

Unit:
Personal Management—
Where Am I Going?

Course Title: LEADERSHIP DYNAMICS

Unit Title: Personal Management—Where Am I Going?

Section I: General Information and Overview

Grade Level: 9-12 **Suggested Number of Lessons:** 20 60-min. or 15 90-min. **Suggested Time to Complete Unit:** 4 weeks

Unit Overview: This unit examines how personal management affects the quality and success of a person’s life. Topics include personal and group goals; appropriate business, professional and social etiquette; and self-management including time and stress management techniques.

Section II: Essential Questions

- How will personal management of time, stress and energy help me reach my goals in life?
- How will my personal goals impact opportunities to become a successful leader?
- How will using proper etiquette in business, professional and social settings affect my success as a leader?

Section III: Major Focus

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
Develop personal goals that impact leadership.	<p>Read sections (or teacher may read to students) on visions and goals in <i>The 7 Habits of Highly Effective Teens</i> and <i>I Can. You Can Too!</i> Take notes on the main ideas regarding vision and goals.</p> <p>Using classroom materials, Internet, or other resources, research the meaning of vision and goals.</p> <p>Pair and share findings, agree on a definition for each (goal and vision), and together identify public figures that have used their vision in developing personal goals (e.g., Oprah).</p>	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today’s workplace.</p> <p>RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students’ lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</p>	<p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>3.5 Students demonstrate self-control and self discipline.</p> <p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences.</p> <p>1.2 Students make sense of the variety of materials they read.</p>	<p>F13 Responsibility-Toward goal attainment</p> <p>F16 Self-Management-Assess self, personal goals, self-control</p> <p>F1 Reading</p>
	Write a vision for life and a personal epitaph.	WR-HS-1.1.3 Transactive Writing,	5.1 Students use critical thinking skills such as ana-	F2 Writing

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	Complete a journal entry as “My Vision for Life.”		lyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	
	<p>Listen to teacher explain the process for developing goals OR Complete assignments on developing goals from the “Dynamic Leadership” program in FCCLA (assignments found under Solving Problems section).</p> <p>Determine goals needed to achieve one’s own vision. Enter in journal.</p>	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today’s workplace.</p>	<p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p>	<p>F2 Writing</p> <p>F16 Self-Management- Assess self, personal goals, self-control</p>
	<p>Review decision-making skills from previous unit through a class discussion. Relate those skills to reaching or not reaching individual goals.</p> <p>Fill in your most important life goals on “Road Map to Success” (see Appendix).</p>	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today’s workplace.</p>	<p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.4 Students use a decision-making process to make informed decisions among options.</p>	<p>F16 Self-Management- Assess self, personal goals, self-control</p>
	<p>Brainstorm obstacles that could occur while working toward your goals.</p> <p>Practice, in groups of 2 or 3, peer pressure responses to situations that could jeopardize your goals.</p> <p>Complete “I Can” activity in <i>I Can. You Can Too!</i></p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management,</p>	<p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p>	<p>F13 Responsibility – Exerts a high level of effort and perseveres towards goal attainment.</p> <p>F16 Self-Management- Assess self, personal goals, self-control</p>

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		time management, refusal skills, self-advocacy).		
	<p>Develop a list of fun goals for life (things to do for enjoyment, not career). Share with class, if desired. Continue adding to list as life goes on. Record list in journal.</p> <p>Write, in outline form, a plan on how to get to the fun goals, citing short and long-term checkpoints.</p>	PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.	3.2 Students demonstrate the ability to maintain a healthy lifestyle.	F2 Writing F16 Self-Management- Assess self, personal goals, self-control
	<p>Participate in a class activity to develop and conduct a survey for interviewing successful adults regarding goals achieved or not achieved in life.</p> <p>Based on results of the survey, write a paragraph on the guidelines you need to follow to best ensure you will reach your goals. Include in the writing how you can prevent not reaching your goals.</p>	PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.	1.2 Students make sense of the variety of materials they read.	C5 Acquires and evaluates information F2 Writing F16 Self-Management- Assess self, personal goals, self-control
	<p>Participate in long-term assignments/ projects related to setting goals to be given throughout the unit such as:</p> <ul style="list-style-type: none"> ▪ Any leadership-related program/activity in a career tech or other student or community organization. Examples: -- "Power of One: A Better You" module on setting personal goals, making decisions, etc. (FCCLA) --Project Pals, Competition (FFA) ▪ Set goals/program of work for the year in any career technical, school, or community organization. 	PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.	4.2 Students use productive team membership skills. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	F16 Self-Management- Assess self, personal goals, self-control

