Performance Task Description:
In order to achieve your personal and career goals, you need to reflect on your strengths and values. Accomplishing your goals requires a clear vision and an action plan. Nothing happens by itself. In this task, you will review your strengths and values to develop personal and career-related goal statements. You will also create a vision board that articulates those goals and the strengths and values that you will build upon to make those goals real. (A vision board is a personal collection of pictures/images, words, and artifacts that inspire positive emotions that represents your vision of your future self.)

Goals:
- Understand how your individual strengths and values influence your personal and career goals.
- See the importance of creating a personal brand and vision for the future.
- Learn that tools like a vision board will increase the chances of reaching your vision.

Essential Questions:
- How will I use my knowledge of self to take steps towards my personal growth?

Directions:
Step 1: Take a Self-Assessment
1. Take the online self-assessment to help identify your personal strengths and values.
2. Reflect on your strengths and values and how those tools will help you accomplish your future goals.

Step 2: Create a Personal Goal Statement and a Career Goal Statement
1. Develop a personal goal statement and a career goal statement along with tools that would help you achieve those goals. Tips for goal setting
   - Be specific.
   - Do not limit your goals because you are unsure how you will achieve them.
   - Write the goal in the present tense.
   - Write goals for you—not others.
2. Develop an overarching vision statement that describes your future.

Step 3: Create a Vision Board
1. Create a vision board using artifacts from your self-assessment, personal brand exercise, learning styles exercise, leadership exercise, and other resources collected during the unit. These artifacts can include research on potential careers and personal interests and reflections on your strengths and values. You will include both your personal and career goals statements in the vision board and you may use pictures, images, quotes, or other artifacts that inspire you and/or help to represent your personal and career goals.
2. Identify people in your life that are inspirational in relation to your personal and career goals. You may also identify programs or projects that support your vision of your future self. Include these in your vision board.
Performance Task 1: Personal Brand and Vision Board

Student Resource

Directions:

3. Include your personal and career goal statements, and you may add motivational “affirmation” words that represent who you want to become.

4. Present your personal and career goal statements to a small group of classmates and briefly discuss how your vision board represents those goals.

Resources:

• Rubric
**Unit 1 Performance Task 1: Personal Brand and Vision Board Rubric and Checklist**

**Student Name:** ______________________

**Date:** ______________________

**Section #:** ______________________

### Prerequisite Skills

1. The vision board includes a personal goal.  
   - **Yes**  
   - **No**

2. The vision board includes a career goal.  
   - **Yes**  
   - **No**

3. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, etc.).  
   - **Yes**  
   - **No**

**Relational Skills and Personal Attributes:**

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Meets or Exceeds Expectations</th>
<th>Not Yet or Inconsistently Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Knowledge:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The vision board demonstrates the skill | **Yes**  
   - critical thinking  
   - creativity  
   - ability to plan well  
   - ability to organize ideas well | **No**  
   - critical thinking  
   - creativity  
   - ability to plan well  
   - ability to organize ideas well | **No**  
   - critical thinking  
   - creativity  
   - ability to plan well  
   - ability to organize ideas well |          |
| Career Navigation Skills |                               |                                             |                           |          |
| The vision board demonstrates a positive work ethic, including a positive attitude. | **Yes**  
   - The student demonstrates effective teamwork habits.  
   - The student demonstrates a positive work ethic, including a positive attitude. | **No**  
   - The student demonstrates effective teamwork habits.  
   - The student demonstrates a positive work ethic, including a positive attitude. | **No**  
   - The student demonstrates effective teamwork habits.  
   - The student demonstrates a positive work ethic, including a positive attitude. |          |

**Pre-requisite Skills:**

1. The vision board includes a personal goal.  
   - **Yes**  
   - **No**

2. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, etc.).  
   - **Yes**  
   - **No**

3. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, etc.).  
   - **Yes**  
   - **No**

---

**Teacher Rubric Unit 1 PT1**
<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Communication Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
</table>
| Student clearly demonstrates some communication skills. | Student does not demonstrate the following:  
• Communicate the required tasks in a compelling manner to a small group of classmates.  
• Present the vision board in a compelling manner to a small group of classmates.  
• Communicate the goals and values that the students will build upon to make those goals real. | Student demonstrates some of the requisite effective communication skills.  
• Communicate the required tasks in a compelling manner to a small group of classmates.  
• Present the vision board in a compelling manner to a small group of classmates.  
• Communicate the goals and values that the students will build upon to make those goals real. |
| Student clearly demonstrates opportunities for growth. | Student does not demonstrate the following:  
• Communicate the required tasks in a compelling manner to a small group of classmates.  
• Present the vision board in a compelling manner to a small group of classmates.  
• Communicate the goals and values that the students will build upon to make those goals real. | Student clearly demonstrates some communication skills.  
• Communicate the required tasks in a compelling manner to a small group of classmates.  
• Present the vision board in a compelling manner to a small group of classmates.  
• Communicate the goals and values that the students will build upon to make those goals real. |

**NOTES:**

- Student's self-awareness.
- To better portray the student's needs.
**Unit 1 Performance Task 1: Personal Brand and Vision Board Rubric and Checklist**

**Prerequisite skills:**

1. The vision board includes a personal goal. (Yes/No)
2. The vision board includes a career goal. (Yes/No)
3. The vision board includes images and quotes to demonstrate self-awareness (learning style, leadership style, strengths, values, etc.). (Yes/No)

**Relational Skills and Personal Attributes:**

4. The student demonstrates effective teamwork habits. (Yes/No)
5. The student demonstrates a positive work ethic and includes team-oriented comments. (Yes/No)

**Quality Indicators:**

- Meets or Exceeds Expectations
- Not Yet or Inconsistently Meets Expectations
- Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Component</th>
<th>Comments</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations Not Yet or Inconsistently</th>
<th>Meets or Exceeds Expectations</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth and Opportunities for Growth</td>
<td>The vision board did not convey a strong awareness of the student's personal strengths and skills, and opportunities for growth, but it is unclear which statement is the career goal and how this student plans to get there.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board demonstrated some of the student's personal strengths, skills, and future goals, but it is unclear which statement is the career goal and how this student plans to get there.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board does not convey enough of the student's personal strengths, skills, and future goals to demonstrate applied knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board demonstrated all of the requisite skills, including: critical thinking, creativity, ability to plan well, ability to organize ideas well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board demonstrated some of the requisite skills, but does not demonstrate the skill checked: critical thinking, creativity, ability to plan well, ability to organize ideas well.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The vision board does not demonstrate enough of the requisite skills to demonstrate applied knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Navigation Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board conveyed a strong awareness of the student's personal strengths, skills, and future goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board conveyed a developing awareness of the student's personal strengths, skills, and future goals, but the board needs to better portray a strong awareness of the student's personal strengths and skills, and opportunities for growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The vision board did not sufficiently convey awareness of the student's personal strengths, skills, and opportunities for growth.</td>
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<td></td>
</tr>
</tbody>
</table>

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**Student Name:** ____________  **Section #:** ____________  **Date:** ____________
Teacher Rubric Unit 1 PTL

| Student clearly demonstrates all of the following communication skills required for successful participation in a team: | Student partially demonstrates the communication skills required for successful participation in a team by meeting the following indicators: |
| --- |
| communicating verbally to complete the required tasks through writing and design communicate the goals and the strengths and values that the students will build upon to make those goals real present the vision board in a compelling manner to a small group of classmates. | communicating verbally to complete the required tasks through writing and design communicate the goals and the strengths and values that the students will build upon to make those goals real present the vision board in a compelling manner to a small group of classmates. |

**NOTES:**

Overall, this is an example of a vision board from an 8th grade student. The vision board demonstrates this student's requisite skills, but it is unclear which statement is the career goal (does she want to be a professional dancer or in a profession that helps others?) and how this student plans to get there. The vision board conveys the student's interests, but her strengths and opportunities for growth are unclear.
**Name:**

**Date:**

**Class/Section:**

<table>
<thead>
<tr>
<th>Performance Task Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve your personal and career <strong>goals</strong>, you need to reflect on your strengths and <strong>values</strong>. Accomplishing your <strong>goals</strong> requires a clear <strong>vision</strong> and an action plan. Nothing happens by itself. In this task, you will review your strengths and values to develop personal and career-related goal statements. You will also create a <strong>student success plan</strong> that articulates those <strong>goals</strong> and the action steps you will take to achieve your <strong>goals</strong>. (A <strong>student success plan</strong> is a planning tool that includes your <strong>goal</strong> statements, <strong>action steps</strong>, and the identification of obstacles and supports that you may encounter in reaching your <strong>goals</strong>.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand how your individual strengths and <strong>values</strong> influence the <strong>action steps</strong> you will take to achieve your personal and career <strong>goals</strong>.</td>
</tr>
<tr>
<td>• See the importance of using a planning tool to take actions and identify obstacles and supports to help achieve your <strong>goals</strong>.</td>
</tr>
<tr>
<td>• Learn that tools like a <strong>success plan</strong> will allow you to be proactive in isolating the steps needed to reach your <strong>goals</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How will I use my knowledge of self to take steps towards my personal growth?</td>
</tr>
<tr>
<td>• What do effective people do to identify and overcome obstacles in their personal life or career?</td>
</tr>
<tr>
<td>• How will I use my strengths and values to help shape my future self?</td>
</tr>
<tr>
<td>• What are my values and career aspirations?</td>
</tr>
<tr>
<td>• How do I learn best, and how can I apply these skills to improve my future self?</td>
</tr>
<tr>
<td>• What is my leadership style and how do my leadership characteristics help me to achieve my personal and career goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directions:</th>
</tr>
</thead>
</table>

**Step 1: Complete Your Personal Goal Statement**

1. Write your personal **goal** statement.
2. Identify at least three action steps that are required to achieve your personal **goal**; remember to be specific.
3. For each **action step**
   • Identify any potential obstacles that may prevent you from reaching your **goal**.
   • Identify any potential supports that you have in place to achieve this **goal**.
   • Write one or two sentences describing how you will resolve any potential barriers if the obstacle does arise.

