

Board Approved July 2016

DEPARTMENT Special Education

COURSE: Civic Leadership POR

Week	Marking Period 1	Week	Marking Period 3
1	Introduction and Assessments	11	Goal Setting and Attainment
2	Self-Awareness	12	Self-regulation skills
3	Self-Awareness	13	Self-regulation skills
4	Choice Making Skills	14	Self-Advocacy
5	Choice Making Skills	15	Self-Advocacy
Week	Marking Period 2	Week	Marking Period 4
6	Problem Solving Skills	16	Self-Efficacy
7	Problem Solving Skills	17	Self-Efficacy
8	Decision Making Skills	18	Taking Action
9	Decision Making Skills	19	Taking Action
10	Goal Setting and Attainment	20	Final Project

Time Frame	1 week						
Topic							
Introduction and Assessments							
Essential Questions							
<ul style="list-style-type: none"> • How does Self-evaluation help improve Self- leadership? • Why is feedback vital to the development of Self-? • Why do students need to assess current levels of Self-? • What are my strengths and weaknesses? • What are my strengths and weaknesses in relation to my interest and goals? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Self-evaluation gears individuals towards areas of Self-leadership. • Assessment feedback is important to direct individuals of Self-awareness. • Discovering strengths and weaknesses will lead to Self-confidence and areas of improvement towards goals and interests. 							
Alignment to NJCCCS							
TECH.8.1.12.A.1,TECH.8.1.12.B.CS1,TECH.8.1.12.B.CS2,TECH.8.1.12.E.CS2,TECH.8.1.12.E.CS3,TECH.8.1.12.F.CS2 ,TECH.8.1.12.F.CS3,TECH.8.1.12.F.CS4							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Explain and share an overview of the course. • Assess students' knowledge of and skills associated with the upcoming course topics. • Analyze the results of the diagnostic assessments. 							
Learning Activities							
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Goal Setting Activity 							
Assessments							
<ul style="list-style-type: none"> • Class Participation • Quizzes • Homework • Projects • Diagnostic Assessments 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connectio							
<ul style="list-style-type: none"> • 21st Century Learner • Technology • Language Arts • Writing 							
Technology Integration							
<ul style="list-style-type: none"> • You Tube videos • Chromebooks • Google Docs 							

Time Frame	2 weeks
Topic	
Self-Awareness	
Essential Questions	
<ul style="list-style-type: none"> • How does one assess their strengths and weaknesses? • Why is preparation, practice, and feedback vital to the development of the “public-Self-?” • How can learners enhance their ability to communicate and affect their own learning environment? • What are common psychological and physical needs? • How can Self- awareness help achieve future goals? • How does understanding differences amongst others strengthen Self- presence? • How do our actions affect others? • Why is acknowledging Self- awareness the first step to Self- improvement? • How did students arrive at this “place and time” . . . how do they see themselves now before investigating where they want to “go?” 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students who possess Self-awareness and Self-knowledge recognize their own strengths, limitations, and abilities. • Students can use Self-awareness and Self-knowledge to improve on their previous experiences and accomplishments. • Students will gain increasing awareness about how they best learn, communicate, and appropriately deal with their emotions. • When faced with difficult situations in school, professional, or family settings, they may utilize these skills to focus on their strengths and achieve success. • Learning, communicating, and appropriately dealing with emotions to achieve success. • Students will be able to explain the effects of their thoughts, words, and actions on current and future decisions • Students will identify Self- strengths and weaknesses and steps to take in order to improve on those weaknesses 	
Alignment to NJCCCS	
CAEP.9.2.12.C.2 ,CAEP.9.2.12.C.3 ,CAEP.9.2.12.C.6,CAEP.9.2.12.C.7 ,CAEP.9.2.12.C.9 , PFL.9.1.12.F.5 ,TECH.8.1.12.A.1,TECH.8.1.12.A.CS2, TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2 TECH.8.1.12.D.CS2, TECH.8.1.12.D.CS3 ,TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2, TECH.8.1.12.E.CS3, TECH.8.1.12.F.CS2 , TECH.8.1.12.F.CS3, TECH.8.1.12.F.CS4	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Self- Awareness • Strengths and weaknesses • Psychosocial and learning characteristics • Identifying differences in others • Self- Assessment 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journal Writing • Role playing • Self- Assessments 	

