



School District of the City of St. Charles

7-12 Leadership Curriculum:

Grade 7-8 Leadership

Grade 9 - Youth Engaged in Leadership & Learning (YELL)

Grades 10-12 - Advanced Leadership Lab (ALL)

Approved by the Board of Education

July 9, 2015



7-12 Leadership Curriculum Committee

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7-12 Leadership Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Grades 7-12 Leadership Scope & Sequence

Grade Level	Developing Knowledge of Self and Others	Defining Leadership	Developing Leadership Skills and Practices	Leadership through Service
7 th and 8 th Grade (Peer Helpers)	I	I	I	I
8 th Grade (Peer Ambassadors)	E	E	R	R
YELL (Youth Engaged in Leadership & Learning)	I, R	I, R	I, R	I, R
ALL (Advanced Leadership Lab)	R	R	M	M

I = Introduce E = Enhance R = Reinforce M = Master

Grade 7 Leadership (Peer Helpers) Curriculum

Curriculum Overview

Curriculum Units

Grade 7 LEADERSHIP: PEER HELPERS

Course Rationale

The content of the Leadership: Peer Helpers course provides the foundation for students transitioning to middle school to be leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community, but in their daily lives as well.

Classroom Learning Objectives and Essential Outcomes

- ~ Evaluate self image, behaviors, and utilize knowledge of self and others.
- ~ Analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
- ~ Appraise school community needs and devise ways to assume roles within the school community.
- ~ Demonstrate leadership skills through service within the school community.



COURSE OVERVIEW
COURSE: 7th/8th Leadership: Peer Helpers
PREREQUISITES: Permit to Enroll

CURRICULUM WRITTEN: Spring 2015
BOARD APPROVAL:
REVISED:

<p>COURSE DESCRIPTION: The content of the Leadership: Peer Helpers course provides the foundation for students transitioning to middle school to be leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility, and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.</p>	<p>COMMITTEE MEMBERS: Rocky Vercher and Jolene Thomas</p>
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UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	UNIT DURATION	
Unit 1: Developing Knowledge of Self and Others	36 Weeks	
Unit 2: Defining Leadership	36 Weeks	
Unit 3: Developing Leadership Skills and Practices	36 Weeks	
Unit 4: Leadership through Service	36 Weeks	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE		
TEXTBOOK INFORMATION		ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES
TITLE: Leader In Me	Publisher: Edition: Author: ISBN:	



CONTENT AREA: 7th/8th Leadership: Peer Helpers
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#1) Developing Knowledge of Self and Others
 Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Self Image, Self-esteem and Self-concept*
- *Intrapersonal and Interpersonal Communication*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What elements have contributed to my self-concept?**
- **What must an effective leader know about their team members to effectively manage their group?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD
i.e. GLE/CLE/MLS/NGSS

STANDARDS: Content specific standards that will be addressed in this unit.

MAJOR STANDARD

SUPPORTING STANDARD

Show Me Standards:
 Goal 2

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems

X

OBJECTIVE # 1	Developing Knowledge of Self and Others	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal. 	<ul style="list-style-type: none"> Self-generated project Elements of Communication Self-reflection Techniques 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and implement a self-improvement plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and implement a self-improvement plan 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Personal Growth Plan and Implementation Activity and Discussion Participation 	Summative Formative	Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class or visit to other school. 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Introduction to Leadership
TOPIC: DEVELOPING KNOWLEDGE OF SELF AND OTHERS
 ~ OBJECTIVE ~

*Student will evaluate self image, behaviors,
 and utilize knowledge of others to improve personal leadership skills.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p style="text-align: center;">Student will: ~ Analyze personal area of improvement then generate and implement a personal plan of improvement focused on the selected improvement area.</p>	<p style="text-align: center;">Student generated self-improvement project.</p>
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 7th/8th Leadership: Peer Helpers
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#2) Defining Leadership
 Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Qualities of an effective leader*
- *Understanding and utilizing personal qualities as a leader*
- *Renowned historical leaders and their characteristics*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What qualities do effective leaders share?**
- **What qualities do I share in common with these effective leaders?**
- **Which historically renowned leader would I wish to emulate?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Defining Leadership	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership. 	<ul style="list-style-type: none"> Self-generated project Principles of Leadership Leadership qualities Historical Leadership Traits 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and present a historical leadership research project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and present a historical leadership research project 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech, History 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Historical Leadership Project Activity and Discussion Participation 	Summative Formative	Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership

TOPIC: DEFINING LEADERSHIP

~ OBJECTIVE ~

Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ research and analyze characteristics of a renowned leader, and create a presentation on their selected leader emphasizing these characteristics.	~ Reading Analysis ~ Historical Leadership Research Project
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 7th/8th Leadership: Peer Helpers
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#3) Developing Leadership Skills and Practices
 Student will appraise school community needs and devise ways to assume active roles within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Needs Assessment*
- *Data Collection and Compilation*
- *Creating an Action Plan*

ENDURING UNDERSTANDINGS:

- **Student will appraise school community needs and devise ways to assume active roles within the school community.**

ESSENTIAL QUESTIONS:

- **What are the needs of my community?**
- **What is the most effective method of discovering these needs?**
- **How will I compile information?**
- **How will this information guide the actions of myself and my team?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD
i.e. GLE/CLE/MLS/NGSS

STANDARDS: Content specific standards that will be addressed in this unit.

MAJOR STANDARD

SUPPORTING STANDARD

Show Me Standards:
 Goal 2

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems

X

OBJECTIVE # 1	Developing Leadership Skills and Practices	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will appraise school community needs and devise ways to assume active roles within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Student will appraise school community needs and devise ways to assume active roles within the school community. 	<ul style="list-style-type: none"> Self-generated project Needs Assessment Techniques Data Compilation Action Plan Creation 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Collect and compile data into an action plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and present a leadership project action plan 	3 = Student will appraise school community needs and devise ways to assume active roles within the school community.
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS
<ul style="list-style-type: none"> Communication Arts, Business, Speech 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Action Plan Activity and Discussion Participation 	Summative Formative	Student will appraise school community needs and devise ways to assume active roles within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will appraise school community needs and devise ways to assume active roles within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership
TOPIC: DEVELOPING LEADERSHIP SKILLS AND PRACTICES
 ~ OBJECTIVE ~

*Student will appraise school community needs and devise ways
 to assume active roles within the school community.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ survey and compile data for potential project.	~ Needs Assessment Survey ~ Leadership mentoring and modeling ~ Project Planning and Scheduling
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 7th/8th Leadership: Peer Helpers
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#4) Leadership through Service
 Student will demonstrate leadership skills through service within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Breaking large-scale projects into smaller components*
- *Scheduling and Project Management*
- *Reflection and Analysis*

ENDURING UNDERSTANDINGS:

- Student will demonstrate leadership skills through service within the school community.

ESSENTIAL QUESTIONS:

- How will my project meet the needs of my community?
- What role does effective planning play in the effectiveness of my project?
- How will I know if my project has met the intended goals?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Leadership through Service	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will demonstrate leadership skills through service within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will demonstrate leadership skills through service within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Project Analysis and Reflection 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Plan and implement a service project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project implementation 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and implement a service project 	3 = Student will demonstrate leadership skills through service within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Service Project • Activity and Discussion Participation 	Summative Formative	Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership
TOPIC: LEADERSHIP THROUGH SERVICE
 ~ OBJECTIVE ~

Student will demonstrate leadership skills through service within the school community.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ schedule, coordinate and facilitate a project intended to better the school community.	~ Service Project ~
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

Grade 8 Leadership (Peer Ambassadors) Curriculum

8th GRADE ADVANCED LEADERSHIP : PEER AMBASSADORS

Course Rationale

The content of the advanced leadership lab course provides students the opportunity to become leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well and prepare them to serve as a leader transitioning into High School.

Classroom Learning Objectives and Essential Course Outcomes

- ~ Evaluate self image, behaviors, and utilize knowledge of self and others.
- ~ Analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
- ~ Appraise school community needs and devise ways to assume roles within the school community.
- ~ Demonstrate leadership skills through service within the school community.



COURSE OVERVIEW

COURSE: 8th Advanced Leadership: Peer Ambassadors
CREDIT(S): Pass/Fail
PREREQUISITES: Permit to Enroll

CURRICULUM WRITTEN: Spring 2015
BOARD APPROVAL:
REVISED:

COURSE DESCRIPTION: The content of the Advanced Leadership: Peer Ambassadors course provides students the opportunity to become leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.

