Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

Unit Focus:

Suggested Timeline: 10 Days

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 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.

Big Ideas:

1. Personal growth and happiness, an important habit of mind, supports the overall growth and happiness of the individual.

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

3. Essential Questions:
   - What are my values and career aspirations?
   - How will I use my strengths and values to help shape my future self?
   - Personal life and career?
   - What do effective people do to identify and overcome obstacles in their growth?
   - How will I use my knowledge of self to take steps toward my personal goals?
   - How do I learn best?
   - What is my leadership style?
   - How do my leadership characteristics help me achieve my personal and professional goals?

4. 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.
   - Develop a personal value system to develop personal and career goals.

5. Essential Core:
   - Define the characteristics of a leader and apply their personal leadership style to achieve a goal.
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.

   - Career Navigation Skills: maintaining knowledge of industry sectors and pathways.

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, 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 skills, strengths, weaknesses, and effective means to overcome obstacles that could derail the achievement of established goals.

4. Career Navigation Skills
   - Developing self-awareness: demonstrating ability to understand personal skills, strengths, weaknesses, and effective means to overcome obstacles that could derail the achievement of established goals.

Additional Competencies:
- Critique and Revision

Supports for Diverse Learners:
- Provide notes and readings ahead of time that include additional details and background information.
- Highlight any key points or topics and make notations to provide background information.
- Preview the text or topic and identify vocabulary or sentence structures.
- Write these words and phrases on the board and have students write them in their notebooks or on index cards.
- Use visuals, acting, translation, or synonyms to relay the meaning of the word to the students.

Targets Career Cluster(s):

Reading Standards for Informational Text, Grades 9-10
- RI 9-10.1: Cite the relevant textual evidence that most clearly supports an analysis of the text.

Reading Standards for Informational Text, Grades 6-10
- 6.13: Cite the relevant textual evidence that most clearly supports an analysis of the text.

Speaking and Listening Standards, Grades 9-10
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
**Unit 1: How I Learn and Lead**

**Suggested Timeline:** 10 days

<table>
<thead>
<tr>
<th>Goals</th>
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<tbody>
<tr>
<td>• Apply their strengths to overcome potential challenges.</td>
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<tr>
<td>• Identify and map current support network to help overcome obstacles and define potential</td>
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<tr>
<td>• Personal and career goals</td>
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<tr>
<td>• Identify opportunities in and out of school learning opportunities to achieve their</td>
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<tr>
<td>• Apply their personal and career goals to create a student success plan.</td>
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</tbody>
</table>

**Stage 2: Assessment/Evidence of and for Student Learning**

<table>
<thead>
<tr>
<th>Performance Task 2: Student Success Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will provide feedback to peers using the performance task rubric as a guide.</td>
</tr>
<tr>
<td>Provide student success plans to a small group of peers.</td>
</tr>
<tr>
<td>Students will articulate their career plans.</td>
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<tr>
<td>Students will articulate the ways they will apply their strengths to overcome obstacles.</td>
</tr>
<tr>
<td>Incorporate students' personal and career goals into the vision board.</td>
</tr>
<tr>
<td>Complete an online self-assessment to help identify and build upon their personal strengths.</td>
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<tr>
<td>Develop a personal brand that includes the identification of their strengths and active steps.</td>
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</tr>
<tr>
<td>Complete a vision board that synthesizes their personal and career goals.</td>
</tr>
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<td>Develop a personal brand that includes the identification of their strengths and active steps.</td>
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</table>

<table>
<thead>
<tr>
<th>Curriculum-embedded Performance Task(s)/Project(s) Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and career goals.</td>
</tr>
</tbody>
</table>

**Formative Checkpoints:**

- Class Discussion — class discussions throughout unit
- Teacher Observation — student progress on performance tasks
- Self-Assessments — identification of strengths and interests
- Exit Tickets — reflections on the identification of strengths and interests
- Teacher Observation — student progress on performance tasks
- Class Discussion — class discussions throughout unit

**Stage 2: Assessment/Evidence of and for Student Learning**

<table>
<thead>
<tr>
<th>Performance Task 2: Personal Brand and Vision Board</th>
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</thead>
<tbody>
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<td>Students will complete an online self-assessment to help identify and build upon their personal strengths.</td>
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<tr>
<th>Guidebooks needed:</th>
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<tbody>
<tr>
<td>Guidebook for Supporting Students with Disabilities and English Learner</td>
</tr>
<tr>
<td>Use checklists for modifying lesson plans.</td>
</tr>
<tr>
<td>Model directions and use feedback to support peer understanding.</td>
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<tr>
<td>Articulate the newly learned language by asking the students to draw it.</td>
</tr>
</tbody>
</table>

