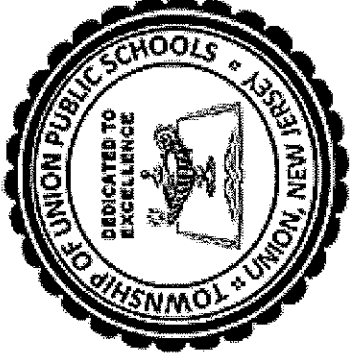


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Community Based Leadership  
Grade 8 Elective  
October 15, 2019**

Mission Statement

Philosophy Statement

Course Description

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Unit Standards Overview

Unit 1: Introduction to Community Leadership

Unit 2: Becoming a Community Leader

Unit 3: Community Leadership Project

## **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

Community based leadership will empower students to make a difference in the local environment and community and help to foster caring, local and global citizens. This semester course is a progression of the middle school leadership cycle courses. It will build skills and support the development of emerging leaders and seek individuals who want to improve their community. 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: Introduction to Community Leadership	20
Unit 2: Becoming a Community Leader	35
Unit 3: <i>Community Leadership Project</i>	35

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p style="text-align: center;"><b>Unit 1</b> <b>Introduction to Community 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: 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> <li>• define community and their community needs</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> <i>Provide links to specific resources/activities</i></p>	<p><u>The 7 Habits of Highly Effective Teens</u> <u>The Leader in Me</u></p>		

<p><b>Unit 2</b> <b>Becoming a Community Leader</b></p>	<p>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.</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> <li>● develop links to community leaders</li> </ul>
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Getting Smart.com, Connecting Learners to Community Facing History.org jigsaw.org meditationinschools.org</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> <li>● develop and maintain a resource file to include stored copies of their research, activity plans and contacts from which community members could draw</li> </ul>
<p><b>Unit 3</b> <b>Community Leadership Project</b></p>	<p>CRP12. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences 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.</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> <li>● develop and maintain a resource file to include stored copies of their research, activity plans and contacts from which community members could draw</li> </ul>
<p><b>Suggested Resources</b></p>	<p>Getting Smart.com Future Ready Skills and Community Service Projects</p>	

Provide links to specific resources/activities

## Curricular Units

<b>Unit 1: Introduction to Community 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>Which habit of the 7 habits of highly effective people do you need to work on right now? What are my community goals and what is my plan to attain them? How do I prioritize and budget my time? What is 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>• Review the 7 habits and define proactive vs. reactive behavior</li> <li>• Identify SMART goals</li> <li>• Identify the school community, wider community and environment and how each sector best supports each other</li> </ul>
<p>CRP3. Attend to personal health and financial well-being.</p>	<p>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>• Practice Mindfulness</li> <li>• Reflective Journaling</li> </ul>
<p>CRP2. Apply appropriate academic and technical skills.</p>	<p>What is my leadership style? 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</li> </ul>	<ul style="list-style-type: none"> <li>• Complete leadership survey</li> <li>• Create/revise your personal mission statement with a sense of community</li> </ul>



		<p>organizers and notes</p> <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>	
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Unit 1 Assessment Plan	
<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>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<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 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 1 Connections**

<p align="center"><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 align="center"><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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p align="center"><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 align="center"><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 align="center"><b>English/ELA</b></p> <p><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.</p> <p><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.</p>

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: Becoming a Community Leader			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <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>What is my leadership role on a team? How do I share leadership and manage conflict? How do I engage in a specific community leadership goal or challenge? Who are my community leaders? How do my community leaders delegate responsibilities? How do my community leaders stay in touch with trends and the needs of the 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>Role-play using the FIND Decision Making Model</li> <li>Research my local community and township resources</li> <li>Identify and understand the characteristics of principled leaders</li> <li>Practice group ethical decision-making in different scenarios</li> <li>Identify ways to help others feel like they belong in a group</li> <li>Better understand facets of culture; identify valued aspects of personal cultures</li> </ul>
<p>CRP6. Demonstrate creativity and innovation.</p>	<p>What is my community leadership goal? How do I attain my goal in the community? What sector of my community is affected by the success of my goal? How do I communicate with my local leaders?</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>Write down your community leadership goal and action plan</li> <li>Communicate with community leaders: write, email, call, meet</li> </ul>

<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; journal writing; discussions; homework</p>	<p>Oral presentations; team activities; quizzes</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<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 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> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</p>	<p><b>Career Readiness Practices</b> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</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.</p>

	<p>C. 3. 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>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>21st Century Life and Skills</u></p>	<p><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>Refer to the <u>NJ Student Learning Standards</u></p>
<p>See Career Readiness Practices</p>	<p><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 details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>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.</p> <p>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>W.6.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.6.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.7. 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.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.6.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><i>Speaking and Listening</i></p> <p>SL.6.1. Prepare for and participate effectively in a range of conversations</p>

and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
NJLSA.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.  
NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<b>Unit 3: Community Leadership Project</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>9. Career Ready Practices CRP9. Model integrity, ethical leadership and effective management.</p>	<p>What do I want to change in my school/community?  How to I lead for positive change in my community?  How do I communicate with community leaders?</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 manageable projects where students can have a real impact</li> <li>Develop links between students and local representatives, charities and businesses</li> <li>Give students time and opportunity, as part of school, to experience and work in the wider community</li> <li>Build links with schools and communities to raise awareness of diversity and global issues</li> </ul>
<p>CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.</p>	<p>What is my community project?  What are the resources needed to develop my community project?  Who do I need to communicate with to develop my community project?</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>Visit community venues and invite community members to the school</li> <li>Allow community organizations and parents to contribute to the assessment of student community projects</li> <li>Use google forms to create surveys to share, collect data and gain feedback on community needs</li> </ul>
<p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>What are the shared leadership roles of my team's community project?</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>Apply ethical decision-making skills in leadership situations</li> <li>Practice delegating to develop strengths, share</li> </ul>



	<p>What is my team's progress toward our project's goal and how will we measure our achievement?</p>	<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>	<p>knowledge, establish trust and respect and thus empower leadership</p> <ul style="list-style-type: none"> <li>• Monitor progress toward goal</li> <li>• Present solutions</li> <li>• Report achievement with supported data</li> <li>• Summarize success; identify shortcomings and elements for future improvement</li> </ul>
			<ul style="list-style-type: none"> <li>• Develop and maintain a resource file with stored copies of research, activity plans and contacts</li> </ul>

Unit 3 Assessment Plan	
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Quizzes, projects, activities</p>

Unit 3 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>
<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</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> </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>Presentations</b></p> <p>h. Highlight Key Words &amp; Phrases</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>	
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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"><u>Refer to the 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"><u>Refer to the 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"><u>Refer to the 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"><u>Refer to the 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>R1.6.1. 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>R1.6.2. 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.</p> <p>R1.6.4. Determine the meaning of words and phrases as they are used in a text.</p> <p>R1.6.7. 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.</p> <p>R1.6.8. Trace and evaluate the argument and specific claims in a text,</p>
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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.