COMMITTEE MEMBERS: Jolene Thomas, Rocky Vercher

UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	UNIT DURATION	
Unit 1: Developing Knowledge of Self and Others	36 Weeks	
Unit 2: Defining Leadership	36 Weeks	
Unit 3: Developing Leadership Skills and Practices	36 Weeks	
Unit 4: Leadership through Service	36 Weeks	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE		
TEXTBOOK INFORMATION		ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES
TITLE: The Seven Habits of Highly Effective Teens	Publisher: Touchstone Edition: Author: Sean Covey ISBN:	



CONTENT AREA: 8th Advanced Leadership: Peer Ambassadors
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#1) Developing Knowledge of Self and Others
 Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Self Image, Self-esteem and Self-concept*
- *Intrapersonal and Interpersonal Communication*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What elements have contributed to my self-concept?**
- **What must an effective leader know about their team members to effectively manage their group?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Developing Knowledge of Self and Others		
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal. 	<ul style="list-style-type: none"> Self-generated project Elements of Communication Self-reflection Techniques 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and implement a self-improvement plan 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and implement a self-improvement plan 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.	
INTERDISCIPLINARY CONNECTION		PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech 		<ul style="list-style-type: none"> No prior knowledge of leadership attributes needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Personal Growth Plan and Implementation Activity and Discussion Participation 		Summative Formative	Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class or visit to other school. 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Introduction to Leadership
TOPIC: DEVELOPING KNOWLEDGE OF SELF AND OTHERS
 ~ OBJECTIVE ~

*Student will evaluate self image, behaviors,
 and utilize knowledge of others to improve personal leadership skills.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p style="text-align: center;">Student will: ~ Analyze personal area of improvement then generate and implement a personal plan of improvement focused on the selected improvement area.</p>	<p style="text-align: center;">Student generated self-improvement project.</p>
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 8th Advanced Leadership: Peer Ambassadors
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#2) Defining Leadership
 Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Qualities of an effective leader*
- *Understanding and utilizing personal qualities as a leader*
- *Renowned historical leaders and their characteristics*

ENDURING UNDERSTANDINGS:

- Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.

ESSENTIAL QUESTIONS:

- What qualities do effective leaders share?
- What qualities do I share in common with these effective leaders?
- Which historically renowned leader would I wish to emulate?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Defining Leadership	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership. 	<ul style="list-style-type: none"> Self-generated project Principles of Leadership Leadership qualities Historical Leadership Traits 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and present a historical leadership research project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and present a historical leadership research project 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech, History 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Historical Leadership Project Activity and Discussion Participation 	Summative Formative	Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of

leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• Various interventions	<ul style="list-style-type: none">• Outline key vocabulary words• Return to activity process and rework inadequate elements	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• In class	<ul style="list-style-type: none">• Students may lead activities or coach small group sessions.	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership

TOPIC: DEFINING LEADERSHIP

~ OBJECTIVE ~

Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ research and analyze characteristics of a renowned leader, and create a presentation on their selected leader emphasizing these characteristics.	~ Reading Analysis ~ Historical Leadership Research Project
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 8th Advanced Leadership: Peer Ambassadors
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#3) Developing Leadership Skills and Practices
 Student will appraise school community needs and devise ways to assume active roles within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Needs Assessment*
- *Data Collection and Compilation*
- *Creating an Action Plan*

ENDURING UNDERSTANDINGS:

- **Student will appraise school community needs and devise ways to assume active roles within the school community.**

ESSENTIAL QUESTIONS:

- **What are the needs of my community?**
- **What is the most effective method of discovering these needs?**
- **How will I compile information?**
- **How will this information guide the actions of myself and my team?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Developing Leadership Skills and Practices	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will appraise school community needs and devise ways to assume active roles within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will appraise school community needs and devise ways to assume active roles within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Action Plan Creation 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Collect and compile data into an action plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project selection 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and present a leadership project action plan 	3 = Student will appraise school community needs and devise ways to assume active roles within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Action Plan • Activity and Discussion Participation 	Summative Formative	Student will appraise school community needs and devise ways to assume active roles within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Student will appraise school community needs and devise ways to assume active roles within the school community.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Introduction to Leadership
TOPIC: DEVELOPING LEADERSHIP SKILLS AND PRACTICES
 ~ OBJECTIVE ~

*Student will appraise school community needs and devise ways
 to assume active roles within the school community.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ survey and compile data for potential project.	~ Needs Assessment Survey ~ Leadership mentoring and modeling ~ Project Planning and Scheduling
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: 8th Advanced Leadership: Peer Ambassadors
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#4) Leadership through Service
 Student will demonstrate leadership skills through service within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Breaking large-scale projects into smaller components*
- *Scheduling and Project Management*
- *Reflection and Analysis*