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments

21st Century Skill

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Choice Making Skills	
Essential Questions	
<ul style="list-style-type: none"> • What are the elements of making a choice? • What can we do to reach our goals for the future? • What resources are available to prepare for testing and admission to education/ training beyond high school? • How to make choices based upon interests, preferences, and knowledge? • How to use Self- awareness to evaluate your choices? • What scenarios are you given choices? • What choices will you be making in the future? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Discovering the elements of choice making. • Making a choice involves the indication or communication of a preference from among two or more options. • Manage your choices based upon interests and goals in life. • Students will be able to explain how goal setting is a way to identify what one wants to accomplish within what time frame. • Choice making skills need to be taught to students in order for them to appropriately select an option based on preferences and interests. • Giving students the opportunity to make choices enables them to develop skills of demonstrating control and responsibility in their environment, 	
Alignment to NJCCCS	
CAEP.9.2.12.C.1, CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.4, CAEP.9.2.12.C.5, CAEP.9.2.12.C.6, CAEP.9.2.12.C.7, CAEP.9.2.12.C.9, PFL.9.1.12.F.5 , TECH.8.1.12.A.CS, ECH.8.1.12.A.3 , TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2, TECH.8.1.12.D.CS2 , TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2 ,TECH.8.1.12.E.CS3 , TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2, TECH.8.1.12.F.CS3, TECH.8.1.12.F.CS4	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Risk-reward Analysis • Choice making • Future planning • Accountability • Risk taking 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journal Writing • Role playing • Self- Assessments 	
Assessments	
<ul style="list-style-type: none"> • Class Participation • Quizzes • Homework • Projects 	

<ul style="list-style-type: none"> Diagnostic Assessments 						
21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy	
Interdisciplinary Connections						
<ul style="list-style-type: none"> 21st Century Learner Technology Language Arts Writing 						
Technology Integration						
<ul style="list-style-type: none"> You Tube videos Chromebooks Google Docs 						

Time Frame	2 weeks
Topic	
Problem-Solving Skills	
Essential Questions	
<ul style="list-style-type: none"> How do you identify a problem? 	

- How do you generate possible solutions?
- How do you evaluate the effect of each alternative?
- How to choose the best option?
- How to develop of problem solving process?

Enduring Understandings

- Problem solving refers to the capacity to identify a problem, generate possible solutions, evaluate the effect of each alternative, and ultimately choose the best option.
- Problem solving skills are useful as students encounter situations requiring independence and competence in school and community activities.
- Problem solving skills can assist students in community-based and work settings.
- Problem solving skills can help students navigate social difficulties with peers, teachers, family members, or other members of the community.

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.9 , PFL.9.1.12.F.5 , TECH.8.1.12.A.CS2 ,TECH.8.1.12.A.3 - TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2, TECH.8.1.12.D.CS2, TECH.8.1.12.E.CS1, TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2, TECH.8.1.12.F.CS3 ,TECH.8.1.12.F.CS4

Key Concepts and Skills

- Problem solving
- Critical thinking skills
- Choice making
- Future planning
- Accountability

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Role playing
- Journal Writing
- Self- Assessments

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

Technology Integration

- You Tube videos
- Chromebooks

- Google Docs

Time Frame	2 weeks
Topic	
Decision Making Skills	
Essential Questions	
<ul style="list-style-type: none">• What are the steps involved in effective decision making?• How to consider all the possible alternatives involved in a specific decision?• How to identify the positive and negative consequences of a potential decision?• How one makes the best decision for oneSelf-?• How to use skills learned from Self- awareness, choice making, and problem solving to make effective decisions?	