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	<ul style="list-style-type: none"> Serve as an officer in a student organization, 4H, National Honor Society, or community service activity. 			
<p>Demonstrate appropriate business, professional and social etiquette.</p>	<p>Read the “American Culture” section on business etiquette from <i>Kiss, Bow or Shake Hands</i>.</p> <p>Watch the video/DVD Etiquette Hot Line Table Manners. Complete the quiz included with video.</p>	<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p> <p>RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students’ lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</p>	<p>1.2 Students make sense of the variety of materials they read.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work</p> <p>2.16 Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and relationships.</p>	<p>F1 Reading</p> <p>F2 Writing</p> <p>F15 Social</p>
	<p>Develop a PowerPoint or poster presentation on the do’s & don’ts of business/ professional etiquette based on the reading. Present to class.</p> <p>OR</p> <p>Role-play proper business/professional etiquette.</p>	<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p>	<p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences.</p> <p>1.13 Students make sense of ideas and communicate ideas with the visual arts.</p>	<p>F6 Speaking</p> <p>F15 Social</p>
	<p>Discuss the role of restaurant servers and how tips are used to reward their efforts. Figure tips on restaurant bills provided by the teacher.</p>	<p>MA-HS-1.3.1 Students will solve real-world and mathematical problems to specified accuracy levels by simplifying expressions with real numbers</p>	<p>2.8 Students understand various mathematical procedures and use them appropriately and accurately.</p>	<p>F3 Arithmetic</p> <p>F15 Social</p>

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		involving addition, subtraction, multiplication.	2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.	
	<p>Practice appropriate table manners while eating at a restaurant or while eating a meal you have prepared and served. Write a paragraph explaining your feelings of comfort or discomfort during this experience.</p> <p>Keep a log in your journal on “good and bad manners” observed outside of class for one week. Write a summary of your findings and share them with your class.</p> <p>Write some etiquette tips on the “Road to Success” map (see Appendix).</p>	<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p> <p>WR-HS-1.1.3 Transactive Writing,</p>	<p>1.3 Students make sense of the various things they observe.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p>	<p>F2 Writing</p> <p>F15 Social</p>
	Listen to a human resource/business employee speak about skills needed in the workplace, including etiquette.	<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p>	<p>1.4 Students make sense of the various messages to which they listen.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p>	<p>F5 Listening</p> <p>F15 Social</p>
	Journal about your experiences in eating out over the semester. Comment on etiquette you observe in yourself as well as others around you. Does your etiquette seem appropriate to the restaurant and the occasion? If not, why not?	WR-HS-1.1.3 Transactive Writing,	2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.	<p>F2 Writing</p> <p>F13 Responsibility</p>

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	<p>Participate in possible long-term assignments/ projects related to etiquette in career tech or other student and community organizations such as:</p> <ul style="list-style-type: none"> --Power of One: A Better You, Family Ties, etc.; (FCCLA) --Project Pals, competition (FFA) --DECA --Beta --4H 	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</p>	<p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>4.1 Students effectively use interpersonal skills.</p> <p>4.2 Students use productive team membership skills.</p>	<p>F13 Responsibility</p> <p>F15 Social</p> <p>F16 Self-management</p>
	<p>Inter-disciplinary possibility: Working in collaboration with International Business Class or Hospitality Class, develop and present a PowerPoint or poster board presentation incorporating international business/ professional etiquette.</p>	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</p>	<p>1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences.</p> <p>4.2 Students use productive team membership skills.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p>	<p>C9 Participates</p> <p>C13 Negotiates</p> <p>F15 Social</p>
<p>Analyze the role self management has on use of time, stress, and personal energy.</p>	<p>Review information discovered about yourself in activities completed in the "Who Am I?" unit in order to understand how to better manage your life. This information may include your five strongest qualities as a leader, your personality type, and your learning style. Consider these factors when working through this section of the unit.</p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>1.2 Students make sense of the variety of materials they read.</p> <p>3.5 Students demonstrate self-control and self-discipline.</p>	<p>F1 Reading</p> <p>F16 Self-Management—Assess self, personal</p>