ENDURING UNDERSTANDINGS:

- **Student will demonstrate leadership skills through service within the school community.**

ESSENTIAL QUESTIONS:

- **How will my project meet the needs of my community?**
- **What role does effective planning play in the effectiveness of my project?**
- **How will I know if my project has met the intended goals?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Leadership through Service	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will demonstrate leadership skills through service within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will demonstrate leadership skills through service within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Project Analysis and Reflection 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Plan and implement a service project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project implementation 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and implement a service project 	3 = Student will demonstrate leadership skills through service within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Service Project • Activity and Discussion Participation 	Summative Formative	Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • In class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership
TOPIC: LEADERSHIP THROUGH SERVICE
 ~ OBJECTIVE ~

Student will demonstrate leadership skills through service within the school community.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ schedule, coordinate and facilitate a project intended to better the school community.	~ Service Project ~
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

**Youth Engaged in Leadership & Learning
(YELL)
Curriculum**

YOUTH ENGAGED IN LEADERSHIP AND LEARNING

Course Rationale

The content of the youth engaged in learning and leadership lab course provides the foundation for students transitioning to high school to be leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.

Classroom Learning Objectives and Essential Outcomes

- ~ Evaluate self image, behaviors, and utilize knowledge of self and others.
- ~ Analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
- ~ Appraise school community needs and devise ways to assume roles within the school community.
- ~ Demonstrate leadership skills through service within the school community.



COURSE OVERVIEW

COURSE: Youth Engaged in Leadership and Learning (YELL)
CREDIT(S): 1 Unit
PREREQUISITES: Permit to Enroll

CURRICULUM WRITTEN: Spring 2015
BOARD APPROVAL:
REVISED:

COURSE DESCRIPTION: The content of the youth engaged in learning and leadership lab course provides the foundation for students transitioning to high school to be leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.

COMMITTEE MEMBERS: Barbara Stanley-Bowlin and Louis Saubers

UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	UNIT DURATION	
Unit 1: Developing Knowledge of Self and Others	36 Weeks	
Unit 2: Defining Leadership	36 Weeks	
Unit 3: Developing Leadership Skills and Practices	36 Weeks	
Unit 4: Leadership through Service	36 Weeks	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE

TEXTBOOK INFORMATION

ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES

TITLE:
The Seven Habits of Highly Effective Teens

Publisher: Touchstone
Edition:
Author: Sean Covey
ISBN:

Teacher Resource

TITLE:
Building Everyday Leadership in all Teens: Promoting Attitudes and Action for Respect and Success

Publisher: Free Spirit Publishing
Edition:
Author: Mariam G. MacGregor
ISBN:

Teacher Resource

TITLE: The 21 Irrefutable Laws of Leadership: Follow Them and People will Follow You	Publisher: Thomas Nelson Edition: Author: John C. Maxwell ISBN:	Teacher Resource
TITLE: The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader	Publisher: Jossey-Bass Edition: Author: James M. Kouzes ISBN:	Teacher Resource
TITLE: The Student Leadership Challenge: Activities Book	Publisher: Jossey-Bass Edition: Author: James M. Kouzes ISBN:	Teacher Resource
TITLE: The Leadership Training Activity Book: 50 Exercises for building effective leaders	Publisher: AMACOM Edition: Author: Lois B. Hart ISBN:	Teacher Resource



CONTENT AREA: General Elective
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#1) Developing Knowledge of Self and Others
 Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Self Image, Self-esteem and Self-concept*
- *Intrapersonal and Interpersonal Communication*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What elements have contributed to my self-concept?**
- **What must an effective leader know about their team members to effectively manage their group?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Developing Knowledge of Self and Others	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal. 	<ul style="list-style-type: none"> Self-generated project Elements of Communication Self-reflection Techniques 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and implement a self-improvement plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and implement a self-improvement plan 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Personal Growth Plan and Implementation Activity and Discussion Participation 	Summative Formative	Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership
TOPIC: DEVELOPING KNOWLEDGE OF SELF AND OTHERS
 ~ OBJECTIVE ~

