**Unit 5: Superheroes in My Community**

Suggested Timeline: 28 Days

**Unit Focus:** Unit 5 helps students apply leadership skills through community service and discovery of careers in public service, healthcare and public health. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify altruistic community heroes and careers that help people and shape the community in positive ways. Students will work in teams to develop and lead a community service project that engages their peers and the community.

<table>
<thead>
<tr>
<th>Stage 1: Desired Results (both skills-based and concept-based)</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Ideas:</strong> Altruism and servant leadership are essential to the health and growth of a community.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>• What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community?</td>
</tr>
<tr>
<td>• What is altruism and how can you apply altruistic characteristics in your school, home, and community?</td>
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<tr>
<td>• What qualities and values define a good citizen/community member?</td>
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<tr>
<td>• How can community service help to develop career and executive skills while also supporting personal growth and citizenship?</td>
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<tr>
<td>• What types of careers help people and shape communities?</td>
</tr>
<tr>
<td>• How do your personal values and goals relate to servant leadership?</td>
</tr>
</tbody>
</table>

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

- define servant leadership and the characteristics and benefits of altruism;
- develop and demonstrate the characteristics of servant leadership: listening, empathy, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building;
- evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
- conduct research and a simple needs assessment to determine the needs of individuals or a community;
- apply servant leadership skills to develop a community service project that helps people or helps to shape their community;
- implement a community service project;
- research helping professions and career pathways;
- research public health issues and related health occupations;
- develop a model of simulated patient care through research and evaluation of public healthcare occupations and related procedures.
## Unit 5: Superheroes in My Community

### Suggested Timeline:

**28 Days**

### Goals

<table>
<thead>
<tr>
<th>Language Standards, Grade 8</th>
<th>[Louisiana K-12 Student Standards for English Language Arts]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.8.1</strong> Cite the relevant textual evidence that most strongly supports an analysis of what the text says.</td>
<td></td>
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<td><strong>RI.8.8</strong> Gather relevant information from multiple print and digital sources, using search terms effectively as well as sources, both print and digital, to pose and answer a question (including a self-generated question).</td>
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<tbody>
<tr>
<td><strong>Executive and Communication Skills</strong></td>
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<tr>
<td><strong>Executive Skills</strong></td>
</tr>
<tr>
<td>Managing Time and Other Resources</td>
</tr>
<tr>
<td>Planning and Organizing</td>
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<tr>
<td>Communicating Effectively with Others</td>
</tr>
<tr>
<td><strong>Audiocasting</strong></td>
</tr>
<tr>
<td>English Language Arts (ELA) Literacy, K-12 Standards: <strong>Reading Informational Text</strong>, Grade 8 <strong>RI.8.10</strong> Conduct short research projects to answer a question (including a self-generated question) and write a short explanation of the research process. <strong>RI.8.8</strong> Gather relevant information from multiple print and digital sources, using search terms effectively as well as sources, both print and digital, to pose and answer a question (including a self-generated question). <strong>RI.8.1</strong> Cite the relevant textual evidence that most strongly supports an analysis of what the text says. <strong>RI.8.4</strong> Determine the meaning of words and phrases as they are used in a text, including literal, connotative, and denotative meanings. <strong>RI.8.2</strong> Analyze how a particular choice of words or how language is used (e.g., sound, connotation, denotation) conveys an effect or meaning. <strong>RI.8.5</strong> Analyze and evaluate the use of certain literary genres and writing or speaking styles (e.g., the elevated language of the eighteenth century novel, the basic language of Tom Sawyer). <strong>RI.8.6</strong> Cite at least two reasons why the selection was included in the text. <strong>RI.8.7</strong> Conduct short research projects to answer a question (including a self-generated question) and write a short explanation of the research process.</td>
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### Career Readiness Technical Skills

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<tr>
<td><strong>Literature and Research Analysis</strong></td>
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<tr>
<td><strong>Analyzing Literature</strong></td>
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### Relational and Personal Attributes

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<td><strong>Teamwork</strong></td>
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<td><strong>Leadership</strong></td>
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<td><strong>Building Relationships</strong></td>
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<td><strong>Collaboration</strong></td>
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### Executive and Communication Skills

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<td><strong>Communication</strong></td>
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<td><strong>Effective Communication</strong></td>
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<td><strong>Leadership Skills</strong></td>
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### Applied Knowledge

