

COURSE TITLE: Communication for Leaders

Course Description:

Communication for Leaders is designed to introduce students to the essential skills needed in leadership roles. The course focuses on communication, professionalism, leadership, and advocacy as the core competencies needed to lead effectively. Throughout this course, students will have opportunities to apply these skills across multiple disciplines.

Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9 / Praxis II: Principles of Learning and Teaching: Grades 7-12

Course Scope and Sequence

| Topic # | Topic Title | Estimated Hours |
|---------|--|-----------------|
| 1 | Foundational Standards | 25 |
| 2 | General Communication | 28 |
| 3 | Professionalism | 27 |
| 4 | Leadership | 30 |
| 5 | Advocacy | 30 |

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: General Communication

Content Standards

1. Explain the purposes of communication in various contexts.
Examples: teacher to student, teacher to parent/guardian, teacher to administrator, peer to peer
2. Explain the differences between nonverbal and verbal communication and demonstrate examples of each type.
Examples: gestures, eye contact, inflection, volume, paying attention to devices instead of speakers
3. Identify organizational, physical, physiological, linguistic, cultural, psychological, and technical barriers to communication, providing examples of each type.
4. Demonstrate professionalism and respect for a speaker through facial expressions, posture, movements, and gestures.
5. Compare and contrast professional attire across education professions. 2022 Alabama Course of Study: Education and Training 22
Communication for Leaders
6. Compare and contrast the physical space, physical greetings, and interactions which create a safe and inclusive environment for different ages and settings.
7. Model speech to meet the needs of a variety of audiences and contexts, including the use of standard grammar, pronunciation, appropriate tone, and pitch.
Examples: role play, placement opportunities, phone call scripts, introductions, use of assistive communication devices, group interactions, read-alouds
8. Utilize active listening skills, including asking open-ended and probing questions, requesting clarification, paraphrasing, providing feedback, and developing conclusions.
9. Produce written documents and electronic communications for stakeholders, utilizing appropriate formality, standard grammar and formatting, clarity, and tone for a variety of purposes and audiences.
Examples: instructional directions, syllabi, community and parent newsletters, visual aids, funding requests, emails
10. Use consistent, neutral, unambiguous tone, language, and timing when communicating with stakeholders.

Unpacked Learning Objectives

Students know:

- Purposes of communication in various contexts.
- The differences between verbal and nonverbal communication.
- Barriers to communication including: organizational, physical, physiological, linguistic, cultural, psychological, and technical.
- Appropriate ways to demonstrate professionalism and respect when listening to speakers.
- Appropriate professional attire for different education professions.
- How to create a safe and inclusive environment for different ages through physical space and greetings and interactions with children at different ages.
- How to utilize standard grammar, pronunciation, tone, and pitch in their speech.
- Active listening skills.
- Techniques for formatting and writing both physical and electronic communications.
- Appropriate tone and language to use with stakeholders.

Students are able to:

- Explain the purposes of communication in different contexts.
- Explain the differences between verbal and nonverbal communication and demonstrate examples of each.
- Identify types and examples of communication barriers.
- Demonstrate professionalism and respect for a speaker through facial expressions, postures, movements, and gestures.
- Compare and contrast professional attire for education professionals.
- Compare and contrast the physical space, physical greetings, and interaction which create a safe and inclusive environment for different ages and settings.
- Model speech to meet the needs of a variety of audiences and contexts.
- Utilize active listening skills.
- Produce written documents and electronic communications in a professional manner.
- Communicate with stakeholders in a consistent, neutral, unambiguous tone.

Students understand:

- Purposes of communication in various contexts.
- Differences between verbal and nonverbal communication.
- Types and examples of communication barriers.
- Nonverbal ways to show professionalism and respect when listening to a speaker.
- How to dress appropriately in different education professions.
- How to create a safe and inclusive environment through physical space, physical greetings, and interactions with people of different ages.
- Standard grammar, pronunciation, tone, and pitch and how to model them.
- Active listening skills.

- The importance of professional communication in written documents and electronic communications.
- The importance of tone, language, and timing when communicating with stakeholders.

