TOWNSHIP OF UNION PUBLIC SCHOOLS

Leadership I
Sixth Grade Cycle

October 15, 2019

Mission Statement
Philosophy Statement
Course Description
Curriculum Units/Pacing Guide
Unit Standards Overview
Unit 1: Personal Leadership
Unit 2: Organizational Leadership
Unit 3: Community Leadership

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 help students build character based on emotional security; handle criticism and learn to use feedback for personal improvement; become a better model of healthy leadership by increasing self-awareness and turn their core values into actions that inspire peers to follow. Students will continue to apply the 7 Habits of the Jefferson School Leader in Me program in middle school.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: *Personal Leadership- developing life skills in self-awareness, setting goals and the habit of personal responsibility*	10
Unit 2: *Organizational Leadership-* improving relationships and leadership skills on teams and applying ethical decision-making skills in leadership situations	10
Unit 3: *Community Leadership-* becoming a life-long learner and leader in a diverse community through working productively in teams using cultural global competence	10

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 **Personal Leadership**	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: 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.	SWBAT • Define leadership • Investigate a variety of leadership types and theories and discuss similarities and differences • Identify his or her own personal leadership characteristics and attributes	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos
Suggested Resources *Provide links to specific resources/activities*	The 7 Habits of Highly Effective Teens https://growingleaders.com/ https://growingleaders.com/habitudes/		

	https://www.leaderinme.org/middle-school/ https://www.franklincovey.com/Solutions/education/TLIM.html		
Unit 2 **Organizational Leadership**	CRP1. 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.	SWBAT • Develop and express and oral commitment to engage in a specific leadership goal or challenge • Identify and discuss ways to improve their relationships and leadership skills in teams • Develop skills in goal setting and ethical decision-making in leadership situations	
Suggested Resources *Provide links to specific resources/activities*	The 7 Habits of Highly Effective Teens https://growingleaders.com/ https://growingleaders.com/habitudes/ https://www.leaderinme.org/middle-school/ https://www.franklincovey.com/Solutions/education/TLIM.html		
Unit 3 **Community Leadership**	CRP12. 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.	SWBAT • Work with a team on a common global cause or community project of interest • Create individual leadership roles within the team • Apply ethical decision-making skills to leadership situations • Present the team's research and solutions to the class	
Suggested Resources *Provide links to specific*	The 7 Habits of Highly Effective Teens https://growingleaders.com/		

resources/activities	https://growingleaders.com/habitudes/ https://www.leaderinme.org/middle-school/ https://www.franklincovey.com/Solutions/education/TLIM.html	

Curricular Units

Unit 1: Personal Leadership			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Standard 9 Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.	What is leadership? What are different leadership types and theories? What are your own leadership characteristics and attributes?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Complete Proactive vs. Reactive worksheet • Complete Hit Pause activity p.70 • Your Perfect World p.74 • Crossroads p.78 • Friends and Family Tribute statements p.84 • Identify leadership types and theories and discuss similarities and differences
CRP3. Attend to personal health and financial well-being.	What are your good and bad habits? What are the 7 habits of highly successful teenagers?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• List good and bad habits • Complete 7 Habits Reality Check p.54

CRP2. Apply appropriate academic and technical skills.	What are the different types of learning styles? Which learning style do I possess? What are my strengths? What is my personal mission statement?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Write your personal mission statement: • Find Your Life Center p.11 • Mirror Mirror activity p.17 • I Am activity p.71 • Tributes activity p.84

Unit 1 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.*
In class activities, discussions, exit cards, homework	Quizzes, projects, activities

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
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 & Phrases	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	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

	i. Pair Visual Prompts with Verbal Presentations j. Check Use of Agenda	

Unit 1 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
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.	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.
21st Century Skills *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the 21st Century Life and Skills	**Interdisciplinary Connections** *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards
See Career Readiness Practices.	**English/ELA** *Reading* 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. *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.

Unit 2: Organizational Leadership			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
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.	What are my leadership goals? What are my priorities? How can I prioritize better? How do I engage in a specific leadership goal or challenge? How do I set goals and make decisions? How do I improve relationships and leadership skills in teams?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Understand and use the FIND Decision Making Model • Identify Goals • Identify your Time Quadrant p.102 • Prioritization p.103 • Learning from Failure p.109
CRP6. Demonstrate creativity and innovation.	What are my leadership challenges? What are my leadership strengths?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Journal the following reflections and choose one for an oral presentation: Your: Fears p.111; Peer Pressure p.121; Happiness p.115; Uniqueness p.127; Competition p.129; Compliments p.131; Jealousy p.136; Empathy p.144 or p.151

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.*

In class activities; journal writing; discussions; homework	Oral presentations; team activities; quizzes

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Special Education / 504** *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Gifted and Talented** *When possible, provide links to specific samples/ documents/ assignments/etc.*
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 & Phrases	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	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

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	CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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Unit 3: Community Leadership			
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
9.Career Ready Practices CRP9. Model integrity, ethical leadership and effective management.	What are ethics? What is diversity? What is culture? What is prejudice?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Reflective journal entry p.153 "Damage Control" • Identify synergy and practice it on your team p.158 • Learn how to compromise and practice it on your team p.159 • Identify your preferred team role and apply it to situations of leadership • Identify and discuss ways to improve relationships and leadership skills in teams • Better understand facets of culture; identify valued aspects of personal cultures • Deepen understanding of how differential treatment flows from society's ranking of social identities • Explore institutional and cultural power
CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.	What is my career goal? What education, internships or apprenticeship do I need for my career choice?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of	• Identify and research a career of choice • Find what sector of the community your career choice affects • Classify class careers into sectors of the community

		videos	
CRP12. Work productively in teams while using cultural global competence.	What is a common goal with my classmates? What is my team's leadership project, its goals and our cause? What is community?	• Close reading activities • Classroom discussions • Internet-based research • Analysis of graphic organizers and notes • Timelines • Teacher and student led PowerPoint presentations • Definitions of key terms and concepts • Individual/group presentations • Written responses to queries • Summary and analysis of videos	• Work on a leadership project on a team • Delegate leadership roles on your team • Apply ethical decision-making skills in leadership situations • Think critically about the make-up of communities, a sense of community and a variety of communities to serve • Select a service-learning event for which to create an action plan

Unit 3 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.*
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Unit 3 Suggested Modifications/Accommodations/Extension Activities		
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h. Highlight Key Words & Phrases	h. Repetition and practice i. Pair Visual Prompts with Verbal Presentations j. Check Use of Agenda	

Unit 3 Connections	
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See Career Readiness Practices.	**English/ELA** *Reading* 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

	a[illegible]ot. *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.