education curriculum, storytelling, and biopsychosocial education with a pedagogical focus on Culturally Responsive Teaching Gay 2018 and Biography Driven Instruction Herrera 2016. This study built upon the research of early adolescent self esteem by DuBois, Felner, Brand, Phillips, and Lease 1996 which categorized evidence of self esteem into the five categories of family, friends, activities, body image, and school. The acronym EASEA was developed during this study to represent Early Adolescent Self esteem Analysis encompassing these five categories of self esteem. The intent of the student artists, the participants, was analyzed using visual, verbal, and verivisual examination. The term verivisual was developed for this study to represent a third zone of communication in which visual and verbal communication are used in tandem to inform meaning. A variety of data sources were used.

including field notes interviews information provided by students parents or guardians and five different artistic phases of the storyboard that included the art making and a written or verbal artist statement for each phase Findings of the study revealed that students told recognizable visual and verbal stories depicting components of self esteem in a variety of ways Students told stories in implicit or explicit ways that sometimes needed both the visual artifact and the verbal statement to be fully understood Students felt empowered by having control over how much of their story they chose to tell Through their art making and written or verbal artist statements many students chose to share joyous aspects of their lives reflecting things they loved that brought them laughter or that represented their lives Herrera 2016 Students shared biopsychosocial aspects of their lives and their social emotional needs were addressed through the planned curriculum or given an opportunity to be explored By choice some students shared difficult aspects of their personal lives Data revealed that all ten trauma reflecting communications were first completed as drawings in the geometric design phase where students drew a symbol representing their past present and future Findings revealed that after students first drew an image they then felt freer to write a written description of what they had drawn Another unique finding of the study was that the various components of students storyboards depicted a visual rhythm or movement that cohesively and aesthetically conveyed a vervisual language unique to each student The study was also particularly revealing with newcomer refugee students and recent immigrants giving them a platform to share their experiences prior to going to school in the United States and expressing the importance of their culture The findings indicate that curriculum such as I Am Me THOUGHTS of Buoyancy has a place in art education that university pre service art education programs should investigate the inclusion of social emotional learning courses for students majoring in art education and that art educators should work with school counselors in developing art curriculum that addresses character traits and other issues of concern with middle school students

Enhancing Self-esteem of

Sixth Grade Girls Nicole A. Natasi,2005 In a time where adolescent females are under internal and external scrutiny this writer created and implemented a school based program for middle school age girls The program was designed to address and enhance the self esteem among adolescent females The curriculum focused on building self esteem through establishing an acceptable body image developing a positive self concept and forming healthy peer relationships A review of the literature regarding the definition and societal impact on self esteem among adolescent females was studied and incorporated into the characteristics of this program An evaluation of this 10 week 12 member psycho educational group was performed using the testing instrument known as the Piers Harris Children s Self Concept Scale The assessment tool was given as a pretest and posttest to evaluate the overall level of self concept as well as specific domains such as physical appearance intellectual status happiness and satisfaction behavioral adjustment anxiety and popularity The results of this assessment indicated that the ten week psycho educational group had a positive influence on student s self esteem

Making the Best of Me: a Handbook for Student Excellence and Self Esteem Stu Semigran,Sindy Wilkinson,1989 A comprehensive collection of

practical and enjoyable Social Emotional Learning activities designed to assist youth in developing self esteem and life skills
Written for use by teachers counselors and youth group leaders this valuable handbook includes an introduction on the adult
s role in building self esteem Chapters and interactive exercises cover the topics of self esteem teambuilding communication
skills personal responsibility achieving excellence reaching out to one s family and community and personal journal writing

Me!? Jo Ellen Hartline,1990 Designed to build and enhance self esteem this text includes activities bulletin board ideas
poems and a list of relevant recommended films books and background material

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