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| <p>Driving/Essential Question</p> | <p>How does communication serve different purposes in various contexts such as personal, professional, and social settings, and what are the implications of understanding these purposes for effective communication?</p> <p>What are the distinctions between verbal and nonverbal communication, and how do these different forms of communication influence the transmission and interpretation of messages? Can you provide examples to illustrate these differences?</p> <p>What are the various types of communication barriers that can impede effective communication, and how do these barriers manifest in different interpersonal and organizational contexts? Can you provide examples to illustrate each type?</p> <p>How can facial expressions, body language, and gestures convey professionalism and respect towards a speaker, and what specific behaviors can demonstrate attentiveness and engagement during communication interactions?</p> <p>What are the similarities and differences in professional attire expectations for educators across different educational settings and roles, and how do cultural norms and organizational policies influence these expectations?</p> <p>How do physical environments, greetings, and interactions contribute to creating a safe and inclusive atmosphere in educational settings, and how do these elements vary for different age groups and educational contexts?</p> <p>How can speech be adapted to effectively communicate with diverse audiences and in various contexts, and what strategies can be employed to ensure clarity, engagement, and resonance with different listeners?</p> <p>What are the components of active listening, and how can active listening skills enhance understanding, rapport, and collaboration in communication interactions?</p> <p>What elements contribute to writing professional documents and electronic communications, and how can clarity, conciseness, and professionalism be maintained in written communication?</p> <p>How can communication with stakeholders be conducted in a manner that is consistent, neutral, and unambiguous, and why is clarity and consistency important in communication with diverse audiences?</p> |
| <p>Exemplar High Quality Task</p> | <p>Students can apply communication techniques to develop a project designed to strengthen communication in a chosen area: family, peer groups, school groups, community or employment relationships. Students will use the knowledge gained in this unit to prepare an oral presentation, visual aid, and a response to a related case study.</p> |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| <p>Articulate the various objectives of communication in different settings such as personal, professional, and social contexts.</p> | <p>Formative: Role-Playing Scenarios Observations Interviews Discussions Self-Assessment Surveys</p> <p>Summative: Case Studies Analysis Peer Evaluation</p> | <p>Create a communication guidebook for educators detailing the purposes and best practices for communication in various contexts such as teacher-to-student, teacher-to-parent/guardian, teacher-to-administrator, and peer-to-peer interactions. Include specific examples and scenarios for each context.</p> | <p>ELA: Draft emails with various audiences on assigned topics to demonstrate professional (formal) versus personal (informal) language.</p> <p>Math: Create a Venn diagram to compare and contrast the various communication and settings.</p> <p>Science: Model communication skills with different audiences about a science lesson/topic. Ex: teacher-to-student can explain a complex science concept (e.g., photosynthesis) using clear, concise language.</p> | <p>Computers Digital Presentation</p> |

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| | | | Social Studies: Create a script demonstrating the objectives of communication. Present with a partner to the class. | |
| Distinguish between verbal and nonverbal communication, providing examples of each and demonstrating their significance in conveying messages. | <p>Formative: Lecture Verbal-Nonverbal Matching Activities</p> <p>Summative: Video Analysis Tasks Role-Playing Exercises Scenario-based Assessments</p> | Design a presentation or video that illustrates the differences between nonverbal and verbal communication. Provide examples of each type, including gestures, eye contact, inflection, volume, and instances where individuals may pay more attention to devices than speakers. | <p>ELA: Read a famous speech and evaluate its effectiveness/significance, and then watch a video of the same speech given live. Discuss the ways verbal and nonverbal cues make one more effective in conveying the message.</p> <p>Math: Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Science: Conduct a mock parent conference about a child’s grade and performance in science and have “teacher” utilize verbal and nonverbal examples. Students watching this mock parent conference can notate the different types of verbal and nonverbal examples used.</p> | Computers Digital Presentation |

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| | | | Social Studies: Use historical evidence to provide examples of verbal and nonverbal communication. | |
| Recognize various communication barriers, including cultural differences, language barriers, and perceptual differences, providing examples for each. | <p>Formative: Lecture Role-Playing Scenarios Group Discussions Interviews</p> <p>Summative: Case Studies Analysis Written Reflections on Personal Biases Observations</p> | Conduct an analysis of communication barriers to create a visual presentation or report. Identify and provide examples of organizational, physical, physiological, linguistic, cultural, psychological, and technical barriers to communication, along with strategies to overcome each type of barrier. | <p>ELA: Research customs of another country related to a specific topic (education, family life, gender roles) and create a digital presentation illustrating the differences between that country and the US.</p> <p>Math: Create a table, graph, or list to identify different barriers and cultural differences</p> <p>Science: Have students create a mini-lesson on a science concept like the scientific method and determine best practices for teaching a student whose first language is not English. E.g., Using short simple phrases, using visuals, graphic organizers, hand gestures, etc.</p> <p>Social Studies: Research how ESOL students are given accommodations in the classroom, create a reading in a different language translated by AI,</p> | Computers Digital Presentation Paper |

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| | | | then have classmates try to complete the assignment in English. | |
| Exhibit professionalism and respect towards a speaker by employing appropriate facial expressions, postures, movements, and gestures during communication interactions. | <p>Formative: Observation Checklists Role-Playing Scenarios with Feedback Self-Assessment Rubrics Case Studies Analysis Simulation Exercises Supervisor or Mentor Feedback</p> <p>Summative: Video Recording Assessment</p> | Participate in a mock speaking engagement where students must demonstrate professionalism and respect for the speaker through facial expressions, posture, movements, and gestures. Reflect on performance and identify areas for improvement based on feedback received. | <p>ELA: Evaluate two or more speeches (one professional and one casual) to determine mannerisms, elements of professionalism, tone, patterns of speech, and describe differences and overall effectiveness of each.</p> <p>Math: Use recordings to create a frequency table of communication interactions.</p> <p>Science: Investigate the science behind the effectiveness of appropriate facial expressions, postures, movements, and gestures during communication interactions.</p> <p>Social Studies: Create a TikTok showing the different facial expressions and when it is appropriate to use them.</p> | Computers Digital Presentation Video Work Samples |
| Differentiate between appropriate professional attire for different | <p>Formative: Lecture Cultural Norms Research</p> | Create a visual presentation or infographic comparing and contrasting | ELA: Create a slideshow with images and descriptions of professional | Computers Digital Presentation |

