**Challenger Middle School Course Syllabus Course Name: Middle School Leadership Grade:** 7th/8th Grade

**Quarter 3 Start Date: January 31, 204 Quarter 1 End Date: April 12, 2024**

**Quarter 4 Start Dates: April 15, 2024 Quarter 2 End Date: June 14, 2024**

**Middle School Leadership**

**District Course Code:**

**CEDARS Course Code:** 22101

**Certificated Teacher:** Katie Schultz-Wetherington

**Grading:** A, B, C, D, F

**Course Description:**

This leadership course is designed to strengthen students’ personal and group leadership skills. This course may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

**Text/Resources Provided:**

Lead4Change (School Community Service Project)

**Online Resources:**

Canvas

**Common Core Standards Addressed In This Course:**

*Standards* - this course meets the State and School District grade 6-8 Social Studies and English Language Arts Standards.

**Social Studies Skills -** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

* SSS1: Uses critical reasoning skills to analyze and evaluate claims.
	+ Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.
* SSS2: Uses inquiry-based research.
	+ The ability to develop questions is the foundation of a rich social studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry.
* SSS3: Deliberates public issues.
	+ Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.
* SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.
	+ Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.

**Civics -** The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.

* C4: Understands civic involvement.
	+ Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.
	+ Governing requires active civic involvement by members of a society to maintain a balance of power in that society.

**Speaking and Listening: flexible communication and collaboration -** Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

* Comprehension and Collaboration
	+ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
	+ Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	+ Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
* Presentation of Knowledge and Ideas
	+ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	+ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	+ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Conventions, effective use, and vocabulary -** The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

* Conventions of Standard English
	+ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	+ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* Knowledge of Language
	+ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
* Vocabulary Acquisition and Use
	+ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	+ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	+ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Course Objectives:**

To pass this course, the student will demonstrate mastery of standards through assignments, projects and/or assessments:

**Lead4Change:**

**By the end of this leadership course, students will begin to:**

**SSS1: Uses critical reasoning skills to analyze and evaluate claims.**

* Analyze positions and evidence supporting an issue or an event. (SSS1.6-8.1)
* Evaluate the logic of reasons for a position on an issue or event. (SSS1.6-8.2 )

**SSS2: Uses inquiry-based research.**

* Create and use research questions to guide inquiry on an issue or event. (SSS2.6-8.1)
* Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event. (SSS2.6-8.2 )

**SSS3: Deliberates public issues.**

* Engage in discussion, analyzing multiple viewpoints on public issues. (SSS3.6-8.1 )

**SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.**

* Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright. (SSS4.6-8.1)
* Use appropriate format to cite sources within an essay, presentation, and reference page. (SSS4.6-8.2)

**C4: Understands civic involvement.**

* Employ strategies for civic involvement that address a state or local issue. (C4.6-8.3)
* Analyze how a claim on an issue attempts to balance individual rights and the common good. (C4.6-8.4 )

**SL1: Comprehension and Collaboration**

* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.
	+ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	+ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	+ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	+ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL2: Comprehension and Collaboration**

* Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL3: Comprehension and Collaboration**

* Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL4: Presentation of Knowledge and Ideas**

* 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**.**

**SL5: Presentation of Knowledge and Ideas**

* Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL6: Presentation of Knowledge and Ideas**

* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L1: Conventions of Standard English**

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	+ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	+ Form and use verbs in the active and passive voice.
	+ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	+ Recognize and correct inappropriate shifts in verb voice and mood.

L2: **Conventions of Standard English**

* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	+ Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	+ Use an ellipsis to indicate an omission.
	+ Spell correctly

**L3: Knowledge of Language**

* Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	+ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L4: Vocabulary Acquisition and Use**

* Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.
	+ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
	+ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	+ Consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	+ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L5: Vocabulary Acquisition and Use**

* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	+ Interpret figures of speech (e.g. verbal irony, puns) in context.
	+ Use the relationship between particular words to better understand each of the words.
	+ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**L6: Vocabulary Acquisition and Use**

* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

***Summative Assessments:***

Summative assessments for this course will be completed at the end of quarter. This assessment will include:

* **Lead4Change:** Students will create, launch, and implement a school community service project

**COURSE GRADE REQUIREMENTS**

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to meet the acquired standard; this is a "B". "A" is achieving standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students cannot earn a cumulative passing course grade without meeting standards which may be assessed by tests, essays, and/or projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All assessments can be resubmitted until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **23-24 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** |
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| **SBG SCORE** | **DESCRIPTION** | **LETTER ALIGNMENT** |
| **4** | **ACHIEVING STANDARDS -** Student demonstrates a clear and consistent understanding of the skill/concept AND independently accomplishes the articulated standard. | A80-100 |
| **3** | **ACQUIRING STANDARDS -** Student demonstrates an understanding of the skill/concept AND accomplishes the articulated standard. | B60-80 |
| **2** | **APPROACHING STANDARDS -** Student demonstrates and accomplishes some componentsof the articulated standard. | C40-60 |
| **1** | **ATTEMPTING STANDARDS -** Student begins to demonstrate and attempts to accomplish components of the articulated standard with significant support. | D20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no demonstration of key standards - progress report meeting required | F0-20 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. As such, we will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses and will treat each instance of academic dishonesty as a learning opportunity. All of us (adults and students) are expected to work under the directions and guidelines provided by each learning opportunity, assignment, and assessment to the best of our individual and unique ability. Should a student demonstrate a pattern of behaviors that show a pattern of academic honesty violations, progressive interventions including disciplinary action may apply.

Progress and course assignment/project completion will be evaluated at least monthly by the teacher.

**Classroom Expectations and Norms:**

**Expectation:**

If what you are doing: INTERFERES with learning, HURTS someone's heart, PREVENTS you from being your best self… You shouldn’t be doing it!

**Norms:**

* Everyone has the right to be heard.
* Be respectful while still being critical.
* No name calling.
* One person speaks at a time.
* Hold yourself and each other to high standards of excellence at all times.
* Have the humility to recognize that you do not know everything and that everyone can stand to improve.
* Recognize that everyone will start from different bases of knowledge.