**Step 2: Complete Your Career Goal Statement**

1. Write your career **goal** statement.
2. Identify at least three action **steps** that are required to achieve your career goal; remember to be specific.
Directions:

3. For each action step
   - Identify any potential obstacles that may prevent you from reaching your goal.
   - Identify any potential supports that you have in place to achieve this goal.
   - Write one or two sentences describing how you will resolve any potential barriers if the obstacle does arise.

Step 3: Develop a Course Goal Statement

1. Write a course goal statement that identifies what you hope to accomplish during this course to further your personal and career goals.
2. Identify at least three action steps that are required to achieve your course goal; remember to be specific.
3. For each action step
   - Identify any potential obstacles that may impact this action step.
   - Identify any potential supports that you have in place to achieve these action steps.
   - Write one or two sentences describing how you will resolve any potential barriers.

Step 4: Reflection

1. Write two or three sentences reflecting on how you will apply your skills (strengths, values, leadership) to accomplish your personal, career, and course goals.
2. Write two or three sentences reflecting on what in-school supports you have in place (courses, activities, networks) to accomplish your personal, career, and course goals.
3. Write two or three sentences reflecting on what out-of-school supports you have in place (programs, activities, networks) to accomplish your personal, career, and course goals.
4. Write two or three sentences reflecting on what social supports (family, peers, community) you have in place to accomplish your personal, career, and course goals.

Resources:

- Rubric
- Student Success Plan Template
## Student Success Plan Template

### Personal Goal Statement #1:

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Unit 1: How I Learn and Lead
Performance Task 2: Student Success Plan
Student Resource

3.  

<table>
<thead>
<tr>
<th>Career Goal Statement #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action Step #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Course Goal Statement #3:**

**Action Step #1:**

**Action Step #2:**
### Action Step #3:

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What skills do I have that will help me accomplish my goals (strengths, values, leadership):
Unit 1: How I Learn and Lead
Performance Task 2: Student Success Plan
Student Resource

What activities/courses can I complete in-school to help me accomplish my goals:

What activities/programs can I join outside of school to help me accomplish my goals:
What supports do I have access to that will help me accomplish my goals (family, peers, community):

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

#### Deliverables:

| 1. The student success plan included a personal goal statement. |
| 2. The student success plan included a career goal statement. |
| 3. The student success plan included a course goal statement. |
| 4. The student success plan included 2-3 sentences of reflection responses. |
| 5. The student demonstrates effective independent work habits. |

#### Critical Thinking Skills

| □ reason logically |
| □ analyze creatively |
| □ synthesize analytically |
| □ think critically |

#### Quality Indicators

<table>
<thead>
<tr>
<th>Met or Exceeds Expectations</th>
<th>Inconsistently Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>□Applied Knowledge:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The student success plan included all of the required skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The student has the ability to demonstrate evidence that the student success plan provides evidence of the items checked below:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Think critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Plan appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Organize effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Act decisively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Solve problems creatively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Reason logically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Relational Skills and Personal Attributes

| 1. Responsibility |
| 2. Self-discipline |
| 3. Adaptability |
| 4. Flexibility |

### Comments

Student Name: ___________________________
Date: ____________________
Section #: __________

Unit 1: Performance Task 2: Student Success Plan Rubric and Checklist
**Career Navigation Skills**

<table>
<thead>
<tr>
<th>Teacher Rubric Unit 1 P2</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td><strong>Critical and Revision Skills</strong></td>
</tr>
<tr>
<td><strong>The Student Success Plan</strong></td>
<td></td>
</tr>
<tr>
<td>from feedback:</td>
<td>Student work was improved, but may not include both feedback from peers or teachers. Feedback is captured on goal statements or action steps. Student applies feedback to improve work. Student shows understanding of self-awareness and ability to overcome obstacles that could derail the achievement of established goals.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>The Student Success Plan is not reflective. Student work was not improved from feedback. Feedback is not captured or applied to improve the Student Success Plan.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>Student shows understanding of self-awareness and ability to overcome obstacles that could derail the achievement of established goals. Student work was improved from feedback.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>Student work was not improved from feedback. Feedback is not captured or applied to improve the Student Success Plan.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>Student work was improved, but may not include both feedback from peers or teachers. Feedback is captured on goal statements or action steps. Student applies feedback to improve work. Student shows understanding of self-awareness and ability to overcome obstacles that could derail the achievement of established goals.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>The Student Success Plan is not reflective. Student work was not improved from feedback. Feedback is not captured or applied to improve the Student Success Plan.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>Student shows understanding of self-awareness and ability to overcome obstacles that could derail the achievement of established goals. Student work was improved from feedback.</td>
</tr>
<tr>
<td>The Student Success Plan</td>
<td>Student work was not improved from feedback. Feedback is not captured or applied to improve the Student Success Plan.</td>
</tr>
</tbody>
</table>
# Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

## Deliverables

1. The student success plan included a personal goal statement.  
2. The student success plan included a career goal statement.  
3. The student success plan included a course goal statement.  
4. The student success plan included a course goal statement.  
5. The student demonstrates evidence that the student has the ability to plan well.

## Relational Skills and Personal Attributes

- **Deliverables:**
  - The student demonstrates evidence that the student can effectively plan independent work habits.
  - The student demonstrates evidence that the student can effectively plan independent work habits.
  - The student demonstrates evidence that the student can effectively plan independent work habits.

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Quality Indicators</th>
</tr>
</thead>
</table>
| Applied Knowledge | a. Flexibility  
b. Adaptability  
c. Self-discipline  
d. Responsibility  

<table>
<thead>
<tr>
<th>Comments</th>
<th>Does Not Meet Expectations</th>
<th>Inconsistently Meets Expectations</th>
<th>Meets or Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<td>No</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Name:  
Date:  
Section #:  
Student Example 1  

---

Teacher Rubric Unit 1 PT2
### Teacher Rubric Unit 1 PT2

<table>
<thead>
<tr>
<th>Critique and Revision Skills</th>
<th>Self-awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work.</td>
<td>The student is very self-aware and able to determine effective means to overcome obstacles that could derail the achievement of established goals.</td>
</tr>
<tr>
<td>The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback.</td>
<td>The student is self-aware and able to determine some means to overcome obstacles that could derail the achievement of established goals. Additional self-awareness and analysis would be beneficial.</td>
</tr>
<tr>
<td>The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.</td>
<td>The student is not self-aware and the inability to determine means to overcome obstacles that could derail the achievement of established goals is noted.</td>
</tr>
</tbody>
</table>

### NOTES:

#### Overall:
This is a strong example of a Student Success Plan from a 9th grade student. The student included each of the required deliverables and demonstrated responsibility and self-discipline while working on this task. No evidence of adaptability or flexibility was noted.

The student's goals and corresponding action steps, potential obstacles and supports and solutions show evidence of critical thinking.

The student's awareness of strengths, values and leadership qualities is demonstrated through the student's goals, action steps, potential obstacles and supports and solutions. While the student lists potential supports and solutions to overcome obstacles and demonstrate self-awareness of strengths, values and leadership, the student's awareness of strengths, values and leadership qualities is not fully demonstrated.

Though, rather than listing the strengths, values and leadership, I would have preferred the student write 2-3 sentences, describing his/her skills. For example, the student lists "my learning style" as a strength, but does not indicate what his/her learning style is.

The student incorporated some feedback from peers and teacher, but I would have liked to see more detail included the reflection responses and full sentences throughout.

Student work was improved from feedback.
### Performance Task 2: Student Success Plan Rubric and Checklist

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Meets or Exceeds Expectations</th>
<th>Inconsistently Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student success plan included a personal goal statement.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2. The student success plan included a career goal statement.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3. The student success plan included a course goal statement.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4. The student success plan includes a course goal statement.</td>
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<td></td>
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<tr>
<td>5. The student success plan includes a personal goal statement.</td>
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<td>No</td>
<td></td>
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#### Deliverables:
- The student success plan includes a course goal statement.
- The student success plan includes a personal goal statement.
- The student success plan includes 2-3 sentences of reflection.
- The student demonstrates effective independent work habits.
- The student has the ability to plan well.