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| <p>educational settings, comparing and contrasting them based on cultural norms and professional expectations.</p> | <p>Role-Playing Scenarios Group Discussions Case Studies Analysis Fashion Show or Dress-Up Activity Peer Evaluation of Attire Choices</p> <p>Summative: Written Quizzes on Dress Codes Fashion Show or Dress-Up Activity</p> | <p>professional attire across various education professions (e.g., teacher, school counselor, principal). Include images and descriptions of appropriate attire for different roles, considering factors such as setting, culture, and expectations.</p> | <p>attire for various roles within the school.</p> <p>Math: Use the counting principle to determine the possible professional attire.</p> <p>Science: Research the science behind various colors and patterns and how that impacts one's presence in a professional setting.</p> <p>Social Studies: How has professionalism changed since COVID-19, outside of education have there been any changes?</p> | |
| <p>Compare and contrast physical space arrangements, greetings, and interactions conducive to fostering a safe and inclusive environment across various age groups and settings.</p> | <p>Formative: Observations Surveys/Questionnaires Discussions</p> <p>Summative: Interviews</p> | <p>Develop a proposal outlining recommendations for creating a safe and inclusive physical environment in educational settings for different age groups. Compare and contrast physical space, greetings, and interactions that promote inclusivity and diversity.</p> | <p>ELA: Select two different classrooms within the school with varying seating arrangements and describe the strengths of each and what group/type of course each would be most conducive to learning.</p> <p>Math: Find the probability of a of various age groups</p> <p>Science: Read a peer-reviewed research article about physical space arrangements to determine its effectiveness in the classroom. Research</p> | <p>Computers Digital Presentation</p> |

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| | | | the science behind different types of greeting and how that impacts various age groups. | |
| Adapt my speech to suit the requirements of diverse audiences and contexts, demonstrating effective communication skills tailored to specific situations. | <p>Formative: Discussions Peer Evaluation</p> <p>Summative: Video Analysis Role Playing</p> | Prepare and deliver a series of speeches or presentations tailored to different audiences and contexts, demonstrating the use of standard grammar, pronunciation, appropriate tone, and pitch. Reflect on effectiveness in meeting the needs of each audience. | <p>ELA: Select an appropriate current event and write a short speech geared to a younger audience and revise to gear towards an older audience. Discuss differences and rationale between the two.</p> <p>Math: Use elapsed time when calculating speech</p> <p>Science: Create a short speech on a science topic in the news that is suited for a diverse audience. Have students write about the structure of their speech and justify the decisions to use different strategies.</p> <p>Social Studies: Evaluate different speeches by political leaders and try to determine the audience and the purpose of the speech.</p> | Computers Digital Presentation |
| Employ active listening techniques, including paraphrasing, clarifying, and empathizing, to | <p>Formative: Role-Playing Exercises Socratic Circles</p> | Engage in a series of role-playing scenarios where you must demonstrate active | <p>ELA: Break into small groups and have each student tell a short story about an appropriate topic</p> | Computers Digital Presentation |

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| <p>enhance understanding and engagement during communication exchanges.</p> | <p>Summative: Skills Checklist Reflective Journals</p> | <p>listening skills. Use techniques such as asking open-ended questions, requesting clarification, paraphrasing, providing feedback, and developing conclusions to effectively communicate and problem-solve.</p> | <p>of their choosing (best vacation, favorite pet, etc). Student listeners engage in active listening through role play as they then ask follow-up questions for clarification, feedback, etc.</p> <p>Math: Create a chart or table to annotate and calculate the number of engagements and communication exchanges.</p> <p>Science: Have students practice paraphrasing by having them paraphrase their understanding of a sample class' testing data. Have students present on different topics and have their classmates paraphrase their understanding of science concepts and ask clarifying questions to enhance their understanding.</p> | |
| <p>Create written documents and electronic communications that adhere to professional standards in terms of clarity, coherence, and appropriateness for the intended audience.</p> | <p>Formative: Discussions Guided Practice</p> <p>Summative: Peer Review Research</p> | <p>Create a portfolio showcasing written documents and electronic communications for stakeholders in education. Include samples such as syllabi, community newsletters, visual aids, and emails, demonstrating appropriate formality,</p> | <p>ELA: Write an email to a colleague or administrator on a given topic ensuring it adheres to professionalism and formal language.</p> <p>Math: Determine whether conclusions and generalizations can be</p> | <p>Computers Digital Presentation</p> |