*Student will evaluate self image, behaviors,
 and utilize knowledge of others to improve personal leadership skills.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Analyze personal area of improvement then generate and implement a personal plan of improvement focused on the selected improvement area.	Student generated self-improvement project.
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#2) Defining Leadership
 Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Qualities of an effective leader*
- *Understanding and utilizing personal qualities as a leader*
- *Renowned historical leaders and their characteristics*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- What qualities do effective leaders share?
- What qualities do I share in common with these effective leaders?
- Which historically renowned leader would I wish to emulate?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Defining Leadership	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership. 	<ul style="list-style-type: none"> Self-generated project Principles of Leadership Leadership qualities Historical Leadership Traits 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and present a historical leadership research project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and present a historical leadership research project 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech, History 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Historical Leadership Project Activity and Discussion Participation 	Summative Formative	Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of

leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership

TOPIC: DEFINING LEADERSHIP

~ OBJECTIVE ~

Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ research and analyze characteristics of a renowned leader, and create a presentation on their selected leader emphasizing these characteristics.	~ Reading Analysis ~ Historical Leadership Research Project
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#3) Developing Leadership Skills and Practices
 Student will appraise school community needs and devise ways to assume active roles within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Needs Assessment*
- *Data Collection and Compilation*
- *Creating an Action Plan*

ENDURING UNDERSTANDINGS:

- **Student will appraise school community needs and devise ways to assume active roles within the school community.**

ESSENTIAL QUESTIONS:

- **What are the needs of my community?**
- **What is the most effective method of discovering these needs?**
- **How will I compile information?**
- **How will this information guide the actions of myself and my team?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD
i.e. GLE/CLE/MLS/NGSS

STANDARDS: Content specific standards that will be addressed in this unit.

MAJOR STANDARD

SUPPORTING STANDARD

Show Me Standards:
 Goal 2

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems

X

OBJECTIVE # 1	Developing Leadership Skills and Practices	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will appraise school community needs and devise ways to assume active roles within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will appraise school community needs and devise ways to assume active roles within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Action Plan Creation 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Collect and compile data into an action plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project selection 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and present a leadership project action plan 	3 = Student will appraise school community needs and devise ways to assume active roles within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Action Plan • Activity and Discussion Participation 	Summative Formative	Student will appraise school community needs and devise ways to assume active roles within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Student will appraise school community needs and devise ways to assume active roles within the school community.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Introduction to Leadership
TOPIC: DEVELOPING LEADERSHIP SKILLS AND PRACTICES
 ~ OBJECTIVE ~

*Student will appraise school community needs and devise ways
 to assume active roles within the school community.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ survey and compile data for potential project.	~ Needs Assessment Survey ~ Leadership mentoring and modeling ~ Project Planning and Scheduling
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Youth Engaged in Leadership and Learning

STANDARD: (#4) Leadership through Service
 Student will demonstrate leadership skills through service within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Breaking large-scale projects into smaller components*
- *Scheduling and Project Management*
- *Reflection and Analysis*

ENDURING UNDERSTANDINGS:

- **Student will demonstrate leadership skills through service within the school community.**

ESSENTIAL QUESTIONS:

- How will my project meet the needs of my community?
- What role does effective planning play in the effectiveness of my project?
- How will know if my project has met the intended goals?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Leadership through Service	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will demonstrate leadership skills through service within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will demonstrate leadership skills through service within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Project Analysis and Reflection 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Plan and implement a service project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project implementation 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and implement a service project 	3 = Student will demonstrate leadership skills through service within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Service Project • Activity and Discussion Participation 	Summative Formative	Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Introduction to Leadership
TOPIC: LEADERSHIP THROUGH SERVICE
 ~ OBJECTIVE ~

Student will demonstrate leadership skills through service within the school community.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ schedule, coordinate and facilitate a project intended to better the school community.	~ Service Project ~
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

Advanced Leadership Lab

(ALL)

Curriculum

ADVANCED LEADERSHIP LAB

Course Rationale

The content of the advanced leadership lab course provides students the opportunity to become leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.

Classroom Learning Objectives and Essential Outcomes

- ~ Evaluate self image, behaviors, and utilize knowledge of self and others.
- ~ Analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
- ~ Appraise school community needs and devise ways to assume roles within the school community.
- ~ Demonstrate leadership skills through service within the school community.