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<tr>
<td><strong>Critical Thinking Skills</strong></td>
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<td><strong>Analytical Thinking</strong></td>
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### Career-Ready Technical Skills

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**Unit 5: Superheroes in My Community**

**Goals**

The goal of Unit 5 is to develop critical thinking skills and applied knowledge. Students will engage in research projects, analyze informational texts, and develop their interpersonal and personal attributes. The unit focuses on understanding and evaluating the impact of specific word choices on meaning and tone. Students will practice using search terms effectively to gather relevant information from a variety of sources. The unit also emphasizes the importance of leadership skills in teamwork and collaboration. Students will develop their ability to communicate effectively and manage their time and resources. Throughout the unit, students will reflect on their learning and apply their knowledge to real-world scenarios. The unit concludes with a final project that integrates all the skills and knowledge acquired.
Goals

Suggested Timeline: 28 days

Unit 5: Superheroes in My Community

Goals

- Technology Use Skills
  - understanding technology and its appropriate uses
  - using technology efficiently and effectively

- Information Use Skills
  - locating information
  - using information
  - communicating information

- Communication Skills
  - communicating verbally
  - listening actively
  - comprehending written material
  - conveying information in writing
  - observing carefully

- Civic Engagement Skills
  - developing an awareness of major national, state, and local governance issues
  - committing to civic involvement
  - participating in civic-minded and community-based organizations

Additional Competencies

Critique and Revision

- phrasing; gather vocabulary knowledge when considering a word or phrase important to comprehension

Reading Standards for Informational Text, Grades 9–10

RI.9–10.4: Determine the meaning of words and phrases as they are used in a text, including the uncommonly used ones that provide novel meanings for common words and phrases

RI.9–10.5: Analyze and evaluate the author’s arguments, gauging the validity of the reasoning and the soundness of the conclusions

RI.9–10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses meaning and tone (e.g., how the language of a court opinion differs from that of a memoir)

RI.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, drawing on background knowledge and using a variety of methods to come to conclusions

RI.9–10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Speaking and Listening Standards, Grades 9–10

SL.9–10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, orally)

SL.9–10.4: Present information, findings, and supporting evidence clearly and accurately such as numbers, statistical analysis, case studies, comparisons, and cause-effect relations

SL.9–10.5: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in small groups, in large groups)

SL.9–10.6: Draw evidence from literary or informational texts to support analysis, reflection, and research

Writing Standards, Grades 9–10

W.9–10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display multimedia information flexibly and interactively

W.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, drawing on background knowledge and using a variety of methods to come to conclusions

W.9–10.8: Gather relevant information from multiple authoritative sources using advanced searches to gather information

W.9–10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9–10.10: Write effectively as an information producer, producing works for multiple audiences and purposes

DEPARTMENT OF EDUCATION

THE EDUCATOR VOICE

FELLOWSHIP

ACADEMIC

ACHIEVEMENTS

INTEREST

Suggested Timeline: 28 days

Unit 5: Superheroes in My Community
## Unit 5: Superheroes in My Community

**Suggested Timeline:** 28 Days

### Goals

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<tr>
<th>Language Standards, Grades 9–10</th>
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</thead>
<tbody>
<tr>
<td>L.9–10: Acquire and use accurately in writing general academic and domain-specific words and phrases; effective words and phrases based on knowledge of meaning and word origins.</td>
</tr>
</tbody>
</table>

**Supports for Diverse Learners**

- Provide notes and readings ahead of time that make notations to provide background information in English.
- Highlight key points and make notations to provide background information.
- Provide Thinking Aloud protocol and the ORID data analysis tool; highlight key points and make notations to provide background information.
- Provide additional support for vocabulary.
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**Targeted Career Cluster(s)**

- Health Care and Helping Professions
- Leadership and Administration
**Unit 5: Superheroes in My Community**

**Suggested Timeline:** 28 Days

<table>
<thead>
<tr>
<th>Curriculum-Embedded Performance Task(s)</th>
<th>Goals</th>
</tr>
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<tbody>
<tr>
<td><strong>Performance Task 2: Community Service Project</strong></td>
<td>- Students will develop a community service project that meets a community need. - Student teams will develop a needs assessment to identify an individual or community need. - Student teams will develop a needs assessment to develop and implement a community service project.</td>
</tr>
<tr>
<td><strong>Performance Task 2: Community Service Project</strong></td>
<td>- Student teams will write a three-to-four-sentence reflection on the qualities of the identified hero and how that person inspired others to make a difference. - Student teams will reflect on being a better citizen and demonstrate this reflection through a commitment card. - Student teams will reflect on altruism through their bumper sticker tagline.</td>
</tr>
</tbody>
</table>

