

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.

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

<p>Big Ideas: Altruism and servant leadership are essential to the health and growth of a community.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is servant leadership and how can you apply qualities of servant leadership in your classroom, school, and community? ● What is altruism and how can you apply altruistic characteristics in your school, home, and community? ● 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 citizenship? ● What types of careers help people and shape communities? ● How do your personal values and goals relate to servant leadership?
<p>Students Will Know and Be Able To:</p> <ul style="list-style-type: none"> ● 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. 	

Goals	
<p>Career and Life Readiness Competencies</p> <p><i>Applied Knowledge</i></p> <ul style="list-style-type: none"> • Critical Thinking Skills <ul style="list-style-type: none"> ○ thinking critically ○ thinking creatively ○ making sound decisions ○ solving problems ○ reasoning ○ planning ○ organizing • Career-Related Technical Skills <ul style="list-style-type: none"> ○ building background knowledge ○ understanding key concepts about an occupation or career pathway <p><i>Relational Skills and Personal Attributes</i></p> <ul style="list-style-type: none"> • Interpersonal Skills <ul style="list-style-type: none"> ○ understanding teamwork ○ working well with others ○ exercising leadership ○ resolving conflict through negotiation ○ respecting individual differences • Personal Qualities <ul style="list-style-type: none"> ○ demonstrating responsibility and self-discipline ○ adapting and showing flexibility ○ demonstrating integrity <p><i>Executive and Communication Skills</i></p> <ul style="list-style-type: none"> • Executive Skills <ul style="list-style-type: none"> ○ managing time and other resources effectively ○ communicating effectively with others in multiple formats 	<p><u>Louisiana K-12 Student Standards for English Language Arts</u></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>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Writing Standards, Grade 8</i></p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</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>SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Language Standards, Grade 8</i></p> <p>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>

Goals	
<ul style="list-style-type: none"> ○ applying information technology appropriately and effectively ● Technology Use Skills <ul style="list-style-type: none"> ○ understanding technology and its appropriate uses ○ using technology efficiently and effectively ● Information Use Skills <ul style="list-style-type: none"> ○ locating information ○ using information ○ communicating information ● Communication Skills <ul style="list-style-type: none"> ○ communicating verbally ○ listening actively ○ comprehending written material ○ conveying information in writing ○ observing carefully <p><i>Civic Engagement Skills</i></p> <ul style="list-style-type: none"> ● developing an awareness of major national, state, and local governance issues ● committing to civic involvement ● participating in civic-minded and community-based organizations <p>Additional Competencies Critique and Revision</p>	<p>phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Reading Standards for Informational Text, Grades 9-10</i></p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><i>Writing Standards, Grades 9-10</i></p> <p>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 information flexibly and dynamically.</p> <p>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, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8: Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.9-10.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</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 <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Goals	
	<p><i>Language Standards, Grades 9-10</i></p> <p>L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Supports for Diverse Learners</p> <ul style="list-style-type: none"> • 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. • Provide additional support for vocabulary <ul style="list-style-type: none"> ○ Preview the text or topic and identify vocabulary or sentence structures that might be new for the students. ○ 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. ○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence. • Send out video links early and provide students with time to ask questions and retell the key points to the teacher. • Provide Thinking Aloud protocol and the ORID data analysis tool; highlight key points and make notations to provide background 	<p>Targeted Career Cluster(s)</p> <ul style="list-style-type: none"> • Health Care and Helping Professions • Leadership and Administration

Goals	
<p>information.</p> <ul style="list-style-type: none"> • Model directions and use gestures to support student understanding. • Use checklist for modifying lesson plans. • Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed. 	