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| | | grammar, formatting, clarity, and tone for different purposes and audiences. | made about a population based on a sample. Science: Create a written document/report about your grade level findings on the most recent science summative assessment to present to your administration on behalf of your PLC. Social Studies: Analyze various historical documents and rate the level of professionalism. | |
| Maintain consistent, neutral, and unambiguous communication with stakeholders, ensuring clarity and transparency in all interactions. | Formative: Discussions Self-Assessment Peer Reviews Summative: Role-Playing Case Studies Reflection | Develop a communication plan outlining strategies for maintaining a consistent, neutral, and unambiguous tone when interacting with stakeholders in education. Include specific guidelines, examples, and scenarios for effective communication across various channels and situations. | ELA: Create a weekly newsletter template to inform stakeholders of activities/learning targets for the week to maintain consistency and clarity. Math: Use mathematical and statistical reasoning with bivariate categorical data in order to draw conclusions and assess risk. Science: Have students conduct an experiment, gather data, and present their findings to stakeholders. During the presentation, assess students on their ability to | Computers Digital Presentation |

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| | | | be consistent, neutral, unambiguous, and transparent in how they communicate. | |
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Key Vocabulary

communication, context, nonverbal, verbal, barriers, organizational, physical, physiological, psychological, linguistic, cultural, technical, communication, professionalism, respect, facial expressions, posture, movements, gestures, professional attire, physical space, physical greetings, interactions, inclusive environment, model, speech, audiences, contexts, grammar, pronunciation, tone, pitch, active listening, open-ended, probing, paraphrasing, feedback, conclusions, stakeholders, formality, standard grammar, formatting, clarity, tone, audiences, neutral, unambiguous tone, language

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events: Interpersonal Communications, Professional Presentation

Certification/Credential Connection:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2

Topic 3 Title: Professionalism

Content Standards

11. Summarize local school board social media policy for employees and discuss the importance of aligning communication with the board's requirements.
12. Research and model parent/teacher conference techniques.
Examples: sandwich approach, establishing common ground, documenting the meeting, follow-up communication
13. Describe the legal requirements for maintaining confidentiality and safeguarding information.
Examples: FERPA, IDEA, mandatory reporting, COPPA, Right to Know, court orders
14. Identify and practice professional behaviors in the work environment.
Examples: dealing effectively with difficult coworkers, managing anger and stress, demonstrating ethical behavior, engaging in positive interactions, being punctual, complying with rules

Unpacked Learning Objectives

Students know:

- Policies for using social media as a school employee.
- Techniques for conducting a parent/teacher conference.
- Legal requirements for maintaining confidentiality and safeguarding information.
- Appropriate professional behaviors for the work environment.

Students are able to:

- Summarize school board social media policies.
- Research and model parent/teacher conference techniques.
- Describe the legal requirements for maintaining confidentiality and safeguarding information.
- Identify and practice professional behaviors for a work environment.

Students understand:

- The importance of aligning social media policies with a school board's communication requirements.
- Techniques for facilitating a parent/teacher conference.
- Legal requirements for maintaining confidentiality and safeguarding information.

- Appropriate professional behaviors for the work environment.

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| Driving/Essential Question | <p>How do the school board's social media policies promote responsible and appropriate use of social media platforms, and what are the implications for school staff, students, and stakeholders?</p> <p>How can effective communication strategies and active listening techniques enhance parent/teacher conferences to foster collaboration and problem-solving in educational settings?</p> <p>What are the legal requirements and ethical considerations surrounding confidentiality and information security in education, and how do they impact educational practices and policies?</p> <p>How do professionalism, effective communication, teamwork, respect for diversity, and adherence to workplace policies contribute to creating a positive and inclusive work environment in education?</p> |
| Exemplar High Quality Task | Students will use their skills gained in this unit to participate in a mock interview for a career interest. |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Summarize the social media policies set forth by the school board, highlighting key guidelines and expectations regarding the use of social media platforms by school staff, students, and | <p>Formative: Think-Pair- Share Discussion Case Study Scenarios</p> <p>Summative: Work Sample Analysis Reflection</p> | Create a visual aid that summarizes the local school board's social media policy for employees. Discuss the key guidelines and requirements outlined in the policy, and explain why it is important for | ELA: Create a slideshow with the local school board's social media policy for an administrator to present to the faculty. | Computers Digital Presentation |