**Formative Checkpoints**

- **Class Discussion:** Students actively participate in daily class discussions.
- **Self-Evaluation:** Students reflect on being a better citizen and demonstrate this reflection through a commitment card.
- **Teacher Observation:** Teacher observes students' progress toward increased collaboration, communication, critical thinking, and creativity.
- **Reflection Paragraphs:** Students reflect on altruism, servant leadership, and community service and write a three-to-four-sentence reflection on the qualities of the identified hero and how that person inspired others to make a difference.

**Performance Task 2: Community Service Project**

- **Needs Assessment:** Students create a needs assessment to meet a community need.
- **Job Shadow:** Students identify and job shadow and interview an individual in helping professions.
- **Group Presentation:** Students work in teams to present their community service project.
- **Impact Document:** Students create an impact document that highlights the person and their identified altruism qualities.
- **Industry Research:** Students write brief narratives depicting research in the helping professions.
- **Needs Assessment:** Students will develop a community service project that meets a community need. - Student teams will develop a needs assessment to identify an individual or community need. - Student teams will develop a needs assessment to develop and implement a community service project.

**Biographical Sketch:** Students create a biographical sketch that maps the career path, education, and skills that an individual displays to help people.
Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days

Performance Task 4: Public Health and Healthcare Careers

Students will work in teams to develop a project plan.

- Students will identify public health concerns and problems.
- Students will review a case study and assume the role of a healthcare or public health occupation to develop a patient care plan.

Patient Care Simulation—Students review a case study and assume the role of a healthcare or public health occupation to develop a patient care plan.

Performance Task 3: Helping Professions Awareness Campaign (Audio/Visual)

Students will work in teams to develop an awareness campaign for helping professions.

- Students will identify careers in their community that are considered helping professions.
- Students will identify one individual in their community who is in a helping profession or serve the community.
- Students will develop a multimedia biographical sketch that informs other teenagers of the impact or reach of the individual and their chosen helping profession.
- Students will create a multimedia biographical sketch that highlights the individual's impact or reach.

Performance Task 2: Helping Professions Awareness Campaign (Auditory/Visual)

Students will work in teams to develop an awareness campaign for helping professions.

- Students will identify careers in their community that are considered helping professions.
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Performance Task 1: Helping Professions Awareness Campaign (Auditory/Visual)

Students will work in teams to develop an awareness campaign for helping professions.

- Students will identify careers in their community that are considered helping professions.
- Students will identify one individual in their community who is in a helping profession.
- Students will develop a multimedia biographical sketch that informs other teenagers of the impact or reach of the individual and their chosen helping profession.
- Students will create a multimedia biographical sketch that highlights the individual's impact or reach.
### Stage 3: Learning Plan Overview

#### Lessons

<table>
<thead>
<tr>
<th>Lesson One:</th>
<th>Lesson Two:</th>
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<td><strong>Lesson One:</strong></td>
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#### Unit 5: Superheroes in My Community

**Suggested Timeline:** 28 Days

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Stage 1:</strong></td>
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<td><strong>Stage 2:</strong></td>
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<tr>
<td><strong>Stage 3:</strong></td>
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**Lesson Four:**

**Lesson Overview**

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<th>Description</th>
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<tr>
<td><strong>Lesson Four:</strong></td>
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</table>

**Day 1:** Students will assume the role of a healthcare or public health professional to review and make recommendations about a case study and model of simulated patient care.

**Day 2:** Students will create an LinkedIn profile page for their selected hero and create a short reflection on how that person inspired others to make a difference. Students will share their reflection with the class and explain the impact the individual had on society.

