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<i>Content</i>	<i>Objectives / Skills: Know</i>	<i>Objectives / Skills: Do</i>	<i>Assessments</i>	<i>General Strategies</i>	<i>Resources</i>
<p><i>The 80/20 Rule</i> (Week 1, 2 Weeks)</p>	<p>Define the 80/20 Rule</p> <p>Define Thinking Learning and Communicating</p> <p>Define star qualities</p>	<p>Make a vanity license plate that exemplifies your top twenty aptitude</p> <p>Design your house that defines who you are</p>	<p>My House Formative: Visual Arts Project Student will present their house in groups. Each group will select one house to present to the class. 25 point value</p> <p>My License Formative: Visual Arts Project Students will present their vanity plate in their student group. Students will switch all plates within the group. The class will try to match the plate with the student. 10 pt. value</p> <p>The 80/20 Rule Summative: Test - Written The 80/20 Rule will be part of a mid-semester test.</p>	<p>The opening unit establishes the concept of the Top Twenty leadership style.</p>	<p>Top Twenty for Teens book</p>
<p><i>Inspirational</i></p>	<p>Students will give an</p>	<p>Know the four basic</p>	<p>Prepare a handout with</p>	<p>The teacher will give the first</p>	<p>Scott Greenburg's</p>

<p>Speeches (Week 1, 18 Weeks)</p>	<p>inspirational speech based on parts of a speech his/her own experience.</p>	<p>Know the content requirements of the speech</p>	<p>speaker's name, the date, and a title</p> <p>Include when appropriate a quote, photograph or artwork</p> <p>Deliver the speech in front of the class</p>	<p>Formative: Oral Report Student will give an original, inspirational speech to the class on the day it was assigned</p>	<p>inspirational speech as a modeling example</p> <p>The teacher will present a short (two day) speech unit</p> <p>The teacher will distribute handouts from previous inspirational speeches</p>	<p>"How to Give a Speech"</p> <p>Handout on requirements for the inspirational speech</p>
<p>Inspirational Movies (Week 1, 18 Weeks)</p>	<p>Students will watch short (3-4 minute) inspirational movies that emphasize stories or quotes.</p>	<p>Define: Theme Concept Leadership</p>	<p>Students will watch the movie.</p> <p>Students will take notes on the movie.</p>	<p>Formative: Extended Essay Students will keep a journal on the inspirational movies they watch.</p>	<p>Students receive a handout at the beginning of the semester entitled "Notes"</p> <p>Students select a quote from the inspirational movie.</p> <p>Students summarize the story from the inspirational movie.</p>	<p>Stephen Covey DVD from the book "The Eighth Habit"</p> <p>Selections from video from "Simple Truths.Com"</p> <p>Selections from video from "Inspiring Stories"</p>
<p>A New Formula For Success (Week 2, 2 Weeks)</p>	<p>This unit will distinguish the differences between IQ and EQ. It will include a discussion of good results vs. good ride. The students will take a personality self select test that will help identify the EQ strengths.</p>	<p>Students will be able to define emotional quotient and intelligence quotient.</p> <p>Students will be able to define good results vs. good ride.</p>	<p>Students will create their own formula in the Success = Good Ride+Good Resultsl equation. The total will equal 10.</p> <p>Students will take the personality self select form.</p>	<p>Formula for Success Formative: Class Discussion Students will create their own success formula giving a value from 0-10 to results and ride. The total must equal ten.</p> <p>Unit Test Summative: Test - Written A summative test over</p>	<p>Students discuss the good ride vs. good results debate.</p> <p>Students listen to a presentation of EQ and IQ.</p> <p>Students take the personality self select test.</p>	<p>Personality Self Select Test</p> <p>Hand out from Top Twenty for Teens</p>

the first eleven units will be given.

The Frame
(Week 3, 2 Weeks)

This unit examines a strategy of achieving goals. The student will work with a frame concept to develop a strategy to achieve goals.

The student will be able to define the four elements of the frame: see, feel, do, and get.

The student will receive a blank photo frame and place the words see, feel, do, and get in the appropriate corners

Frame Essay
Formative: Expository Essay

The students will take a personal experience and apply the theory of the frame.

Top Twenty Test
Summative: Test - Written

Students will take a unit test covering the first eleven units.

Student will listen to a presentation explaining the concept of the frame. Students will be given an empty frame with instructions to place a picture that includes them in the frame. The students will also label the corners of the frame with see, feel, do, and get.

