



## Unit 1: How I Learn and Lead

Suggested Timeline: 10 Days

### Unit Focus:

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**.

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

<b>Big Ideas:</b> <b>Self-reflection</b> , an important habit of mind, supports the overall growth and happiness of the individual.	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How will I use my knowledge of self to take steps toward my personal growth?</li><li>• What do effective people do to identify and overcome obstacles in their personal life and/or career?</li><li>• How will I use my strengths and <b>values</b> to help shape my future self?</li><li>• What are my <b>values</b> and career aspirations?</li><li>• How do I learn best?</li><li>• How can I apply my skills to improve my future self?</li><li>• What is my <b>leadership</b> style?</li><li>• How do my <b>leadership</b> characteristics help me achieve my personal and professional <b>goals</b>?</li></ul>
<b>Students Will Know and Be Able To...</b> <ul style="list-style-type: none"><li>• develop a personal and career <b>goal</b> that accurately reflects their interests, abilities, and talents.</li><li>• demonstrate their individual strengths and <b>leadership</b> style as they build a positive self-concept.</li><li>• apply their personal <b>value</b> system to develop personal and career <b>goals</b>.</li><li>• use their personal strengths to establish <b>goals</b> and define ways they can continuously improve by building on their strengths.</li><li>• identify their personal learning style and apply appropriate learning strategies to build <b>self-awareness</b>.</li><li>• define the characteristics of a leader and apply their personal <b>leadership</b> style to achieve a <b>goal</b>.</li></ul>	

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Goals	
<p><b>College, Career, and Life Readiness Competencies:</b></p> <ol style="list-style-type: none"> <li><i>Applied Knowledge</i> <ul style="list-style-type: none"> <li><b>Critical Thinking skills:</b> thinking critically, thinking creatively, making sound decisions, solving problems, reasoning, planning and organizing.</li> </ul> </li> <li><i>Relation Skills and Personal Attributes</i> <ul style="list-style-type: none"> <li><b>Interpersonal Skills:</b> working well with others, exercising leadership, resolving conflict through negotiation, and respecting individual differences</li> <li><b>Personal Qualities:</b> demonstrating responsibility and self-discipline, adapting and showing flexibility, working independently, and displaying a positive attitude and sense of self-worth</li> </ul> </li> <li><i>Executive and Communication Skills</i></li> <li><i>Career Navigation Skills</i> <ul style="list-style-type: none"> <li><b>Developing self-awareness:</b> demonstrating ability to understand personal skills, strengths, and weaknesses and to determine effective means to overcome obstacles that could derail the achievement of established goals.</li> </ul> </li> </ol> <p><b>Additional Competency(s):</b> Critique and Revision</p> <p><b>Supports for Diverse Learners:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide additional support for vocabulary             <ul style="list-style-type: none"> <li>Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.</li> <li>Write these words and phrases on the board and have students write them in their notebooks or on index cards.</li> <li>Use <b>visuals</b>, acting, translation or synonyms to relay the meaning of the word to the students.</li> </ul> </li> </ul>	<p><b>Louisiana K-12 Student Standards English Language Arts</b></p> <p><i>Speaking and Listening Standards, Grade 8</i></p> <p>SL.8.1: Engage 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.</p> <p><i>Reading Standards for Informational Text, Grade 8</i></p> <p>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.</p> <p><i>Speaking and Listening Standards, Grades 9-10</i></p> <p>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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><i>Reading Standards for Informational Text, Grades 9–10</i></p> <p>RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Targeted Career Cluster(s):</b></p>

Goals	
<ul style="list-style-type: none"> <li>○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.</li> <li>● Model directions and use gestures to support their understanding.</li> <li>● <a href="#">Use checklist for modifying lesson plans.</a></li> </ul> <p>Refer to <a href="#">Guidebook for Supporting Students with Disabilities</a> and <a href="#">English Learner Guidebook</a> as needed.</p>	

