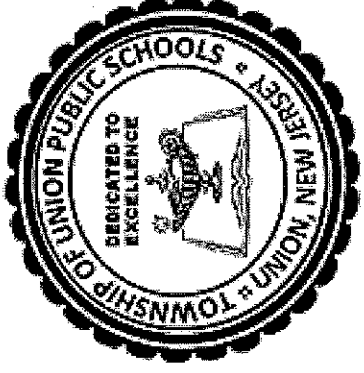


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



# **Leadership II Seventh Grade Cycle**

**October 15, 2019**

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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

This six-week cycle class will build upon the foundations of the Leader in Me program and the 6th grade Leadership I cycle. Students will develop more independence in personal leadership, strengthen their interdependent leadership skills and obtain key workforce and life-readiness skills to contribute to their community.

### Curriculum Units/Pacing Guide

<b>Unit # / Title</b>	<b>Number of Days</b>
Unit 1: <i>Personal Leadership competencies: goal setting; planning; time management; organization</i>	10
Unit 2: <i>Organizational Leadership competencies: conflict management; listening/empathy; speaking skills; problem solving; teamwork</i>	10
Unit 3: <i>Community Leadership competencies: creation of a leadership culture and 21st century citizens who can make meaningful contributions to their workplaces, homes and communities in a balanced manner</i>	10

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p style="text-align: center;"><b>Unit 1</b> <b>Personal Leadership</b></p>	<p>Standard 9: The 12 Career Ready Practices These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness:</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>• set attainable goals</li> <li>• plan and prioritize</li> <li>• manage their time effectively</li> <li>• organize proactively</li> <li>• create or revise their personal mission statement</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading activities</li> <li>• Classroom discussions</li> <li>• Internet-based research</li> <li>• Analysis of graphic organizers and notes</li> <li>• Timelines</li> <li>• Teacher and student led PowerPoint presentations</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/group presentations</li> <li>• Written responses to queries</li> <li>• Summary and analysis of videos</li> </ul>
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><u><a href="https://growingleaders.com/">The 7 Habits of Highly Effective Teens The Leader in Me</a></u> <a href="https://growingleaders.com/">https://growingleaders.com/</a></p>		

	<p><a href="https://growingleaders.com/habit1-2/">https://growingleaders.com/habit1-2/</a>  <a href="https://www.leaderinme.org/middle-school/">https://www.leaderinme.org/middle-school/</a>  <a href="https://www.frankincovey.com/Solutions/education/TLIM.html">https://www.frankincovey.com/Solutions/education/TLIM.html</a></p>	<p>GRP1: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>● resolve conflict</li> <li>● share leadership roles</li> <li>● listen and empathize</li> <li>● problem solve</li> <li>● lead a discussion and speak publicly</li> <li>● work as a team</li> </ul>
<p><b>Unit 2</b> <b>Organizational Leadership</b></p>	<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><b>The 7 Habits of Highly Effective Teens</b>  <a href="https://growingleaders.com/">https://growingleaders.com/</a>  <a href="https://growingleaders.com/habitudes/">https://growingleaders.com/habitudes/</a>  <a href="https://www.leaderinme.org/middle-school/">https://www.leaderinme.org/middle-school/</a>  <a href="https://www.frankincovey.com/Solutions/education/TLIM.html">https://www.frankincovey.com/Solutions/education/TLIM.html</a></p>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>● Work with a team on a common global cause or community project of interest</li> <li>● Apply ethical decision-making skills to leadership situations</li> <li>● Research and community outreach</li> <li>● Present ideas and solutions to the community</li> </ul>
<p><b>Unit 3</b> <b>Community Leadership</b></p>	<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><b>GRP12: Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</b></p>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>● Work with a team on a common global cause or community project of interest</li> <li>● Apply ethical decision-making skills to leadership situations</li> <li>● Research and community outreach</li> <li>● Present ideas and solutions to the community</li> </ul>
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p><b>The 7 Habits of Highly Effective Teens</b>  <b>Principled-Centered Leadership</b></p>		

<https://growingleaders.com/>  
<https://growingleaders.com/habitudes/>  
<https://www.leaderinme.org/middle-school/>  
<https://www.frankincovey.com/Solutions/education/TLM.html>