#### Critical Thinking Skills:
- Reason logically
- Solve problems creatively
- Act decisively
- Organize effectively
- Plan appropriately
- Think critically

#### Relational Skills and Personal Attributes:
- Flexibility
- Adaptability
- Self-discipline
- Responsibility
- Show evidence of critical thinking supports and solutions and potential obstacles and student action steps.

#### Quality Indicators
- Comments
- No
- Yes

---

**Student Name:**

**Date:**

---

**Teacher Rubric Unit 1 PT2**
### Self-awareness

<table>
<thead>
<tr>
<th>Student incorporates feedback from peers and teacher, though there were a handful of errors throughout that should have been corrected before submitting the Student Success Plan.</th>
</tr>
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<tbody>
<tr>
<td>Teacher Notes:</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Student lists self-awareness of strengths and solutions, and demonstrates self-awareness of strengths and solutions, and values to help her meet her goals.</td>
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</tbody>
</table>

### Critique and Revision Skills

<table>
<thead>
<tr>
<th>The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Notes:</td>
</tr>
<tr>
<td><strong>Teacher:</strong> The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback received from peers and teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.</th>
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### Potential Supports and Solutions

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<tr>
<th>This is a strong example of a Student Success Plan from a 7-8th grade student. The student included each of the required deliverables and demonstrated responsibility and self-discipline while working on this task. No evidence of adaptability or flexibility was noted.</th>
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**Teacher Rubric Unit 1 PT2**
Unit 1 helps students develop **self-awareness** about their future selves and career aspirations. Students will examine their personal strengths as they develop a **personal brand**, design a **vision** board, and create a **student success plan**. These performance tasks will allow students to define personal and career **goals** and outline the steps needed to meet and exceed their stated **goals**.

**Students Will Know and Be Able To...**

- develop a personal and career goal that accurately reflects their self-interests, abilities, and talents;
- demonstrate their individual strengths and leadership style as they build a positive self-concept;
- apply their personal value system to develop a personal and career goal;
- apply their personal strengths to establish goals and define ways in which they can continuously improve by building on their strengths;
- identify their personal learning style and apply appropriate learning strategies to build self-awareness;
- define the characteristics of a leader and apply their personal leadership style to achieve a goal.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

1. **action step**: planned efforts that are made to reach a specific goal (created definition) (*PT 1.2, Teacher Guide, PT 1.1 Rubric*)
2. **auditory**: relating to or experienced through hearing (*Unit Plan, Teacher Guide, VARK Questionnaire*)
3. **ethics**: the principles of conduct governing an individual or a group (*Unit Plan, Teacher Guide*)
4. **goal**: the end toward which effort is aimed (*Unit Plan, PT 1.1, PT 1.2, PT 1.1 Rubric, Teacher Guide*)
5. **integrity**: the firm adherence to a code of moral values (*Unit Plan, Teacher Guide*)
6. **kinesthetic learning**: a learning style in which the individual learns through completing physical activity or movement (created definition) (*Unit Plan, Teacher Guide, VARK Questionnaire*)
7. **leadership**: the behavior of motivating another individual or group of people to act towards a common goal or change an attitude or belief (created definition) (*Unit Plan, PT 1.1, PT 1.2, Teacher Guide*)
8. **personal brand**: the depiction and marketing of one-self, which typically includes strengths and values as well as goal statements (created definition) (*Unit Plan, PT 1.1, Teacher Guide*)
9. **resilience**: the ability to recover from or adjust easily to misfortune or change (*Unit Plan, Teacher Guide*)
10. **self-awareness**: an awareness of one’s own personality and individuality (*Unit Plan, Teacher Guide, PT 1.1 Rubric*)
11. **self-reflection**: a reflective examination of one’s beliefs or motives (*Unit Plan*)
12. **student success plan**: an outline of action steps needed to achieve one’s goals (created definition) (*Unit Plan, PT 1.1 Rubric, PT 1.2, Teacher Guide*)
13. **values**: a person’s judgement of what is important in life (created definition) (*Unit Plan, PT 1.1, PT 1.2, Teacher Guide*)
14. **vision statement**: a description of what an individual would like to accomplish in the future (created definition) (*Unit Plan, PT 1.1, Teacher Guide*)
Introducing, reinforcing, and using academic vocabulary with students is an important part of a student’s comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in Building Academic Vocabulary: Teacher Manual, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a word-wall to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card “drills,” and complete work sheets or quizzes generally “teach” vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- Internalization of Vocabulary Through the Use of a Word Map
- Grades 3-8 EngageNY ELA Appendix
- 15 Vocabulary Strategies in 15 Minutes
- 12 Vocabulary Activities and Mini-Lessons for High School Students
- 5 Brain-Based Vocabulary Activities for the Secondary Classroom

### Lesson One: My Strengths and Values

**Day 1:** Students will be introduced to the unit, set norms for class discussion, and examine how to be respectful of others. Students will complete the paper plate icebreaker activity as a way to get to know their peers and to learn about the positive characteristics they bring to group activities. Students will reflect on the **values** displayed by their peers during a group activity.

**Activity: Paper Plate Icebreaker**

**Time Frame:** 15 minutes

**Class Configuration:** small groups

**Materials:** Paper plates (1 per student), each student will need something to write with.

**Description:** Students will identify which **value** statements shared by their peers match their self-perception and which **value** statements do not. Students will take an online self-assessment and divide into groups based on their identified
Unit 1: How I Learn and Lead
Teacher Resource Guide

domain. Student groups will discuss common characteristics identified during the self-assessment to build a list of strengths.

**Tip:** Before the activity, establish classroom norms for showing respect to one another. Discuss with students what appropriate compliments are and provide examples. You might also want to model ways of disagreeing without arguing, including how to ask follow up questions and explore versus dismiss differences in opinion.

1. Distribute one paper plate for each student and ask students to write his or her name in the middle of the plate.
2. Have students work in small groups, sitting in a circle. Students will pass their plate to the person to the left.
3. Each time a student receives a new plate they write a compliment about the person whose name is on the plate.
   The activity continues until all plates have made the circle and the owner of the plate has their original plate in hand.
4. Provide time at the end to allow students to read and reflect on the positive comments from their peers. Ask students which **value** statements shared by their peers match their self-perception and which **value** statements do not match their self-perception.

**Activity: Personalities Self-Assessment**

**Time Frame:** 30 minutes

**Class Configuration:** groups of four

**Materials:** access to computers, four teacher-created posters – 1. Analysts: Logician, Commander, Debater; 2. Diplomats: Mediator, Protagonist, Campaigner; 3. Sentinels: Defender, Executive, Consul; 4. Explorers: Adventurer, Entrepreneur, Entertainer; link: [NERIS Type Explorer®](#)

**Description:** Students transition from reflecting on positive comments from others to a reflection on their own personal strengths. Student will take the online assessment [NERIS Type Explorer®](#).

1. Have students take the online assessment (approximately 15 minutes). Provide enough time for students to reflect on their results. Post one of the four posters in each corner of the room and have students go to the corner with the poster that best represents their results. Ask students to discuss which subcategory they fall into and compare and contrast the characteristics found in that domain. The teacher may want to choose one of these optional assessments to best meet the needs of the students:
   - [http://personality-testing.info/tests/IPip-BFFM/](http://personality-testing.info/tests/IPip-BFFM/)
   - [https://www.16personalities.com/](https://www.16personalities.com/)
   - [https://www.mynextmove.org/explore/ip](https://www.mynextmove.org/explore/ip)
   - [https://www.truity.com/test/holland-code-career-test](https://www.truity.com/test/holland-code-career-test)
   - [http://kudernavigator.com/](http://kudernavigator.com/) (applicable for middle school and high school)
   - [http://mycareerproject.org/test/personality-test/](http://mycareerproject.org/test/personality-test/) (best for middle school)

**Tip:** The teacher should take the personalities self-assessment ahead of time.
2. Have each group share their primary and subdomains and discuss the main strengths for that area.

3. To assess whether students are self-aware, have each student complete an exit ticket with the following statement:

   “The self-assessment suggests that ____________ is one of my strengths. I agree/disagree with this. For example, _________________. One way this strength gets expressed in my daily life is _______________.”

Day 2: Students reflect on the ideas and topics discussed in the previous class and develop a common definition of the word values. Students will develop a list of their values and the priority those values have in their lives.

Activity: Values Word Association

*Time Frame: 15 minutes*

*Class Configuration: individual; pairs*

*Materials: self-stick notes*

*Description:*

1. Have students think-pair-share ideas and topics discussed in the previous class. Specifically, ask students to reflect on their exit ticket and finalize their list of individual strengths.

2. Students briefly share their list of strengths with a classmate. Each student group shares strengths they had in common with the entire class.

3. Students write on a self-stick note the one defining word that comes to mind when they hear the word value. Students place their notes on the board and the teacher groups and tallies the responses. The class discusses the responses and the ways specific examples vary by individual. Students then collaborate to define the word value.

4. Students watch the video, “What are Your Values?” (2 minutes, 15 seconds). After the video, students discuss vocabulary such as integrity and ethics.

   **Tip:** In effort to help students comprehend the video, consider playing it twice and during the second play stop the video at every point (happy/proud/fulfilled) and ask students to think of a time when they felt that way. This may support the discussion below.

