

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Community Service and Leadership Development

Date: May 2011

Subject Area: Elective

Proposed Grade Level(s): 9th - 12th

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Subject Area Credit: Elective

Prerequisites: None

COURSE DESCRIPTION:

This course is designed to give students an opportunity to design, implement, research, reflect upon, and present a project based on community service, leadership, group process, team building, time management, and project planning. It affords the student the opportunity to develop and balance personal, academic and community responsibilities, as well as demonstrate effectiveness, appropriateness, and competency in a variety of skills relevant to the real world. The student will have the opportunity for personal development in self-esteem, stress management, and sense of humor, and grow in preparation for his/her future.

GENERAL GOALS/PURPOSES:

Students will:

- Demonstrate independent thinking and sophisticated problem-solving skills
- Display ability to work with teams or independently to design and implement a project
- Effectively communicate in a variety of modes, including writing, speaking and listening
- Employ appropriate technology resources for research, communication and presentation
- Demonstrate new learning and growth in an area of community interest and service
- Receive training and experience in citizenship and leadership
- Promote student/staff/community relationships
- Conduct social and recreational activities
- Sponsor socially relevant projects for the school and community

STUDENT READING COMPONENT:

- Research documents
- Project and/or time management resources
- Real-world and workplace documents

STUDENT WRITING COMPONENT:

- Project proposal
- Business letter
- Interview questions
- Annotated bibliography
- Reflective journals and essay
- Speech

STUDENT ORAL COMPONENT:

- Conduct interviews related to area of study
- Small and large-group discussion
- Peer critiques
- Peer panel interview with questions and responses
- All students will be required to deliver presentations and oral responses using a clear, coherent and well-organized, effective personal style. They will use correct and varied sentence types to present an interesting, thorough presentation.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Self-Exploration and Leadership development

- Interest survey
- Personal development and self esteem
- Goal setting
- Interpersonal communication
- Leadership strategies

Unit 2: Project Development and Design

- Proposal writing
- Establishing community and/or school wide projects
- Developing action plan
- Teambuilding

Unit 3: Project Management and Implementation

- Time management
- Conducting field work
- Maintaining reflective journal
- Conducting interviews
- Problem-solving and decision-making skills

Unit 4: Presentation Skills

- Integrating multi-media elements
- Writing and delivering an effective speech
- Panel presentation to peers with question and answer session

Unit 5: Reflection

- Reflective essay
- Planning for the future
- Stress management and humor

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

CCSS College and Career Readiness Anchor Standards for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Youth Development and Leadership Standards

- 3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.
 - 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
 - 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.
- 3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.
 - 3.3.1 Youth learn specific knowledge and skills related to leadership, **and** explore leadership styles.
 - 3.3.5 Youth participate in service to others in their community, their country, and their world.
 - 3.3.6 Youth identify and use resources in their community.

LAB FEE, IF REQUIRED:

None

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who take responsibility for their own learning and work independently to develop and implement a project to its completion.
- **Effective Communicators:** who are able to relate clearly and logically in all writing and oral assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their research and writing. Student writing will be free from errors in convention and adhere to appropriate formats.
- **Constructive Thinkers:** who are capable of risk-taking, problem solving and decision making in a variety of settings.
- **Collaborative Workers:** who are capable of working in both a small or large group setting and at all stages of a project development.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of an error-free product that is both original in substance and a reflection of his/her beliefs, values, and outlooks.
- **Responsible Citizens:** who will establish links within the school and local community and demonstrate strong work ethic and personal accountability.

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