Stage 2: Assessment/Evidence of and for Student Learning	
<p><b>Curriculum-embedded Performance Task(s)/Project(s) Description:</b></p> <p><b>Performance Task 1: Personal Brand and Vision Board</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>● complete an online <b>self-assessment</b> to help identify and build upon their personal strengths;</li> <li>● develop their own personal and career <b>goal</b> statements;</li> <li>● develop a <b>personal brand</b>, which includes identification of their strengths and active steps they will take to achieve personal and career <b>goals</b>;</li> <li>● create a <b>vision</b> board that synthesizes their personal and career <b>goal</b> statements and includes artifacts collected during the unit, including research on potential careers, personal interests, and reflections on their strengths and <b>values</b>;</li> <li>● incorporate quotes, people, programs, projects, and/or images into the <b>vision</b> board that reflect the ways they will apply their strengths to overcome obstacles;</li> <li>● articulate to their peers why they chose their artifacts;</li> <li>● present their <b>goal</b> statements and <b>vision</b> boards to a small group of peers;</li> <li>● provide feedback to peers using the performance task rubric as a guide.</li> </ul> <p><b>Performance Task 2: Student Success Plan</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>● apply their personal and career <b>goal</b> statements to create a <b>student success plan</b>;</li> <li>● identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career <b>goals</b>;</li> <li>● identify and map their support network to help overcome obstacles and define potential challenges;</li> <li>● apply their strengths to overcome potential challenges.</li> </ul>	<p><b>Formative Checkpoints:</b></p> <ul style="list-style-type: none"> <li>● <b>Class Discussion</b>—class discussions throughout unit</li> <li>● <b>Teacher Observation</b>—student progress on performance tasks</li> <li>● <b>Self-Awareness Assessments</b>—identification of strengths and interests</li> <li>● <b>Exit Ticket(s)</b>—reflections on the identification of strengths and <b>values</b> in relation to the course competencies; demonstration of their engagement in class discussion</li> <li>● <b>Question Responses</b>—student response to questions to develop their personal <b>value</b> system; responses to teacher’s questions in mock interviews and elevator pitches, on the <b>vision</b> board, and about resiliency</li> <li>● <b>Personal Career and Goal Statements</b>—<b>personal brand</b> includes both a personal <b>goal</b> statement and a career <b>goal</b> statement</li> <li>● <b>Peer Feedback</b>—feedback on <b>vision</b> board, classmate work, mock interviews, and <b>personal brand</b> statements</li> <li>● <b>Reflection Paragraph(s)</b>—personal and career <b>goal</b> statements</li> </ul>



## Unit 1: How I Learn and Lead

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### Stage 3: Learning Plan Overview

Lessons	Lessons Overview
<p><b>Lesson One: My Strengths and Values</b></p> <p><b>2 days</b></p>	<p><b>Day 1:</b> 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 <b>values</b> displayed by their peers and identify which <b>value</b> statements shared by their peers match their self-perception and which <b>value</b> statements do not match theirs. Students take an online <b>self-assessment</b> and divide into groups of three or four based on their identified domain. Student groups discuss common characteristics identified during the <b>self-assessment</b> to build a list of strengths and document their strengths on an exit ticket.</p> <p><b>Day 2:</b> Students reflect on and share their list of strengths with a classmate. Students develop a common definition of the word <b>values</b> and discuss how specific examples vary by student. Students watch a video about values and establish the priority their <b>values</b> have in their lives. Students will discuss their responses to the stated questions and share their <b>values</b> list with a partner.</p>
<p><b>Lesson Two: My Personal Brand and Vision</b></p> <p><b>2 days</b></p>	<p><b>Day 1:</b> Students read an article on building their <b>personal brand</b> and discuss how their strengths and <b>values</b> are important to building their <b>personal brand</b> and how establishing <b>goal</b> statements is essential to defining a <b>personal brand</b>. Students work independently to write personal and career <b>goal</b> 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 <b>goals</b> as part of their <b>personal brand</b> and conduct mock interviews to help their peers practice presenting their elevator pitch. Students finalize their personal and career <b>goal</b> statements.</p> <p><b>Day 2:</b> Students share their final personal and career <b>goal</b> statements with a peer. As a whole group, students discuss the importance of setting <b>goals</b> and having clear <b>goal</b> statements. Students work independently to begin the creation of a <b>vision</b> board that defines their <b>personal goal</b> statement and career <b>goal</b> statement.</p>
<p><b>Lesson Three: How I Learn</b></p> <p><b>1 Day</b></p>	<p><b>Day 1:</b> Students complete a learning style exercise that defines <b>visual</b>, <b>auditory</b>, <b>kinesthetic</b>, and tactile learning. Students reflect on the different learning styles and which learning style best matches their own personal style. Students identify the activity best suited to their own personal style and why. Students discuss how different learning strategies can be incorporated into their personal and career <b>goal</b> statements and write a reflection on their learning styles and how they can incorporate learning styles into the achievement of their personal and career <b>goal</b> statements. Students add the narrative and other artifacts into to their <b>vision</b> board.</p>
<p><b>Lesson Four: How I Lead</b></p> <p><b>1 Day</b></p>	<p><b>Day 1:</b> 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 write a reflection on their <b>leadership</b> styles and how they can incorporate <b>leadership</b> into the achievement of their personal and career <b>goal</b> statements. Students present their personal and career <b>goals</b> statements and how their <b>vision</b> board reflects those <b>goals</b> to a small group of students. In small groups, students use a student rubric to provide feedback to their peers.</p>
<p><b>Lesson Five: Student Success Plan</b></p>	<p><b>Day 1:</b> Students discuss how they can begin to take steps to achieve their personal and career <b>goals</b> and identify obstacles that could impede achieving them. Students work independently to create a <b>student success plan</b>.</p>