**Day 3:** Students will work in teams to present their case studies and model of simulated patient care.

**Day 4:** Students will review and make recommendations about a case study and model of simulated patient care.

**Day 5:** Students will analyze the role of a healthcare or public health professional.
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<tr>
<td>1</td>
<td>Students will form groups and discuss guidelines, criteria, constraints, and the rubric for performance task (PT 5.2). Students will determine and develop a short needs assessment to be administered to at least three of their peers or individuals in their community. The teacher will review the five phases of project management (e.g., initiating the project, planning the project, executing the project, monitoring the project, and closing the project). Student teams will begin to plan their community service project.</td>
</tr>
<tr>
<td>2</td>
<td>Students will complete their community service project and the impact document. Student teams will develop a group presentation document. Performance management and evaluation based on the state goals and impact of the community service project will be discussed. The teacher should ensure that the students understand the impact of their project. Performance measurement, risk logs, and project evaluation will be discussed. Student teams may choose to update their impact document and/or develop additional project tools like a project schedule, performance management plan, risk log, and project evaluation plan. Student teams will begin to implement their community service project. For community service projects that need to be completed outside of class, classroom time can be used for project planning.</td>
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<tr>
<td>3</td>
<td>The class will review the five phases of project management (e.g., initiating the project, planning the project, executing the project, monitoring the project, and closing the project). Student teams will begin to plan their community service project. Student teams will update their impact document for the community service project to ensure that all team members have active roles and responsibilities to execute the community service project.</td>
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<tr>
<td>4</td>
<td>Student teams will discuss how they know that they are on track for project completion by the deadline and reflect on their classroom project schedule and discuss their project schedule for the community service project. The teacher should provide feedback and assistance as needed to help achieve their goals and the impact of their community service project.</td>
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<tr>
<td>5</td>
<td>Team will review project schedules, performance management, risk logs, and project evaluation. If the community service project can be done in class, student teams will complete PT 5.2. If the community service project needs to be completed outside of class, classroom time will be used for project planning.</td>
</tr>
<tr>
<td>6-8</td>
<td>Student teams will implement their community service project. Student teams will discuss how they know that they are on track for project completion by the deadline and reflect on their classroom project schedule and discuss their project schedule for the community service project. The teacher should provide feedback and assistance as needed to help achieve their goals and the impact of their community service project.</td>
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<td>9</td>
<td>Student teams will present their community service project and impact documents to another class or to the identified community partners to ensure the longevity of the project. Student teams will complete their community service project and the impact document. Student teams will develop a group presentation following the five phases of project management (e.g. initiating the project, planning the project, executing the project, monitoring the project, and closing the project).</td>
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<tr>
<td>10</td>
<td>Student teams will present their community service project and impact documents to another class or to the identified community partners to ensure the longevity of the project.</td>
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**Stage 3: Learning Plan Overview**

**Unit 5: Superheroes in My Community**

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<thead>
<tr>
<th>Lesson Five: Community Service</th>
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### Stage 3: Learning Plan Overview

<table>
<thead>
<tr>
<th>Days</th>
<th>Activities</th>
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<tbody>
<tr>
<td>3 and 4</td>
<td>Student teams will review the provided case-study that relates to their assigned topic and work on steps two of the PT. Students will describe the role of a local leader of public health and healthcare careers in developing and delivering their group presentation to educate peers about the assigned public health issue. This presentation will include an overview of public health and healthcare careers along with an overview of the Center for Disease Control. Students will use artifacts from the job shadow experience, which can include career research, materials from the job shadow experience, recorded videos of responses from the job shadow experience, which can include career research, materials from the job shadow experience, or other items that depict how the helping profession relates to the terms altruism, servant leadership, and community service.</td>
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Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days

Lesson One: Learning Plan: Why My Voice and Leadership Matter

Synopsis
Students will know and be able to define servant leadership and the characteristics and benefits of altruism.

Assessed Career and Life Readiness Competencies:
Thinking critically by reflecting on what it takes to become a better citizen

Essential Question
What is servant leadership, and how can I apply qualities of servant leadership in my classroom, school, and community?

New Vocabulary for the Learning Plan
- empathy
- humanitarian

Formative Assessment
- Teacher observation of class discussion
- Teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card

Materials/Resources
- Huffington Post article
- Teacher observation of class discussion
- Teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card

Day 1

Learning Events and Formative Checkpoints:

Day 1
Students will know and be able to define servant leadership and the characteristics and benefits of altruism.

Formative Assessment
- Teacher observation of class discussion
- Teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card

Materials/Resources
- Huffington Post article
## Unit 5: Superheroes in My Community

### Learning Plan

**Altruism - What is it, and Why Is It Important?**

**Synopsis**

Students will be introduced to how altruism applies to their lives. The impact of altruism will be viewed through real-life scenarios.

**Essential Question**

- What is altruism, and how can I apply altruistic characteristics in my school?

### Career and Life Readiness Competencies

- Thinking critically by creating a bumper sticker to demonstrate understanding of altruism.
- Thinking creatively by creating an original tagline to define altruism.
- Critique and Revision is demonstrated through updates to the bumper sticker after reading the articles on altruism.

### Suggested Texts and Resources

- Video clip from *Hunger Games*: Is This Altruism
- Why Do Human Beings Do Good Things? The Puzzle of Altruism
- Extraordinary Altruism: Who Gives a Kidney to a Stranger?
- The Power of Altruism
- Tammany teacher and foster parent who donated kidney to student and founded summer camp gets award
- Thinking Aloud protocol

### New Vocabulary for the Learning Plan

- selflessness
- gratitude
- embodies
- volunteerism
- longevity
- sustainability
- longevity
- sustainability

### Learning Events and Formative Checkpoints

#### Day 1

- Students will know and be able to define servant leadership and the characteristics and benefits of altruism.
- **Formative Assessment**
  - Teacher review of the original and revised bumper sticker to determine if students understand the concept of altruism

### Materials/Resources

- The Hunger Games video clip
- The Puzzle of Altruism
- The Power of Altruism
- Extraordinary Altruism: Who Gives a Kidney to a Stranger?
- Tammany teacher and foster parent who donated kidney to student and founded summer camp gets award
- Thinking Aloud protocol
Lesson Three Learning Plan: I Am A Servant Leader

**Unit 5: Superheroes in My Community**

**Synopsis**

Students will consider how servant leadership applies to their lives. Students will demonstrate understanding of the characteristics of servant leadership through discussion.

**Essential Questions**

- What qualities and values define a good citizen/community member?
- How can community service help to develop career and executive skills while also supporting personal growth and development?
- What skills and values define a good citizen/community member?

**Assessed Career and Life Readiness Competencies**

- Reasoning demonstrated through students' discussion on how they themselves might impact their communities.
- Communicating verbally demonstrated through peer conversations on servant leadership and the impact of servant leaders in their community.

**Suggested Texts and Resources**

- Characteristics of a Servant Leader
- New Vocabulary for the Learning Plan
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- New Vocabulary for the Learning Plan

**Learning Events and Formative Checkpoints**

Day 1

- Student will know and be able to:
  - define servant leadership and the characteristics and benefits of altruism;
  - develop and demonstrate the characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, and stewardship.

**Formative Assessment**

- Teacher observation of class discussion

**Materials/Resources**

- Characteristics of Servant Leadership
- Self-stick notes
- Self-stick notes
- Conceptualization
- Foresight
- Persuasion
- Stewardship
- New Vocabulary for the Learning Plan

**Teacher Observation of Class Discussion**

- Develop servant leadership and the characteristics and benefits of altruism.

**Day 1**
### Lesson Four: Heroes Among Us

#### Synopsis
Students will be introduced to ways ordinary individuals can make a difference.

#### Essential Question
How can community service help to develop career and executive skills while also supporting personal growth and citizenship?

#### Assessed Career and Life Readiness Competencies
- Thinking critically: demonstrated as students make the connections between the heroes and the impact on their own communities.
- Thinking creatively: demonstrated through originality in the LinkedIn profile.
- Reasoning: demonstrated through student awareness of how they can take similar actions to address community issues.
- Planning and organizing: demonstrated through the layout of the LinkedIn profile.
- Demonstrates integrity: identified through the choice of a servant leader that provides inspiration to make a difference.
- Applying information technology appropriately and effectively: demonstrated through the successful completion of a LinkedIn profile.
- Using information: demonstrated through the research of a hero and the development of the LinkedIn profile based on the hero.

#### Suggested Texts and Resources
- CNN Heroes web page
- Giraffe Heroes Project web page
- PT 5.1 student handout
- PT 5.1 rubric
- LinkedIn Profile Checklist

#### Vocabulary for the Learning Plan
- hero

### Day 1

#### Learning Events and Formative Checkpoints:
- Students will know and be able to:
  - Hero
  - NEW Vocabulary for the Learning Plan

#### Materials/Resources
- Hero websites
- LinkedIn Profile Checklist
- PT 5.1 student handout
- PT 5.1 rubric

### Day 2

#### Learning Events and Formative Checkpoints:
- Students will know and be able to:
  - PT 5.1 Rubric
  - Hero
  - NEW Vocabulary for the Learning Plan

#### Materials/Resources
- PT 5.1 student handout
- Giraffe Heroes Project web page
- CNN Heroes web page
Unit 5: Superheroes in My Community

Lesson Four
Learning Plan: Heroes Among Us

- develop and demonstrate ten characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Formative Assessment
- teacher observation of class discussion
- teacher review of student reflections

Materials/Resources
- LinkedIn Profile Checklist
- PT 5.1 student handout
- linkedIn Profile Checklists

Lesson Five
Learning Plan: Community Service

Synopsis
Students will define the components of leadership and develop a needs assessment. Students will implement a needs assessment and analyze the data to create and implement a community service project through teamwork and collaboration.

Essential Questions
- What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community?
- How can community service help to develop career and executive skills while also supporting personal growth and citizenship?

Assessed Career and Life Readiness Competencies:
- Thinking critically is demonstrated by developing a needs assessment, developing a community service project, and identifying the impact of the project.
- Making sound decisions is demonstrated by analyzing the needs assessment and applying the results to a community service project.
- Solving problems is demonstrated by developing an appropriate community service project to solve a community need.
- Planning and organizing is demonstrated by effectively using project management skills to create a community service project.
- Exercising leadership is demonstrated through the student’s role in the project planning and execution.
- Understanding economic and ethical issues as they work with others to demonstrate through developing a team contract and presenting a proposal for a project that demonstrates awareness of major national, state, and local governance issues.
- Communicating effectively is demonstrated through an interactive presentation.
- Actively listen is demonstrated through the student’s ability to follow instructions and complete tasks on time.
- Conveying information is demonstrated through an interactive presentation.

Progressive Learning Plan: Heroes Among Us

Lesson
- PT 5.1 Rubric
- PT 5.1 Student Handout
- Linked In Profile Checklists

Formative Assessment
- Teacher review of student reflections
- Teacher observation of class discussion

Unit 5: Superheroes in My Community

Suggested Timeline: 28 Days
Unit 5: Superheroes in My Community

Lesson 5: Learning Plan: Community Service

### Suggested Timeline:
28 Days

### Lesson Five Learning Plan:

#### Community Service

#### Suggested Texts and Resources:
- PT 5.2 student handout
- ORID data analysis tool
- Team contract
- 10 Creative Project Planning Ideas

#### New Vocabulary for the Learning Plan:
- needs assessment

#### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Events</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Students will know and be able to:</td>
<td>● Apply servant leadership skills to develop a community service project; ● Conduct research and a simple needs assessment to determine the needs of individuals or a community; ● Evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;</td>
</tr>
<tr>
<td></td>
<td>● Teacher observation of class discussion</td>
<td>● Teacher observation of class discussion</td>
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<tr>
<td></td>
<td>● Teacher observation of students in group activities</td>
<td>● Teacher observation of students in group activities</td>
</tr>
<tr>
<td></td>
<td>Materials/Resources</td>
<td>● Student handout</td>
</tr>
<tr>
<td>Day 2</td>
<td>Students will know and be able to:</td>
<td>● Apply servant leadership skills to develop a community service project; ● Conduct research and a simple needs assessment to determine the needs of individuals or a community; ● Evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;</td>
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</tr>
<tr>
<td></td>
<td>Materials/Resources</td>
<td>● PT 5.2 student handout</td>
</tr>
<tr>
<td>Day 3</td>
<td>Students will know and be able to:</td>
<td>● Apply servant leadership skills to develop a community service project; ● Conduct research and a simple needs assessment to determine the needs of individuals or a community; ● Evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;</td>
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<td>● Teacher observation of students in group activities</td>
</tr>
<tr>
<td></td>
<td>Materials/Resources</td>
<td>● ORID data analysis tool</td>
</tr>
</tbody>
</table>

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### Resources
- PT 5.2 student handout
- ORID data analysis tool
- Team contract
- 10 Creative Project Planning Ideas
**Unit 5: Superheroes in My Community**

### Lesson Five: Learning Plan: Community Service

<table>
<thead>
<tr>
<th>Day</th>
<th>Student Outcomes</th>
<th>Formative Assessment</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 4, 5</td>
<td>Students will know and be able to apply servant leadership skills to develop a community service project; conduct research and a simple needs assessment to determine the needs of individuals or a community; evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues.</td>
<td>Teacher observation of class discussion; teacher observation of students in group activities; teacher review of impact document.</td>
<td>● PT 5.2 student handout&lt;br&gt; ● Team contract&lt;br&gt; ● PT 5.2 rubric</td>
</tr>
<tr>
<td>Day 6, 7, 8</td>
<td>Students will know and be able to implement a community service project; apply servant leadership skills to develop a community service project; conduct research and a simple needs assessment to determine the needs of individuals or a community; evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues.</td>
<td>Teacher observation of class discussion; teacher observation of students in group activities; teacher review of project schedules, performance management, risk logs, and project evaluation.</td>
<td>● PT 5.2 student handout&lt;br&gt; ● Team contract&lt;br&gt; ● PT 5.2 rubric&lt;br&gt; ● Team contract&lt;br&gt; ● PT 5.2 student handout&lt;br&gt; ● PT rubric</td>
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</table>

**Lesson Five: Learning Plan: Community Service**

Supervised Timeline: 28 Days
<table>
<thead>
<tr>
<th><strong>Unit 5: Superheroes in My Community</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson Five: Learning Plan: Community Service</strong></td>
</tr>
</tbody>
</table>

**Suggested Timeline:** 10 Days

### Day 9

- **Materials/Resources**
  - PT 5.2 Rubric
  - PT 5.2 Student Handout

- **Formative Assessment**
  - Teacher observation of students in group activities
  - Teacher observation of class discussion
  - Teacher review of project schedules, performance management, risk logs, and project evaluation

- **Students will know and be able to**
  - Evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
  - Conduct research and a simple needs assessment to determine the needs of individuals or a community;
  - Apply servant leadership skills to develop a community service project;
  - Implement a community service project;
  - Apply technology to implement a community service project;

### Day 10

- **Materials/Resources**
  - PT 5.2 Rubric
  - PT 5.2 Student Handout

- **Formative Assessment**
  - Teacher observation of class discussion
  - Teacher observation of students in group activities
  - Teacher review of presentations

- **Students will know and be able to**
  - Evaluate problems in their community and apply leadership skills to create goals that improve the lives of people or address community issues;
  - Conduct research and a simple needs assessment to determine the needs of individuals or a community;
  - Apply servant leadership skills to develop a community service project;
  - Implement a community service project;
  - Apply technology to implement a community service project.
Lesson Six

Learning Plan:

Helping Professions Awareness Campaign

Synopsis

Students will research and be able to research helping professions and the career pathways to access these jobs.

Essential Question

- What types of careers help people and shape communities?

Assessed Career and Life Readiness Competencies:

- Thinking critically is demonstrated by using research to understand the impact and pathway of helping professions and by developing a helping professional.
- Thinking creatively is demonstrated by developing a multi-media presentation.
- Background knowledge and understanding and key concepts about the occupation career pathway or industry is demonstrated through the ability to understand the impact of helping professions on careers and the ability to understand the link between helping professions and altruism, servant leadership, and community service.
- Thinking critically is demonstrated by developing a multi-media presentation.
- Communication skills are demonstrated by preparing a multi-media presentation.
- Developing an awareness of major national, state, and local governance issues is demonstrated by preparing a helping professional.
- Participating in civic-minded and community-based organizations is demonstrated by shadowing a helping professional.

Suggested Texts and Resources:

- Monster.com: 100 Top Job Interview Questions
- New Vocabulary for the Learning Plan

Learning Events and Formative Checkpoints:

Day 1

Learning Plan:

- Helping Professions

Resources

- PT student handout
- PT 5.3 rubric

Materials/Resources

- Teacher review of students' job shadow requests
- Teacher observation of class discussion
- Formative assessment

Formative Assessment

- Students will know and be able to research helping professions and the career pathways to access these jobs.
<table>
<thead>
<tr>
<th>Day 7</th>
<th>Students will know and be able to research helping professions and the career pathways to access these jobs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
</tr>
<tr>
<td></td>
<td><strong>DIRECTIONS:</strong> How to Make a Podcast by Teresa Chin. <strong>Best Podcasts Apps and Websites for Students:</strong></td>
</tr>
<tr>
<td></td>
<td>Staring Your Podcast: A Guide for Students. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
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<tr>
<td></td>
<td>Day 2</td>
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<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Observation of Group Research:</strong> teacher observation of students’ biological sketches.</td>
</tr>
<tr>
<td></td>
<td>Day 6</td>
</tr>
<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials/Resources:</strong> Monster.com article, DIY: How to Make a Podcast by Teresa Chin. <strong>Best Podcasts Apps and Websites for Students:</strong></td>
</tr>
<tr>
<td></td>
<td>Day 5</td>
</tr>
<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Observation of Group Research:</strong> teacher observation of students’ questions for job shadowing.</td>
</tr>
<tr>
<td></td>
<td>Day 4</td>
</tr>
<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
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<tr>
<td></td>
<td><strong>Materials/Resources:</strong> Starting Your Podcast: A Guide for Students. <strong>Best Podcast Apps and Websites for Students:</strong></td>
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<tr>
<td></td>
<td><strong>Teacher Observation of Group Research:</strong> teacher observation of students’ questions for job shadowing.</td>
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<td></td>
<td>Day 3</td>
</tr>
<tr>
<td></td>
<td><strong>Formative Assessment:</strong> teacher observation of class discussion. <strong>Materials/Resources:</strong> PT 5.3 rubric, PT 5.3 student handout.</td>
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<td>Day 2</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Lesson Six Learning Plan: Helping Professions Awareness Campaign
Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

**Unit 5: Superheroes in My Community**

**Suggested Timeline:** 28 Days

**Learning Plan:** Helping Public Health and Healthcare Careers

**Synopsis**
Students will evaluate public health challenges in their community. Students will research public health challenges and related healthcare or public health occupations. Student teams will develop a model of simulated patient care.

**Essential Questions**
- What qualities and values define a good citizen?
- What types of careers help people and shape communities?
- How do personal values and goals relate to servant leadership?

**Assessed Career and Life Readiness Competencies:**
- Critical thinking is demonstrated by using research to understand the health care profession.
- Creativity is demonstrated by developing a team multimedia presentation.
- Background knowledge and understanding key concepts about the occupation career pathway or industry is demonstrated through the ability to understand the link between professional, community service, and career service via public health.
- Strategic thinking is demonstrated by developing a team multimedia presentation.
- Critical thinking is demonstrated by using research to understand the health care profession.

**Materials/Resources**
- Teacher review of team roles and norms
- Teacher observation of class discussion
- Research on assigned public health issue
- Understanding the differences between healthcare and public health

**Learning Events and Formative Checkpoints:**

<table>
<thead>
<tr>
<th>Day 2</th>
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<tbody>
<tr>
<td>Students will know and be able to...</td>
</tr>
<tr>
<td>New Vocabulary for the Learning Plan:</td>
</tr>
<tr>
<td>Simulated work environment</td>
</tr>
<tr>
<td>Public health</td>
</tr>
<tr>
<td>Patient-centered care</td>
</tr>
<tr>
<td>Healthcare</td>
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<tr>
<td>Case study</td>
</tr>
</tbody>
</table>

**Suggested Texts and Resources:**
- PT 5.4 student handout
- PT 5.4 rubric
- CDC Foundation: What Is Public Health?
- Beckers: 10 most important public health problems and concerns

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher review of team rules and norms
- Case study
Unit 5: Superheroes in My Community

Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

**Suggested Timeline:** 28 Days

### Day 2

- **Students will know and be able to present a multimedia presentation using executive and communication skills.**
- **Formative Assessment:** Teacher observation of class presentation.
- **Materials/Resources:** PT 5.4 Rubric
- **PT Student Handout

### Days 3 and 4

- **Students will know and be able to show evidence of understanding public health and healthcare-related careers while developing the simulated patient care model.**
- **Formative Assessment:** Teacher observation of class research
- **Teacher review of completed outline of occupation research and reflection, simulated method of treatment, and model of community engagement from PT 5.4

### Day 5

- **Students will know and be able to present multimedia presentation to create a multimedia presentation.**
- **Formative Assessment:** Teacher observation of class discussion
- **Teacher observation of class presentation
- **Teacher observation of class discussion

### Day 6

- **Students will know and be able to present multimedia presentation using executive and communication skills.**
- **Formative Assessment:** Teacher observation of class presentation.
- **Materials/Resources:** PT 5.4 Rubric
- **PT Student Handout

**Lesson Seven Learning Plan:** Helping Public Health and Healthcare Careers