COURSE OVERVIEW COURSE: Advanced Leadership Lab CREDIT(S): 1 Unit PREREQUISITES: Permit to Enroll	CURRICULUM WRITTEN: Spring 2015 BOARD APPROVAL: REVISED:
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COURSE DESCRIPTION: The content of the advanced leadership lab course provides students the opportunity to become leaders within their school community. The course will focus on: promoting communication skills with peers and adults, developing leadership and teamwork skills that will impact the individual as well as the school community, learning skills to demonstrate personal responsibility and accountability. These skills will be taught to help participants develop a student voice, become helpers to their peers and serve as role models and ambassadors to other students within the school community. Through a variety of learning experiences and application of these skills students will demonstrate their confidence in serving as a leader not only within the school community but in their daily lives as well.	COMMITTEE MEMBERS: Barbara Stanley-Bowlin and Louis Saubers
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UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	UNIT DURATION	
Unit 1: Developing Knowledge of Self and Others	36 Weeks	
Unit 2: Defining Leadership	36 Weeks	
Unit 3: Developing Leadership Skills and Practices	36 Weeks	
Unit 4: Leadership through Service	36 Weeks	

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE		
TEXTBOOK INFORMATION		ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES
TITLE: The Seven Habits of Highly Effective Teens	Publisher: Touchstone Edition: Author: Sean Covey ISBN:	Teacher Resource
TITLE: Building Everyday Leadership in all Teens: Promoting Attitudes and Action for Respect and Success	Publisher: Free Spirit Publishing Edition: Author: Mariam G. MacGregor ISBN:	Teacher Resource

<p>TITLE: The 21 Irrefutable Laws of Leadership: Follow Them and People will Follow You</p>	<p>Publisher: Thomas Nelson Edition: Author: John C. Maxwell ISBN:</p>	<p>Teacher Resource</p>
<p>TITLE: The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader</p>	<p>Publisher: Jossey-Bass Edition: Author: James M. Kouzes ISBN:</p>	<p>Teacher Resource</p>
<p>TITLE: The Student Leadership Challenge: Activities Book</p>	<p>Publisher: Jossey-Bass Edition: Author: James M. Kouzes ISBN:</p>	<p>Teacher Resource</p>
<p>TITLE: The Leadership Training Activity Book: 50 Exercises for building effective leaders</p>	<p>Publisher: AMACOM Edition: Author: Lois B. Hart ISBN:</p>	<p>Teacher Resource</p>



CONTENT AREA: General Elective
COURSE: Advanced Leadership Lab

STANDARD: (#1) Developing Knowledge of Self and Others
 Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Self Image, Self-esteem and Self-concept*
- *Intrapersonal and Interpersonal Communication*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What elements have contributed to my self-concept?**
- **What must an effective leader know about their team members to effectively manage their group?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Developing Knowledge of Self and Others	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will evaluate self image, behaviors, and utilize knowledge of others to improve personal leadership skills.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal. 	<ul style="list-style-type: none"> Self-generated project Elements of Communication Self-reflection Techniques 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and implement a self-improvement plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and implement a self-improvement plan 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Personal Growth Plan and Implementation Activity and Discussion Participation 	Summative Formative	Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Students will identify a personal improvement goal, then generate and implement a personal plan of improvement focused on the selected improvement goal.
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Advanced Leadership Skills
TOPIC: DEVELOPING KNOWLEDGE OF SELF AND OTHERS
 ~ OBJECTIVE ~

*Student will evaluate self image, behaviors,
 and utilize knowledge of others to improve personal leadership skills.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ Analyze personal area of improvement then generate and implement a personal plan of improvement focused on the selected improvement area.	Student generated self-improvement project. Small Group Improvement Project Long-term Project
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Advanced Leadership Lab

STANDARD: (#2) Defining Leadership
 Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Qualities of an effective leader*
- *Understanding and utilizing personal qualities as a leader*
- *Renowned historical leaders and their characteristics*

ENDURING UNDERSTANDINGS:

- **Student will evaluate self image, behaviors and utilize knowledge of others to improve personal leadership skills.**

ESSENTIAL QUESTIONS:

- **What qualities do effective leaders share?**
- **What qualities do I share in common with these effective leaders?**
- **Which historically renowned leader would I wish to emulate?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Defining Leadership	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership. 	<ul style="list-style-type: none"> Self-generated project Principles of Leadership Leadership qualities Historical Leadership Traits 	<ul style="list-style-type: none"> Participate in a variety of preparatory activities Create and present a historical leadership research project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through leadership-based activities Coaches students in project selection 	<ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in leadership activities Create and present a historical leadership research project 	3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Communication Arts, Business, Speech, History 	<ul style="list-style-type: none"> No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Historical Leadership Project Activity and Discussion Participation 	Summative Formative	Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Advanced Leadership Skills
TOPIC: DEFINING LEADERSHIP
 ~ OBJECTIVE ~