**Goals**

- **Stage 2: Assessment/Evidence of and for Student Learning**
  - Formative Checkpoints:
    - Class Discussion — class discussions throughout unit
    - Teacher Observation — student progress on performance tasks
    - Self-Assessments — identification of strengths and interests
    - Exit Tickets — reflections on the identification of strengths and interests
    - Teacher Observation — student progress on performance tasks
    - Class Discussion — class discussions throughout unit

- **Stage 2: Assessment/Evidence of and for Student Learning**
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    - Class Discussion — class discussions throughout unit
    - Teacher Observation — student progress on performance tasks
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    - Exit Tickets — reflections on the identification of strengths and interests
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  - Formative Checkpoints:
    - Class Discussion — class discussions throughout unit
    - Teacher Observation — student progress on performance tasks
    - Self-Assessments — identification of strengths and interests
    - Exit Tickets — reflections on the identification of strengths and interests
    - Teacher Observation — student progress on performance tasks
    - Class Discussion — class discussions throughout unit
# Unit 1: How I Learn and Lead

## Stage 3: Learning Plan Overview

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Overview</th>
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<tbody>
<tr>
<td>1</td>
<td>My Strengths and Values</td>
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<tr>
<td>2</td>
<td>My Personal Brand and Vision</td>
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<td>3</td>
<td>How I Learn</td>
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<tr>
<td>4</td>
<td>How I Lead</td>
</tr>
<tr>
<td>5</td>
<td>Student Success Plan</td>
</tr>
</tbody>
</table>

### Lesson 1: My Strengths and Values

**Day 1:** Students set norms for class discussion, and examine how to be respectful of others. Students complete an icebreaker activity to know their peers and about the positive characteristics they bring to group activities. Students reflect on the values displayed by their peers and identify which value statements shared by their peers match their self-perception and which do not match theirs. Students take an online self-assessment and divide into groups of three or four based on their identified domain. Student groups discuss common characteristics identified during the self-assessment to build a list of strengths and document their strengths on an exit ticket.

**Day 2:** Students reflect on and share their list of strengths that define their personal goals and how they can incorporate these strengths into their personal and career goal statements. Students work independently to write personal and career goal statements and capture feedback from peers on how to edit them. Students work independently to write a 30-second elevator pitch that defines their personal and career goal statements as part of their personal brand and conduct mock interviews to help their peers practice presenting their elevator pitch. Students finalize their personal and career goal statements.

### Lesson 2: My Personal Brand and Vision

**Day 1:** Students read an article on building their personal brand and discuss how their strengths and values are important to building their personal brand. Students work independently to write personal and career goal statements and capture feedback from peers on how to edit them. Students work independently to write a 30-second elevator pitch that defines their personal and career goal statements as part of their personal brand and conduct mock interviews to help their peers practice presenting their elevator pitch. Students finalize their personal and career goal statements.

### Lesson 3: How I Learn

**Day 1:** Students complete a learning style exercise that defines their learning styles and which learning style best matches their own personal style. Students reflect on the different learning strategies they use and how they can incorporate those strategies into their personal and career goal statements. Students write a reflection on their learning styles and how they can incorporate learning strategies into their personal and career goal statements.

### Lesson 4: How I Lead

**Day 1:** Students watch a video and discuss characteristics of a leader and the first follower. Students identify common characteristics of leaders and match those characteristics with their stated strengths. Students discuss how they can incorporate these characteristics into their personal and career goal statements. Students create a vision board that defines their personal and career goal statements and discuss how their strengths and values are important to building their personal brand and how they can incorporate these strengths into their personal and career goal statements. Students present their personal and career goal statements and how their vision board reflects those goals to a small group of students. In small groups, students use a student rubric to provide feedback to their peers. Students develop a common definition of the word leadership and discuss how specific examples vary by student. Students identify common characteristics of leaders and match those characteristics with their own strengths. Students discuss how they can incorporate these characteristics into their personal and career goal statements. Students create a vision board that defines their personal and career goal statements and discuss how their strengths and values are important to building their personal brand and how they can incorporate these strengths into their personal and career goal statements. Students present their personal and career goal statements and how their vision board reflects those goals to a small group of students. In small groups, students use a student rubric to provide feedback to their peers.

### Lesson 5: Student Success Plan

**Day 1:** Students discuss how they can take steps to achieve their personal and career goals and identify obstacles that could impede achieving them. Students work independently to create a student success plan.
Unit 1: How I Learn and Lead

**Suggested Timeline:** 10 Days

**Stage 3: Learning Plan Overview**

**Learning Events and Formative Checkpoints:**
- Students complete their vision board and student success plan.
- Students present their vision board and success plan in another small group.