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4 Days	Days 2-4: Students complete their vision board and student success plan. Students present their vision boards and success plan in another small group setting.
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#### Learning Plan: My Strengths and Values

<p><b>Brief Synopsis:</b></p> <p>Students will be introduced to the unit on understanding self. Students will take an online personality <b>self-assessment</b>. They will define the term <b>values</b> and become aware of their own personal <b>value</b> system.</p>	<p><b>Addresses Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How will my strengths and values help to shape my future?</li> </ul>
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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 understanding of how their personal strengths and values are expressed in their daily life.*

*Work with others by sharing and responding to peer feedback to refine their personal brands.*

*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.*

#### Suggested Texts and Resources:

- Text/Resources:**
- [NERIS Type Explorer®](#)
  - [What are Your Values?](#)
  - [Values Assessment Worksheet](#)
- New Academic Vocabulary for the Learning Plan:**

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

#### Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to apply their personal value system to develop a personal and career goal.
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**Formative Assessment:**

Learning Plan: My Strengths and Values	
	<ul style="list-style-type: none"> <li>• Teacher observation of class discussion and student independent online assessment work.</li> <li>• Teacher review of responses to values questions.</li> <li>• Teacher review of exit tickets.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• paper plates (one per student)</li> <li>• access to technology</li> <li>• NERIS Type Explorer®</li> <li>• four teacher-created posters– 1. Analysts: Logician, Commander, Debater. 2. Diplomats: Mediator, Protagonist, Campaigner. 3. Sentinels: Defender, Executive, Consul. 4. Explorers: Adventurer, Entrepreneur, Entertainer</li> </ul>
<b>Day 2</b>	<p>Students will know and be able to apply their personal <b>value</b> system to develop a personal and career <b>goal</b>.</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• teacher observation of class discussion and student independent online assessment work</li> <li>• teacher review of responses to <b>values</b> questions</li> <li>• teacher review of exit tickets</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• self-stick notes</li> <li>• <b>values</b> video</li> </ul>

Learning Plan: My Personal Brand and Vision	
<b>Brief Synopsis:</b>	
Students will understand the importance of having a <b>vision</b> for the future. Students will develop <b>goals</b> and a <b>vision statement</b> . Students will create a <b>personal brand</b> and <b>vision</b> board which describes their personal and career <b>goals</b> .	Addresses Essential Question(s): <ul style="list-style-type: none"> <li>• How will I use my knowledge of self to propel my next steps towards personal growth?</li> <li>• What are my <b>values</b> and career aspirations?</li> </ul>
<b>Assessed Career and Life Readiness Competencies:</b>	
<p><i>Thinks critically by developing personal career and goal statements.</i></p> <p><i>Thinks critically by reflecting on personal and career goals to develop a personal brand statement.</i></p> <p><i>Thinks critically by responding to questions on the mock interview and elevator pitches.</i></p> <p><i>Thinks creatively by responding to questions about the vision board and by creating a vision board to represent their personal and career goals.</i></p> <p><i>Plans and organizes a variety of materials (pictures, images, affirmation words) to represent their personal and career goals.</i></p> <p><i>Works independently by creating a vision board.</i></p>	