5. Ask: “Does the class definition for values align with the ideas presented in the video?” Discuss.

6. Tell students: “When you define your personal values, you discover what’s truly important to you. A good way to start doing this is to look back on your life and identify when you felt really good and really confident that you were making good choices.” Then lead students through the exercise of defining their values as described in this article by mindtools.com. Teachers may also want to use this handout to help students define their values. (This should take about 25 minutes.)

7. Provide time for students to turn to a partner and to share some of their top-priority values and why these are important to the students.
8. To formatively assess whether students are self-aware, have each student complete an exit ticket that fills in the blanks in the following statement:

“The self-assessment suggests that _______________ is one of my strengths. I agree/disagree with this. For example, _________________. One way this strength gets expressed in my daily life is ______________.”

Lesson Two: My Personal Brand and Vision

Day 1: Students will discuss how knowing their strengths and values and establishing goal statements are important to building their personal brand. Students will work independently to write a personal goal statement, a career goal statement, and a 30-second elevator pitch that defines their personal brand. Students will conduct mock interviews using sample interview questions to help their peers practice presenting their elevator pitch.

Activity: Personal Brand

Time Frame: 10 minutes
Class Configuration: individual, groups
Materials: article about building personal brand
Description:

1. Show students different brands that they may recognize such as Nike, Apple, Adidas, Beats by Dre, or McDonalds. Ask the students: What do you think of when you see these brands? What imagines come to your mind? How do they make you feel?

2. Have students read an article about building a personal brand. Possible articles include:
   - Entrepreneur Magazine, 5 Steps to Building Your Personal Brand
   - Forbes Magazine, 7 Things to Build and Awesome Personal Brand

3. Organize students in small groups, where they will discuss how knowing their strengths and values and establishing goal statements are essential to defining their personal brand.

4. Ask: How do your strengths and values help to define who you are as a person?

5. Ask: How does establishing goals help to determine who you become as an adult?

Activity: Personal and Career Goal Statements

Time Frame: 15 minutes
Class Configuration: individual, pairs
Materials: paper and pencil, computer
Description:

1. Model writing a career goal statement for students
2. Allow students to work independently to write a personal **goal** statement and a career **goal** statement that incorporates their strengths and **values**.

3. Have students work in pairs to share their personal **goal** statements and career **goal** statements, capturing feedback from their peers to further develop their **goal** statements.

**Activity: Elevator Pitch and Mock Interviews**

**Time Frame:** 25 minutes  
**Class Configuration:** individual, pairs  
**Materials:** paper and pencil, computer  
**Description:**

1. Students will work independently to write a 30-second elevator pitch that defines their personal and career **goals** as part of their **personal brand**. An elevator pitch is a brief, persuasive speech that succinctly sparks interest in what you are doing. The elevator pitch should last the length of an elevator trip. Have students imagine that they only have the length of an elevator ride to convince someone of their personal and career goals. That is how long an elevator pitch should be.

**Tip:** Provide opportunities for students to reflect and edit their elevator pitches between mock interviews. The teacher may also want to model the elevator pitch before having students work on their own.

2. Assign interview questions and/or have students review commonly asked interview questions to determine two questions to ask their partners.

3. Allow students to work in pairs to conduct mock interviews. One student will act as the interviewer, while the other student uses his/her elevator speech to respond to the interview questions. Provide time for feedback between student interviews.

4. Instruct students to switch roles. Provide opportunities for students to reflect and edit their elevator pitch between mock interviews if more than one interview is conducted.

5. Have students finalize their personal **goal** statements and career **goal** statements during class or as homework.

6. Ask: During an interview, how does a person showcase their strengths and **values**?

7. Ask: How does practicing your elevator pitch help to prepare you for interviews and future jobs?

**Optional Additional Assessments:**
- Top Resume Magazine, 5 Tips for Delivering the Perfect Elevator Pitch
- Monster.com, 100 Potential Interview Questions

**Day 2:** Students will share their final personal **goal** statements and career **goal** statements with a peer. As a whole group, students will discuss the importance of having clear **goal** statements and setting **goals**. Students will work independently to begin the creation of a **vision** board that defines their personal **goal** statement and career **goal** statement.
Performance Task 1: Vision Board

**Time Frame:** 50 minutes

**Class Configuration:** individual

**Materials:** PT 1 Student Resource, materials for paper or electronic vision board (see options below)

**Description:** Students will develop a personal goal statement and a career goal statement. Students will create a vision statement based on their personal and career goals. Students will create a vision board based on what their personal and career goals look like when they are achieved. Explain that a vision board is created by an individual to illustrate what he or she wants in life—what he/she aspires to. A vision board is a personal collection of individual desires and no restrictions are placed on the images or words displayed on the board. (Depending on the maturity and norms of the class, you may want to review what appropriate classroom language and content is.)

**Tip:** Share your own vision statement as an example. (Be sure to include diverse representations of potential role models and sources of inspiration, here and throughout the course.) The following resources can be used by both the teachers and the students to complete the vision board.

**Readings:**
- Vision Board — A Powerful Tool to Manifest Your Life Desires *Audio available
- 3 Powerful Benefits of Creating a Vision Board
- Women of Power: How to Make a Vision Board
- How to Create an Empowering Vision Board
- The Reason Vision Boards Work and How to Make One

**Videos**
- How to Make a Vision Board that ACTUALLY Works!

1. Share with students the following tips for goal setting:
   - Be specific.
   - Do not limit your goals because you are unsure how they will manifest.
   - Always write the goal in the present tense.
   - Write goals for you—not others.

2. Explain to students that they will
   - Create a vision board using artifacts from their self-assessment, personal brand exercise, learning styles exercise, leadership exercise, and other resources collected during the unit which can include research on potential careers and personal interests and reflections on their strengths and values.
   - Include in the vision board both their personal and career goals statements, and inspirational quotes. They should choose artifacts that reflect their strengths and ways in which they will apply their strengths to overcome obstacles to achieve their personal and career goals.
   - Identify people in their lives who are inspirational in relation to their personal and career goals and identify programs or projects that are in life or that support their visions of their future selves.
   - Add motivational, affirming words that represent who they want to become and/or your personal and career goal statements.
   - Reflect on why they chose these artifacts and explain those reasons to their peers.
Also explain that the vision board should only use words and images that best represent the student’s purpose, their ideal future, and words that inspire positive emotions. Remind students there is beauty in simplicity and clarity and too many images and too much information may be distracting and harder to understand.

3. Ask: How might a vision/goal board help a person achieve their goals?

4. Ask: What is different about the vision/goal board compared to just writing our goals?

5. Share and review the rubric/checklist for scoring the vision board.

6. Have students present the vision board in small peer groups, emphasizing choices they made in creating their board. Students will provide vision board feedback on classmate work, using the student rubric in a revision cycle. (Depending on the “readiness” of your students, you may wish to provide a set of sample question prompts to help guide their small-group discussions. Ask for example: What was most difficult about completing your vision board? How did your goals develop or evolve during the process? What did you like most about your vision board? or I’m most curious about why you chose to include...)

**Vision Board Materials and Options:**

Paper:
1. mixed media
2. markers, crayons colored pencils
3. poster board or large sheets of construction paper
4. scissors
5. tape and/or glue sticks
6. plain white paper

Electronic version:
1. Computer-Based: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint
2. Apps: Subliminal ($4.99); Hay House (Free); Wishboard ($3.99); Dream Vision (Free)
3. Web-Based: Pinterest; DreamIt Alive.com; Google Document; Google Presentation

**Lesson Three: How I Learn**

**Day 1:** Students will complete a learning style exercise that defines visual, auditory, kinesthetic, and tactile learning. Students will reflect on the learning style that best matches their own personal style and discuss how different learning strategies can be incorporated into their personal and career goal statements. Students will write a two-to three-sentence narrative about their learning styles and how they can incorporate them into achieving their personal and career goals. Students will then incorporate the narrative and other artifacts into their vision board. (Throughout, the teacher should emphasize that this is only about their learning style preference—the way they like to or are most comfortable learning—not the only way they can or should learn and/or express themselves. They should be encouraged to identify examples of their own learning and success in each style. Be cautious about reinforcing students’ own self-doubts or stereotypes about specific groups or suggesting that specific disciplines or careers fit specific styles.)
Activity: Learning Style Memory Exercise

Time Frame: 20 minutes
Class Configuration: whole class
Materials: word lists—both visual and auditory—plus ten similar artifacts/objects placed in a box

Description: Explain to students that this is an activity to introduce the idea of learning styles.

1. To begin, briefly introduce the concepts of visual, auditory, kinesthetic, and tactile learning.

2. To display visual learning, generate a list of ten words on a piece of paper or a slide deck. Words should be themed, for example “nighttime”—bed, blanket, pillow, pajamas, clock, night, moon, slippers, dark, and sleep. Provide limited instruction to students, a series of words will be displayed for 30 seconds, and students write down all the words they remember on a piece of paper. Display the words for 30 seconds. Ask students to record their responses. Check to see if students were able to record the ten words.

3. To display auditory learning, recite a list of ten words. Words should be themed, for example “the beach”—beach, bucket, towel, sun, shovel, sand, ball, waves, ocean, and water. Provide limited instruction to students, a series of words will be verbalized twice, and students write down all the words they remember on a piece of paper. Repeat the series of words twice. Ask students to record their responses. Check to see if students were able to record the 10 words.

