**CHALLENGER HIGH SCHOOL**

**Leadership GEN 203/204 Syllabi**

**CEDARS Course Code:** 22101 Term 1: Jan 31-April 12, 2023

 Term 2: April 15-June 14, 2023

**Instructor:** Melissa Stugart **Phone:**(253) 800-6813 **Email:** mstugart@bethelsd.org

**Grade Level:** 9, 10, 11, 12 **Credit**: Elective **NCAA Approved**

**District Course Code:** **GEN 203/204** **Prerequisite Courses:** None **Credits:** .5

**Course Description:**

This class provides school and community service through participation in activities. Learning includes group dynamics, decision-making, getting organized, and developing positive self-image, improving communication, conducting effective meetings and producing creative visuals. This class is designed for ASB officers, and other students interested in school leadership roles. Students are required to attend activities outside of class time and meetings in order to earn leadership credit. The course counts towards students’ elective credits in meeting graduation requirements.

**Common Core State Standards for English Language Arts and Literacy**

As an English Language Arts elective within the Bethel Schools course catalog, this course will utilize the Common Core State Standards for ELA with an emphasis on Writing and Speaking and Listening.

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| **Writing**  |
| W.11-12. 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).) |
|  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **Speaking and Listening**  |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](https://www.thecorestandards.org/ELA-Literacy/L/11-12/) for specific expectations.) |
| **Language**  |
| L 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

**Materials (may include but are not limited to)**

* Teacher selected essays & writings
* Teacher selected media
* Student selected texts

**Assessments (may include but are not limited to)**

* Formative Student Discussions/Planning Sessions
* Formative Standards-Based Reading, Writing, and Digital Media Assignments
* Summative Assessments:
	+ Socratic Seminars
	+ Student Final Leadership Reflection Paper/Presentation

**Grading Categories:**

* Formative: 0%
* Summative: 100%

**Progress**

* Student progress is monitored weekly and opportunities will be provided for revising formative work based on feedback from the teacher.
* Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each assignment. In addition to the course schedule, these learning targets may also come in the form of lesson, unit, assignment and/or assessment completion dates.
* These established progress-learning targets allow teachers and students to assess the students’ educational progress in meeting the course learning standards.

**Grading Scale: (Progress reports will be provided weekly)**

* **A (Excellent) -** (90-100%) Consistently demonstrating exemplary abilities through scores earned on assessments. Showing outstanding mastery of skills students are expected to learn in this course.
* **B (Proficient) -** (80-89.99%) Occasionally demonstrating proficient abilities through scores earned on assessments. Consistently working toward mastery of skills students are expected to learn in this course.
* **C (Standard) -** (70-79.99%) Demonstrating average abilities through scores earned on assessments. Showing average mastery of skills students are expected to learn in this course.
* **D (Passing)** (60 – 69.99%) Demonstrating minimal understanding of the material and completion of various assessments but does not have mastery of all concepts for the course.
* **F -** (59.99% or below) Opting out of opportunities to redo assignments to show mastery of assignments. Failing to demonstrate mastery of the skills taught through scores on assessments.

**Class Expectations:**

* Students will use electronics to support learning goals.
* Students will bring a charged school issued iPad to class each day.
* Students may be required to work in small groups.
* Students will get to class on time.
* Students will fully engage in learning opportunities.