Top Twenty for Teens handouts
an empty frame

An Inside Job
(Week 4, 2 Weeks)

An Inside Job examines the concept of controlling thoughts and reactions to people and events.

Define the 90/10 rule
Identify the difference between the outside and inside world

Define Blame

Define Attitude

Students will complete the I can not vs. the I choose not to activity

Students will watch the movie "Finding Forrester."

Students will discuss the concept

Students will read the Charles Swindol quote on "Attitude"

Inside Job
Summative: Test - Written

Students will take a final test that includes the concepts found in "Inside Job."

Inside Job
Summative: Expository Essay

Students will write an essay using the first four concepts as they apply to the main characters of "Finding Forrester."

Inside Job
Formative: Class Discussion

Students will discuss

Students will hear a presentation on the 90/10 rule.

Students will discuss the events and people in their lives that they can and cannot control.

Students will examine the concept of improving the inside world to improve the outside world.

Top Twenty for Teens

Movie: Finding Forrester

Activity: Canadian Association of Student Activity Advisors

				and apply the concepts of the 90/10 rule.	
<i>Do You See or Are You Blind?</i> (Week 5, 2 Weeks)	The content of the unit examines the concept of remaining curious about ideas and concepts. The unit emphasizes the concept of not being satisfied with initial judgements.	Know the difference between how a top twenty and a bottom eighty think Define the word "paradigm"	Hand out the "Finding Files" exercise Ask for the number of "f's" they see in the handout Discuss why each number is correct Discuss why individuals saw different numbers	Do you see? Formative: Class Discussion Ask the students why each number of "f's" they saw was correct Do you see? Formative: Class Discussion Discuss the difference between top 20 and bottom 80 behavior and use examples of specific behavior Do you see? Summative: Expository Essay Take one of the four ways a paradigm shifts and apply it to a situation where the student's paradigm shifted Do you see? Summative: Test - Written Take a test on the first eleven units	Students will first take the "Find the f's" reading. They will all declare how many f's they saw. A discussion will follow explaining how each student is correct but they can not be satisfied with their first response. They must remain curious. The students will discuss the concept of a paradigm. The students will discuss and give examples the explain the four ways a paradigm will shift.
<i>Beliefs: Fact or Fiction</i> (Week 6, 2 Weeks)	The concepts developed in this unit illustrate the differences between facts and fiction. The unit also explains	Define Fact Define Belief	Give students a 20 point fact or fiction test on commonly held beliefs.	Fact or Fiction Summative: Quiz Students will take a test on twenty commonly	Students will hear a presentation based on the handout. Students will "Take a Stand" on their beliefs. Top Twenty for Teens Unit 6 Discovery Channel

	the impact of beliefs and convictions in the student's life. The student will be able to use the ease-up technique.	Define Conviction Define Ease Up	Have the students take a stand on a strongly agree to strongly disagree continuum in front of the class. the students will then explain the opposite viewpoint's position as a way to ease up.	held factual misconceptions. Fact or Fiction Formative: Class Discussion Students will take a position on a continuum based on their beliefs. Fact or Fiction Summative: Test - Written Students will take a test that covers the first eleven units.	"Mythbusters"
<i>Above and Below the Line</i> (Week 7, 2 Weeks)	The purpose of this unit is to understand the concept of the "Line."	Define the "Line" Define Triggers Define Indicators Define Trampolines Define Submarines	Fill out the worksheet	Above and Below the Line Formative: Daily Work/Worksheets Students will fill out the assigned worksheet in class Above and Below the Line Formative: Class Discussion Students will discuss the triggers, indicators, trampolines, and submarines as it relates to the concept. Above and Below the Line Summative: Test - Written Students will take a test	Students will hear a presentation of the concept. Handout of the concepts Top Twenty for Teens Handout #7

on the first eleven units.

Eliminating Thought Circles

(Week 8, 2 Weeks)

This unit will examine the concept of unreasonable fear. The student will be able to identify a thought circle. Once a thought circle has been identified, the student will develop strategies for dealing with a thought circle.

Define thought circle
Define name, claim, and tame

Define consensus model

Students will identify thought circles in their lives

Students will differentiate between worry and anger thought circles

Students will identify the top 14 fears that adults have

Students will meet in groups to come to a consensus decision

Fear Survey Formative: Lab Assignment

Students rank the top 14 fears of adults. Their rank is compared to a survey of 3000 adults.

Eliminating Thought Circles Summative: Test - Written

Students will take a test that covers the first eleven units

Students will be presented with the Eliminating Thought Circles materials

Students will discuss examples of Thought Circles

Top Twenty for Teens Lesson 8

Fear Survey Activity from the Canadian Association of Student Activity Advisors

Leadership Book Club

(Week 8, 5 Weeks)

Students will meet and discuss books that have leadership as their theme.

Define what make a book come under the category of leadership

Students will read a nonfiction work

Students will discuss a nonfiction work

Students will take notes on a nonfiction work

Students will present a powerpoint on a nonfiction work

Formative: Extended Essay

Students will take and hand in notes on their leadership book

Formative: Technology Project

Students will present a powerpoint presentation on their nonfiction work

Students will be placed in reading groups. Students will be assigned a non-fiction work with leadership as its theme. They will meet twice and discuss the book. The group will produce a powerpoint presentation on the book.

The following nonfiction books are used: Who Moved My Cheese Outliers The Last Lecture How Starbucks Saved My Life

These books change from semester to semester based on the reviews they receive from the students.

<p><i>Influence of Messages</i> (Week 9, 2 Weeks)</p>	<p>The purpose of this unit is to examine the messages that students receive from their peers, adults, and culture.</p>	<p>Define Validity Define Interpretation Define Peer and Adult Pressure Define Culture Define Media Influence</p>	<p>Students will be able to list types of peer pressure Students will be able to analyze marketing techniques Students will be able to analyze cultural influences</p>	<p>Formative: Exhibition Students will exhibit and explain a print or video commercial's market and target audience Summative: Test - Written Student will take a unit test that includes the concepts presented in this unit</p>	<p>Students will be presented the information on the handout entitled "Influence of Messages" Students will watch a video entitled "Killing Us Softly"</p>	<p>Handout 9 from Top Twenty for Teens Magazine ads and commercials taken from Youtube Video "Killing Us Softly"</p>
<p><i>Learning from our Mistakes</i> (Week 10, 2 Weeks)</p>	<p>The purpose of this lessons is to examine the concept of using a mistake to grow as an individual. The lesson also looks at the role of a leader when individuals he/she leads make a mistake.</p>	<p>Know how the frame applies to viewing a mistake Define the five responses to a mistake</p>	<p>Students will list how they see their mistakes, feel about their mistakes, what they do when they make a mistake, and explain what they learned from the mistake (get) Students will list the same concepts when they are in a leadership position Students will participate in the Red Cup activity</p>	<p>Formative: Class Discussion Students will share their see, feel, do, and get statements based on their mistakes Students will share their see, feel, do, and get statements based on the groups they lead mistakes Summative: Test - Written Students will take a unit test on the first eleven concepts presented.</p>	<p>Students will receive a presentation and handout based on Lesson 10- Learning from our mistakes Students will share their thoughts based on the handout</p>	<p>Handout 10 from Top Twenty for Teens The Red Cup Activity from Jill Esplin's Activities that Teach</p>
<p><i>Growing through Risk</i></p>	<p>This unit will examine the</p>	<p>Define comfort zone</p>	<p>Students will analyze the comfort zone by using the</p>	<p>Summative: Test -</p>	<p>The teacher will introduce the</p>	<p>Top Twenty for</p>

<i>(Week 11, 2 Weeks)</i>	importance of positive risk.	Define the frame as it applies to risk vs. comfort zone	<p>frame</p> <p>Students will list those activities that are in their comfort zone</p> <p>Students will list those activities that are outside their comfort zone</p> <p>Students will measure their own personal space comfort zone with an activity</p>	Written Students will take a written test on the first eleven concepts of the "Top Twenty" unit	<p>concept of positive risk</p> <p>The students will fill out the handout that accompanies the presentation</p> <p>The students will discuss the comfort zone as it relates to growth</p> <p>The students will discuss failure as it relates to growth</p>	Teens
Reckless Risk <i>(Week 11, 2 Weeks)</i>	The students examine the difference between growing through risk and reckless risk	<p>Define reckless risk</p> <p>Define comfort zone</p> <p>Define the neurology of the teenage brain</p>				
Leadership Theory <i>(Week 12, 3 Weeks)</i>	This unit examines leadership theory.	<p>Define the following terms:</p> <p>Autocratic Democratic Laissez Faire</p> <p>Types of leaders: Telling persuading consulting joining delegating</p>	<p>Students will take the Hartman Personality Profile test</p> <p>Students will create new categories by combining the Hartman color results i.e. Red/White</p> <p>Students will listen to a presentation on</p>	<p>Formative: Speech Students will present the strengths and limitations of their combination leadership color.</p> <p>Summative: Test - Written Students will take a written test on</p>	<p>Present and discuss the 10 Paradoxical Commandments of Leadership</p> <p>Present and discuss the Myths of Leadership</p> <p>Take the Thomas Hartman Personality Profile</p> <p>Apply the Hartman Profile to the</p>	<p>Leadership Theory Handout</p> <p>Thomas Hartman Personality Profile</p> <p>10 Paradoxical Commandments of Leadership</p> <p>Myths of</p>

		Situational leadership: leadership styles Telling Selling Participating Delegating		leadership theory	leadership style	Leadership Handout
					Present and discuss Leadership Theory	
Goal Setting Unit (Week 12, 5 Weeks)	The students will understand the basic of the SMART goal process and apply it to a 30 day goal.	Define: Specific Measurable Attainable Relevant Time-Specific Motivation Review and Assessment	Students will examine a number of goal possibilities Students will select one thirty day goal Students will select an accountability partner Students will develop a mission statement	Formative: Expository Essay Students will write an essay entitled: My Goal: Success or Failure and Why Formative: Exhibition Students will complete a list of goals called "50 before 50", a list of goals they want to accomplish before the age of 50 Formative: Daily Work/Worksheets Students will complete the Goals Worksheet packet	Students will listen to a presentation on the SMART goals concept Students will establish a 30 day goal Students will watch the final 40 minutes of the movie "Rudy"	Stephan Convey Mission Statement Builder Smart Goals handout from Coaching for Impact Goal Setting Worksheets Movie "Rudy"
Conflict Management (Week 14, 2 Weeks)	The Conflict Management unit will examine the different styles of handling conflict.	Define: Assertiveness Competing Collaborating Compromising Avoiding	Take the Thomas-Kilmann Conflict Mode Instrument Examine the results of the instrument Apply the results of the	Formative: Written Report The students will complete an essay entitled: My conflict management style as it applies to a leadership	Students will take the Thomas-Kilmann Conflict Mode Instrument Students will present skits that illustrate their conflict styles Students will complete an essay	Thomas-Kilmann conflict Mode Instrument Documentary "American Teen"

		Accommodating	instrument to leadership situations	situation I have experienced	applying their style	Students will watch the documentary "American Teen"
Ethical Decision Making (Week 15, 2 Weeks)	Students will examine the different theories of ethical decision making.	Define the following concepts: Truth vs. Loyalty Individual vs. Community Short term vs. Long Term Justice vs. Mercy Ends-based Thinking Rules-based Thinking Care-based Thinking The "Mom" test The " Front Page" test The "Gut" test	Students will be presented with the different ethical theories and their applications Student will be presented with different ethical situations and make choices Students will present their own ethical situation in the form of a skit	Formative: Dramatization Students will present one of the four ethical situations and select one of the three ethical solutions to the class. Summative: Test - Written Students will take a written test on the material from the ethical decision making unit.	Students will listen to a presentation on Rushford Kidder's "How Good People make Tough Choices" Students will watch an ABC News Primetime Thursday on student ethics in schools	Rushford Kidder "How Good People Make Tough Choices" ABC Classroom Edition "Caught Cheating" Primetime Thursday with Charles Gibson
Seven Habits of Highly Effective Teens	Students will present a multi-media presentation on one of "The Seven Habits of Highly	Define: Be Proactive Begin with the End in Mind Put First Things	Students will be able to identify a movie clip that defines their habit	Formative: Lecture/seminar	Students will be divided into seven groups. Each group will be given one of the seven habits from the	Sean Convey's "The Seven Habits of Highly Effective

(Week 17, 2 Weeks)

Effective Teenagers"

First Think Win-Win Seek First to Understand then to be Understood Synergize Sharpen the Saw

Students will be able to construct a powerpoint that illustrates their habit

Students will be able to create an activity that illustrates their habit

Students will be able to develop a skit that illustrates their habit

Students will be able to select a song that illustrates their habit

Students will be present a workshop that defines their habit from "The Seven Habits of Highly Effective Teens"

Summative: Test - Written

Students will take a written test on "The Seven Habits of Highly Effective Teens"

Teens"

Students will be responsible for a powerpoint presentation, a movie, skit, song, and activity that illustrates their habit.