4. To display kinesthetic learning bring ten related items to class. Items should be themed, for example “sports”—Frisbee, tennis ball, ping pong ball, baseball, football, toys, board games, video games, helmet, and bean bags. Provide limited instruction to students, a series of items will be passed around the room, and they may keep an item for no more than five seconds before passing it along. When prompted they will write down all the items they remember on a piece of paper. Ask students to record their responses. Check to see if students were able to record the 10 words.

5. Ask students the following questions:
   a. What did you forget and why?
   b. How did you remember the items?
   c. Did it help you to remember the items if you could touch them? See them? Hear them?
   d. How many of you think you are kinesthetic learners? Auditory learners? Visual learners?
   e. Was it more difficult to remember unfamiliar items such as the Spanish castanets?
   f. How does your culture influence the items you remember?

Encourage discussion about learning styles in the above exercise. Many students realize that they are kinesthetic and/or tactile learners and can apply learning techniques related to this style.

Activity: Learning Style Inventory

Time Frame: 20 minutes
Class Size: Individual
Materials: Learning Style Inventory
**Unit 1: How I Learn and Lead**

**Teacher Resource Guide**

**Description:** Students will take a learning styles inventory as a way to consider the types of learning activities that feel most comfortable for them.

**Tip:** The teacher should take the learning styles inventory ahead of time.

1. Review the learning categories and define each for students—visual, auditory, and kinesthetic. Review the learning style study strategies.

2. Have students take a learning style inventory and follow the scoring instructions (if applicable) and review their results. Possible inventories include
   - The VARK Questionnaire: How Do I Learn Best?
   - What’s Your Learning Style?

3. Have students write a two- to three-sentence narrative about their learning styles and how that information might help them achieve their personal and career goals. Students will then incorporate the narrative and other artifacts into their vision board.

**Lesson Four: How I Lead**

**Day 1:** Students will watch a video and identify the ways in which people become leaders and the types of character strengths leaders display. Students will write about their own leadership styles and how they can incorporate leadership into the achievement of their personal and career goal statements. Students will then incorporate the narrative and other artifacts into their vision board. Students will complete their vision boards and present their personal and career goal statements and vision boards to a small group of students.

**Activity: Leadership Video**

**Time Frame:** 10 minutes

**Class Configuration:** individual, whole class

**Materials:** Video

**Description:** Students explore the concept of leadership.

1. Explain to students that the next step in self-awareness is understanding their personal leadership styles. Explain that as the class moves into the next unit on the power of teams, the need for knowing how to lead a group will become important and that while most leaders have a mix of styles and strategies that they can use if different situations—like tools in a tool belt, they have dominant styles—ones they lean on more often than others.

2. Watch the video Leadership Lessons from the Dancing Guy (3 minutes). Discuss with students the role of leader versus the role of the first follower. Ask for example: What was special about the first follower? Was the dancer a good leader? If so, why? Ask them to give examples of both.

3. Discuss with students how people become leaders. Broad categories such as the following can be used to illustrate how people attain leadership positions.
   - **Qualified:** Often people become leaders because they obtain the certification or credentials that a position requires. A superior may first establish criteria for a position, and if a person meets the established criteria, they would be considered qualified for the position.
b. *Merited:* Often people become leaders through diligent and capable participation and performance over time.

c. *Captured:* Often people become leaders by campaigning for a position or making moves in a political manner so as to obtain the position.

d. *Identified:* Often people become leaders because they possess personal qualities that are recognized as valuable to the position. These qualities may also be professional qualities that have been identified as necessary for a particular project.

e. *Defaulted:* Often people become leaders because other team members are unwilling or unable to step up and assume the position or the responsibility.

4. Explain that, regardless of how a person becomes a leader, there are some common characteristics that leaders share. The next activity will give students the opportunity to explore these characteristics.

**Activity: Leader Identification**

*Time Frame: 20 minutes*

*Class Configuration: individual, pairs, whole class*

*Materials: vision board materials*

*Description: Students will further explore the concept of leadership.*

1. Individually, students identify a person they regard as a great (effective) leader. (This leader may or may not be someone they know.) Students write down the qualities/characteristics and skills/abilities they believe have made this person an effective leader.

2. Working with a partner, students take turns talking about the leader they identified and his or her attributes. Each pair selects the top five to ten qualities/characteristics or skills/abilities of an effective leader.

3. Ask pairs to take turns sharing the attributes they selected until all lists have been exhausted.

4. Have whole class determine their overall top five to ten qualities and abilities of an effective leader.

5. Have students write a two to three sentence narrative reflecting on their leadership styles and how they can incorporate leadership into the achievement of their personal and career goals.

6. Provide students with time to complete their vision boards with additional information about how they lead; check for student work product and reflection.

7. Allow students to work independently on their vision boards. Once students have added their personal and career goal statements to their boards, they should form groups of four or five and present their personal and career goal statements.

8. Have students review their personal and career goal statements and make projections about how this course will help to support their goals.
Lesson 5: Student Success Plan

Day 1: As a whole class, students will discuss how they can begin to take steps to achieve their personal and career goals and the obstacles that could impede achieving them. Students will work independently to create a student success plan that lists opportunities for in-school and out-of-school learning, defines potential challenges to meeting their stated goals, maps their support network to help overcome obstacles, and demonstrates how students will apply their strengths to overcoming potential challenges.

1. Discuss with students the obstacles that could interfere with them achieving their vision for personal growth.

2. Discuss with students how they overcome these obstacles.

3. Introduce the concept of resilience and the meaning of the word. Be prepared with examples of resilience from your own experience, relevant celebrities and historical figures. Ask: What does resilience look like? Possible responses might include statements indicating that resilient people are those who
   ● work hard and study because they enjoy it and want to achieve
   ● react in optimistic ways
   ● see problems and difficult situations as challenges
   ● take positive risks and actions
   ● think of changes as natural
   ● go with the flow
   ● have a high self-esteem, self-confidence, self-concept
   ● thrive under challenging situations
   ● believe they can influence events and control their reactions to events
   ● recognize that with good stress comes growth
   ● have hope for their future
   ● overcome obstacles with confidence
   ● create goals and work at accomplishing them
   ● possess a keen sense of control over their life
   ● bounce back from disappointments

4. Ask students to consider their own resilience. Tell students, “Start by thinking about a time in your school life that was particularly challenging or demanding. Think about how you handled the situation and eventually came through on the other side.” Have students answer the following questions on a piece of paper. (Remind them that there are no wrong answers.)
   ● What was your goal?
   ● What was the outcome?
   ● What obstacles did you have to overcome?
   ● What unpleasant feelings and thoughts do you remember having?
   ● Who, if anyone, gave you external help and support?
   ● What specific attitudes and skills helped you cope with the situation?
   ● How would you rate your resilience in that situation?
   ● Based on your experience how might you advise someone else to cope with a similar situation in the future?
5. Explain to students that they will create a plan to ensure their personal growth goals are met.

**Performance Task 2: Student Success Plan**

*Time Frame:* 50 minutes  
*Class Configuration:* individual  
*Materials:* Student Success Plan  
*Description:* Students will learn that obstacles can keep them from achieving their goals and that the key to success is foreseeing obstacles and developing a plan to avoid or overcome them. Students will be introduced to the idea of a resiliency plan.

**Tip:** The teacher should model how to use the sample plan.

1. Share the student success plan template and discuss the components of the plan. Define the term action step.

2. Have students review their vision plan and their personal and career goals and reflect on what obstacles could keep them from achieving these goals. Have students list the steps they can take to avoid these obstacles and discuss how to create a plan to overcome these obstacles should they happen.

3. Tell students: “Fill out the student success plan template by writing out your action steps toward achieving each of your goals. Using what you know about yourself and your future, imagine the most likely possible scenarios which could throw you off course. Complete the plan to still reach your goal. Be specific and realistic.”

**Tip:** Encourage students to write realistic and specific action steps. For example, if a student’s career goal is to become a pediatrician, rather than an action step of “getting good grades” or “graduating from high school” (which both are necessary) help the student consider “successfully complete AP Biology in high school” or “interview and shadow a local pediatrician to learn more about the profession”.

4. Share the student success plan rubric/checklist.

**Days 2-4:** Students will complete their vision board and student success plan. Students will present their vision boards and success plan to their peers.

**Tip:** If students are struggling to find desired pictures, challenge their critical thinking skills by asking them to find other ways to depict their goals.

1. As a closing activity for the unit, have students review their strengths, values, goals, vision, learning styles, and leadership characteristics. Students will share their completed vision boards and success plans with small groups or the whole class.