## Curricular Units

<b>Unit 1: Personal Leadership</b>			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Standard 9 Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.</p>	<p>What are my goals and what is my plan to attain them? How do I prioritize and budget my time? What are the stressors in my life and how do they affect my time management?</p>	<ul style="list-style-type: none"> <li>● Close reading activities</li> <li>● Classroom discussions</li> <li>● Internet-based research</li> <li>● Analysis of graphic organizers and notes</li> <li>● Timelines</li> <li>● Teacher and student led PowerPoint presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/group presentations</li> <li>● Written responses to queries</li> <li>● Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast proactive and reactive behavior</li> <li>● Practice mindfulness</li> <li>● Keep a reflective journal</li> <li>● Identify goals</li> </ul>
<p>CRP3. Attend to personal health and financial well-being.</p>	<p>Which habit of the 7 habits of highly effective people do you need to work on right now?</p>	<ul style="list-style-type: none"> <li>● Close reading activities</li> <li>● Classroom discussions</li> <li>● Internet-based research</li> <li>● Analysis of graphic organizers and notes</li> <li>● Timelines</li> <li>● Teacher and student led PowerPoint presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/group presentations</li> <li>● Written responses to queries</li> <li>● Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>● Complete paradigm shift chart</li> <li>● Complete 7 Habits Reality Check</li> </ul>
<p>CRP2. Apply appropriate academic and technical skills.</p>	<p>What is my personal mission statement?</p>	<ul style="list-style-type: none"> <li>● Close reading activities</li> <li>● Classroom discussions</li> <li>● Internet-based research</li> <li>● Analysis of graphic organizers and notes</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the most important relationships in your life and write down how you can improve them</li> <li>● Create/revise your personal</li> </ul>



	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• Teacher and student led PowerPoint presentations</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/group presentations</li> <li>• Written responses to queries</li> <li>• Summary and analysis of videos</li> </ul>	mission statement
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Unit 1 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
In class activities, discussions, exit cards, homework	Quizzes, projects, activities

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>e. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> <li>g. Maintain strong teacher / parent communication.</li> <li>h. Repetition and practice</li> <li>i. Pair Visual Prompts with Verbal Presentations</li> <li>j. Check Use of Agenda</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. Enrichment Activities</li> </ul>

<p><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the NJ Technology Standards</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.  8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <u>NJ Career Readiness Practices</u></p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the <u>21st Century Life and Skills</u></p>	<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>  Refer to the <u>NJ Student Learning Standards</u></p>
<p>See Career Readiness Practices.</p>	<p><b>English/ELA</b>  <i>Reading</i>  RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.6.4. Determine the meaning of words and phrases as they are used in a text.  RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  <i>Writing</i>  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from informational texts to support analysis, reflection, and research.

*Speaking and Listening*

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<b>Unit 2: Organizational Leadership</b>			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (*Unpacked* Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<p>Standard 9 Career Ready Practices CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>How do I manage/resolve conflict? What is my leadership role on a team and how do I share leadership? How do I engage in a specific leadership goal or challenge? How do I improve relationships and leadership skills in teams?</p>	<ul style="list-style-type: none"> <li>• Close reading activities</li> <li>• Classroom discussions</li> <li>• Internet-based research</li> <li>• Analysis of graphic organizers and notes</li> <li>• Timelines</li> <li>• Teacher and student led PowerPoint presentations</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/group presentations</li> <li>• Written responses to queries</li> <li>• Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play using the FIND Decision Making Model</li> <li>• Identify your Time Quadrant</li> <li>• Practice active-listening</li> </ul>
<p>CRP6. Demonstrate creativity and innovation.</p>	<p>What are my leadership challenges? What are my leadership strengths? Why is setting goals important? What are my leadership goals?</p>	<ul style="list-style-type: none"> <li>• Close reading activities</li> <li>• Classroom discussions</li> <li>• Internet-based research</li> <li>• Analysis of graphic organizers and notes</li> <li>• Timelines</li> <li>• Teacher and student led PowerPoint presentations</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/group presentations</li> <li>• Written responses to queries</li> <li>• Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play for better communication skills and self-articulation</li> <li>• Complete a categories grid and leadership survey</li> <li>• Understand the S-M-A-R-T method to set goals</li> <li>• Complete writing goals worksheet</li> <li>• Write down your leadership goal and action plan</li> </ul>

**Unit 2 Assessment Plan**

**Formative Assessment**

*When possible, provide links to specific samples/documents/ assignments/etc.*

**Summative Assessment**

*When possible, provide links to specific samples/documents/ assignments/etc.*

h. class activities; journal writing; discussions; homework

Oral presentations; team activities; quizzes

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words &amp; Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. g. Maintain strong teacher / parent communication. h. Repetition and practice i. Pair Visual Prompts with Verbal Presentations j. Check Use of Agenda</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 2 Connections	
<p><b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p>	<p><b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p>
<p>8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p>