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*Develops an awareness of skills and strengths by connecting personal and career goals to a vision board. Critiques and revises vision board by applying feedback to improve peer work product.*

### Suggested Texts and Resources:

#### Text/Resources:

- **Personal brand articles**
  - [Entrepreneur Magazine, 5 Steps to Building Your Personal Brand](#)
  - [Forbes Magazine, 7 Things to Build and Awesome Personal Brand](#)
- Elevator pitch articles
  - [Forbes Magazine, Elevator Pitch Tips](#)
  - [Top Resume Magazine, 5 Tips for Delivering the Perfect Elevator Pitch](#)
- Interview tips article
  - [Monster.com, 100 Potential Interview Questions](#)
- PT 1.1: Student Resource
- PT 1.1: Rubric
- Readings for Vision Boards
  - [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 for Vision Boards
  - [How to Make a Vision Board that ACTUALLY Works!](#)
- 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)
  - Web-Based: Pinterest; DreamItAlive.com

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

- Goals
- Self-reflection
- Vision
- Vision Statement

### Learning Events and Formative Checkpoints:

<b>Day 1</b>	Students will know and be able to <ul style="list-style-type: none"> <li>● develop a personal and career <b>goal</b> that accurately reflects their self-interests, abilities, and talents.</li> </ul>
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	<ul style="list-style-type: none"> <li>• apply their personal <b>value</b> system to develop a personal and career <b>goal</b>.</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• teacher observation of class discussion and students' mock interviews and elevator pitches</li> <li>• teacher review of responses to questions on mock interviews and elevator pitches</li> <li>• teacher review of personal and career <b>goal</b> statements</li> <li>• teacher review of peer feedback</li> <li>• teacher review of reflection paragraphs</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>personal brand</b> articles</li> <li>• elevator pitch articles</li> <li>• interview tips article</li> </ul>	
<p><b>Day 2</b></p>	<p>Students will know and be able to apply their personal strengths to establish <b>goals</b> and define ways in which they can build on their strengths to continuously improve.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> <li>• teacher observation of class discussion</li> <li>• teacher review of student <b>vision</b> board work</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• PT 1.1: student resource</li> <li>• PT 1.1: rubric</li> <li>• Supplies for <b>vision</b> board</li> </ul> <p>--paper --mixed media --markers, crayons or colored pencils --poster board or large sheets of construction paper --scissors --tape and/or glue sticks --plain white paper</p>	

<p><b>Brief Synopsis:</b></p> <p>Students will take a personal learning inventory which will help them to determine their personal learning style. Students will learn strategies to match</p>		<p><b>Learning Plan: How I Learn</b></p> <p><b>Addresses Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How do I learn best and how can I apply these skills to improve my future self?</li> </ul>
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their learning style and understand these strategies will help them to achieve success in school and careers.

### Assessed Career and Life Readiness Competencies:

*Develops an awareness of personal temperament, skills, and strengths by completing a learning inventory and by writing a reflection paragraph demonstrating awareness of those skills and strengths.*

### Suggested Texts and Resources:

Links to Resources:

- Resources:
  - Learning Style Inventory; options include
    - [The VARK Questionnaire: How Do I Learn Best?](#)
    - [What's Your Learning Style?](#)

### New Academic Vocabulary for the Learning Plan:

- Auditory
- Kinesthetic
- Visual

### Learning Events and Formative Checkpoints:

<b>Day 1</b>	<p>Students will know and be able to apply their personal learning style and appropriate learning strategies to build <b>self-awareness</b>.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> <li>● teacher observation of class discussion</li> <li>● teacher review of the personal learning inventories</li> <li>● teacher review of the reflection exercise</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● word lists</li> <li>● ten random objects placed in a box</li> <li>● learning style inventory</li> </ul>
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Learning Plan: How I Lead	
<p><b>Brief Synopsis:</b> Students will understand how people can become leaders and the characteristics of a leader.</p>	<p><b>Addresses Essential Question:</b></p> <ul style="list-style-type: none"> <li>What is my leadership style and how do my leadership characteristics help me to achieve my personal and career goals?</li> </ul>
<p><b>Assessed Career and Life Readiness Competencies:</b></p>	
<p><i>Develops an awareness of personal temperament, skills, and strengths identifying the characteristics of a leader and by reflecting on their personal leadership style.</i></p>	
<p><b>Suggested Texts and Resources:</b></p>	
<p><b>Text/Resources:</b></p> <ul style="list-style-type: none"> <li>Video</li> <li><a href="#">Leadership Lessons from the Dancing Guy</a></li> </ul>	Notes
<p><b>New Academic Vocabulary for the Learning Plan:</b></p> <p>Leadership</p>	
<p><b>Learning Events and Formative Checkpoints:</b></p>	
<p><b>Day 1</b></p>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>define the characteristics of a leader and apply their personal leadership style to achieve a goal.</li> <li>present their goal statements and vision boards to a small group of peers.</li> <li>provide feedback to peers using the performance task rubric as a guide.</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>teacher observation of class discussion, to formative assess students' understanding of the traits of a leader, listen carefully to the discussions</li> <li>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</li> <li>teacher review of the reflection exercise</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>leadership video</li> <li>PT 1.1: Student Resource</li> <li>PT 1.1: Rubric</li> </ul>