Stage 2: Assessment/Evidence of and for Student Learning	
<p>Curriculum-Embedded Performance Task(s)</p> <p>Performance Task 1: Servant Leadership/Altruism Profiles Students will research an everyday hero, complete a hero profile, and reflect on the qualities that define heroism and citizenship.</p> <ul style="list-style-type: none"> • Students will research heroes on Giraffe Heroes or CNN. • Students will select one hero who displays qualities of servant leadership and altruism and create a one-page profile of the individual (e.g. a LinkedIn or Facebook profile page) that highlights the person and his or her identified servant leadership and altruism qualities. • Students 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. <p>Performance Task 2: Community Service Project Students will work in teams to develop and implement a community service project based on the identified needs of individuals or through a community needs assessment.</p> <ul style="list-style-type: none"> • Student teams will develop a needs assessment to identify individual and/or community needs. • Student teams will develop a community service project and create an action plan to implement the community service project to meet a community need. 	<p>Formative Checkpoints</p> <ul style="list-style-type: none"> • Class Discussion—Students actively participate in daily class discussions throughout unit. • Self-Evaluation—Students reflect on being a better citizen and demonstrate this reflection through a commitment card. Students demonstrate understanding of altruism through their bumper sticker tagline. • 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 about the qualities of the identified hero and how that person inspired others to make a difference. • Industry Research—Students write brief narratives depicting research in the helping professions. • Needs Assessment—Student teams create a needs assessment to develop and implement a community service project. • Impact Document—Student teams identify impact of their community service project. • Group Presentation—Students work in teams to present their community service project and impact document. • Job Shadow—Students identify and job shadow and individual in a helping profession. • Biographical Sketch—Students create a biographical sketch that maps the career path, education, and skills that an individual displays to help people

- Students will define and assume one or more roles within their student team to implement the community service project.
- Student teams will create an impact document that details the individual or community growth that occurred through their community service project.
- Student teams will present their community service projects and impact document to another class or to community partners to ensure the longevity of the project.

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

Students will be asked to create a multimedia biographical sketch that informs other teenagers of the impact and/or reach of the individual and their chosen helping profession.

- 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 professions career and job shadow this individual for one day.
- Students will create interview questions and record video of the identified individual during the job shadow day as background material for completion of a biographical sketch.
- Students will select a multimedia format to present their biographical sketch, which can include media formats such as podcasts, YouTube, and infomercials.
- Students will create a biographical sketch of the individual that maps their career path, education, and the skills he or she uses to help people and/or serve the community.

Performance Task 4: Public Health and Healthcare Careers

Students will be asked to work in teams to develop an understanding of the Center for Disease Control’s ten most important public health problems and engage their peers through a simulated work environment to address one area of public health.

- Students will identify public health concerns and problems.
- Students will work in teams to socialize one area of public health with their peers.

and/or serve the community.

- **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.

- 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.
- Students will work in teams to present their case study and model of simulated patient care.

Stage 3: Learning Plan Overview

Lessons	Lessons Overview
Lesson One: Why My Voice and Leadership Matter 1 day	Day 1: Students will individually research youth who have made an impact on society and select the top three youth whose work they find to be inspiring. Students will form groups of three to share their research and discuss any similarities or differences about each student’s selected youth. Student teams will briefly present to the class about what they found to be inspirational and why. The class will discuss the importance of being an active citizen and how they can work together to improve the lives of those around them and the local community. Students will complete commitment cards as a reminder of individual students’ interests and why they are committed to community service.
Lesson Two: Altruism - What Is It, and Why Is It Important? 1 day	Day 1: Students will learn how altruism applies to their lives. Groups will create a bumper sticker or Instagram profile to explain what they saw in a video clip and reflect on the term altruism as they develop their product. The group will share their Instagram profile or bumper sticker with the rest of the class and make adjustments to their products as they further explore the idea of altruism.
Lesson Three: I am a Servant Leader 1 day	Day 1: Students will be introduced to the concept of servant leadership and how it applies to their lives. Students will complete a gallery walk to review profiles of famous figures such as: Mohandas Karamchand Gandhi, Mother Theresa, Martin Luther King Jr., Oprah Winfrey, Oskar Schindler, Dr. Monna Hanna-Attisha , or others. Students will be asked to write one word that comes to mind as they review the social or community impact that the famous figures had on society. Students will read the 10 Characteristics of a Servant Leader and form groups to discuss servant leadership, their reflections on the gallery walk, and the common characteristics listed in the article.
Lesson Four: Heroes Among Us (Includes PT 5.1) 2 days	Day 1: Students will work individually to review online materials and choose one hero who displays the qualities of a servant leader. Day 2: Students will create a LinkedIn Profile page for their selected hero and write 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.

Stage 3: Learning Plan Overview

**Lesson Five:
Community Service
(Includes PT 5.2)**

10 days

Day 1: Students will form groups and discuss guidelines, criteria, constraints, and the rubric for performance task (PT 6.2). Students will determine roles and responsibilities within their group and develop a list of team rules and norms that they agree to follow. The class will discuss a community service project and develop a short needs assessment to be administered to at least three of their peers or individuals in their community.