Student will analyze characteristics of leaders, relationship between leader and follower, and evaluate the role of context in process of leadership.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ research and analyze characteristics of a renowned leader, and create a presentation on their selected leader emphasizing these characteristics.	~ Reading Analysis ~ Historical Leadership Research Project ~ Group Analysis and Research Project
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Advanced Leadership Lab

STANDARD: (#3) Developing Leadership Skills and Practices
 Student will appraise school community needs and devise ways to assume active roles within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Needs Assessment*
- *Data Collection and Compilation*
- *Creating an Action Plan*

ENDURING UNDERSTANDINGS:

- **Student will appraise school community needs and devise ways to assume active roles within the school community.**

ESSENTIAL QUESTIONS:

- **What are the needs of my community?**
- **What is the most effective method of discovering these needs?**
- **How will I compile information?**
- **How will this information guide the actions of myself and my team?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Developing Leadership Skills and Practices	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will appraise school community needs and devise ways to assume active roles within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will appraise school community needs and devise ways to assume active roles within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Action Plan Creation 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Collect and compile data into an action plan
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project selection 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and present a leadership project action plan 	3 = Student will appraise school community needs and devise ways to assume active roles within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Action Plan • Activity and Discussion Participation 	Summative Formative	Student will appraise school community needs and devise ways to assume active roles within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	<p>3 = Student will appraise school community needs and devise ways to assume active roles within the school community.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	<p>4 = Student performance will directly reflect the preparation techniques.</p>

STRAND: Advanced Leadership Skills
TOPIC: DEVELOPING LEADERSHIP SKILLS AND PRACTICES
 ~ OBJECTIVE ~

*Student will appraise school community needs and devise ways
 to assume active roles within the school community.*

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ survey and compile data for potential project.	~ Needs Assessment Survey ~ Leadership mentoring and modeling ~ Project Planning and Scheduling
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	



CONTENT AREA: General Elective
COURSE: Advanced Leadership Lab

STANDARD: (#4) Leadership through Service
 Student will demonstrate leadership skills through service within the school community.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Breaking large-scale projects into smaller components*
- *Scheduling and Project Management*
- *Reflection and Analysis*

ENDURING UNDERSTANDINGS:

- **Student will demonstrate leadership skills through service within the school community.**

ESSENTIAL QUESTIONS:

- **How will my project meet the needs of my community?**
- **What role does effective planning play in the effectiveness of my project?**
- **How will know if my project has met the intended goals?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Show Me Standards: Goal 2	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems	X	

OBJECTIVE # 1	Leadership through Service	
REFERENCES/STANDARDS <i>Show Me Standards</i> <i>Goal 2</i>	STANDARD: (#1) Student will demonstrate leadership skills through service within the school community.	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Student will demonstrate leadership skills through service within the school community. 	<ul style="list-style-type: none"> • Self-generated project • Needs Assessment Techniques • Data Compilation • Project Analysis and Reflection 	<ul style="list-style-type: none"> • Participate in a variety of preparatory activities • Plan and implement a service project
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through leadership-based activities • Coaches students in project implementation 	<ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in leadership activities • Create and implement a service project 	3 = Student will demonstrate leadership skills through service within the school community.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> • Communication Arts, Business, Speech 	<ul style="list-style-type: none"> • No prior knowledge of leadership attributes is needed for this objective 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE/ SUMMATIVE	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Service Project • Activity and Discussion Participation 	Summative Formative	Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Various AIP interventions 	<ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements 	3 = Student will demonstrate leadership skills through service within the school community.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • AIP or in class 	<ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. 	4 = Student performance will directly reflect the preparation techniques.

STRAND: Advanced Leadership Skills
TOPIC: LEADERSHIP THROUGH SERVICE
 ~ OBJECTIVE ~

Student will demonstrate leadership skills through service within the school community.

Score	GRADING CRITERIA	SAMPLE TASKS
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	Student will: ~ schedule, coordinate and facilitate a project intended to better the school community.	~ Service Project ~
2	Student attempted activity, but lack of preparation either physically or mentally causes multiple errors in final project.	
1	With help, student was able to complete a portion of their overall project.	
0	Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete.	

7-12 Leadership Curriculum

Appendix

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER