**Creating 21st Century Classrooms: Connecting the Dots IV**

**Unit Title:**Pathways to Success  **Creators:** Nancy Goodhue & Susan Schmitt

**Topic:**Success                  **Grade level:** grade 8

**Content Areas:** Health & Family Consumer Science/ELA     **Approximate Duration:** 5-6 weeks

**Enduring Understanding:** Students will discover that success takes planning and work-- it doesn’t just happen.  There are specific personal attributes and elements necessary for success.  Overcoming obstacles is necessary to achieve success.

**Essential Questions:**What is success? Why should I care about ‘success?’

How do individuals define success?   How can I create the life I want?

**Unit Overview:**Students will investigate and identify characteristics and attributes that contribute to success (through readings, research, videos, interviews, etc. ). They will collaborate with other students to extrapolate the common elements of success. Students will publish a book , “Profiles of Success” and plan and produce a multimedia presentation for a school assembly and community viewing during First Friday Gallery Walk. Through this process, students will understand specific personal attributes and elements necessary for success.  Classes meet every other day. Lesson plans are organized weekly to allow students to work at their own pace when appropriate.

**Learning Goals**

**Common Core: Speaking & Listening: Comprehension and Collaboration**

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Common Core: Presentation of Knowledge and Ideas**

W.8.4 Produce clear and coherent writing in which the development, organization, and style are
appropriate to task, purpose, and audience.
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
**National FCS Standards: Career, Community and Family Connections 1.0**
Integrate multiple life roles and responsibilities in family, work, and community settings.
1.15 Define goals for life-long learning and leisure opportunities
1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
1.2.3 Apply communication skills in school, community and workplace   settings
1.2.4. Demonstrate teamwork skills in school, community and workplace settings.
1.3.3  Analyze personal and family asset s and skills that provide service to the community.

**21st Century Skills:**

* Use technology as a tool to research, organize, evaluate and communicate information
* Use digital technologies (computers, PDAs, media players, GPS,  etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
* Set goals with tangible and intangible success criteria.
* Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
* Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
* Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

**KUDs:**
**Students will know:**

* + How to define goals for life-long learning and leisure opportunities
	+ How to analyze personal assets and skills
	+ Identify  goals with tangible and intangible success criteria
	+ How to articulate thoughts and ideas effectively
	+ How to listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

**Students will understand:**

* + Success looks different and is defined individually
	+ Overcoming obstacles is necessary to achieve success
	+ There are many different paths to success
	+ Individuals have different strengths and weaknesses
	+ Successful people use their personal interests, skills, and abilities in deliberate ways
	+ Different roles in the community and life in general have purpose and evolve.

**Students will be able to do:**

* + Conduct effective interviews
	+ Summarize interviews and selected reading  material
	+ Create a written biography path for a person who meets their definition  of success
	+ Create an artifact that reflects their personal interests and aptitude
	+ Interview ‘successful’ community members and document those exchanges
	+ Collaborate with other students to compare/contrast the elements of success
	+ Create a multi- media presentation using web 2.0 tools.

**Pre-requisite** **Considerations**

This unit is designed for a semester -long, exploratory, 8th-grade class entitled “Career Paths”. The heterogeneous class meets every other day for 45 minutes.  This particular unit will also be taught concurrently in an alternative education class.  Both classes with have opportunities for collaboration together on the culminating activity.  Students need to have prior instruction in biographical research and understand the elements of writing a personal essay.  Students also need additional instruction or prior knowledge to summarize informational text and interviews.  Knowledge of various web 2.0 tools and multimedia applications is helpful for all students but not necessary.

**Culminating Summative Performance Task:**

Individual summative assessment: Published Profile in Success (biographical essay/ research paper)

Differentiation: Process. This assignment will scaffolded appropriately to meet student needs.

Collaborative summative assessment: Multi-media presentation for a school-wide assembly and community viewing during First Friday Gallery Walk.  The final project will illustrate and define what success is for the group.  This presentation is meant to educate and empower the student body as well as create a connection between the students and their community at large.

Differentiation: Product and Process.  Students will choose different web2.0 tools to create presentation. Students may also choose to present their findings through a variety of mediums-- podcasts, blogs, essay, PowerPoint, short film, etc.

**WEEK 1**
**Lesson Title:**  What is your Passion?
**Corresponding Unit:** Pathways to Success
**Creators:** Nancy Goodhue & Susan Schmitt
**Grade Level**: 8
**Recommended Duration:**  1 week

**Essential Question**:  What are my strengths, interests, preferences and assets?

**Specific Learning Goals for this lesson:**

* Students will know: how to use Glogster as presentation tool and know the relationship among personal interest, skills, and abilities.

- Define goals for life-long learning and leisure opportunities
- Use technology as a tool to research, organize, evaluate and communicate information

* + Students will understand: Individuals have different strengths and weaknesses

- Analyze personal and family asset s and skills that provide service to the community.

* + Students will be able to create a visual representation using Glogster that illustrates the relationship among their personal interest, skills, and abilities.

**Lesson Overview:** In this set of lessons, students will explore  their own interests and skills in order to begin to conceptualize that success can and will look different to different people.Students   will use various tools to help organize and classify the areas in which they have interests.  This set of lessons will culminate in a formative assessment in which each student will be creating an online poster (through Glogster) that represents his/her interests.

**Description and Sequence:**
Day 1
**1. Anticipatory set/ pre-assessment**: teacher will lead students in a group activity, “Would you rather...?”
work inside or outside?
Live near the beach or in a city?
start school at 7:00 am or noon?
Be in charge or follow directions?
garden or cook? be onstage or backstage?

**2. Learning activity/pre-assessment:**
Introduce [Glogster](https://docs.google.com/document/d/12x4l5_52OlvHluaOgsexOLs_S9ASrFbxKrXT3uuZhlg/http%3A//glogster.com) and have students create a simple, school appropriate Glogster page that includes video, music, text, and photos.  Today is a day to mess around, play and experiment with this Web 2.0 tool.  Students should include multi- media images that reflect at least five different domains.  Choices include: family, school, favorites, dreams, hobbies, heroes, or places.

Day 2

**Anticipatory set:** Kaleidoscope profiles laid out on tables. The Kaleidoscope profile is a learning style inventory-- a link to it is included in the resources section.  Students respond to prompts by peeling off stickers containing phrases that hold  personal relevance for the student.  Each sticker contains well researched phrases that address specific learning and working styles.  Because of the unique, colorful sticker format, it is fun and engaging for students. Students will use the results from this activity to build their online posters using [Glogster](http://glogster.com/).

**Learning activity:**Kaleidoscope profile. Class will follow teacher -led directions on how to implement this diagnostic tool.
**Closure/Formative assessment:** class discussion on reactions, relevance and reliability of Kaleidoscope profile.

Day 3
**Week 1 Summative Assessment/learning activity**: Students will update and refine Glogster page with skills, abilities and preferences gleaned from Kaleidoscope Profile. These will be posted on the class web site.

NOTES
**Differentiation:** Students may have extra time or work with a partner /para-educator as needed.
**Student-centered learning:** The subject is the student. The product (Glogster page) offers infinite choices of media, graphics, and text.
**Inquiry-based learning:** How can I create the life I want? What are my strengths, interests, preferences and assets?

**Materials:** access to computers, Kaleidoscope Profiles- one for each student

**Resources:**
[Glogster](https://docs.google.com/document/d/12x4l5_52OlvHluaOgsexOLs_S9ASrFbxKrXT3uuZhlg/http%3A//glogster.com)  and [Kaleidoscope](http://www.plsweb.com/apps/learningstyles_ca/)  Profile  (Performance Learning Systems ,Formats: Sticker $3.75 each)

**WEEK 2**

**Lesson Title:**  What is Success?
**Corresponding Unit:** Pathways to Success
**Creators:** Nacy Goodhue& Susan Schmitt
**Grade Level:** 8
**Recommended Duration:**1 week

**Essential Question:**  What is success? Why should I care about ‘success?’ How do individuals define success?

**Specific Learning Goals for this lesson:**

* Students will understand common attributes of success by engaging effectively in a range of collaborative discussions.
* Students will be able to summarize authors’  main points using technology as a tool. (*video ant* and *Wordle).*

**Lesson Overview:**  During this week, students will glean opinions about what success means from various secondary sources. Those sources may include video, audio, and/or written accounts from which students will extrapolate the components of success.

**Description and Sequence:**
Day 1
**Anticipatory set:** Teacher-made [Wordles](http://wordle.net/) based on selected readings about success. (Done before class)   A Wordle is a computer-generated arrangement of terms. You can copy and paste an entire text into this program and it will pull important and or repeated terms from the reading and the program automatically arranges these terms in an aesthetically pleasing manner. This is a free program found at Wordle.net
Click here to see an example of a Wordle based on a Monty Roberts story: [wordle example- Monty Roberts story](https://docs.google.com/document/d/1xo2hVZmLQNFTpms5se_rx7rWmD_9hsqA2HqqMTonjH8/http%3A//www.wordle.net/gallery%3Fusername%3DCareer%20Paths/%20Goodhue):

**Learning Activity:** Students will choose a reading based on Wordles shown (since the Wordles generate key terms, the students should choose the reading that best represents their own interests).  As they read, students will create 2-column notes regarding 3-5 important characteristics of success gleaned from reading.

**Differentiation**: listen to podcasts of teacher-selected readings  and have some students partnered or work with a para in the class.  Pre-teach essential vocabulary.

**Closure/formative assessment**: Class brainstorm- characteristics and attributes of successful people, examples of successful people-- post attributes on semi-permanent bulletin board in classroom for future resource.

Day 2
**Anticipatory set:** Teacher will have LCD  projector and computer set up with YouTube /TED videos bookmarked. Teacher will also be familiar with and ready to demonstrate how to use VideoAnt. VideoAnt is a video annotation program that allows students to comment on a running video by pausing it and entering text to annotate directly beside the running video. VideoAnt is a free program found at  [VideoAnt](http://ant.umn.edu/vae.php).
**Learning Activity:** Students will be given a list of 20 potential traits of successful people. Throughout the activity they may add to this list. Using this list as a guide, students will use VideoAnt to annotate YouTube and Ted videos about success. The annotations should be based on the traits given or additions to that list by students.
[good commencement speeches](http://www.youtube.com/watch?v=9ozn2H02Euc)
<http://www.youtube.com/watch?v=vldjedAashA>  Richard St. John (from TED)
<http://www.ted.com/talks/lang/eng/joachim_de_posada_says_don_t_eat_the_marshmallow_yet.html>
Great use of technology.

**Closure/Week 2 Summative Assessment:** In small groups, students will create individual top-down webs or other visual representations based on their 2-column notes displaying at least 5 characteristics with examples that lead to success.

**NOTES**
**Differentiation:** Students may have extra time or work with a partner as needed.   Student readings will be on a continuum of ability/lengths as well as available via podcasts.
**Student-centered learning:** Students choose ‘success reading’ based on teacher-generated Wordle created from text. Students may also choose their own TED video to watch based on their personal interests.
**Inquiry-based learning:**  What is success to other people? What traits do successful people have in common?

**Materials:**

**List of Successful traits (to use as a guideline):**

**1.  They possess a “good attitude”** – these people always seem to be in a good mood.  They have good things to say to and about other people.  You enjoy conversing with these people.
**2.  They are optimistic** – no matter what is going on around them, these people see the “best” in the situation.  They truly believe that “everything will work out for good”.
**3.  They are respectful and therefore respected** – successful people see the value in every person, realizing that every person has value.  Because they extend respect and courtesy to others, others reciprocate and respond in kind.
**4.  They have an “easy” disposition** – they just seem be easy to get along with.  They don’t try to overpower others with their beliefs and opinions.  Most are chameleons that can blend into almost any social situation which may explain why they are considered successful by such a wide variety of different types of people.
**5.  They value time** –  successful people know the value of time.  They understand that there will never be another moment like now, therefore, they are very prudent in how they use their time allotment.  No excessive time wasting by doing unproductive tasks unless that is what they have decided that the current block of time is best suited for.
**6.  They have the ability to focus** – a successful person can block all distractions and apply their abilities with laser-like focus on the task at hand.  It is this ability to focus that is the first real “separator” from others.  It is difficult for others to understand the desire to be so intent on a single task to completion, but it is the fact that this ability to focus is what leads these people to their desired results.
**7.  They have high expectations of themselves and others** – average will not suffice for the successful person.  Status quo is for the masses and not the successes.  They know what they are capable of and will not rest until they have achieved their best.  They expect others to do their best as well.  This simple expectation of others is why so many successful people are in roles of leadership.  People tend to deliver what is expected of them.  Great leaders expect great things from the people they lead.
**8.  They are committed to learning** – for successful people, learning does not stop.  It is a life-long process.  In fact, most of these people are voracious consumers of information.  They understand that being better informed gives them a competitive advantage in the world.
**9.  They are future oriented** – successful people understand that the decisions that they make today will affect tomorrow.  As long-term thinkers, it is obvious to them that the best course of action for tomorrow is to do the most productive things today.   Because of their “future thinking”, they are busy today.
**10.  They have a purpose** – it may be family, career, charity work or something else, but these people have a reason to live.
**11.  They lead by example** – simply stated, successful people never expect more from others than they expect from themselves.  They will not ask you to do a task that they have not done or will not do.
**12.  They are open-minded** – successful people know that they don’t know everything.  Most often they know that they are not the smartest person in the room.  This ability allows them to listen to others for ideas and insight.  They are open to the possibilities.
**13.  They are** “**ad-libbers”** – they have the ability to change “on the fly”.  They are not afraid to make adjustments if things are not going as planned.  If circumstances change, they can change.
**14.  They are versatile** –  successful individuals have more than one skill.  They are the “jacks of all trades” but that doesn’t mean that they do all these things.  They have a wide variety of talents.
**15.  They are tenacious** – once they have a goal, they do not waver or falter.  They can be obsessive in this respect.  You often hear it described as a “bulldog tenacity”.  The wording fits.
**16.  They are great motivators** – they help people be more than they themselves think they can be. They push, pull, yell, beg or whatever is necessary to get others to reach their potential.  Think Lomardi or Bear Bryant or Lou Holz.
**17.  They are confident** – if you ask them why they believe in themselves, most will not be able to give you an answer.  They simply state, “in my heart and mind, I know that I will be successful”.
**18.  They are great salespeople** – they can sell their ideas, dreams and concepts to others.  It is all part of the motivator, confident, versatile, salesperson dynamic.
**19.  They are honest** – they know that anything less is detrimental to their purpose in life.  It is a part of the fabric of their life.  They cannot be any other way.
**20.** **They are mindful of others** – successful people know you can have anything you want, if you will help enough other people get what they want.  It is a simple concept, but very true.  Success is about networking.  If you are committed to helping others, others will be committed to helping you.  There is no magic.  Successful people help others.
Three ‘Success Readings’- choices below:
<http://noelbautista.com/blog/follow-your-dream/> Monty Roberts story
<http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer> Don’t Eat the Marshmellow
<http://www.seancovey.com/teens.html> Sean Covey- 7 Habits
<http://pdfcast.org/download/malcolm-gladwell-outliers-the-story-of-success.pdf>
Teacher-generated Wordles
Post-it Notes or Group Chart paper,   2-column notes template

|  |  |
| --- | --- |
| Attributes of Success | Support/Explanation/ Examples |
|  |  |
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**Resources:**
[Wordle](http://wordle.net/)
[Video Ant](http://ant.umn.edu/)
[TED Video collection](http://www.ted.com/themes/browse)

**WEEK 3**
**Lesson Title:**  Research and Write
**Corresponding Unit:** Pathways to Success
**Creators:** Nancy Goodhue & Susan Schmitt
**Grade Level:** 8
**Recommended Duration:**1 -2 weeks

**Essential Questions:**  How do individuals define success?  What  makes a person successful?  What does the road to success look like? What obstacles had to be overcome?

Specific Learning Goals for this lesson:

* + Students will use credible sources to gather relevant information regarding a successful person.
	+ Students will synthesize information found and produce a clear and coherent writing piece in which the development, organization, and style are appropriate to task, purpose, and audience.

**Lesson Overview:** the class will be publishing a booklet entitled, “Profiles in Success.” Classes may also decide to publish these projects online in Blog form using The Young Writer's Project. Students will choose a famous person, living or dead who they consider to be successful.  They will investigate their path to success.  Who helped them along the way? What obstacles did they have to overcome? What sacrifices were made?

**Description and Sequence:**

Day 1
**1. Learning activity/pre-assessment:** Class will brainstorm a list people  they consider to be successful. This list will be used as a resource for individual choice. Next , give students the following planning sheet (OR they might wan to use [Bio-Cube](http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html?tab=3) to plan their essays), research the person using [Biography.com](http://biography.com/), [wikipedia.com](http://wikipedia.com/), or other Internet and library sources.

**2. Learning activity:** Students will investigate the path to success for the individual they have chosen. That path should address background, obstacles, milestones.  Be sure to include  this person’s specific character traits/ attributes that contributed to success and specific examples .

**Profile in Success PLANNING SHEET**
Create an essay about the person you think embodies success. You may use the Internet as well as the library to research your person. You may want to start on sites like Wikipedia.com and Biography.com. Be sure to address each of the following components in separate paragraphs. Use this page to plan your ideas before writing.

|  |  |
| --- | --- |
| **Person’s name,****time period, and place** |  |
| **Personal background** |  |
| **Personality traits** |  |
| **Significance** |  |
| **Obstacles (and how this person overcame them)** |  |
| **Important quotation** |  |

Day 2-4
Research and Write

**Formative assessment:**  first draft, peer review using rubric

**Profile in Success Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1- Beginning** | **2- Developing** | **3- Capable** | **4- Excellent/ Exemplary** |
| **CONTENT**How well do you know yourchosen person? What haveyou learned about this person?Have you answered thequestion: What contributed to their success? | Demonstrates littleknowledge orunderstanding of the person. Does not discuss attributes of success. Written work is merely a rewriting of facts. | Demonstrates some gaps in understanding.Includes some factual errors andmisconceptions.Attempts to discuss attributes of success. | Demonstrates goodunderstanding of important ideas and events in person’s life.Discusses what personal attributes contributed to success. | Demonstrates excellentunderstanding ofperson’s life and personal attributes thatcontributed to success. |
| Is your essay well-organized?Does your beginningparagraph draw the reader in?Does your final paragraphsummarize what is importantto know about your person? | There does not seem tobe an organizationalplan. Ideas seemjumbled anddisconnected. | Introduction andconclusion are present, but not complete. Anorganizational plan is evident, but some ideas are presented out oforder. Attempts to use transitions. | Good introduction andconclusion.Information ispresented in a logical order. Uses adequatetransitions between ideas. | Introduction andconclusion are strong and engaging.Information ispresented in a logical and interesting order. |
| **Supporting Details**Do you use details and examples from the person’s life to help the reader really get to know this person? | Does not use relevantexamples orexplanations toelaborate on the topic | Uses some examples and explanations toexpress ideas. Mayinclude some examples that are not relevant | Develops ideas using some examples, details and explanations. | Develops ideas fully using appropriate andrelevant examples,reasons, details,explanations, and generalizations |
| **Mechanics/Usage**Have you proofread your essay? Did you vary your sentence structure? Did youchoose the most appropriate words to communicate your ideas? | Many errors  makecomprehensiondifficult or impossible.No attempt to vary sentence structure ormake good word | Contains many errors which do not interfere with comprehension.Little attempt to vary sentence structure or word choice. | Several grammatical orspelling errors.Attempts to varySentence structure. Uses some descriptivelanguage. | Contains nogrammatical or spelling errors. Uses variedsentence structure.Uses strong,descriptive language. |
| **Comments:** |  |  |  |  |

**Week 3: Formative / Summative Assessment**: Having students post their drafts to The Young Writer's Project in a class forum gives them the opportunity to critique each other’s progress. Also, using a cloud-based paper sharing forum gives classes the opportunity to share with classes from around the country. For instance, this project could certainly be completed in collaboration with another school from another state. Critiques and data sharing could occur via forums and/or the use of Scopia/ Skype. finished paper (class set will be published in a booklet with photos of authors)

**Differentiation:**  students may use a variety of sources; podcasts, YouTube videos, texts, interviews, etc. Also, the teacher can provide a variety of scaffolded essay templates. Students might choose to use Bio-Cube rather than the paper planning guide.

**Student-centered learning**:  student choice of topic as well as resources for information

**Inquiry-based learning:**  Who do I consider to be successful? How did that person attain success?

**Materials:**
Computers and/or library for research
Rubrics and planning sheets (included)

**Resources:**
[**Biographies**](http://www.biography.com/search/)
[**Bio-Cube**](http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html?tab=3)
[**Young Writers Project**](http://youngwritersproject.org/)
**Scopia**
**Skype**

**WEEK 4**
**Lesson Title:**  Taking it to the street
**Corresponding Unit:** Pathways to Success
**Creators:** Nancy Goodhue & Susan Schmitt
**Grade Level:** 8
**Recommended Duration:**  1 week

**Essential Questions:**What is success? How do individuals define success? Do we know anyone successful?

**Specific Learning Goals for this lesson:**

* + Apply communication skills in school, community and workplace  settings
	+ Demonstrate teamwork skills in school, community and workplace settings.

**Lesson Overview:** In this set of lessons, students will create questions to interview people in the community (including students at the high school). Students will use the characteristics/traits of success gleaned so far and formulate questions to ask community members. They will focus in on tenacity, attitude and overcoming obstacles or other common traits that successful people share .

Day 1
**Anticipatory set/pre-assessment**: Learning activity/pre-assessment: Have “success” quotes printed individually and folded in a big bowl. Have a volunteer pick one out and read it out loud.  Ask the group to think it over and cross their arms if they want to comment.  Ask students with their arms crossed if they are willing to be “interviewed” about their thoughts.   Teacher will interview a couple of volunteers about their thoughts on success.

**Review:** traits of success that are posted (used in week 2 )

**Learning Activity:** In order to use Google moderator to generate a list of questions to ask people outside of BAMS, students will need a google account and be familiar with this program.

Organize students into small groups.  Instruct students to create at least 6 interview questions using the traits/attributes as a guide.  Using these traits, groups will formulate questions that elicit answers that speak to these traits. (ex: Why is it necessary for a person to overcome obstacles in order to succeed?)  Students will be interviewing a wide range of community members at a later date.

Use Google moderator and have groups post 3 of their best questions. The class will vote to determine which questions are most relevant and should be asked of people outside of BAMS. Finalize interview questions.

**Closure**: ask a student volunteer to “interview” another student volunteer.

**List of Successful traits (to use as a guideline):**

**1.  They possess a “good attitude”** – these people always seem to be in a good mood.  They have good things to say to and about other people.  You enjoy conversing with these people.
**2.  They are optimistic** – no matter what is going on around them, these people see the “best” in the situation.  They truly believe that “everything will work out for good”.
**3.  They are respectful and therefore respected** – successful people see the value in every person, realizing that every person has value.  Because they extend respect and courtesy to others, others reciprocate and respond in kind.
**4.  They have an “easy” disposition** – they just seem be easy to get along with.  They don’t try to overpower others with their beliefs and opinions.  Most are chameleons that can blend into almost any social situation which may explain why they are considered successful by such a wide variety of different types of people.
**5.  They value time** –  successful people know the value of time.  They understand that there will never be another moment like now, therefore, they are very prudent in how they use their time allotment.  No excessive time wasting by doing unproductive tasks unless that is what they have decided that the current block of time is best suited for.
**6.  They have the ability to focus** – a successful person can block all distractions and apply their abilities with laser-like focus on the task at hand.  It is this ability to focus that is the first real “separator” from others.  It is difficult for others to understand the desire to be so intent on a single task to completion, but it is the fact that this ability to focus is what leads these people to their desired results.
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**8.  They are committed to learning** – for successful people, learning does not stop.  It is a life-long process.  In fact, most of these people are voracious consumers of information.  They understand that being better informed gives them a competitive advantage in the world.
**9.  They are future oriented** – successful people understand that the decisions that they make today will affect tomorrow.  As long-term thinkers, it is obvious to them that the best course of action for tomorrow is to do the most productive things today.   Because of their “future thinking”, they are busy today.
**10.  They have a purpose** – it may be family, career, charity work or something else, but these people have a reason to live.
**11.  They lead by example** – simply stated, successful people never expect more from others than they expect from themselves.  They will not ask you to do a task that they have not done or will not do.
**12.  They are open-minded** – successful people know that they don’t know everything.  Most often they know that they are not the smartest person in the room.  This ability allows them to listen to others for ideas and insight.  They are open to the possibilities.
**13.  They are** “**ad-libbers”** – they have the ability to change “on the fly”.  They are not afraid to make adjustments if things are not going as planned.  If circumstances change, they can change.
**14.  They are versatile** –  successful individuals have more than one skill.  They are the “jacks of all trades” but that doesn’t mean that they do all these things.  They have a wide variety of talents.
**15.  They are tenacious** – once they have a goal, they do not waver or falter.  They can be obsessive in this respect.  You often hear it described as a “bulldog tenacity”.  The wording fits.
**16.  They are great motivators** – they help people be more than they themselves think they can be. They push, pull, yell, beg or whatever is necessary to get others to reach their potential.  Think Lomardi or Bear Bryant or Lou Holz.
**17.  They are confident** – if you ask them why they believe in themselves, most will not be able to give you an answer.  They simply state, “in my heart and mind, I know that I will be successful”.
**18.  They are great salespeople** – they can sell their ideas, dreams and concepts to others.  It is all part of the motivator, confident, versatile, salesperson dynamic.
**19.  They are honest** – they know that anything less is detrimental to their purpose in life.  It is a part of the fabric of their life.  They cannot be any other way.
**20.** **They are mindful of others** – successful people know, as Zig Ziglar says, “you can have anything you want, if you will help enough other people get what they want”.  It is a simple concept, but very true.  Success is about networking.  If you are committed to helping others, others will be committed to helping you.  There is no magic.  Plainly stated, “one hand washes the other”.  Successful people help others.

Days 2-5
**Learning activity:**Students will practice appropriate greetings and interview questions with each other before going into the community. Teacher will model appropriate interview format.  Students will choose appropriate roles for field work: photographer/videographer, recorder/scribe, interviewer, and greeter/host (introduce and conclude the interview). Students will be taken into the community to interview a wide-range of adults using the questions they formulated. They will also interview students at the high school. They will need to interview at least 3-5 people. They will collect their results in both video and still photo formats (for use in presentations). The product of these person on the street interviews will be  head shot photos or videos with quotes  to use later in their final summative assessment presentations.

**Formative assessment:**
Group completes interviewee information sheet while collecting data. Each group will have 3-5 completed:

#\_\_\_\_\_Interview
Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Occupation/title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Hometown: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
May we contact you again?   Yes       No
May we publish your name in our final product?  Yes   No
May we publish your photo?  Yes      No
Group members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly Summative Assessment**:
Back in the classroom, students will interpret and evaluate their interview results.  They will use Prezi, Slide Rocket, Museum Box, PowerPoint, VoiceThread, or other presentation program to integrate the video and interview information gathered to create a multi-media presentation to be shown during a First Friday Gallery Walk.

NOTES
**Student-centered learning**: Students generate information with their own questions and interviews in the community based on the components of successful traits they feel are most valuable and applicable to their lives. This activity is also objective enough so as not to be personally intimidating since we have found that asking 8th graders to envision their own path to success has, in the past, encouraged some students to totally shut down.

**Differentiation:**
Likewise, this activity has the potential to be subjective and personal. If a group is so inclined, they may gear their interview questions to reflect actual professions and attributes that they themselves feel they will embrace in their own futures. Since this is a group effort, this project also allows groups to be as objective or subjective with the material as they fell appropriate. Interview roles will be chosen or assigned to complement students’ strengths and interests.

**Inquiry-based learning:**  Students will be working collaboratively to answer the following enduring questions: Who is successful in our community? What do individuals in  our community value as success? What are the traits of success? How do I connect to others?

**Materials:**
video camera, video editing software, digital cameras,
Success” quotes & traits
clipboards, pencils

**Resources:**

* Lists of successful traits-- class-made as well as pre-made (included above)
* Sample interview template, some questions to consider:

1. Are you currently employed?
2. What do you do?
3. Do you like your job? Why or why not?
4. What is your definition of success?
5. Is there a connections between education and work? If so- can you explain it?
6. What obstacles have you had to overcome?
7. How have your goals changed over the years?
8. What are your goals now?
9. What advice do you have for middle schoolers heading to high school?
10. Can you share with me any mistakes you’ve made?
11.  Can I use publish your name and picture in our blog/wiki/book?
12. Can I call you if I have more questions?

**WEEKS  5 & 6**

**Lesson Title:**  Synthesizing Ideas about Success
**Corresponding Unit:** Pathways to Success
**Creators:** Nancy Goodhue & Susan Schmitt
**Grade Level:** 8
**Recommended Duration:** 1-2 weeks

**Essential Question:** How do individuals define success? What is success? How do others create the life they want? How can I create the life I want?

**Specific Learning Goals for this lesson:**

* + Apply communication skills in school, community and workplace  settings
	+ Demonstrate teamwork skills in school, community and workplace settings.
	+ Build on other’s ideas and express their own ideas clearly
	+ Integrate multi-media and visual displays into presentations to strengthen claims and add interest.

**Lesson Overview:** During this week, groups of students will be working collaboratively to synthesize their research and interviews about success traits in others. Some groups may apply this knowledge to their own possible path to success in high school and beyond, but groups may also choose to approach the presentation from a totally objective stance where they report what others had to say about success in their interviews. This part of the project also incorporates the authentic audience for whom the projects were intended-- the community at large. The local theatre will be showing the student presentations on a loop during First Friday Gallery Walk. Community members who were interviewed will be invited to view the final products at this show.

**Anticipatory set/pre-assessment**: Students have materials from previous weeks-- readings, essay, interviews, group domain chart, etc.  Students will also be learning about how to use various presentation tools (Prezi, Slide Rocket, PowerPoint, Animoto, VoiceThread, etc. ) in their Technology Education classes.

**Learning activity:**Groups choice presentation tools and format and begin implementing their ideas into their culminating project. They will use the following sample as a model for their presentation. Their presentations must encompass their answer to the following enduring questions: What is success? How do other define success? How do others/ How do I create the Life I want.
Their projects should be multi-media in that they need to include video clips and digital photographs of people from the community responding to the group-generated interview questions. The technology Integration Specialist will be available throughout this project to help groups integrate the information they find through research and interviews into their final projects.

**SAMPLE PROJECT:** [SAMPLE](http://animoto.com/play/U3zH4rn35fy01IkU9iyScQ)

**Formative assessment:**  Informal share-outs as progress and obstacles. Peer review using rubric as draft stage (will vary depending on group). Invite community members in to act as mentors for the groups’ projects. Create a panel of community members to review the presentations as the groups are in the midst of creating them-- perhaps at the 1-week mark. Also, this type of community feedback might better be facilitated through the use of [Scopia](http://conference.learn.vt.gov/) .

Groups will use the following rubric to track their progress. This will be the same rubric used to grade their final presentations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Content | Our presentation encompassed our 5 or more interviews as well as our personal research in a dynamic representation of how success is differentiated. | Our presentation included 3-4 interviews as well as some of our research in a presentation of how success is differentiated. | Our presentation attempted to define how success was differentiated, however it was lacking either interviews or personal research. | Our presentation was off target or included no interviews or personal research. |
| Technology | Our presentation used varied technology and presented our information in an engaging manner. | Our presentation used at least one type of technology to present our information. | Our presentation attempted to integrate technology, but we had some trouble getting it to work. | Our presentation included no technology integration. |
| Form | Our presentation was on time and contained no errors. | Our presentation was on time and contained  a few errors. | Our presentation was late and/or contained many errors. | Our presentation was late and/or contained so many errors that our message was confusing. |
| Group | Everyone in our group participated and worked together. | Most people in our group worked together well. | Some of the people in our group did not work cooperatively. | One or more people in our group did little or nothing to contribute to this project. |
| Comments |  |  |  |  |

**Summative Assessment**:  Multi-media presentations presented to school and community during the First Friday Gallery Walk.

**Differentiation:**  Groups may choice whichever tools they want to display their information. Also, since this is a group activity, individual students may choose the roles with which they feel most comfortable-- scribe, interviewer, technology person, leader, etc. If a group needs to present their final information in a non-technological manner, this would also be acceptable.  An individual student (one who does not work well in groups at all) may choose to do this project alone (with or without technology). If a individual or group want to write an essay about the information they found via research and interviews, that too would be an acceptable way to meet the summative assessment requirements.

**Student-centered learning**: Students have created all of the information they will be presenting. They have be given autonomy over the project outcome as well as the process for developing that project. They have generated their own interview questions based on the groups’ perception of success. They have chosen who it is they want to interview. They have decided on the format of their final presentation.

**Inquiry-based learning:** Students will be working collaboratively throughout the last two segments of this unit to answer the enduring questions of How do others define success? and What is success?

**Materials:**
Computers
All student-generated materials thus far
grading rubric
Technology Integration Specialist-- in class or with coordinated class time.
Scopia with polycom (if possible)