## Unit 1: How I Learn and Lead

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Learning Plan: Student Success Plan	
<p><b>Brief Synopsis:</b></p> <p>Students will discuss the obstacles that could interfere with their ability to achieve their vision for personal growth. Students will understand the idea of <b>resiliency</b> and will create a plan to avoid or provide solutions to obstacles.</p>	<p><b>Addresses Essential Question:</b></p> <ul style="list-style-type: none"> <li>What do effective people do to identify and overcome obstacles in their personal life and/or career?</li> </ul>
<p><b>Assessed Career and Life Readiness Competencies:</b></p> <p><i>Thinks critically about obstacles to their personal and career goals.</i></p> <p><i>Thinks creatively to complete a <b>student success plan</b>.</i></p> <p><i>Makes sound decisions as demonstrated through plans to overcome obstacles.</i></p> <p><i>Solves obstacles to their personal and career goals</i></p> <p><i>Reasons through steps to achieve their personal and career goals.</i></p> <p><i>Plans and organizes a <b>student success plan</b></i></p> <p><i>Demonstrates responsibility and self-discipline</i></p> <p><i>Adapts and shows flexibility</i></p> <p><i>Works independently</i></p> <p><i>Develops an awareness of personal temperament, skills, and strengths through reflecting on a resiliency plan</i></p>	
<p><b>Suggested Texts and Resources:</b></p>	
<p><b>Text/Resource:</b></p> <ul style="list-style-type: none"> <li>PT 1.2: Student Resource</li> <li>PT 1.2: Rubric</li> </ul>	<p><b>Links to Resources:</b></p>
<p><b>New Academic Vocabulary for the Learning Plan:</b></p> <ul style="list-style-type: none"> <li>Resilience</li> </ul>	
<p><b>Learning Events and Formative Checkpoints:</b></p>	
<p><b>Day 1</b></p>	<p><b>Learning Objectives: Students will know and be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate their individual strengths and leadership style as they build a positive self-concept.</li> <li>apply their personal learning style and appropriate learning strategies to build self-awareness.</li> <li>identify and map their support network to help overcome obstacles and define potential challenges.</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Teacher observation of class discussion</li> <li>Teacher review of students' responses to resiliency questions.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>PBT 1.2: Student Resource</li> <li>Student Success Plan Rubric</li> </ul>



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### Learning Plan: Student Success Plan

Days 2-4	Students will know and be able to
	<ul style="list-style-type: none"><li>• demonstrate their individual strengths and <b>leadership</b> style as they build a positive self-concept.</li><li>• apply their personal learning style and appropriate learning strategies to build <b>self-awareness</b>.</li><li>• apply their knowledge about their learning style, leadership style, strengths and <b>values</b> to complete their vision board and <b>student success plan</b>.</li><li>• identify opportunities for in-school and out-of-school learning opportunities to achieve their personal and career <b>goals</b>.</li><li>• articulate to their peers why they chose their artifacts for their <b>vision</b> board.</li><li>• provide feedback to peers using the performance task rubric as a guide.</li></ul>
	<p>Formative Assessment</p> <ul style="list-style-type: none"><li>• teacher observation of class discussion</li><li>• teacher review of student's presentations</li></ul>
	<p>Materials/Resources:</p> <ul style="list-style-type: none"><li>• PT 1.2: Student Resource</li><li>• PT 1.2: Rubric</li></ul>