2. Explain that the information they have gathered and activities they have completed thus far will continue to be important as they move into each unit and that students will be revising their vision boards at the end of the course.
Website Links Referenced in Unit 1

- https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources
- https://k12.thoughtfullearning.com/blogpost/12-vocabulary-activities-high-school
- http://www.readingrockets.org/content/pdfs/World_Walls_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf
- https://www.16personalities.com/free-personality-test
- http://personality-testing.info/tests/IPIP-BFFM/
- http://www.16personalities.com/
- https://www.mynextmove.org/explore/ip
- https://www.truity.com/test/holland-code-career-test
- http://kudernavigator.com/
- http://mycareerproject.org/test/personality-test/
- https://www.youtube.com/watch?v=Kz__qGJmTMY
- http://info.wartburg.edu/Portals/0/Pathways/Vocation/What%20are%20Your%20Values.pdf
- https://www.entrepreneur.com/article/298513
- https://www.forbes.com/sites/shamahyder/2014/08/18/7-things-you-can-do-to-build-an-awesome-personal-brand/#4839abe93c3a
- https://www.topresume.com/career-advice/5-tips-for-delivering-the-perfect-elevator-pitch
- https://www.monster.com/career-advice/article/100-potential-interview-questions
- https://blog.mindvalley.com/vision-board/?utm_source=google
- https://www.blackenterprise.com/women-power-how-make-vision-board/
- https://www.youtube.com/watch?v=oF0C61yLZ-s
- http://vark-learn.com/the-vark-questionnaire/
- https://www.youtube.com/watch?v=hO8MwBZl-Vc
Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

Unit I: How I Learn and Lead

Students Will Know and Be Able To...

- develop a personal and career goal that accurately reflects their interests, abilities, and talents.
- demonstrate their individual strengths and leadership style as they build a positive self-concept.
- apply their personal value system to develop personal and career goals.
- apply their personal learning style and apply appropriate learning strategies to build self-awareness.
- use their personal strengths to establish goals and define the ways they can continuously improve by building on their strengths.
- identify their personal learning style and apply appropriate learning strategies to build self-awareness.

Essential Questions:

- How do I learn best?
- How can I apply my skills to improve my future self?
- What are my values and career aspirations?
- How will I use my strengths and values to help shape my future self?
- How will I use my knowledge of self to take steps toward my personal and career goals?
- What are my values and career aspirations?

Big Ideas:

- Self-reflection: An important habit of mind, supports the overall growth and happiness of the individual.

Stage 2: Desired Results (both skills-based and concept-based)

How will I learn and lead?

Personal Goals:

- Define the characteristics of a leader and apply their personal leadership style to achieve a goal.
- Define their personal strengths and establish goals and define the ways they can continuously improve by building on their strengths.
- Use their personal strengths to establish goals and define the ways they can continuously improve by building on their strengths.
- Identify their personal learning style and apply appropriate learning strategies to build self-awareness.
- Demonstrate their individual strengths and leadership style as they build a positive self-concept.
- Develop a personal and career goal that accurately reflects their interests, abilities, and talents.

Stage 1: Desired Results (both skills-based and concept-based)

- How do my leadership characteristics help me achieve my personal and career goals?
- What is my leadership style?
- How do I learn best?
- What are my values and career aspirations?
- How will I use my strengths and values to help shape my future self?
- How will I use my knowledge of self to take steps toward my personal and career goals?
- What is my leadership style?

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### Unit 1: How I Learn and Lead

#### Suggested Timeline:
- **10 Days**

#### Goals

**College, Career, and Life Readiness Competencies:**

1. **Applied Knowledge**
   - **Critical Thinking skills:** thinking critically, thinking creatively, making sound decisions, solving problems, reasoning, planning and organizing.

2. **Relation Skills and Personal Attributes**
   - **Interpersonal Skills:** working well with others, exercising leadership, resolving conflict through negotiation, and respecting individual differences.
   - **Personal Qualities:** demonstrating responsibility and self-discipline, adapting and showing flexibility, working independently, and displaying a positive attitude and sense of self-worth.

3. **Executive and Communication Skills**
   - **Developing self-awareness:** demonstrating ability to understand personal strengths, weaknesses, and to determine effective means to overcome obstacles that could derail the achievement of established goals.

**Supports for Diverse Learners:**

- Provide notes and readings ahead of time that include additional details and background information.
- Provide additional support for vocabulary and background information.
- Highlight any key points or topics and make notations.
- Provide visuals, acting, translation or synonyms to relay the meaning of the word to the students.

**Additional Competencies:**

- Critique and Revision
-Louisiana K-12 Student Standards English Language Arts
  - Speaking and Listening Standards, Grade 8
    - **SL.8-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Reading Standards for Informational Text, Grade 8
  - **RI.8.1:** Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Targeted Career Cluster(s):**

- College, Career, and Life Readiness Competencies:
<table>
<thead>
<tr>
<th>Goals</th>
<th>Stage 2: Assessment/Evidence of and for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● apply their strengths to overcome potential challenges.</td>
<td>- Formative Checkpoints:</td>
</tr>
<tr>
<td>● identify and map their support network to help overcome obstacles and define potential areas for growth</td>
<td> Class Discussion — class discussions throughout unit</td>
</tr>
<tr>
<td>● match personal and career goals</td>
<td> Teacher Observation — student progress on performance task rubric as a guide</td>
</tr>
<tr>
<td>● match personal and career goals with work, mock interviews, and personal brand statements</td>
<td> Self-Assessments — identification of strengths and interests</td>
</tr>
<tr>
<td>● provide feedback on vision board, peer feedback, and student self-evaluation</td>
<td> Exit Tickets — reflection on the identification of strengths and interests</td>
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<tr>
<td>● develop their personal brand and create personal and career goal statements</td>
<td> Teacher Observation — student progress on performance task rubric as a guide</td>
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<td>● create a vision board that synthesizes their personal and career goals and includes research on potential careers, personal interests, and feedback from their peers and teachers</td>
<td> Teacher Observation — student progress on performance task rubric as a guide</td>
</tr>
<tr>
<td>● develop a personal brand, which includes identification of their strengths and active steps</td>
<td> Peer Feedback — feedback on vision boards, peer feedback, and student self-evaluation</td>
</tr>
<tr>
<td>● complete an online self-assessment to help identify and build upon their personal strengths</td>
<td> Teacher Observation — student progress on performance task rubric as a guide</td>
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**Stage 1: How I Learn and Lead**

**Suggested Timeline:** 10 Days

**Unit:** How I Learn and Lead
Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

### Stage 1: Learning Plan Overview

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<tr>
<th>Day 1:</th>
<th>Students discuss how they can begin to take steps to achieve their personal and career goals and identify obstacles that could impact them. Students work independently to create a student success plan.</th>
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<tbody>
<tr>
<td>Day 2:</td>
<td>Students complete an initial value self-assessment to explain the relationship of their personal and career goals. Students are encouraged to take notes on their personal and career goals and discuss how their strengths and values are important in their learning.</td>
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### Stage 2: Leadership

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Students watch videos and discuss characteristics of a leader and the first follower. Students identify their personal and career goals and discuss how they can incorporate leadership into the achievement of their goals.</th>
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<tr>
<td>Day 2:</td>
<td>Students work in small groups to discuss their strengths and values and how they can incorporate these into their vision board. Students are encouraged to include visual and auditory elements in their vision board.</td>
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</tbody>
</table>

### Stage 3: Learning Plan Overview

<table>
<thead>
<tr>
<th>Lesson One: How I Learn and Lead</th>
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<tbody>
<tr>
<td><strong>Lessons</strong></td>
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<tr>
<td><strong>Lessons Overview</strong></td>
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<tr>
<td><strong>Lesson One: How I Learn and Lead</strong></td>
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<td><strong>Lessons</strong></td>
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<tr>
<td><strong>Lessons Overview</strong></td>
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<tr>
<td><strong>Lesson Two: How I Learn and Lead</strong></td>
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<td><strong>Lessons</strong></td>
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<td><strong>Lesson Three: How I Learn and Lead</strong></td>
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<td><strong>Lessons</strong></td>
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<td><strong>Lesson Four: How I Learn and Lead</strong></td>
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<td><strong>Lessons</strong></td>
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<tr>
<td><strong>Lesson Five: Student Success Plan</strong></td>
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**Day 1:**
- Students discuss how they can begin to take steps to achieve their personal and career goals and identify obstacles that could impact them.
- Students work independently to create a student success plan.

**Day 2:**
- Students complete an initial value self-assessment to explain the relationship of their personal and career goals.
- Students are encouraged to take notes on their personal and career goals and discuss how their strengths and values are important in their learning.

**Day 3:**
- Students watch videos and discuss characteristics of a leader and the first follower.
- Students identify their personal and career goals and discuss how they can incorporate leadership into the achievement of their goals.

**Day 4:**
- Students work in small groups to discuss their strengths and values and how they can incorporate these into their vision board.
- Students are encouraged to include visual and auditory elements in their vision board.