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| stakeholders. | | employees to align their communication practices with these requirements. Include examples of appropriate and inappropriate social media use in an educational context. | <p>Math: Tabulate the number of social media posts and responses.</p> <p>Science: Examine case studies where ethical breaches in social media use had significant impacts.</p> <p>Social Studies: Research the various social media policies put in place by school districts. Analyze the changes that have been made to these policies and what was the purpose of creating the policies.</p> | |
| Conduct research on effective parent/teacher conference techniques and demonstrate the application of these techniques in a simulated parent/teacher conference scenario, focusing on communication strategies, active listening, and collaborative problem-solving. | <p>Formative: Lecture Video Analysis Role-Playing</p> <p>Summative: Research Presentation</p> | Develop a parent/teacher conference toolkit that includes various techniques for conducting effective meetings. Research and model techniques such as the sandwich approach (positive-negative-positive feedback), establishing common ground with parents, documenting meeting outcomes, and follow-up communication strategies. Provide examples and templates for each technique to guide educators in their practice. | <p>ELA: Select an “issue” for a parent conference and write a list of talking points for the teacher to effectively communicate the issue and ways to address it. Role play with a peer.</p> <p>Math: Create a flowchart or template to tabulate the positive and negative feedback from the documented meetings.</p> <p>Science: Discuss how cognitive load theory impacts the way</p> | Computers Digital Presentation |

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| | | | <p>information is processed during conversations and how simplifying information can enhance understanding. Read studies about the neuroscience of active listening and its effects on brain activity.</p> <p>Social Studies: Research the changes that have been made to parent-teacher conference formats. As a group, choose one method and create a podcast reviewing the pros and cons of that method.</p> | |
| <p>Explain the legal obligations and ethical considerations related to maintaining confidentiality and safeguarding sensitive information in educational settings, including laws such as FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act).</p> | <p>Formative: Lecture Research Case Studies Discussions</p> <p>Summative: Multiple Choice Quiz Reflections</p> | <p>Create a comprehensive guidebook that outlines the legal requirements for maintaining confidentiality and safeguarding information in educational settings. Describe laws such as FERPA, IDEA, mandatory reporting, COPPA, Right to Know, and court orders, and explain how they impact educators' responsibilities. Provide examples of scenarios where these laws apply and the actions educators should take to ensure compliance.</p> | <p>ELA: Create a slideshow outlining the policies, history, and common uses of FERPA and HIPAA in the classroom.</p> <p>Math: Use technology to organize data, including very large data sets, into a useful and manageable structure.</p> <p>Science: Role-play scenarios where students must make decisions regarding the disclosure and protection of a child's</p> | <p>Computers Digital Presentation</p> |

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| | | | <p>medical condition in an educational setting.</p> <p>Social Studies: Research the creation of FERPA and HIPAA. REview the court cases that put those policies in place and create posters for a gallery walk.</p> | |
| <p>Identify and demonstrate professional behaviors conducive to a positive work environment, including punctuality, effective communication, teamwork, respect for diversity, and adherence to workplace policies and procedures.</p> | <p>Formative: Role-Playing Scenarios Observations Interviews Discussions Self-Assessment Surveys</p> <p>Summative: Case Studies Analysis Peer Evaluation</p> | <p>Participate in a professional development workshop focused on practicing professional behaviors in the work environment. Engage in role-playing scenarios that simulate situations such as dealing with difficult coworkers, managing anger and stress, demonstrating ethical behavior, engaging in positive interactions, being punctual, and complying with workplace rules. Reflect on your experiences and identify strategies for improvement in each area.</p> | <p>ELA: Write a thank you letter to an educator who demonstrated the epitome of professionalism, being sure to provide specific examples of how his/her leadership positively impacted the learning environment.</p> <p>Math: Represent data of two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>Science: Review case studies of schools who deliver interdisciplinary instruction and focus on the PLC model to maintain consistency, measure growth, and grow professionally.</p> <p>Social Studies: Create various scenarios for classmates to act out and</p> | <p>Computers Digital Presentation</p> |

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| | | | be able to identify the professional behaviors. | |
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Key Vocabulary

school board, social media, policy, parent, teacher, conference, techniques, legal requirements, confidentiality, FERPA, IDEA, mandatory reporting, COPPA, Right to Know, court orders, safeguarding, professional, behaviors, work environment, punctuality, effective communication, teamwork, respect, diversity, workplace policies and procedures

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events: Job Interview

Certification/Credential Connection:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / Google Educator, Levels 1 and 2

Topic 4 Title: Leadership

Content Standards

15. Outline the characteristics and habits of an effective leader.
Examples: innovation, creativity, collaboration, problem-solving, patience, conflict resolution, respect for diversity, continuous learning, self-reflection, self-development, motivation
16. Research and report on the effects of various motivational methods promoting positive workplace culture.
Examples: intrinsic, extrinsic, competence, attitude, achievement, creative, physiological, incentive, fear, power, social
17. Analyze effective leadership styles and summarize his or her own style.
Examples: autocratic, servant, participative, transformational, collaborative
18. Plan and model meetings which incorporate goal-setting, strategic planning, documentation, debriefing, and assigning responsibility for follow-up tasks.
19. Utilize parliamentary procedures to conduct a meeting.
Examples: agenda, call to order, minutes, voting protocol, post-meeting assignments, adjournment

Unpacked Learning Objectives

Students know:

- Characteristics and habits of effective leaders.
- The effects of various motivational methods on a workplace.
- Characteristics of effective leadership styles.
- How to lead a meeting for goal-setting and strategic planning.
- Parliamentary procedures.