Enduring Understandings

- Decision making involves analyzing a situation to determine possible outcomes, choosing the best scenario for one Self at that particular time, and following through with your decision.
- Students who are more Self-determined will consider how their decisions affect themselves and others.
- Decision making is especially important at the secondary level, when students are considering future career and postsecondary pathways they will take into adulthood.
- Decision making involves consideration of all alternatives, positive and negative consequences, and what is best for oneSelf-.
- Decision making skills are necessary for everyday life situations - both in and out of school - where students will be faced with the need to make wise decisions.

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.9, PFL.9.1.12.F.5, TECH.8.1.12.A.CS2 , TECH.8.1.12.A.3 - TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2, TECH.8.1.12.D.CS2, TECH.8.1.12.E.CS1, TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2, TECH.8.1.12.F.CS3 , TECH.8.1.12.F.CS4

Key Concepts and Skills

- Choice making
- Responsibility
- Accountability
- Transition planning
- Analysis
- Self- awareness

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Journal Writing
- Role Playing
- Self- assessments

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

Technology Integration

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Goal Setting and Attainment	
Essential Questions	
<ul style="list-style-type: none">• Why is goal setting essential to achieve future success?• What are short term and long term goals?• How to create SMART goals?• How to develop action steps to reach a goal?• How to incorporate outside resources to reach my goal?• Why do students need to begin to explore career requirements and profiles as they enter high school?• Why setting goals for different areas of your life?• How to evaluate your goal?	

Enduring Understandings

- SMART goals will enable the student to better understand and work toward what is important.
- Analyze the process and value attached to goal setting regardless of outcome.
- Students will understand how to track their own progress and adjust their goals towards progress.
- Setting goals for different areas in life will encourage personal growth and development.
- Managing goals for long term achievement.
- Goal setting and attainment skills require students to identify something they wish to work toward and develop a plan to reach that particular objective.
- Learning how to set and attain goals may enable students to better understand and work toward what is most important to them.
- The attainment of goals encourages students as they seek direction and independence in school and life endeavors.

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.4, CAEP.9.2.12.C.5, CAEP.9.2.12.C.6, CAEP.9.2.12.C.7, CAEP.9.2.12.C.9, PFL.9.1.12.F.5, TECH.8.1.12.A.1, TECH.8.1.12.A.CS2, TECH.8.1.12.A.2, TECH.8.1.12.A.3, TECH.8.1.12.B.CS2, TECH.8.1.12.D.CS1, TECH.8.1.12.D.CS2, TECH.8.1.12.E.CS2

Key Concepts and Skills

- Goal setting
- Self- awareness
- Career exploration
- Analysis and Evaluation
- Planning

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Journal Writing
- Role Playing

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy	

Interdisciplinary Connections

- Technology
- Writing

Technology Integration

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Self-regulation skills	
Essential Questions	
<ul style="list-style-type: none"> • How to monitor and assess their own behavior? • How to use time management and learning? • How can time management help achieve future goals? • What strategies and systems can we implement? • How we can use Self- awareness to observe, evaluate, and reinforce their own behaviors? • How can learners maximize their use of time to create a better legacy in school and the workplace? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Identify and explain how to improve their time management and attention skills • Students will describe how attitude affects our ability to reach our future goals • Explain the importance of being able to overcome adversity • Problem-solve utilizing Self-management strategies and adjust accordingly. 	

- Develop awareness of others' response to my actions.
- Self-management and Self-regulation skills involve monitoring and assessing one's own behavior, time management, and learning.
- Self-management and Self-regulation skills are built upon students' competencies in the development of choice making, decision making, and problem solving.
- As students progress through school and prepare for life in the community, they should turn less to others first and become more Self-directed.
- Learning to manage and regulate their daily activities helps students to achieve more positive and productive outcomes, such as academic success, job retention, and employer satisfaction.

