

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

COURSE OUTLINE

STUDENT BODY LEADERSHIP

Date: March 2006

Subject Area: Electives

Proposed Grade Level(s): 6 – 8

Course Length: 1 Year

Grading: A-F

Prerequisites: This is an optional course for all elected class officers.

COURSE DESCRIPTION:

This course is required for all elected or appointed student body and/or class officers. The course is designed to teach the basic concepts of democratic government; leadership skills, group process, team building, time management, and project planning. It affords the student the opportunity for personal development in self-esteem and time management. From team building down to the personal development section in the curriculum, the student has a chance to comprehend and grow in preparation for his/her future.

GENERAL GOALS / PURPOSE:

- To teach and foster democracy and democratic procedures
- To provide training and experience in citizenship and leadership
- To develop positive attitude toward law, order, and authority
- To promote good human relations in the school community
- To provide a forum for student opinion and provide a direct channel to administration
- To provide organized services to students and staff
- To promote student, staff, and community relationships
- To develop school spirit, pride, and morale
- To conduct social and recreational activities
- To sponsor socially relevant projects for the school and community
- To uphold the Cougar Character pillars

STUDENT READING COMPONENT:

All students will be required to read for comprehension, to identify main ideas, use information from a variety of resources, compare and contrast, and be able to problem solve. Students will use language or word meanings within the appropriate context, and show ability to verify those meanings by definition, restatement, and/or example.

STUDENT WRITING COMPONENT:

All students will be required to create compositions or statements that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. Students will revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas. Students will have to write proposals for a function or event, an explanation of the bylaws of an organization including all details that need to be considered.

STUDENT ORAL COMPONENT:

All students will be required to deliver presentations both research and persuasive, and give oral responses using a clear, coherent, and well-organized effective personal style. They will use correct and varied sentence types and openings to present a lively and effective oral presentation. All students will be required to paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.

DETAILED UNITS OF INSTRUCTION:

- Teambuilding: Work on activities that will assist in becoming a stronger team player; activities that build trust, communication, and competency.
- Values: Focus on developing Cougar Character Pillars and creating opportunities for other students to learn from Cougar Pillars.
- Problem Solving and Decision Making: Brainstorming, idea mapping, and problem solving to address needs on campus; include students outside of classroom that could participate in problem solving such as the Principal's Advisory Committee and Safe School Ambassador representatives.
- Goal Setting: Set personal goals and class goals for the year; monitor progress and assess as part of final grade.
- Project Planning: Assist with class projects by understanding roles in project planning and implementation of.
- Personal Development & Self-Esteem: Work on identifying personal strengths and weaknesses, use in goal setting. Work on team building and project assessments as a means to determine personal growth throughout the year. "Colors" project, and/or other leadership style project to be part of assessment to understand how people function.
- Communication Skills: Develop public speaking skills, communication via letter/email, phone conversations, and working with the community at large.
- Leadership: Study leadership as a concept, apply knowledge, test practice, and assess growth.
- Time Management: Keep agenda as record; part of weekly and trimester progress checks. Calendar events, projects, etc.
- Stress Management & Humor: Learn the art of alleviating stress through proper management, humor, and focus techniques. Apply during year and assess benefits together.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- (6) Standard 1.0 Students write and speak with a command of standard English conventions appropriate to grade level.
- (6-8) Standard 2.0 Students read and understand grade-level-appropriate material.
- (8) Standard 1.1 Students will create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- (7) Standard 2.2 Students will locate information by using a variety of consumer, workplace, and public documents.
- (8) Standard 2.6 Students will use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Take initiative, participate, and learn how to create, run, and assess opportunities for student body to participate in activities at school.
- **Effective Communicators:** Be speaking to a variety of sources throughout the year and working in small groups. They will understand what it is to be effective communicators, develop the necessary skills to enhance their ability to communicate effectively, and regularly practice those skills. They will need to communicate with peer groups, staff, administration, and community.
- **Quality Producers:** Read, write, and assess projects throughout the class. Use what they are learning in class to assess the jobs that they are doing as student representatives (using rubrics).
- **Constructive Thinkers:** Be required to select the appropriate resources to gather information. Work on problem solving and setting solution-oriented goals rather than just identifying problems.
- **Collaborative Workers:** Through the study of group dynamics, students will learn how to implement what they have learned in a functional group and in group projects.
- **Responsible Citizens:** Through the course work and units of study, students will develop a better understanding of themselves and the world around them. Students will focus on developing a better sense of school community and culture.