Students are able to:

- Outline the characteristics and habits of effective leaders.
- Report on the effects of motivational methods on workplace culture.
- Analyze effective leadership styles and summarize his/her leadership style.
- Plan and model a meeting for goal-setting and strategic planning.
- Utilize parliamentary procedures to conduct a meeting.

Students understand:

- Characteristics of effective leaders.
- The effects of motivational methods on workplace culture.
- Various effective leadership styles.
- The strategic planning process and how to facilitate through a meeting or series of meetings.
- Parliamentary procedure.

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| <p>Driving/Essential Question</p> | <p>What are the essential traits and practices that define effective leadership, and how do these attributes contribute to successful leadership outcomes in educational settings? How do recognition, rewards, autonomy, and professional development opportunities influence employee morale, engagement, and productivity, and what implications do these factors have for shaping workplace culture? What are the distinguishing features of leadership styles such as autocratic, democratic, transformational, and servant leadership, and how can individuals assess and articulate their own leadership style to align with organizational goals and values? How can meetings be effectively organized and facilitated to set clear goals, establish objectives, foster meaningful discussions, and formulate action plans for achieving organizational objectives and priorities? What parliamentary rules and protocols should be followed to ensure fair, orderly, and productive meetings, and how can effective facilitation techniques contribute to achieving meeting objectives and fostering constructive dialogue among participants?</p> |
| <p>Exemplar High Quality Task</p> | <p>Students must investigate their leadership ability, assess leadership and employability skills and develop and implement a plan to further their leadership development. Students must then prepare a visual and oral presentation to showcase their project.</p> |

Map of Student Learning by Learning Objective

| <p>Unpacked Learning Objective SWBAT</p> | <p>Potential Subtasks for Assessments Formative/Summative</p> | <p>Potential Learning Activities</p> <p>Link to Differentiation Examples</p> | <p>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities</p> | <p>Equipment, Technology and Materials</p> <p>Equipment List by CTE Cluster</p> <p>Link to Helpful Tech Tools</p> |
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| <p>Outline the key characteristics and habits of effective leaders, including visionary thinking, integrity, empathy, communication skills, delegation, resilience, and the ability to inspire and motivate others.</p> | <p>Formative: Lecture Discussions Case Studies Self-Assessments</p> <p>Summative: Observations Role-playing</p> | <p>Create a leadership profile that outlines the characteristics and habits of an effective leader. Include traits such as innovation, creativity, collaboration, problem-solving, patience, conflict resolution, respect for diversity, continuous learning, self-reflection, self-development, and motivation. Provide real-world examples or case studies illustrating each characteristic and habit.</p> | <p>ELA: Create a “body biography” diagram illustrating the key characteristics of an effective leader outlining how they think (brain), what they do (hands/feet), where their motivation is derived from (heart), the language they use (mouth), their strengths (spine), and any other areas students decide.</p> <p>Math: Create a table or graph to evaluate possible solutions to real-life problems by developing linear models of contextual situations and using them to predict unknown values.</p> <p>Science: Research design thinking and recent inventions in science. Challenge students to design a prototype that would solve a problem in education.</p> <p>Social Studies: With a partner, research a key leader in education. Identify their key characteristics and write an essay about this leader.</p> | <p>Computers Digital Presentation</p> |
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| <p>Analyze and report on the impact of different motivational methods on workplace culture, examining how factors such as recognition, rewards, autonomy, and professional development opportunities influence employee morale, engagement, and productivity.</p> | <p>Formative: Literature Review Case Studies Surveys Discussions</p> <p>Summative: Reflections</p> | <p>Conduct a research project and report on the effects of various motivational methods on workplace culture. Explore intrinsic, extrinsic, competence, attitude, achievement, creative, physiological, incentive, fear, power, and social motivators. Summarize the impact of each method on employee morale, engagement, and productivity, and provide recommendations for implementing effective motivational strategies in the workplace.</p> | <p>ELA: Create a slideshow to explain the different motivational methods. Provide examples of strengths and weaknesses.</p> <p>Math: Using technology to construct and explore figures with constraints provides an opportunity to explore the independence and dependence of assumptions and conjectures.</p> <p>Science: Research neuroplasticity and lifelong learning. Explain how continuous learning opportunities stimulate brain development and enhance cognitive abilities. Discuss how understanding reward pathways help design effective recognition and reward systems in workplaces.</p> <p>Social Studies: Interview different administrators and report on their outlook on motivational methods in the workplace.</p> | <p>Computers Digital Presentation</p> |
| <p>Analyze various leadership styles, such as autocratic, democratic,</p> | <p>Formative: Lecture Discussions</p> | <p>Write a reflective essay analyzing effective leadership styles such as</p> | <p>ELA: Create a chart outlining the characteristics of different leadership</p> | <p>Computers Digital Presentation</p> |