**Day 5:**
- Students discuss how they can begin to take steps to achieve their personal and career goals and identify obstacles that could impact them.
- Students work independently to create a student success plan.
## Learning Events and Formative Checkpoints:

<table>
<thead>
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<td>Students will know and be able to apply their personal value system to develop a personal and career goal.</td>
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<td>Self-reflection</td>
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<td>Self-awareness</td>
</tr>
<tr>
<td>Integrity</td>
</tr>
<tr>
<td>Ethics</td>
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</tbody>
</table>

### New Academic Vocabulary for the Learning Plan:

- **Ethics**
- **Integrity**
- **Self-awareness**
- **Self-reflection**
- **Values**

### Assessed Career and Life Readiness Competencies:

- **Think** critically by demonstrating awareness of their personal strengths and values.
- **Reason** by demonstrating understanding of how their personal strengths and values are expressed in their daily life.
- **Thinks** critically by synthesizing their responses to questions to create a comprehensive list of their personal values.
- **Works independently** by completing the online assessment.
- **Displays** a positive attitude and a sense of self-worth by sharing their strengths verbally with others.
- **Work with others** by sharing and responding to peer feedback to refine their personal brand.
- **Write** about personal strengths and values to develop a personal and career goal.
- **Learns** from outcomes by identifying strengths.

### Formative Assessment:

Students will be assessed on their ability to apply their personal value system to develop a personal and career goal.

### Suggested Texts and Resources:

- **Text/Resources:**
  - NERIS Type Explorer®
  - What Are Your Values?
  - Values Assessment Worksheet

### Brief Checkpoint:

**Learning Plan: My Strengths and Values**

**Group Setting:**

**Days 2-4:** Students complete their vision board and student success plan, present their vision boards and success plan in another small group setting.

### Unit 1: How I Learn and Lead

- **Stage:** Learning Plan Overview
- **Stage Timeline:** 10 Days
- **Unit:** How I Learn and Lead
Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

Learning Plan: My Strengths and Values

- Teacher observation of class discussion and student independent online assessment work.
- Teacher review of responses to values questions.
- Teacher review of exit tickets.

Materials/Resources:
- Paper plates (one per student)
- Access to technology
- NERIS Type Explorer®

Day 1

- Students will know and be able to apply their personal value system to develop a personal and career goal.

Materials/Resources:
- Self-stick notes
- Values video

Assessed Career and Life Readiness Competencies:

- Works independently by creating a vision board.
- Plans and organizes a variety of materials (pictures, images, affirmations words) to represent their personal and career goals.
- Thinks creatively by reflecting on the mock interview and elevator pitch.
- Thinks critically by responding to questions on the mock interview and elevator pitch.
- Thinks critically by reflecting on personal and career goals to develop a personal brand statement.

Formative Assessment:

- Teacher observation of class discussion and student independent online assessment work.
- Teacher review of responses to values questions.
- Teacher review of exit tickets.

Brief Synopses:

Learning Plan: My Personal Brand and Vision

Brief Synopsis:

Students will understand the importance of having a vision for the future. Students will develop goals and a vision statement. Students will create a personal brand and vision board which describes their personal and career goals. Students will develop goals and a vision statement.

Students will understand the importance of having a vision for the future.

Addresses Essential Question(s):

- How will I use my knowledge of self to propel my next steps towards personal growth?
- What are my values and career aspirations?
- How will I use my knowledge to propel my next steps towards personal growth?

Assessed Career and Life Readiness Competencies:

- Thinks critically by developing personal career and goal statement.
- Thinks critically by reflecting on personal and career goals to develop a personal brand statement.
- Thinks critically by responding to questions on the mock interview and elevator pitch.
- Thinks creatively by responding to questions on the mock interview and elevator pitch.
- Plans and organizes a variety of materials (pictures, images, affirmation words) to represent their personal and career goals.

Materials/Resources:
- Self-stick notes
- Values video
### Unit 1: How I Learn and Lead

**Suggested Timeline:** 10 Days

<table>
<thead>
<tr>
<th><strong>Day 1</strong></th>
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</table>

#### Learning Events and Formative Checkpoints:

- Develop a personal and career goal that accurately reflects their self-interests, abilities, and talents.

<table>
<thead>
<tr>
<th>Vision Statement • Vision • Self-reflection • Goal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>New Academic Vocabulary for the Learning Plan:</strong></th>
</tr>
</thead>
</table>

- **Goals**
- **Self-reflection**
- **Vision**
- **Vision Statement**

<table>
<thead>
<tr>
<th><strong>Text/Resources:</strong></th>
</tr>
</thead>
</table>

- **Entrepreneur Magazine, 5 Steps to Building Your Personal Brand**
- **Forbes Magazine, 7 Things to Build an Awesome Personal Brand**
- **Top Resume Magazine, 5 Tips for Delivering the Perfect Elevator Pitch**
- **Monster.com, 100 Potential Interview Questions**

<table>
<thead>
<tr>
<th><strong>Videos for Vision Boards:</strong></th>
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</table>

- **How to Make a Vision Board that ACTUALLY Works!**
- **The Reason Vision Boards Work and How to Make One**
- **How to Create an Empowering Vision Board**

<table>
<thead>
<tr>
<th><strong>Online vision board options:</strong></th>
</tr>
</thead>
</table>

- **Computer-based:** Microsoft Word, Microsoft Publisher, Microsoft PowerPoint
- **Apps:** Subliminal ($4.99); Hay House (Free); Wishboard ($3.99); Dream Vision (Free)
- **Web-based:** Painsmartly, Dreaamboard

<table>
<thead>
<tr>
<th><strong>Readings for Vision Boards</strong></th>
</tr>
</thead>
</table>

- **Vision board — A Powerful Tool to Manifest Your Life Desires**
- **3 Powerful Benefits of Creating a Vision Board**
- **How to Create an Empowering Vision Board**
- **The Reason Vision Boards Work and How to Make One**

<table>
<thead>
<tr>
<th><strong>Text/Resources:</strong></th>
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</table>

- **Elevator pitch articles**

  - **Forbes Magazine, 7 Things to Build an Awesome Personal Brand**
  - **Entrepreneur Magazine, 5 Steps to Building Your Personal Brand**

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**Suggested Texts and Resources:**

- Critiques and revises vision board by applying feedback to improve peer work product.
- Develops ownership of skills and strengths by connecting personal and career goals to a vision board.
<table>
<thead>
<tr>
<th>Learning Plan: How I Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: How I Learn and Lead</strong></td>
</tr>
<tr>
<td><strong>Address Essential Question:</strong> How do I learn best and how can I apply these skills to improve my future self?</td>
</tr>
<tr>
<td><strong>Brief Synopsis:</strong> Students will take a personal learning inventory which will help them to determine their personal learning style. Students will learn strategies to match their learning style to improve their learning.</td>
</tr>
<tr>
<td><strong>Suggested Timeline:</strong> 10 days</td>
</tr>
</tbody>
</table>

### Day 1
- **Apply their personal value system to develop a personal and career goal.**

**Formative Assessment:**
- Teacher observation of class discussion and students' mock interviews and elevator pitches
- Teacher review of responses to questions on mock interviews and elevator pitches
- Teacher review of personal and career goal statements
- Teacher review of peer feedback
- Teacher review of reflection paragraphs

**Materials/Resources:**
- Personal brand articles
- Elevator pitch articles
- Interview tips article

### Day 2
- **Students will know and be able to apply their personal strengths to establish goals and define ways in which they can build on their strengths to continuously improve.**

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher observation of student goal board work

**Materials/Resources:**
- PT 1.1: student resource
- PT 1.1: rubric
- Supplies for vision board
  - Paper
  - Mixed media
  - Markers, crayons or colored pencils
  - Poster board or large sheets of construction paper
  - Scissors
  - Tape and/or glue sticks

### Day 3
- **Students will know and be able to apply their personal strengths to establish goals and define ways in which they can build on their strengths to continuously improve.**

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher review of student goal board work

**Materials/Resources:**
- PT 1.1: student resource
Unit I: How I Learn and Lead

### Suggested Timeline:
10 Days

Assessed Career and Life Readiness Competencies:
- Their learning style and understanding of these strategies will help them to achieve success in school and careers.

#### Suggested Texts and Resources:
- Learning Style Inventory; options include:
  - The VARK Questionnaire: How Do I Learn Best?
  - What’s Your Learning Style?

#### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and be able to apply their personal learning style and appropriate learning strategies to build self-awareness.</td>
</tr>
</tbody>
</table>

#### New Academic Vocabulary for the Learning Plan:
- Auditory
- Visual
- Kinesthetic

Links to Resources:
- What’s Your Learning Style?
- The VARK Questionnaire: How Do I Learn Best?
- Learning Style Inventory; options include:

### Materials/Resources:
- Word lists
- Ten random objects placed in a box
- Learning style inventory
# Unit 1: How I Learn and Lead

**Suggested Timeline:** 10 Days

## Learning Plan: How I Lead

### Brief Synopsis:
Students will understand how people can become leaders and the characteristics of a leader.

### Essential Question:
- What is my leadership style and how do my leadership characteristics help me to achieve my personal and career goals?

### Assessed Career and Life Readiness Competencies:
- Develops an awareness of personal temperament, skills, and strengths and identifies the characteristics of a leader and by reflecting on their personal leadership style.

### Suggested Texts and Resources:
- **Video**: Leadership Lessons from the Dancing Guy
- PT 1.1: Student Resource
- PT 1.1: Rubric

### New Academic Vocabulary for the Learning Plan:
- Leadership

### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and be able to:</td>
</tr>
<tr>
<td>- define the characteristics of a leader and apply their personal leadership style to achieve a goal.</td>
</tr>
<tr>
<td>- present their goal statements and vision boards to a small group of peers.</td>
</tr>
<tr>
<td>- define the characteristics of a leader and apply their personal leadership style to achieve a goal.</td>
</tr>
</tbody>
</table>

### Formative Assessment:
- Teacher observation of class discussion, to formative assess students' understanding of the traits of a leader, listen carefully to the discussions.
- Teacher review of students' lists and make note of students who seem not yet able to identify key qualities/characteristics or skills/abilities of an effective leader.
- Teacher review of students' lists and make note of students who seem not yet able to identify key qualities/characteristics or skills/abilities of an effective leader.

### Materials/Resources:
- Leadership video
- PT 1.1: Student Resource
- PT 1.1: Rubric

---

# Access and accommodations

- Students will understand how people can become leaders and the characteristics that help them to lead.

---

# Assignment

- Write a reflection on your leadership style and how it helps you achieve your personal and career goals.

---

# Conclusion

- Reflect on the lessons learned and how they can apply them to their personal and career goals.
## Learning Plan: Student Success Plan

### Brief Synopsis:
Students will discuss the obstacles that could interfere with their ability to achieve their vision for personal growth. Students will understand the idea of resiliency and will create a plan to avoid or provide solutions to obstacles.

### Learning Events and Formative Checkpoints:

#### Day 1

- **Learning Objectives:**
  - Students will know and be able to:
    - Demonstrate their individual strengths and leadership style as they build a positive self-concept.
    - Apply their personal learning style and appropriate learning strategies to build self-awareness.
    - Demonstrate their individual strengths and leadership style as they build a positive self-concept.
    - Identify and map their support network to help overcome obstacles and define potential challenges.

#### Formative Assessment:
- Teacher observation of class discussion
- Teacher review of students’ responses to resiliency questions

### New Academic Vocabulary for the Learning Plan:
- Resiliency

### Suggested Texts and Resources:
- PT 1.2: Student Resource
- PT 1.2: Rubric

### Assessed Career and Life Readiness Competencies:
- Thinks critically about obstacles to their personal and career goals.
- Thinks creatively to complete a student success plan.
- Makes sound decisions as demonstrated through reflecting on a resiliency plan.
- Solves obstacles to their personal and career goals.
- Works independently.
- Develops an awareness of personal improvement skills and strengthen reflecting on a resiliency plan.
- Demonstrates responsibility and self-discipline.
- Adapts and shows flexibility.
- Thinks creatively to complete a student success plan.
- Solves obstacles to their personal and career goals.
- Adapts and shows flexibility.
- Works independently.
- Demonstrates responsibility and self-discipline.
- Adapts and shows flexibility.
- Solves obstacles to their personal and career goals.
- Demonstrates responsibility and self-discipline.
- Adapts and shows flexibility.
- Solves obstacles to their personal and career goals.

---

### Unit: How I Learn and Lead

**Suggested Timeline:** 10 Days

**Learning Plan:** Student Success Plan
Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

Learning Plan: Student Success Plan

- Days 2-4

Materials/Resources:
- PT 1.2: Rubric
- PT 1.2: Student Resource
- PT 1.2: Student Resource

Formative Assessment:
- Teacher observation of student presentations
- Teacher observation of class discussion
- Teacher review of student's presentations

Students will know and be able to:
- Articulate to their peers why they chose their artifacts for their vision board.
- Identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career goals.
- Apply their knowledge of their learning style, leadership style, strengths and values to complete their vision board and student success plan.
- Demonstrate their individual strengths and leadership style as they build a positive self-concept.
- Identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career goals.
- Apply their knowledge of their learning style, leadership style, strengths and values to complete their vision board and student success plan.
- Students will know and be able to
### Personal Goal Statement #1:
I want to be successful in everything I do.

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents + friends</td>
<td>Myself</td>
<td>Doing what’s best for both of us.</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers</td>
<td>My brain</td>
<td>Always studying</td>
</tr>
<tr>
<td>3.</td>
<td>College report</td>
<td>Good record</td>
<td>Making sure I have a clean record</td>
</tr>
</tbody>
</table>

### Career Goal Statement #2:
I want to be a neurosurgeon.

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>My high school report card</td>
<td>My teachers again</td>
<td>Studying hard all 9 years</td>
</tr>
<tr>
<td>3.</td>
<td>Family matter</td>
<td>My parents</td>
<td>Staying on task and always get to class early.</td>
</tr>
</tbody>
</table>
Course Goal Statement #3: I hope to learn about business and social class.

Action Step #1: Listen to the teacher

Action Step #2: Stay on task during teaching time

Action Step #3: Getting to the end of the year with 4.0 average.

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My friends</td>
<td>Other quiet people</td>
<td>The teacher telling them to be quiet</td>
</tr>
<tr>
<td>2.</td>
<td>Distractions / sounds</td>
<td>No interruptions from other teachers</td>
<td>My teacher taking care of what the others won’t quickl</td>
</tr>
</tbody>
</table>

What skills do I have that will help me accomplish my goals (strengths, values, leadership):

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Values</th>
<th>Leadership Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- my learning style</td>
<td>- success</td>
<td>- Good listener</td>
</tr>
<tr>
<td>- my ability to take in information</td>
<td>- fame</td>
<td>- Smart</td>
</tr>
<tr>
<td></td>
<td>- learning</td>
<td>- Honest</td>
</tr>
<tr>
<td></td>
<td>- wealth</td>
<td>- Happy</td>
</tr>
<tr>
<td></td>
<td>- curiosity</td>
<td>- Confident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- discipline</td>
</tr>
</tbody>
</table>
### What activities/courses can I complete in-school to help me accomplish my goals:

I can go to school to take my residency to become a doctor. That is only one of many that I have to complete.

### What activities/programs can I join outside of school to help me accomplish my goals:

I can join tennis which can get me a scholarship into college.

### What supports do I have access to that will help me accomplish my goals (family, peers, community):

- My mom
- My Dad
- My grandparents
- My Little Brother
### Personal Goal Statement #1: Run 2 miles in 18 minutes

**Action Step #1:** Build stamina

**Action Step #2:** Build muscles in legs

**Action Step #3:** Practice

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lungs can’t provide me with enough oxygen</td>
<td>Water and breaks during running</td>
<td>Challenge myself doing sprints</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of protein</td>
<td>Protein bars; health meals</td>
<td>Stay on a healthy diet</td>
</tr>
<tr>
<td>3.</td>
<td>Bad weather</td>
<td>Determination</td>
<td>But the proper attire</td>
</tr>
</tbody>
</table>

### Career Goal Statement #2: Serve 20yrs in the Army

**Action Step #1:** Graduate Basic Training

**Action Step #2:** Keep myself in shape

**Action Step #3:** Stay focused and determined for more

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Getting into some type of major trouble with the sergeants</td>
<td>Battle Buddy</td>
<td>Doing some disciplinary exercises</td>
</tr>
<tr>
<td>2.</td>
<td>Becoming too lazy to exercise</td>
<td>Personal Trainer</td>
<td>Make it a priority</td>
</tr>
<tr>
<td>3.</td>
<td>Taking on more duties than I can handle</td>
<td>Family</td>
<td>Finish one task then move on to the next</td>
</tr>
</tbody>
</table>
### Course Goal Statement #3: Graduate High School

#### Action Step #1: Study to make good grades and pass my classes

#### Action Step #2: Don’t give up, stay determined

#### Action Step #3: Think about the advantages that come with a high school diploma

<table>
<thead>
<tr>
<th>Action Step #</th>
<th>Potential Obstacle</th>
<th>Potential Support(s)</th>
<th>Potential Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Insufficient time and a job</td>
<td>Mother and my child</td>
<td>With the job to focus on school</td>
</tr>
<tr>
<td>2.</td>
<td>Stress and anxiety</td>
<td>Music and Exercise</td>
<td>Make it a priority to graduate instead of a choice</td>
</tr>
<tr>
<td>3.</td>
<td>Negativity</td>
<td>Grandmother</td>
<td>Ignore what people say</td>
</tr>
</tbody>
</table>

### What skills do I have that will help me accomplish my goals (strengths, values, leadership):

A couple of strengths I have that will help me accomplish my goal is being consistent and determined. I value the act of being better, doing better, and pushing yourself to do challenging activities.
### What activities/courses can I complete in-school to help me accomplish my goals:

There’s a step term over here and I hear that a step team is a good extracurricular to participate in if you are considering going to the military. It gets you shape and disciplines you really well. I might consider joining it, although I was already on it before.

---

### What activities/programs can I join outside of school to help me accomplish my goals:

I need to participate in going to drill one weekend a month. It is supposed to prepare me for basic training. It’s training for basic training. We run, do push ups, sit ups, and mountain climbers, that’s not even half of what we do. Drill is basically basic training on a lower level.

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### What supports do I have access to that will help me accomplish my goals (family, peers, community):

Well military wise, I have my recruiter. She’s very inspiring and has been there every step of the way from taking the asvab to enlistment and now drill. My mother gives me courage to run my miles and exercise everyday. She is pretty much a drill sergeant at home that I can take with me everywhere I go. Last but not least, my daughter is my biggest inspiration of all time. If it wasn’t for her I probably wouldn’t be doing any of this. She’s the reason I want to live and strive for greatest.