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.2 ,CAEP.9.2.12.C.6, PFL.9.1.12.F.5 , TECH.8.1.12.A.1, TECH.8.1.12.A.CS2 , TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2 , TECH.8.1.12.D.CS1 , TECH.8.1.12.D.CS2 , TECH.8.1.12.E.CS1 , TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2

Key Concepts and Skills

- Self-awareness
- Emotional regulation
- Stress management
- Time management
- Self- observation

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Journal Writing
- Role Playing
- Self- Assessments

Assessments

- Class Participation
- Quizzes
- Homework

Projects

Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communicatio n	X	Collaboratio n
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

Technology Integration

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Self-Advocacy	
Essential Questions	
<ul style="list-style-type: none"> • What does it mean to advocate on one's' own behalf? • What are your basic rights and responsibilities? • What are qualities of a leader? • How does one demonstrate leadership? • How to lead in my own life and as part of a community? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Self-advocacy and leadership skills involve having the ability and confidence to stand up for one Self, as well as having the knowledge of what to advocate for in achieving one's goals. • The ability to lead requires students to be assertive and negotiable, communicate effectively, and utilize interpersonal skills. • These skills are important as students seek to promote their interests and goals in post-school employment and community involvement. • As students communicate with peers and community members, their Self-advocacy and leadership skills may assist them in being understood and supported by others. 	

- Learning to work in teams, either as the leader or a cooperative member, may be beneficial in school and work settings.
- Teaching Self-advocacy and leadership skills involves teaching students about their basic rights and responsibilities, how to use Self-advocacy skills and how to be effective team members at an individual and / or system level.

Alignment to NJCCCS

CAEP.9.2.12.C.7, CAEP.9.2.12.C.9, PFL.9.1.12.F.5, TECH.8.1.12.A.1 , TECH.8.1.12.A.CS2 , TECH.8.1.12.A.3 , TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2 ,TECH.8.1.12.D.CS1, TECH.8.1.12.D.1, TECH.8.1.12.D.CS2, TECH.8.1.12.D.CS3, TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2, TECH.8.1.12.F.CS2, TECH.8.1.12.F.CS3 , TECH.8.1.12.F.CS4

Key Concepts and Skills

- Leadership qualities
- Rights and responsibilities
- Interpersonal and communication
- Strengths and weaknesses
- Transition planning

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Journal Writing
- Role Playing
- Self- Assessments

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

Technology Integration

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Self-Efficacy	
Essential Questions	
<ul style="list-style-type: none"> • What are effective collaborative methods for team project production? • How can online resources provide extensive exploratory career investigation? • What resources are available to prepare for testing and admission to education/ training beyond high school? • How do I create a transition plan? • What career paths are available to me? • What are your future goals? • What skills and choices are required to pursue goals? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will apply collaborative efforts to evaluate team concepts in project based assignments • Students will be able to organize a database portfolio of educational and personal information as preparation for a gateway to postsecondary life. • Students will be able to explore appropriate web resources regarding career choices. • Students will be able to practically apply spreadsheet formulas to analyze information for educational and personal use. • Students will recognize the importance of using resources to stay connected through digital media to the classroom while maintaining an acceptable public profile • Transition planning will guide choice making towards both career and life goals. 	

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.2, CAEP.9.2.12.C.3, CAEP.9.2.12.C.4, CAEP.9.2.12.C.5, CAEP.9.2.12.C.6, CAEP.9.2.12.C.7, CAEP.9.2.12.C.9, PFL.9.1.12.F.5, TECH.8.1.12.A.CS2, TECH.8.1.12.B.CS2, TECH.8.1.12.D.CS1, TECH.8.1.12.D.CS2, TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2, TECH.8.1.12.E.CS3, TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2, TECH.8.1.12.F.CS3, TECH.8.1.12.F.CS4

Key Concepts and Skills

- Teamwork
- Collaboration
- Career exploration
- Goals
- Developing plans
- Transition planning

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Journal Writing
- Role playing

Assessments

- Class Participation
- Quizzes
- Homework
- Projects

Diagnostic Assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Writing

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	2 weeks
Topic	
Taking Action	
Essential Questions	
<ul style="list-style-type: none"> • How to implement the tools and strategies throughout the course? • What are the needs/problems in my various communities/school? • How do they affect people and/or the environment? • What am I able to do to impact or make a difference to address the needs? • How will serving others impact my growth as a leader? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students can make a difference in their own lives and in the lives of others in their school/community. • Working with others towards the same goal can strengthen student ties and relationships with one another and their community. • Completing a service learning project helps students use and apply skills and concepts they have learned throughout their academic career. • A service learning project will give students ownership and a voice in their school/community. 	