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| <p>transformational, and servant leadership, and identify the characteristics of an effective leader. Furthermore, I can reflect on my own leadership style and provide a summary of its key attributes.</p> | <p>Role Reversal Exercises</p> <p>Summative: Vocabulary Quiz Research</p> | <p>autocratic, servant, participative, transformational, and collaborative. Compare and contrast each style, highlighting their strengths and weaknesses. Reflect on your own experiences and observations to identify and summarize your personal leadership style, including how it aligns with the characteristics of effective leadership.</p> | <p>styles. Identify a well-known example of each.</p> <p>Math: Use a Venn Diagram to analyze and compare various leadership styles</p> <p>Science: Conduct surveys or interviews to assess how leadership styles affect team members' motivation and performance. Create a visual representation of the findings and present to an authentic audience.</p> <p>Social Studies: Analyze various historical leaders, create a presentation on which one fits your leading style best.</p> | |
| <p>Develop a structured plan for conducting a meeting focused on goal-setting and strategic planning, including setting agendas, establishing objectives, facilitating discussions, and outlining action steps for implementation.</p> | <p>Formative: Lecture Discussions Self-Assessment</p> <p>Summative: Role Playing</p> | <p>Plan and facilitate a mock meeting that incorporates goal-setting, strategic planning, documentation, debriefing, and assigning responsibility for follow-up tasks. Develop an agenda, facilitate discussions, document meeting minutes, and assign action items to participants. Evaluate the effectiveness of the meeting process and outcomes.</p> | <p>Math: Justify whether conjectures are true or false in order to prove theorems and then apply those theorems in solving problems, communicating proofs in a variety of ways, including flow chart, two-column, and paragraph formats.</p> <p>Science: Create a structured plan for the first PLC meeting of the year.</p> | |

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| | | | <p>The student will play the role of a department chair and will need to prepare an agenda to outline the first meeting. Students can create a little of strategies they might implement in this meeting as they interact with different personality types within their department.</p> <p>Social Studies: Critique meeting plans that have been prepared by other students and compare them as a class.</p> | |
| <p>Demonstrate proficiency in parliamentary procedures by effectively chairing and facilitating a meeting, following established rules of order, managing discussions, and ensuring fair and orderly decision-making processes.</p> | <p>Formative: Lecture Observation Discussions</p> <p>Summative: Video Analysis Role Playing</p> | <p>Conduct a simulated meeting using parliamentary procedures. Prepare an agenda, call the meeting to order, follow voting protocols, document minutes, assign post-meeting tasks, and adjourn the meeting following parliamentary rules. Reflect on the experience and identify areas for improvement in conducting future meetings.</p> | <p>ELA: Create a graphic illustrating the overview of Robert's Rules of Order.</p> <p>Math: Create a flow chart to depict the flow of parliamentary procedures for motions, rules of order, and decision-making.</p> <p>Social Studies: Within groups, demonstrate parliamentary procedures regarding various potential situations.</p> | <p>Computers Digital Presentation</p> |

Key Vocabulary

characteristics, habits, effective, leaders, visionary thinking, integrity, empathy, communication skills, delegation, resilience, motivational, positive, workplace, recognition, rewards, autonomy, professional development, morale, engagement, productivity, culture, leadership styles, autocratic, democratic, transformational, servant leadership, meetings, goal-setting, strategic planning, documentation, debriefing, parliamentary procedure

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events: Leadership, Parliamentary Procedure

Certification/Credential Connection:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship

Topic 5 Title: Advocacy

Content Standards

20. Research the role of advocates and explain how advocacy affects the development of public policy.
21. Describe the processes used by individuals and groups to advocate for change.
Examples: identify and communicate with stakeholders, create and promote petitions, conduct social media campaigns
22. Research and describe areas within education which are in need of policy change.
Example: Conduct a needs analysis for an underserved population.
23. Create and publicize a plan advocating for a position on a selected issue, utilizing leadership and communication skills

Unpacked Learning Objectives

Students know:

- The role of advocates on public policy.
- Processes that individuals use to advocate for change.
- Policy changes needed in education.
- How to advocate for a position on a selected issue.

Students are able to:

- Research the role of advocates and explain how advocacy affects public policy.
- Describe processes that individuals use to advocate for change.
- Research and describe policy changes for education.
- Use leadership and communication skills to create and publicize an advocacy plan.

Students understand:

- The role of advocates and advocacy in the development of public policy.
- Advocacy processes.
- Education policy and the need for periodic change.
- How to use professional communication to advocate a position on a selected issue.

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| Driving/Essential Question | <p>What methods and strategies do advocates employ to influence public policy, and how do they impact the policymaking process and effect change in educational policies and practices?</p> <p>What are the key stages in the advocacy process, from issue identification to evaluation of outcomes, and how do these stages contribute to successful advocacy efforts in education?</p> <p>How has education policy evolved over time in response to societal needs, technological advancements, demographic shifts, and emerging research and best practices, and what factors necessitate periodic changes in education policy?</p> <p>How can persuasive writing, public speaking, social media engagement, and networking be utilized to effectively advocate for a specific position on an education-related issue, taking into account the target audience and desired outcomes?</p> |
| Exemplar High Quality Task | <p>Students can demonstrate their knowledge, skills and abilities by actively identifying a local, state, national or global issue relating to an area concerning Family and Consumer Sciences and/or related occupations, research the topic, identify a target audience and potential partnerships, form an action plan and advocate for the issue in an effort to positively affect a policy or law by creating a digital story. Students must also prepare an oral presentation that describes the planning process, research, impact and personal learning of the student as a result of the project.</p> |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities | Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Research the role of advocates in influencing public policy, including their methods of advocacy, impact on policy making processes, and strategies | Formative: Lecture Discussion Research Summative: | Write a research paper or create a presentation that explores the role of a designated advocate in influencing the development of public | ELA: Select one state of Alabama advocacy group to research and prepare a report on who they are, what they do, key wins in | Computers Digital Presentation |

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| <p>for mobilizing support and effecting change in educational policies and practices.</p> | <p>Interviews</p> | <p>policy. Explain how advocacy efforts impact policymaking processes and contribute to policy changes. Provide examples of successful advocacy campaigns and their outcomes.</p> | <p>changing public policy, and how they achieved those.</p> <p>Math: Find the percent of change in educational policies over time.</p> <p>Science: Design a campaign strategy, backed by science, that incorporates behavioral insights to promote a specific educational policy change.</p> <p>Social Studies: Analyze different advocacy methods across various educational platforms. As a group present on the most pressing cases or policies that need changing for Alabama Education.</p> | |
| <p>Identify and explain the stages involved in the advocacy process, including issue identification, research, coalition-building, messaging, lobbying, and evaluation of outcomes.</p> | <p>Formative: Lecture Interviews Discussions Research</p> <p>Summative: Presentation Reflection</p> | <p>Develop a comprehensive guidebook or infographic that describes the processes used by individuals and groups to advocate for change. Include strategies such as identifying and communicating with stakeholders, creating and promoting petitions, conducting social media campaigns, organizing</p> | <p>ELA: Interview a special education teacher about the IEP process and write an overview for a new teacher of the stakeholders and steps of the process.</p> <p>Math: Use the mathematical modeling cycle involving geometric methods to solve design problems.</p> | <p>Computers Digital Presentation</p> |

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| | | grassroots movements, and lobbying policymakers. | <p>Science: Discuss the use of qualitative and quantitative research methods used in advocacy research. Conduct a research project on advocacy issues, applying the scientific method to gather and analyze data.</p> <p>Social Studies: Analyze various topics in education that have gone through the advocacy process.</p> | |
| Analyze the evolution of education policy over time, recognizing the factors driving the need for periodic changes, such as shifts in societal needs, advancements in technology, changes in demographics, and emerging educational research and best practices. | <p>Formative: Research Interviews Discussions</p> <p>Summative: Presentation Report</p> | Conduct a needs analysis for an underserved population or specific issue within the education system. Research and describe areas in education that are in need of policy change, considering factors such as equity, access, resources, and student outcomes. Present your findings in a written report or multimedia presentation. | <p>ELA: Interview a teacher with 10 or more years experience about how he/she has seen education change. Write a narrative summary to present findings.</p> <p>Math: Use a timeline to depict the evolution over time.</p> <p>Science: Investigate changes in demographics in the state of Alabama and how this might have an impact on the education system and policy formulation.</p> <p>Social Studies: Create a timeline that shows the evolution of education</p> | Computers Digital Presentation |

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| | | | policy in the United States from 1950-2000. | |
| Demonstrate proficiency in using professional communication strategies, such as persuasive writing, public speaking, social media engagement, and networking, to effectively advocate for a specific position on an education-related issue, considering the target audience and desired outcomes. | <p>Formative: Research Interviews Discussions</p> <p>Summative: Peer Evaluation</p> | Develop and publicize an advocacy plan advocating for a position on a selected education-related issue. Utilize leadership and communication skills to create a comprehensive plan that outlines your position, objectives, target audience, communication strategies, and action steps. Present your plan through written documents, social media campaigns, presentations, or other appropriate channels. | <p>ELA: Select a current issue in education to debate in class. Students will divide into “for/against” groups, research, and prepare for the debate.</p> <p>Math: Use proficiency scales to determine the effectiveness of communication and writing.</p> <p>Science: Design a social media campaign based on data-driven strategies to maximize advocacy reach and impact.</p> <p>Social Studies: Write and present a speech on a topic of educational reform.</p> | Computers Digital Presentation |

Key Vocabulary

advocate, advocacy, public policy, issue identification, research, coalition-building, messaging, lobbying, evaluation, education, publicize, societal needs, leadership, communication skills, persuasive writing, public speaking, social media engagement, and networking

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events: Public Policy Advocate, Red Talks on Education, Digital Stories for Change, National Programs in Action, Promote and Publicize FCCLA

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship