

Board Approved July 2016

DEPARTMENT Special Education

COURSE: Civic Leadership II POR

Week	Marking Period 1	Week	Marking Period 3
1	Introduction and Assessments	11	Growth and Change
2	Goal Setting and Attainment Post-Secondary	12	Self-regulation skills
3	Goal Setting and Attainment Post-Secondary	13	Self-regulation skills
4	Self-Awareness and self-concept	14	Self-Advocacy and Group Advocacy
5	Self-Awareness and self-concept	15	Self-Advocacy and Group Advocacy
Week	Marking Period 2	Week	Marking Period 4
6	Problem Solving Skills	16	Self-Efficacy and Empowerment
7	Problem Solving Skills	17	Self-Efficacy and Empowerment
8	Decision Making Skills	18	Taking Action
9	Decision Making Skills	19	Taking Action
10	Growth and Change	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 and planning? • 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 some areas of improvement made throughout high school? • 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. • Recognizing areas of interest and qualities will guide individuals towards goal setting. 							
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.D.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. • Explain how this course will involve student driven and student run projects. • 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 							

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- Writing

Technology Integration

- You Tube videos
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
Goal Setting and Attainment Post Secondary	
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? • What are realistic goals? • 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? • How can we work in groups cooperatively? 	
Enduring Understandings	
<ul style="list-style-type: none"> • 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. • Mapping out action plans to achieve specific goals. • 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. • Students will work together to achieve a common goal. 	
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	
<ul style="list-style-type: none"> • Goal setting • Collaborative work • Self-awareness • Career exploration • Analysis and Evaluation • Planning 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- Discussions
- Journaling
- 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	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Writing
- 21st Century Learner

Technology Integration

- You Tube videos
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
Self-Awareness and Self Concept	
Essential Questions	
<ul style="list-style-type: none"> • How does one assess their strengths and weaknesses? • How does your own self-concept influence your decision making? • Why is preparation, practice, and feedback vital to the development of the “public-self?” • 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?” • How can you compare the perceptions of parents and peers with their own perceptions of self? 	
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. • Identify behaviors that enhance a positive self-concept. • Students will gain increasing awareness about how they best learn, communicate, and appropriately deal with their emotions. • Learn how to respect each other's' feelings. • 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 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- Video Clips
- Discussions
- Journaling
- 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
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
Problem-Solving Skills	
Essential Questions	
<ul style="list-style-type: none"> • How do you identify a problem? • What are the 6 steps to problem solving? • How to choose the best option? • How to develop of problem solving process? • What problem solving skills are employers looking for? • How to problem solve in a group? • How to use effective communication in problem solving? 	
Enduring Understandings	
<ul style="list-style-type: none"> • 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. • Identify the 6 steps to problem solving. • 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	
<ul style="list-style-type: none"> • Problem solving • Goal Setting • Self-awareness • Critical thinking skills • Choice making • Future planning • Accountability 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Role playing • Journaling • Self Assessments 	
Assessments	
<ul style="list-style-type: none"> • Class Participation • Quizzes • Homework • Projects • Diagnostic Assessments 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

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
- Chrome Books
- Google Docs

2 weeks

Topic**Decision Making Skills****Essential Questions**

- What are the steps involved in effective decision making?
- How does your own self-concept influence your 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 can we work in groups cooperatively?
- 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 oneself at that particular time, and following through with your decision.
- Students will consider how their decisions affect themselves and others.
- Students will be able to collaborate with other individuals or groups to achieve common goals.
- Students take ownership over the decisions they make.
- Decision making is 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
- Journaling
- Role Playing
- Self assessments

Assessments

- Class Participation

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- 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
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
GROWTH AND CHANGE	
Essential Questions	
<ul style="list-style-type: none"> • How does growth and change contribute to one's personal development? • How does one implement a plan for growth? • How important is our moral development ? • What resources are available to us in the community that can aid in personal growth? • What are some developmental milestones in our personal lives? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Making choices regarding what you choose to participate will affect your personal growth. • Manage your choices based upon interests and goals in life. • Students will be able to see how many resources are available to them for the different areas in their life. • Students will explore the different morals we can develop. • Giving students the opportunity to explore what areas in their life they would like to develop and how to implement. • Students will identify that growth and change will happen to everyone and they can choose to be an active role in it. 	
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.6 , 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.E.CS3 , TECH.8.1.12.F.CS1 ,TECH.8.1.12.F.CS2 , TECH.8.1.12.F.CS4	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Risk-reward Analysis • Self Awareness • Self concept • Choice making • Future planning • Accountability • Risk taking 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journaling • Role playing • Self-Assessments 	
Assessments	
<ul style="list-style-type: none"> • Class Participation • Quizzes • Homework • Projects • Diagnostic Assessments 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication		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
- Chrome Books
- 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? • Why it is important not to label people? • How can we use time management help achieve goals? • What strategies and systems can we implement? • How should you react in different life situations? • How we can use self-awareness to observe, evaluate, and reinforce their own behaviors? • How can students find skills to revise problem solving and self-management skills? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Identify and explain how to improve their time management and attention skills • Students will be able to demonstrate how their behaviors and reactions impact on personal and professional success. • Recognize how labels promote expectations about behavior. • Learn skills that tactfully address bothersome behavior. • 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. • 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	
<ul style="list-style-type: none"> • Self-awareness • Emotional regulation • Stress management • Time management • Self observation 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journaling • Role Playing • Self Assessments 	
Assessments	
<ul style="list-style-type: none"> • Class Participation • Quizzes 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- 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
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
Self-Advocacy and Group Advocacy	
Essential Questions	
<ul style="list-style-type: none"> • What does it mean to advocate on one's' own behalf? • How does one advocate for a group of people? • What are some of your rights as a person with special needs? • What are some skills need to advocate appropriately? • What are your basic rights and responsibilities? • What are qualities of a leader? • How does one demonstrate leadership in regards to their future? • 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 oneself, 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. • Students will demonstrate an understanding of their rights under specific special education laws. • 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	
<ul style="list-style-type: none"> • Leadership qualities • Rights and responsibilities • Interpersonal and communication • Strengths and weaknesses • Transition planning 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journaling • Role Playing 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

- 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
- Chrome Books
- Google Docs

Time Frame	2 weeks
Topic	
Self-Efficacy & Empowerment	
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 empower myself and others? • What types of support do you need? • 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 develop a support network within their community. • Students will be able to practically apply spreadsheet formulas to analyze information for educational and personal use. • Students will learn how to empower self and others. • 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.6, CAEP.9.2.12.C.9, PFL.9.1.12.F.5 , 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	
<ul style="list-style-type: none"> • Teamwork • Collaboration • Career exploration • Goals • Developing plans • Transition planning 	
Learning Activities	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Journaling • Role playing 	

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

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
- Chrome Books
- 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 is my plan for post-secondary education/work? • 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. • Having an action plan to support goals will empower students to keep growing. • 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	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Class Readings • Video Clips • Discussions • Service Learning Project • Portfolio • Class Readings • Writing 	
Assessments	
<ul style="list-style-type: none"> • Class Participation • Quizzes 	

DEPARTMENT Special Education

COURSE: Civic Leadership II POR

- 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
- Chrome Books
- 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? • What areas will you continue to grow and continue learning? 							
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 organize and run their own IEP meeting. • Students will have an action plan for transitioning after school. • 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							
<ul style="list-style-type: none"> • Self-awareness • Taking Action • Decision making skills • Goal setting • Self-regulation skills • Collaboration 							
Learning Activities							
<ul style="list-style-type: none"> • Portfolio • Class Readings • Writing 							
Assessments							
<ul style="list-style-type: none"> • Class Reading and reflections • Quizzes • Homework • Class Participation • Unit Test 							
21st Century Skill							
X	Creativity	X	Critical Thinking	X	Communication		Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		

DEPARTMENT

Special Education

COURSE: Civic Leadership II POR

Interdisciplinary Connections

- 21st Century Learner
- Language Arts

Technology Integration

- Power Point
- Prezi
- You Tube Videos
- Chrome Books
- Google Docs