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		<p>RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</p>		
	<p>Complete Time Management Tool on how you spend your time (found on the website www.collegeboard.com/student/plan/collete-success/118.us). Print and enter in your journal.</p> <p>Using a computer lab setting, classroom computers or a Smart board, go to the website www.mindtools.com and complete the following lessons on examining time management. If computers are not available, the teacher may provide print copies of the work material.</p> <ol style="list-style-type: none"> 1. Click on Time Management 2. Read section on procrastination. 3. List ways that you know you are procrastinating. 4. Complete the "Prioritized To Do" list, noting priorities. 5. Go to Effective Scheduling (or Scheduling Skills) and determine how to make time for yourself. Enter your ideas in your journal. 	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p> <p>RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).</p>	<p>1.2 Students make sense of the variety of materials they read.</p>	<p>C1 Allocates time</p> <p>F1 Reading</p>
	<p>Examine tech and non-tech tools for time management, such as PDA, PC, Blackberry, date book, planner or calendar, provided by your teacher. Discuss as a class the advantages and disadvantages of each.</p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-</p>	<p>3.5 Students demonstrate self-control and self discipline.</p>	<p>C1 Allocates time</p> <p>F16 Self-Management-Assess self, personal</p>

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	Keep your schedule on some form of calendar, e.g., PDA, paper, Blackberry.	making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy). RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).		
	Write some time management tips on the "Road Map To Success" on Wise Time Street (see Appendix).	PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).	3.5 Students demonstrate self-control and self-discipline.	C1 Allocates time
	Using a computer lab setting or teacher-provided materials, complete the lesson on stress management in www.mindtools.com : 1. Click on Stress Management. 2. Define stress by searching for the definition in the Stress Management section. Write a paragraph explaining the fight or flight response.	PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy). WR-HS-1.1.3 Transactive Writing	1.2 Students make sense of the variety of materials they read. 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships. 3.2 Students demonstrate the ability to maintain a healthy lifestyle.	F1 Reading

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p>Listen and take notes as a teacher lectures on different types, causes, and consequences of stress from <i>Stress Management and Self Esteem Activities</i>. Discuss with the class the possible consequences of unmanaged stress.</p> <p>Determine your personal stressors by keeping a stress diary in your journal.</p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p>F13 Responsibility</p> <p>F16 Self-Management- Assess self, personal</p>
	<p>Research “imagery relaxation” as found through the Stress Management web page. Practice imagery relaxation in class OR research imagery relaxation and lead a session for the class.</p> <p>Imagine your own imagery scene that would help you relax and enter the description in your journal.</p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>1.2 Students make sense of the variety of materials they read.</p> <p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p>F1 Reading</p> <p>F13 Responsibility</p> <p>F16 Self-Management- Assess self, personal</p>
	<p>Practice teacher-directed physical stress management strategies (stretches, breathing, music, progressive muscular relaxation) in class OR lead a session on physical stress management strategies.</p>	<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p>	<p>F16 Self-Management- Assess self, personal</p>

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	Read OR take notes from teacher lecture and discuss anger management techniques as they relate to stress and time management.	PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).	<p>1.2 Students make sense of the variety of materials they read.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p>F1 Reading</p> <p>F5 Listening</p>
	Research how personal energy levels are affected by nutrition, exercise and sleep. In small groups, present the assigned information to the class.	RD-11-4.0.1 Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).	<p>1.2 Students make sense of the variety of materials they read.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p>F1 Reading</p>
	Write a magazine article on the importance of management of time, stress, and personal energy for teens. Use the <u>Clock on Road Map to Success</u> as a starting point. Complete a transactive writing piece on stress management.	WR-HS-1.1.3 Transactive Writing,	<p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p>C1 Allocates time</p> <p>F2 Writing</p>
	Participate in a possible long-term assignment to be given throughout unit that relates to personal management. Examples: <ul style="list-style-type: none"> ▪ Plan/take part in a community service project such as Relay for Life. ▪ Work on or complete Power of One: Better You, Family Ties; STAR Event; Student Body (FCCLA) ▪ Plan and participate in other school/ career tech organization projects. 	PL-HS-1.1.1 Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).	<p>3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.</p>	<p>C9 Participates</p> <p>F13 Responsibility</p>