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

**New Academic Vocabulary for the Learning Plan:**
- Ethics
- Integrity
- Self-awareness
- Self-reflection
- Values
- Self-esteem
- Self-confidence
- Self-discipline

**Assessed Career and Life Readiness Competencies:**
- Thinks critically by demonstrating awareness of their personal strengths and values.
- Thinks critically by synthesizing their responses to questions to create a comprehensive list of their personal values.
- Reasons by demonstrating how their personal strengths and values are expressed in their daily life.
- Works independently by completing the online assessment.
- Display 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 brands.
- Demonstrate understanding of how their personal strengths and values are expressed in their daily life.
- Reason by synthesizing their responses to questions to create a comprehensive list of their personal values.
- Displays a positive attitude and a sense of self-worth by sharing their strengths verbally with others.
- New Academic Vocabulary for the Learning Plan:

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

**Learning Events and Formative Checkpoints:**
- Days 2-4: Students complete their vision board and student success plan. Students present their vision board and success plan in another small group.
- Days 6-7: Students complete their vision board and student success plan. Students present their vision board and success plan in another small group.

**Brief Synopses:**
- Values Assessment Worksheet
- What are Your Values?
- NERIS Type Explorer®

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

**New Academic Vocabulary for the Learning Plan:**
- Ethics
- Integrity
- Self-awareness
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**Assessed Career and Life Readiness Competencies:**
- Thinks critically by demonstrating awareness of their personal strengths and values.
- Thinks critically by synthesizing their responses to questions to create a comprehensive list of their personal values.
- Reasons by demonstrating how their personal strengths and values are expressed in their daily life.
- Works independently by completing the online assessment.
- Displays a positive attitude and a sense of self-worth by sharing their strengths verbally with others.
- Uses information from the online assessment by identifying strengths.

**Learning Events and Formative Checkpoints:**
- Days 2-4: Students complete their vision board and student success plan. Students present their vision board and success plan in another small group.
- Days 6-7: Students complete their vision board and student success plan. Students present their vision board and success plan in another small group.

**Brief Synopses:**
- Values Assessment Worksheet
- What are Your Values?
- NERIS Type Explorer®

**Formative Assessment:**
- Students will know and be able to apply their personal value system to develop a personal and career goal.
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®
- Four teacher-created posters
  1. Analysts: Logician, Commander, Debater
  2. Diplomats: Mediator, Protagonist, Campaigner
  3. Sentinels: Defender, Executive, Consul
  4. Explorers: Adventurer, Entrepreneur, Entertainer

**Day 2**

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

**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

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

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

**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.
- Plans and organizes a variety of materials (pictures, images, text) to represent their personal and career goals.
- Creative thinking by responding to values questions.
- Creative thinking by creating a personal brand and career goals to develop a personal brand statement.

**Learning Plan: My Personal Brand and Vision**

**Brief Synopsis:**

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

**Address Essential Questions(s):**
- How will I use my knowledge of self to propel my next steps toward personal growth?
- What are my values and career aspirations?
- How will I use my knowledge of self to propel my next steps toward personal growth?

**Materials/Resources:**
- Teacher review of exit tickets
- Teacher review of responses to values questions
- Teacher observation of class discussion and student independent online assessment work

**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

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

**Day 2**

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

**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

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

**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.
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**Learning Plan: My Personal Brand and Vision**

**Brief Synopsis:**

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

**Address Essential Questions(s):**
- How will I use my knowledge of self to propel my next steps toward personal growth?
- What are my values and career aspirations?
- How will I use my knowledge of self to propel my next steps toward personal growth?

**Materials/Resources:**
- Teacher review of exit tickets
- Teacher review of responses to values questions
- Teacher observation of class discussion and student independent online assessment work

**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

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

**Day 2**

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

**Formative Assessment:**
- Teacher observation of class discussion and student independent online assessment work
- Teacher review of responses to values questions
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**Materials/Resources:**
- Self-stick notes
- Values video

**Assessed Career and Life Readiness Competencies:**
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- Creative thinking by responding to values questions.
- Creative thinking by creating a personal brand and career goals to develop a personal brand statement.
### Unit 1: How I Learn and Lead

#### Suggested Timeline:

10 Days

#### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Events and Formative Checkpoints:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vision Statement • Vision • Self-reflection</td>
</tr>
</tbody>
</table>

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

- Goals
- Self-reflection
- Vision
- Vision Statement

#### Suggested Texts and Resources:

- Web-based: Pinterest, DreamItAlive.com
- Apps: Subliminal ($4.99), Hay House (Free), Wishboard ($3.99), Dream Vision (Free)

#### Online vision board options:

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

#### Videos for Vision Boards:

- 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
- Women of Power: How to Make a Vision Board
- 3 Powerful Benefits of Creating a Vision Board

#### Audio available:

- Vision board — A powerful tool to manifest your life desires

#### Readings for Vision Boards

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

#### Text/Resources:

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

#### Learning Objectives:

- Develops an awareness of skills and strengths by connecting personal and career goals to a vision board.
### Unit 1: How I Learn and Lead

#### Suggested Timeline:

- **Day 1:**
  - Students will take a personal learning inventory which will help them to determine their personal learning styles. Students will then apply these skills to improve their future self.

- **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.

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

#### Formative Assessment:
- Teacher observation of class discussion
- Teacher review of peer feedback
- Teacher review of personal and career goal statements
- Teacher observation of class discussion and students’ mock interviews and elevator pitches

#### Brief Synopses:

**Learning Plan: How I learn**

- **Brief Synopsis:**
  - Students will take a personal learning inventory which will help them to determine their personal learning style. Students will learn strategies to match addresses to strengths.

**Essential Question:**

- **How do I learn best and how can I apply these skills to improve my future self?**
Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

### Learning Events and Formative Checkpoints:

| Students will know and be able to apply their personal learning style and appropriate learning strategies to build self-awareness. |

### Materials/Resources:

- Learning Style Inventory
- Ten random objects placed in a box
- Word lists

### Formative Assessment:

- Teacher review of reflection exercise
- Teacher review of personal learning inventories
- Teacher observation of class discussion
- Teacher observation of class interaction

### Assessed Career and Life Readiness Competencies:

- Auditory
- Visual
- Kinesthetic

### 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

### Suggested Texts and Resources:

- Resources:
  - The VARK Questionnaire: How Do I Learn Best?
  - Learning Style Inventory; options include

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### Formative Checkpoints:

- Teacher observation of class interaction
- Teacher review of personal learning inventories
- Teacher review of the reflection exercise

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### Learning Events and Formative Checkpoints:

| Students will know and be able to apply their personal learning style and appropriate learning strategies to build self-awareness. |

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### Materials/Resources:

- Word lists
- Ten random objects placed in a box
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### Links to Resources:

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

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### Suggested Texts and Resources:

- Resources:
  - The VARK Questionnaire: How Do I Learn Best?
  - Learning Style Inventory; options include
## Learning Plan: How I Lead

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

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

### Learning Events and Formative Checkpoints:

**Day 1**
- Students will know and be able to:
  - define the characteristics of a leader and apply their personal leadership style to achieve a goal.
  - present their goal statements and vision boards to a small group of peers.
  - define the characteristics of a leader and apply their personal leadership style to achieve a goal.

### Suggested Texts and Resources:
- Leadership Lessons from the Dancing Guy
- Video

### Formative Assessment:
- Provide feedback to peers using the performance task rubric as a guide.
- Teacher observation of class discussion, to formative assess students' understanding of the traits of a 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.
- 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 observation of class discussion, to formative assess students' understanding of the traits of a leader.
- Listen carefully to the discussions.

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

### Brief Synopsis:
- Students will know and be able to:
  - 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.
  - Develop a student success plan based on their personal and career goals.
  - Think critically about obstacles to their personal and career goals.
  - Think creatively to complete a student success plan.
  - Demonstrate responsibility and self-discipline.
  - Work independently.
  - Adapt and show flexibility.
  - Demonstrate their personal strengths and learning styles.

### Assessed Career and Life Readiness Competencies:
- Thinks critically about obstacles to their personal and career goals.
- Thinks creatively to complete a student success plan.
- Demonstrates responsibility and self-discipline.
- Works independently.
- Adapts and shows flexibility.
- Demonstrates their personal strengths and learning styles.

### Suggested Texts and Resources:
- PT 1.2: Student Resource
- PT 1.2: Student Success Plan

### 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.
    - Identify and map their support network to help overcome obstacles and define potential challenges.
    - Develop a student success plan based on their personal and career goals.

### Essential Question:
- What do effective people do to identify and overcome obstacles in their personal and career goals?

### Formative Assessment:
- Teacher observation of class discussion.
- Teacher review of students' responses to resiliency questions.
- Student self-assessment of class discussion.

### Assess Success Plan:
- Student success plan rubric.
- Teacher feedback on student's ability to achieve their vision.
- Teacher observation of students' responses to resiliency questions.
### Unit 1: How I Learn and Lead

**Suggested Timeline:** 10 Days

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<tr>
<td><strong>Materials/Resources:</strong></td>
</tr>
<tr>
<td>Teacher Observation of student's presentations</td>
</tr>
<tr>
<td>Teacher observation of class discussion</td>
</tr>
<tr>
<td>PT 1.2: Student Resource</td>
</tr>
<tr>
<td>PT 1.2: Rubric</td>
</tr>
</tbody>
</table>

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

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

**Students will be able to:**
- Identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career goals.
- Apply their knowledge about 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.
- Articulate to their peers why they choose their artifacts for their vision board.
- Provide feedback to peers using the performance task rubric as a guide.

**Days 2-4**