Day 2: The teacher will provide an overview of data collection models and provide a data review template. Students will collect and analyze the data from their team needs assessment. Teams will brainstorm a list of overarching topics/ideas for their community service projects and research components and common characteristics of community service projects. Student teams will start an impact document for the community service project and brainstorm activities to help accomplish their goal and the impact of their community service project.

Day 3: The class will review the five phases of project management the expectations for PT 5.2. 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.

Day 4: 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 finalize their plan for the community service project.

Day 5: Teams will review project schedules, performance management, risk logs, and project evaluation. 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 project can be done in class, student teams complete PT 5.2. For community service projects that need to be completed outside of class, classroom time will be used for project planning.

Days 6, 7, and 8: Student teams will implement their community service project. If the community service project can be done in class, class time should be given to student teams to complete PT 5.2. If the community service project needs to be completed outside of class, classroom time can be used for project planning. The teacher should provide support to student teams. The teacher should remind student teams to discuss performance management and evaluation based on the state goals and impact of the community service project which is described in the impact document.

Day 9: 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). Student teams will complete their group presentation and determine roles and responsibilities for giving the presentation.

Day 10: 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.

Stage 3: Learning Plan Overview

<p>Lesson Six: Helping Professions Awareness Campaign (Includes PT 5.3)</p> <p>7 days</p>	<p>Day 1: Students will brainstorm a list of helping professions in their community and develop an introductory request to a person they choose for the job shadow experience.</p> <p>Day 2: The teacher will conduct a close reading activity with students on interview questions, and students will group sample interview questions into four categories. Students will develop interview questions in each of the four areas and practice interviewing their peers. Students will refine and complete their interview questions and finalize plans to conduct their job shadowing experience.</p> <p>Day 3 and 4: Students will complete their job shadow experience and interview. Students must complete their shadow day and bring materials for development of their multimedia presentation by Day 6. Students will use career websites to research one or more helping professions. Students will produce and share a Tweet to persuade others in class to consider a helping profession.</p> <p>Days 5 and 6: Students will complete their multimedia presentation based on their job shadow experience and interview. Students will use artifacts from the job shadow experience, which can include career research, materials from the job shadow experience, recorded video or responses from the job shadow interview, or other items which depict how the helping profession relates to the terms altruism, servant leadership, and community service. Students will also depict the potential career pathway for students interested in pursuing the helping profession.</p> <p>Day 7: Students will share their multimedia presentations with peers. Students will reflect on what has been learned about helping professions and whether one or more of the helping professions offer a future career pathway.</p>
<p>Lesson Seven: Public Health and Healthcare Careers (Includes PT 5.4)</p> <p>6 Days</p>	<p>Day 1: The teacher will provide an overview of public health and healthcare careers along with an overview of the Center for Disease Control’s top public health concerns. Students will form groups and discuss the project guidelines, criteria and constraints, and the rubric for Performance Task 5.4. Students will research their assigned topic and develop a short group presentation that introduces the topic to their peers.</p> <p>Day 2: Student teams will continue to develop and finalize their group presentation to educate peers about the assigned public health issue. This presentation will showcase common methods to educate people about the public health issue. Students will reflect on their work during the unit, specifically the community service project and helping professionals campaign, to draw connections between public health and healthcare careers and their influence on solving community issues and problems.</p> <p>Days 3 and 4: Student teams will review the provided case-study that relates to their assigned topic and work on step two of the PT. Students will assume the role of a healthcare or public health professional and work together to determine a model of simulated patient care that addresses the patient needs while also educating the public on the specific topic. Students will research their related career, methods of treatment, and models of public engagement to develop the simulated patient care model.</p>

Lesson One Learning Plan: Why My Voice and Leadership Matter	
Synopsis Students will be introduced to the unit while highlighting empathy and the importance of their role as citizens to improve the community and world they want to live in.	Essential Question <ul style="list-style-type: none"> What is servant leadership, and how can I apply qualities of servant leadership in my classroom, school, and community?
Assessed Career and Life Readiness Competencies:	
<i>Thinking critically by reflecting on what it takes to become a better citizen.</i> <i>Demonstrating integrity through the students' oath for becoming a better citizen, demonstrated on a commitment card.</i>	
Suggested Texts and Resources:	
Resources <ul style="list-style-type: none"> Huffington Post: 40 Students Who Changed the World 	New Vocabulary for the Learning Plan <ul style="list-style-type: none"> empathy humanitarian citizenship trajectory oath altruism servant leadership community service
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 <ul style="list-style-type: none"> teacher observation of class discussion teacher review of the student oath for becoming a better citizen as demonstrated on a commitment card
	Materials/Resources <ul style="list-style-type: none"> <i>Huffington Post</i> article

Learning Two Plan: Altruism-What is it, and Why Is It Important?