Alignment to NJCCCS

CAEP.9.2.12.C.1, CAEP.9.2.12.C.2 , CAEP.9.2.12.C.3 , CAEP.9.2.12.C.4,
CAEP.9.2.12.C.5, CAEP.9.2.12.C.6 , CAEP.9.2.12.C.7, CAEP.9.2.12.C.9 PFL.9.1.12.F.5,
TECH.8.1.12.A.1 , TECH.8.1.12.A.CS2, TECH.8.1.12.A.3 , TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2 , TECH.8.1.12.D.CS1 , TECH.8.1.12.D.1 , TECH.8.1.12.D.CS2,
TECH.8.1.12.D.3, TECH.8.1.12.D.CS3 , TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2 ,
TECH.8.1.12.E.CS3 , TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2 , TECH.8.1.12.F.CS3
,TECH.8.1.12.F.CS4

Key Concepts and Skills

- Explore issues or problems in the school or the community.
- Research community needs.
- Volunteer with an existing community organization or start a new club or organization to address this issue or problem.
- Understand their service experiences in the context of the underlying societal issues being addressed

Learning Activities

- Class Readings
- Video Clips
- Discussions
- Service Learning Project
- Portfolio
- Class Readings
- Writing

Assessments

- Class Participation
- Quizzes
- Homework
- Projects
- Diagnostic Assessments
- Service Learning Project
- Class Reading and reflections
- Unit Test

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication		Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

- 21st Century Learner
- Technology
- Language Arts
- Writing

Technology Integration

- You Tube videos
- Chromebooks
- Google Docs

Time Frame	1 week
Topic	
Final Project	
Essential Questions	
<ul style="list-style-type: none"> • How will you implement the tools provided throughout the course outside of class? • How will you be an active participant in your educational planning? • How will you be an active participant in your transitional planning? • How to identify and incorporate outside resources to support my plans? 	
Enduring Understandings	
<ul style="list-style-type: none"> • As students move through school toward adulthood, they are expected to assume greater responsibility for managing their own behavior, to play a more prominent role in planning for their future, and to become increasingly independent. • Self-determination is broadly defined as having abilities and opportunities to steer one's life in a direction that contributes to a personally satisfying life. • Students will have an action plan for next year. • Knowing what resources are available will help you accomplish your goals. 	
Alignment to NJCCCS	

CAEP.9.2.12.C.1, CAEP.9.2.12.C.2 , CAEP.9.2.12.C.3 , CAEP.9.2.12.C.4, CAEP.9.2.12.C.5 , CAEP.9.2.12.C.6 , CAEP.9.2.12.C.7 , CAEP.9.2.12.C.9 PFL.9.1.12.F.5, TECH.8.1.12.A.1, TECH.8.1.12.A.CS2 , TECH.8.1.12.A.3 , TECH.8.1.12.B.CS1, TECH.8.1.12.B.CS2 , TECH.8.1.12.D.CS1, TECH.8.1.12.D.1 , TECH.8.1.12.D.CS2 , TECH.8.1.12.D.3, TECH.8.1.12.D.CS3 . TECH.8.1.12.E.CS1, TECH.8.1.12.E.CS2 , TECH.8.1.12.E.CS3, TECH.8.1.12.F.CS1 , TECH.8.1.12.F.CS2 , TECH.8.1.12.F.CS3, TECH.8.1.12.F.CS4

Key Concepts and Skills

- Self- awareness
- Taking Action
- Decision making skills
- Goal setting
- Self- regulation skills
- Collaboration

Learning Activities

- Portfolio
- Class Readings
- Writing

Assessments

- Class Reading and reflections
- Quizzes
- Homework
- Class Participation
- Unit Test

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy	

Interdisciplinary Connections

- 21st Century Learner
- Language Arts

Technology Integration

- Powerpoint
- Prezi
- You Tube Videos
- Chromebooks
- Google Docs

DEPARTMENT

Special Education

COURSE: Civic Leadership POR