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		<p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>		
	<p>Show how participation in a community project can affect me as a leader by presenting a PowerPoint or skit, making a poster or display, or writing a transactive piece.</p> <p>Complete the Personal Worksheet for Road Map to Success using your journal entries and the Road Map to Success as resources. (Worksheet found at the end of this unit.)</p>	<p>PL-HS-1.1.1 Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p> <p>PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p> <p>WR-HS-1.1.3 Transactive Writing,</p>	<p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>3.4 Students demonstrate the ability to be resourceful and creative.</p> <p>4.1 Students effectively use interpersonal skills.</p>	<p>F6 Speaking</p> <p>F2 Writing</p>

Section IV: Culminating Project with Scoring Guide

Using the journal entries, the Road Map To Success, and any other assignments during the unit, design a poster board, PowerPoint or other visual display to show the steps you need to take to fulfill the vision you have for your life. Include your vision statement and personal goals. Consider and include your time, stress and personal energy management skills and leadership qualities.

Scoring Guide: Making a Poster: Where Am I Going?

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Vision Statement	Student states a clear vision for his/her life.	Student states a vision for life.	Student states a weak vision statement.	Student does not state a vision statement OR the vision statement is very weak.
Goals	Student states 3-4 goals that strongly support the vision statement.	Student states 2 goals that relate to the vision statement.	Student states goals that are not related to their vision.	Student does not state goals.
Management Skills	Student identifies 2 time management skills, 2 stress management skills, and 2 personal energy skills.	Student identifies 2 each of two of the skills and 1 of the third skill.	Student identifies only one of each of the time, stress and energy skills.	Student management skills are either not mentioned or only one is mentioned.
Leadership Qualities	Student strongly relates their leadership skills to reaching their goals and vision.	Student relates their leadership goals to reaching their goals and vision.	Student identifies leadership skills but does not relate to goals or vision.	Student does not relate any leadership skills to reaching their goals or vision.
Graphics--Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.

Section V: Assessment

Open response--evaluating self on the topics studied during the unit. Can be the written part of the culminating project.

On-demand writing-(especially for senior students). Choose one or two of the topics studied and defend/explain their importance to personal success.

Quizzes

Journal entries

Daily work/writing assignments

PowerPoint/poster board presentations

Role playing

Transactive writing

Section VI: Support Materials

A. Resources

Resource texts--

- ***Leadership: Personal Development and Career Success.*** Ricketts, C. (2003). Albany, NY: Delmar.
- ***Succeeding in the World of Work.*** Kimbrell, G. & Vineyard, B. S. (2003). Woodland Hills, CA: Glencoe/McGraw-Hill.

Other materials—

- **Dynamic Leadership and Power of One** CD. Available from www.fcclainc.org.
- **Etiquette Hot Line: Table Manners.** (DVD/Video) The Learning Seed. 800-634-4941
- ***Leading with Character.*** Farmer, B. W., Farmer, E. I. & Burrow, J. L. (2008). Mason, OH: Thomson South-Western.
- ***I Can. You Can Too!*** McCulloch, M. www.mamie.com
- ***Kiss, Bow, or Shake Hands.*** Morrison, T. Holbrook, MA: Adams Media Corp. (ISBN # 1-55850-444-3) 1-800-872-5627
- ***The Seven Habits of Highly Effective Teens.*** Covey, S. www.franklincovey.com Workbook.
- **Stress Management and Self Esteem Activities.** Toner, P. R. West Nyack, NY: Center for Applied Research in Education. (ISBN # 0-87628-874-3)
- Health, physical education and other teachers and personnel

B. Web sites

www.mindtools.com (Sections on project planning, decision making, problem solving, time mgt)

www.charactercounts.com (View “What Will Matter” Poem Movie)

www.fcclainc.org

www.collegeboard.com/students/plan/college-success/118.html

www.mamie.com

www.franklincovey.com

C. Equipment and technology

Computers in lab setting
Computers in class
SMART Board, if available
DVD or video player

Personal Worksheet for Road Map to Success

1. What is your definition of success?

2. What is your vision for life?

3. State 3 career goals for your life.

4. State 3 personal goals for your life.

5. Identify 3 time management skills you can use and tell when you would use them.

6. Identify 3 stress management skills you normally practice.

7. List the decision-making steps.

8. List 3 or more manners you can improve.

9. How has progress been made to fulfill the vision you have for your life?
