

Leadership in Action What does it mean to be a leader? – 4 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2- Determine two or more central ideas 5- Analyze structure 6- Analyze point of view	7 – short/sustained research 8 – gather sources	1 – prepare and participate 4 – present information 5 – make strategically use of digital media 6 – adapt speech for a variety of contexts and tasks	
Essential Questions:	What role does credibility play in leadership? How does perspective and bias play into leadership styles? How does technology enhance and support delivery and credibility of a message? What do good speakers do?			
Enduring Understandings:	Belief Statements, vision statements, understanding what is stated, what it implies and what it excludes helps readers recognize bias and decide whether a source of information is credible and/or useful. Writers gather evidence and background knowledge from media, criticisms, visuals, and technology to respond to a researchable question. Effective communication requires knowledge, clarification and support of ideas and questioning in a group setting.			

Assessments:	Formative Blogging, read, annotates, and mark nonfiction texts, collaborative analysis, peer conferencing, belief statements, vision statements, timed speeches.	Summative Book Analysis Motivational TedTalk
Learning Objectives:	<p>I can analyze texts both print and non-print texts from theoretical perspectives</p> <p>I can provide relevant supporting details</p> <p>I can organize my ideas to create a sound argument</p> <p>I can integrate and evaluate multiple sources of information</p> <p>I can use peer feedback to enhance my final product</p> <p>I can manipulate conventions of media for rhetorical effect</p> <p>I can be the leader my school needs</p> <p>I can provide leadership and service for my school and community</p>	
Academic Vocabulary	<p>Experiential leadership</p> <p>Situational leadership</p> <p>Advocacy</p> <p>Altruism</p> <p>Bias</p>	<p>Sagacious</p> <p>Steadfast</p> <p>Intuitive</p> <p>cultivate</p>
Recommended Text Selections	<p><i>15 Laws of Growth</i>- Maxwell</p> <p><i>25 Ways to Win People</i>- Maxwell</p> <p><i>Leadership for Students: A Guide for Young Leaders</i> - Karnes & Bean</p>	

Leadership in Action				
How do Leaders change the world around them? –14 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2- Determine two or more central ideas 5- Analyze structure 6- Analyze point of view	7 – short/sustained research 8 – gather sources	1 – prepare and participate 4 – present information 5 –strategic use of digital media 6 – adapt speech for a variety of contexts and tasks	
Essential Questions:	What are the responsibilities and consequences of leadership? What turning points allow change to happen? How do leaders make decisions?			
Enduring Understandings:	Leaders utilize effective communication practices. Leaders use qualitative and quantitative data to make decisions. Leaders collaborate with others to create plans and make decisions.			
Assessments:	Formative		Summative	
	Blogging, read, annotates, and mark nonfiction texts, collaborative analysis, peer conferencing, belief statements, vision statements, timed speeches.		School redesign proposal presentation Action Project of Proposal (group project)	

<p>Learning Objectives</p>	<p>I can provide leadership and service for my school. I can manipulate conventions of media for rhetorical effect. I can gather and analyze qualitative and quantitative data to make decisions. I can use feedback to enhance my product. I can create a proposal. I can collaborate with peers in making a final action product. I can be professional. I can communicate effectively.</p>	
<p>Academic Vocabulary</p>	<p>Qualitative data Quantitative data Action project Proposal Subjective Objective</p>	<p>Questioning Styles Rhetoric Objective Rationale Profile</p>
<p>Recommended Text Selections</p>	<p>Fortune Magazine Articles from databases Success Magazine Articles from databases</p>	

Leadership in Action				
How can a community be supported? – 4 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2- Determine two or more central ideas 5- Analyze structure 6- Analyze point of view	1A-E - Argument 6- Use technology to publish and update community 7- Research to provide evidence to support claims	1 – prepare and participate 4- Present Information 5 - Make strategic use of digital media 6 - Adapt speech to a variety of contexts and tasks	
Essential Questions:	<p>How are strengths and weakness identified?</p> <p>What characteristics / traits does a leader display in a group or one on one setting?</p> <p>What is the etiquette for communication?</p> <p>What is the proper etiquette during an interview?</p> <p>What considerations should be a leader make when writing and speaking?</p>			
Enduring Understandings:	<p>Students will be able to understand various obstacles that can interfere with upward mobility.</p> <p>Students will understand the effectiveness of diction and how it can manipulate a reader.</p> <p>Students will be able to write compelling arguments. Students will be able to produce clear ideas as a writer, involving selecting appropriate style and structure for an audience, strengthened through revision and technology.</p> <p>Students will understand proper presentation techniques incorporating ethos, pathos, and logos.</p>			

Assessments:	Formative	Summative
	Tweeting, blogging, reflections, weakness an strength statements, peer conferencing, one to conferencing, 30 second speeches, quizzes	Mentor Paper Interview Job Shadow
Learning Objectives	I can conduct short as well as more sustained research projects to answer a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which he/she is writing. I can write a proposal I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. I can craft reflective essays, and reflect on the process of creating and presenting. I can present using multiple modes of technology. I can complete a SWOT analysis.	
Academic Vocabulary	SWOT Analysis Premise Upward mobility Etiquette Integrity	Ethics Values Logic Reflection
Recommended Text Selections	Community Website Board Notes	

Leadership in Action How can we fill a need? –15 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2- Determine two or more central ideas 5- Analyze structure 6- Analyze point of view	1A-E - Argument 6- Use technology to publish and update community 7- Research to provide evidence to support claims	1 – prepare and participate 4 Present Information 5 Make strategic use of digital media 6 Adapt speech to a variety of contexts and tasks	
Essential Questions:	What identifies a need? How do communications impact leadership? What are the responsibilities of an individual to the community as well as the community’s responsibilities to the individual?			
Enduring Understandings:	Leaders conduct research gathering qualitative and quantitative data before deciding what the needs are. Leaders adapt based on communication they receive. Leaders need to listen to what is said and not said without emotion and/or ego. Leaders give service to others. Leaders understand others and have the ability to listen, plan, and act.			

Assessments:	Formative	Summative
	Tweeting, blogging, reflections, weakness an strength statements, peer conferencing, one to conferencing, 30 second speeches, quizzes	Community Redesign/Charity Proposal (Legacy Project) Legacy Project – group work
Learning Objectives	I can impact community transformation. I can advocate for community needs. I can determine and plan for possible obstacles and threats. I can be professional in my actions and appearance. I can contribute and collaborate in a group setting.	
Academic Vocabulary	Transformation Qualitative data Quantitative data Types of Service	Needs Assessment Analysis Verbal and Non-verbal Underlying Intention
Recommended Text Selections	Local news bulletin from the Township Local newspapers Local websites	