Synopsis Students will be introduced to how altruism applies to the students' lives. The impact of altruism will be viewed through real-life scenarios.		Essential Question <ul style="list-style-type: none"> What is altruism, and how can I apply altruistic characteristics in my school, home, and community? 	
Career and Life Readiness Competencies			
<i>Thinking critically by creating a bumper sticker to demonstrate understanding of altruism.</i> <i>Thinking creatively by creating an original tagline to demonstrate the definition of altruism.</i> <i>Critique and Revision is demonstrated through updates to the bumper sticker after reading the articles on altruism.</i>			
Suggested Texts and Resources			
Resources <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> selflessness gratitude embodies volunteerism 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 <ul style="list-style-type: none"> teacher observation of class discussion teacher review of the original and revised group bumper sticker to determine if students understand the concept of altruism 		
	Materials/Resources <ul style="list-style-type: none"> 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

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 <ul style="list-style-type: none"> • 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 citizenship? 	
Assessed Career and Life Readiness Competencies:			
<i>Reasoning demonstrated through students' discussion on how they themselves might impact their communities.</i> <i>Communicating verbally demonstrated through peer conversations on servant leadership and the impact of servant leaders in their community.</i>			
Suggested Texts and Resources:			
Resources <ul style="list-style-type: none"> • 10 Characteristics of a Servant Leader 		New Vocabulary for the Learning Plan <ul style="list-style-type: none"> • persuasion • conceptualization • foresight • stewardship 	
Learning Events and Formative Checkpoints:			
Day 1	Student will know and be able to <ul style="list-style-type: none"> • define servant leadership and the characteristics and benefits of altruism; • develop and demonstrate the characteristics of servant leadership: listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. 		
	Formative Assessment <ul style="list-style-type: none"> • teacher observation of class discussion 		
	Materials/Resources <ul style="list-style-type: none"> • Characteristics of Servant Leadership • self-stick notes 		

Lesson Four Learning Plan: Heroes Among Us

Synopsis Students will be introduced to ways ordinary individuals can make a difference. Students will demonstrate how a hero can inspire others to make a difference.		Essential Question: <ul style="list-style-type: none"> How can community service help to develop career and executive skills while also supporting personal growth and citizenship?
Assessed Career and Life Readiness Competencies:		
<p><i>Thinking critically is demonstrated as students make the connections between the heroes and the impact on their own communities.</i></p> <p><i>Thinking creatively is demonstrated through originality in the LinkedIn profile.</i></p> <p><i>Reasoning is demonstrated through the student awareness of how they can take similar actions to address community issues.</i></p> <p><i>Planning and organizing is demonstrated through the layout of the LinkedIn profile.</i></p> <p><i>Demonstrates integrity is identified through the choice of a servant leader that provides inspiration to make a difference.</i></p> <p><i>Applying information technology appropriately and effectively is demonstrated through the successful completion of a LinkedIn profile.</i></p> <p><i>Using information is demonstrated through the research of a hero and the development of the LinkedIn profile based on the hero.</i></p> <p><i>Communicating information is demonstrated as students share their profiles with the class.</i></p>		
Suggested Texts and Resources:		
Resources <ul style="list-style-type: none"> CNN Heroes web page Giraffe Heroes Project web page PT 5.1 student handout PT 5.1 rubric LinkedIn Profile Checklist 	New Vocabulary for the Learning Plan <ul style="list-style-type: none"> hero 	
Learning Events and Formative Checkpoints:		
Day 1	Students will know and be able to <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> teacher observation of class discussion 	
	Materials/Resources <ul style="list-style-type: none"> Hero websites LinkedIn Profile Checklist PT 5.1 student handout PT 5.1 rubric 	
Day 2	Students will know and be able to	

Lesson Four Learning Plan: Heroes Among Us

	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> teacher observation of class discussion teacher review of student reflections
Materials/Resources	<ul style="list-style-type: none"> LinkedIn Profile Checklist PT 5.1 student handout PT 5.1 rubric

Lesson Five Learning Plan: Community Service

Synopsis Students will define the components of 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 <ul style="list-style-type: none"> 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?
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Assessed Career and Life Readiness Competencies:

<p><i>Thinking critically is demonstrated by developing a needs assessment, developing a community service project, and identifying the impact of the project.</i></p> <p><i>Making sound decisions is demonstrated by analyzing the needs assessment and applying the results to a community service project.</i></p> <p><i>Solving problems is demonstrated by developing an appropriate community service project to solve a community need.</i></p> <p><i>Planning and organizing is demonstrated by effectively using project management skills to create a community service project.</i></p> <p><i>Understanding teamwork and being able to work with others is demonstrated through developing a team contract and preparing a presenting a project in teams.</i></p> <p><i>Exercising leadership is demonstrated through the student roles in the project planning and presentation.</i></p> <p><i>Managing time and other resources effectively is demonstrated by completing all tasks on time.</i></p> <p><i>Communicating effectively is demonstrated through an interactive presentation.</i></p> <p><i>Actively listening is demonstrated through the student's ability to follow instructions to successfully complete the project.</i></p> <p><i>Conveying information is demonstrated through a one-page document describing the impact of the project.</i></p> <p><i>Developing an awareness of major national, state, and local governance issues is demonstrated through the choice of a community service project topic.</i></p> <p><i>Committing to civic involvement is demonstrated through the student reflections on how they can be an everyday hero in their own lives.</i></p> <p><i>Participating in civic-minded and community-based organizations is demonstrated through the successful completion of the community service project.</i></p>
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Lesson Five Learning Plan: Community Service

Suggested Texts and Resources:

Resources <ul style="list-style-type: none"> PT 5.2 student handout PT 5.2 rubric Team contract ORID data analysis tool 10 Creative Project Planning Ideas 	New Vocabulary for the Learning Plan <ul style="list-style-type: none"> needs assessment
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Learning Events and Formative Checkpoints:

Day 1	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of students in group activities
	<p>Materials/Resources</p> <ul style="list-style-type: none"> PT 5.2 student handout PT 5.2 rubric
Day 2	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of students in group activities
	<p>Materials/Resources</p> <ul style="list-style-type: none"> ORID data analysis tool PT 5.2 student handout
Day 3	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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.
	<p>Formative Assessment</p>

Lesson Five Learning Plan: Community Service

	<ul style="list-style-type: none"> teacher observation of class discussion teacher observation of students in group activities teacher review of students' community service topics and ideas
	<p>Materials/Resources</p> <ul style="list-style-type: none"> 10 Creative Project Planning Ideas
Day 4	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of students in group activities teacher review of impact document
	<p>Materials/Resources</p> <ul style="list-style-type: none"> PT 5.2 student handout PT 5.2 rubric
Day 5	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of students in group activities teacher review of project schedules, performance management, risk logs, and project evaluation
	<p>Materials/Resources</p> <ul style="list-style-type: none"> Team contract PT 5.2 student handout PT rubric
Days 6, 7, and 8	<p>Students will know and be able to</p> <ul style="list-style-type: none"> 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;

Lesson Five Learning Plan: Community Service

	<ul style="list-style-type: none"> • apply technology to implement a community service project.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher observation of students in group activities • teacher review of project schedules, performance management, risk logs, and project evaluation
	<p>Materials/Resources</p> <ul style="list-style-type: none"> • PT 5.2 student handout • PT 5.2 rubric
Day 9	<p>Students will know and be able to</p> <ul style="list-style-type: none"> • 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher observation of students in group activities
	<p>Materials/Resources</p> <ul style="list-style-type: none"> • PT 5.2 student handout • PT 5.2 rubric
Day 10	<p>Students will know and be able to</p> <ul style="list-style-type: none"> • 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.
	<p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher observation of students in group activities • teacher observation of presentations.
	<p>Materials/Resources</p> <ul style="list-style-type: none"> • PT 5.2 student handout • PT 5.2 rubric

Lesson Six Learning Plan: Helping Professions Awareness Campaign

<p>Synopsis Students will research helping professions and interview a person in the helping profession field. Students will share their research with others through a collaborative site focusing on how this profession demonstrates key ideas about altruism, servant leadership, and community service. Students will create a multi-media presentation to share with their peers.</p>	<p>Essential Question</p> <ul style="list-style-type: none"> • What types of careers help people and shape communities?
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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 interview questions.
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 to altruism, servant leadership, and community service.
Managing time and other resources effectively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.
Applying information technology appropriately and effectively is demonstrated through the use of various career sites to perform a research task and posting to social media.
Communicating verbally, listening actively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.
Using information is demonstrating the ability to research information to understand the benefits and demands of the helping profession.
Communicating information is demonstrated by creating a biographical sketch, posting to social media, and presenting in a multi-media format.
Developing an awareness of major national, state, and local governance issue is demonstrated through the developing of interview questions and conducting an interview with a helping professional.
Participating in civic-minded and community-based organizations is demonstrated by shadowing a helping professional.

Suggested Texts and Resources:

<p>Resources</p> <ul style="list-style-type: none"> • PT student handout • PT 5.3 rubric • Monster.com: 100 Top Job Interview Questions 	<p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> • helping professions
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Learning Events and Formative Checkpoints:

<p>Day 1</p>	<p>Students will know and be able to research helping professions and the career pathways to access these jobs.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher review of students' job shadow request <p>Materials/Resources</p> <ul style="list-style-type: none"> • PT student handout
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Lesson Six Learning Plan: Helping Professions Awareness Campaign

	<ul style="list-style-type: none"> PT 5.3 rubric
Day 2	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment <ul style="list-style-type: none"> teacher observation of class discussion teacher review of students' questions for job shadowing
	Materials/Resources <ul style="list-style-type: none"> Monster.com article
Days 3 and 4	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment <ul style="list-style-type: none"> teacher observation of group research
	Materials/Resources <ul style="list-style-type: none"> PT 5.3 student handout PT 5.3 rubric
Day 5 and 6	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment <ul style="list-style-type: none"> teacher observation of class discussion teacher review of students' biological sketches
	Materials/Resources <ul style="list-style-type: none"> PT 5.3 student handout PT 5.3 rubric Starting Your Podcast: A Guide for Students The Nuts and Bolts of Creating Podcasts Best Podcast Apps and Websites for Students DIY: How To Make A Podcast by Teresa Chin
Day 7	Students will know and be able to research helping professions and the career pathways to access these jobs.
	Formative Assessment <ul style="list-style-type: none"> teacher observation of class discussion

Lesson Seven 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:

Thinking critically is demonstrated by using research to understand healthcare and public health pathways and by planning, organizing and a simulated work environment.

Thinking creatively 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 practitioner-related healthcare and career service via public health.

Understanding teamwork and being able to work with others is demonstrated through development of a team multimedia presentation.

Managing time and other resources effectively is demonstrated by completing the shadowing, interviewing, and videoing of a helping professional.

Applying information technology appropriately and effectively is demonstrated through the creation of the multi-media presentation.

Communicating verbally, listening actively is demonstrated by completing and explaining the case study multimedia presentation to educate the public about the public health concern and community prevention.

Using information is demonstrated by the ability to research information to understand the benefits and demands of the health care profession.

Developing an awareness of major national, state, and local governance issue is demonstrated through the CDC research of public health challenges and presentation to a healthcare professional.

Participating in civic-minded and community-based organizations is demonstrated by presenting to a healthcare professional.

Suggested Texts and Resources:

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](#)

New Vocabulary for the Learning Plan:

- case study
- healthcare
- patient-centered care
- public health
- simulated work environment

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to <ul style="list-style-type: none"> • understand the differences between healthcare and public health • identify public health challenges and occupations through research on assigned public health issue
	Formative Assessment <ul style="list-style-type: none"> • teacher observation of class discussion • teacher review of team rules and norms
	Materials/Resources

Lesson Seven Learning Plan: Helping Public Health and Healthcare Careers

	<ul style="list-style-type: none"> PT student handout (Step one) PT 5.4 rubric
Day 2	<p>Students will know and be able to</p> <ul style="list-style-type: none"> develop and finalize their group presentation to educate peers about the assigned public health issue present on the impact of the assigned public health issue on local communities and showcase common methods to educate people about it
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class presentations
	<p>Materials/Resources</p> <ul style="list-style-type: none"> PT student handout PT 5.4 rubric
Days 3 and 4	<p>Students will know and be able to show evidence of understanding public health and healthcare-related careers while developing the simulated patient care model.</p>
	<p>Formative Assessment</p> <ul style="list-style-type: none"> 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
	<p>Materials/Resources</p> <ul style="list-style-type: none"> PT student handout PT 5.4 rubric
Day 5	<p>Students will know and be able to show evidence of using technology to create a multimedia presentation.</p>
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of multimedia presentation
	<p>Materials/Resources</p> <ul style="list-style-type: none"> PT 5.4 student handout PT 5.4 rubric
Day 6	<p>Students will know and be able to present multi-media presentation using executive and communication skills.</p>
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class presentation.