	<p>C. 11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>See Career Readiness Practices</p>	<p><b>English/ELA</b> <i>Reading</i></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4. Determine the meaning of words and phrases as they are used in a text. RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><i>Writing</i></p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><i>Speaking and Listening</i></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



**Unit 3: Community Leadership**

<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (*Unpacked Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>9. Career Ready Practices CRP9. Model integrity, ethical leadership and effective management.</p>	<p>What are ethics? What is diversity? What is culture? What is prejudice?  What do I want to change in my school/community?</p>	<ul style="list-style-type: none"> <li>● Close reading activities</li> <li>● Classroom discussions</li> <li>● Internet-based research</li> <li>● Analysis of graphic organizers and notes</li> <li>● Timelines</li> <li>● Teacher and student led PowerPoint presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/group presentations</li> <li>● Written responses to queries</li> <li>● Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and understand the characteristics of principled leaders</li> <li>● Practice group ethical decision-making in different scenarios</li> <li>● Reflective journaling on difficult situations and ethical principles</li> <li>● Identify ways to help others feel like they belong in a group</li> <li>● Group decision making on Hurricane scenario</li> <li>● Better understand facets of culture; identify valued aspects of personal cultures</li> <li>● Deepen understanding of how differential treatment flows from society's ranking of social identities</li> <li>● Complete perception photograph activity</li> <li>● Identify stereotypes and the reasons why they exist</li> <li>● Strengthen awareness of stereotyping in our school and community</li> </ul>
<p>CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.</p>	<p>What is my career choice? What education, internships or apprenticeship do I need for my career choice?</p>	<ul style="list-style-type: none"> <li>● Close reading activities</li> <li>● Classroom discussions</li> <li>● Internet-based research</li> <li>● Analysis of graphic organizers and notes</li> <li>● Timelines</li> <li>● Teacher and student led PowerPoint presentations</li> <li>● Definitions of key terms and</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and research a career of choice</li> <li>● Find what sector of the community your career choice affects</li> <li>● Classify class careers into sectors of the community</li> </ul>



<p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>What is my team's leadership project, its goals and our cause? How do I delegate to empower leadership? What is community?</p>	<p>concepts</p> <ul style="list-style-type: none"> <li>Individual/group presentations</li> <li>Written responses to queries</li> <li>Summary and analysis of videos</li> </ul>	<ul style="list-style-type: none"> <li>Work on a leadership project on a team</li> <li>Delegate leadership roles on your team</li> <li>Apply ethical decision-making skills in leadership situations</li> <li>Think critically about the make-up of communities, a sense of community and a variety of communities to serve</li> <li>Select a service-learning event for which to create an action plan</li> <li>Practice delegating to develop strengths, share knowledge, establish trust and respect and thus empower leadership</li> </ul>
		<ul style="list-style-type: none"> <li>Close reading activities</li> <li>Classroom discussions</li> <li>Internet-based research</li> <li>Analysis of graphic organizers and notes</li> <li>Timelines</li> <li>Teacher and student led PowerPoint presentations</li> <li>Definitions of key terms and concepts</li> <li>Individual/group presentations</li> <li>Written responses to queries</li> <li>Summary and analysis of videos</li> </ul>	

<p><b>Unit 3 Assessment Plan</b></p>	
<p><b>Formative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Summative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>
<p>In class activities, discussions, exit cards, homework</p>	<p>Quizzes, projects, activities</p>

<p><b>Unit 3 Suggested Modifications/Accommodations/Extension Activities</b></p>		
<p><b>English Language Learners (ELL)</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Special Education / 504</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Gifted and Talented</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>
<p>a. Read written instructions b. Students may be provided with note</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions</p>

<p>organize... study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p> <p>g. Maintain strong teacher / parent communication.</p> <p>h. Repetition and practice</p> <p>i. Pair Visual Prompts with Verbal Presentations</p> <p>j. Check Use of Agenda</p>	<p>c. Provide Assessments at a Higher Level.</p> <p>d. Thinking</p> <p>d. Enrichment Activities</p>
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**Unit 3 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <u>NJ Technology Standards</u></p>	<p align="center"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <u>NJ Career Readiness Practices</u></p>
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<p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p align="center"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <u>21st Century Life and Skills</u></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the <u>NJ Student Learning Standards</u></p>
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<p>See Career Readiness Practices.</p>	<p align="center"><b>English/ELA</b></p> <p><i>Reading</i></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular</p>
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details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

*Writing*

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from informational texts to support analysis, reflection, and research.

*Speaking and Listening*

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

