



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Emerging Leaders Curriculum

Course Description: The Emerging Leaders course guides students through a journey of self-discovery, community engagement, service, and lasting impact. Students begin by exploring their strengths, values, and leadership potential, then apply these insights to build and strengthen their school and local community through collaborative projects and initiatives. They learn to identify challenges, develop solutions, communicate effectively, and act responsibly while designing and implementing service projects that address real-world needs. Finally, students focus on taking initiative and leaving a meaningful legacy, reflecting on their growth as leaders and creating sustainable, positive change that inspires others. Throughout the course, students practice critical skills—self-awareness, collaboration, problem-solving, ethical decision-making, and reflection—preparing them to lead with purpose, integrity, and influence in any context.

Curriculum Standards: Missouri Department of Elementary and Secondary Education Show-Me Standard Goals

Scope and Sequence:

Timeframe	Unit	Engaging Experiences
14-24 Blocks	Unit 1: Discovering Myself as a Leader	EE 1: Book Study EE 2: Self-Discovery Experience EE 3: Vision Board Experience EE 4: Leadership Reflection EE 5: Youth Leadership Summit EE 6: Current In-Demand Skill Development
12-26 Blocks	Unit 2: Building Our Community	EE 1: Community Leader Speakers EE 2: Communication in a Team EE 3: Research Collaborative

		EE 4: Documentary Analysis EE 5: What is Your Geek? EE 6: The Importance of Active Listening
20-30 Blocks	Unit 3: Leading Through Service	EE 1: Micro-Service Projects EE 2: School Unity Event EE 3: Committee Project Work EE 4: Servant Leadership Style
11-24 Blocks	Unit 4: Taking Initiative & Leaving a Legacy	EE 1: School Improvement Initiative EE 2: Influential Leader Legacies EE 3: “Pass the Torch” Mentorship Project EE 4: Impact Assessment and Reflection EE 5: Leadership Portfolio for Your Legacy EE 6: Initiative Taking: What’s Next?

Curriculum Revision Tracking:

Fall 2025

Full curriculum rewrite

Spring 2018

Reordered units by moving previous unit 4 to unit 2, unit 2 to unit 3, and unit 3 to unit 4.

Unit 1:

- Completely revised with new topics, experiences, and engaging scenario.

Unit 3:

- Completely revised with new topics and experiences.
- Engaging Scenario expanded to include an additional option.

Unit 4:

- Engaging Scenario expanded to include an additional option.

Unit 5:

- Original topic 3 was moved to an Engaging Experience in Topic 3 of Unit 1.
- Engaging Scenario expanded to include an additional option.

Added a Leadership Capstone to the end of the course.

Unit 1: Discovering Myself as a Leader

Subject: Emerging Leaders

Grade: 9-12

Name of Unit: Discovering Myself as a Leader

Length of Unit: 14-24 Blocks

Overview of Unit: Students will begin their leadership journey by exploring who they are and what they bring to a team. They will identify their personal strengths, values, and leadership styles, and reflect on how these traits influence the way they communicate, collaborate, and make decisions. Through self-assessments, discussions, and reflective activities, students will build self-awareness and learn how authentic leadership starts from within. By the end of the unit, they will understand how knowing themselves helps them lead with purpose and positively impact others.

Priority Standards for unit:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets:

Priority Standard: Show-Me.1: Students will gather, analyze and apply information and ideas.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze their strengths, values, and interests to gain a better understanding of their leadership potential.	3
	Analyzing
Students will examine personal traits and experiences to identify patterns that influence how they lead and collaborate.	2
	Applying
Students will compare different leadership examples and evaluate which qualities align with their own values and style.	4
	Evaluating

Priority Standard: Show-Me.2: Students will communicate effectively within and beyond the classroom.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will express their ideas, thoughts, and goals about leadership clearly in written and oral forms.	2
	Applying
Students will listen to and engage with others' perspectives to enhance understanding and collaboration.	1
	Understanding
Students will construct organized, thoughtful responses when analyzing leaders or reflecting on their own growth.	3
	Analyzing

Priority Standard: Show-Me.3: Students will recognize and solve problems.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify challenges or obstacles that might affect their growth as leaders.	2
	Understanding
Students will use reflection and feedback to find strategies for improving their communication and leadership skills.	3
	Analyzing
Students will evaluate different approaches to handling conflict or challenges within a team.	3
	Analyzing
Students will apply problem-solving skills to make thoughtful decisions that align with their values and goals as leaders.	4
	Evaluating

Priority Standard: Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will set personal leadership goals that reflect their strengths, values, and areas for growth.	2
	Applying
Students will identify ways to contribute responsibly to a team, school, or community.	1
	Understanding
Students will reflect on examples of strong leaders to guide their own decisions and behaviors as emerging leaders.	3
	Analyzing

Essential Questions:

1. Who am I as a leader, and how can I use my strengths to positively impact our school, our community, and others?
2. What areas of growth do I have in my leadership, and how can I develop those skills to benefit myself and my organization?

Enduring Understanding/Big Ideas:

1. Leadership begins with self-awareness. By understanding my strengths, values, and areas for growth, I can lead with purpose and authenticity. Recognizing what I bring to a team helps me communicate effectively, build trust, and positively influence those around me. When I act with intention and reflect on my experiences, I develop the confidence and mindset needed to grow as a leader and make a meaningful impact in my community.
2. As a leader, I grow when I recognize my strengths and intentionally work on the skills I need to improve. By developing new abilities and refining existing ones, I can become more confident, adaptable, and effectively positively influencing my team, school, and community.

Unit Vocabulary:

- Reflect
- Evaluate
- Analyze
- Interpret
- Apply
- Evidence
- Influence
- Impact
- Goal
- Strategy
- Responsibility
- Collaboration
- Communication
- Decision-making
- Leadership style
- Strengths
- Values
- Integrity
- Initiative
- Authenticity
- Self-awareness
- Community engagement
- Personal growth

Engaging Experiences

Engaging Experience 1

Title: Book Study

Suggested Length of Time: Can be extended up to semester

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.

Detailed Description/Instructions: Students will dive into a short, guided book study to explore what makes a leader effective. Using texts like *The 7 Habits of Highly Effective Teens* or *Outliers*, students will read selected chapters, discuss key ideas in small groups, and reflect on how their own strengths, opportunities, and choices shape their leadership potential. This experience encourages self-discovery, personal goal setting, and meaningful connections to real-life leadership.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 2

Title: Self-Discovery Experience

Suggested Length of Time: 2-4 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will take a strengths or personality assessment, such as the Enneagram or a character strengths survey, to gain insight into their natural talents, tendencies, and leadership styles. Through guided reflection and discussion, students will explore how their unique qualities influence how they collaborate, communicate, and lead. This experience encourages self-awareness, helps students set personal growth goals, and lays the foundation for purposeful leadership in school and community projects.

Bloom's Levels: Evaluating

Webb's DOK: 4

Engaging Experience 3

Title: Vision Board Experience

Suggested Length of Time: 1-3 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will create a personal vision board to represent their leadership goals, values, and the impact they want to have on their school and community. Using images, words, and symbols, students will visualize their strengths, aspirations, and steps for growth as emerging leaders. This hands-on activity encourages reflection, goal-setting, and intentional planning, helping students connect self-discovery to actionable leadership in real-life situations.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 4

Title: Leadership Reflection

Suggested Length of Time: 6 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.

Detailed Description/Instructions: Students will reflect on a leader they admire—someone from history, their community, or personal life—and analyze the qualities that make this person effective. In a well-developed written response, students will identify specific leadership traits, provide examples of these traits in action, and connect these insights to their own growth as emerging leaders. This activity encourages thoughtful reflection, strengthens communication skills, and helps students recognize how strong leaders inspire and guide others while offering lessons for their own leadership journey.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 5

Title: Youth Leadership Summit

Suggested Length of Time: 1-5 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will actively engage in exploring leadership concepts presented at the Northland Youth Leadership Summit. Before attending, they will research the event’s focus areas and set personal leadership goals. During the summit, students will take notes, network with peers, and reflect on key takeaways from speakers and activities. Afterward, students will collaborate in groups to analyze what they learned, connect those lessons to school and community leadership opportunities, and design an action plan or project that applies summit insights to real-world contexts. Reflections and presentations will highlight personal growth, responsible decision-making, and communication skills.

Bloom’s Levels: Creating

Webb’s DOK: 4

Engaging Experience 6

Title: Current In-Demand Skill Development

Suggested Length of Time: 5-6 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will identify, explore, and develop a skill currently in high demand across industries—such as collaboration, critical thinking, adaptability, digital literacy, or emotional intelligence. The teacher may provide a list of skills based on employer surveys, professional articles, or student interests.

Once a skill is selected, students will research its importance in the modern workplace, identify ways it shows up in their own experiences, and design a plan to intentionally strengthen that skill. This may include role-playing scenarios, interviews with professionals, reflective journaling, or participation in a short project or challenge that requires application of the skill.

Bloom’s Levels: Evaluating

Webb’s DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Book Study	Students will dive into a short, guided book study to explore what makes a leader effective. Using texts like <i>The 7 Habits of Highly Effective Teens</i> or <i>Outliers</i> , students will read selected chapters, discuss key ideas in small groups, and reflect on how their own strengths, opportunities, and choices shape their leadership potential. This experience encourages self-discovery, personal goal setting, and meaningful connections to real-life leadership.	Can be extended up to semester
Self-Discovery Experience	Students will take strengths or personality as assessment ssuch as the Enneagram or a character strengths survey, to gain insight into their natural talents, tendencies, and leadership styles. Through guided reflection and discussion, students will explore how their unique qualities influence how they collaborate, communicate, and lead. This experience encourages self-awareness, helps students set personal growth goals, and lays the foundation for purposeful leadership in school and community projects.	2-4 Blocks
Vision Board Experience	Students will create a personal vision board to represent their leadership goals, values, and the impact they want to have on their school and community. Using images, words, and symbols, students will visualize their strengths, aspirations, and steps for growth as emerging leaders. This hands-on activity encourages reflection, goal-setting, and intentional planning, helping students connect self-discovery to actionable leadership in real-life situations.	1-3 Blocks
Leadership Reflection	Students will reflect on a leader they admire—someone from history, their community, or personal life—and analyze the qualities that make this person effective. In a well-developed written response, students will identify	6 Blocks

	specific leadership traits, provide examples of these traits in action, and connect these insights to their own growth as emerging leaders. This activity encourages thoughtful reflection, strengthens communication skills, and helps students recognize how strong leaders inspire and guide others while offering lessons for their own leadership journey.	
Youth Leadership Summit	Students will actively engage in exploring leadership concepts presented at the Northland Youth Leadership Summit. Before attending, they will research the event's focus areas and set personal leadership goals. During the summit, students will take notes, network with peers, and reflect on key takeaways from speakers and activities. Afterward, students will collaborate in groups to analyze what they learned, connect those lessons to school and community leadership opportunities, and design an action plan or project that applies summit insights to real-world contexts. Reflections and presentations will highlight personal growth, responsible decision-making, and communication skills.	1-5 Blocks
Current In-Demand Skill Development	Students will identify, explore, and develop a skill currently in high demand across industries—such as collaboration, critical thinking, adaptability, digital literacy, or emotional intelligence. The teacher may provide a list of skills based on employer surveys, professional articles, or student interests. Once a skill is selected, students will research its importance in the modern workplace, identify ways it shows up in their own experiences, and design a plan to intentionally strengthen that skill. This may include role-playing scenarios, interviews with professionals, reflective journaling, or participation in a short project or challenge that requires application of the skill.	5-6 Blocks

Unit 2: Building Our Community

Subject: Emerging Leaders

Grade: 9-12

Name of Unit: Building Our Community

Length of Unit: 12-26 Blocks

Overview of Unit: Students will explore how leadership can strengthen and positively impact their school and local communities. They will identify community needs, analyze effective leadership strategies, and apply research and feedback to develop actionable ideas for collaboration and improvement. Through hands-on activities, such as engaging with community leaders, participating in team communication challenges, conducting research projects, and reflecting on real-world examples, students will develop problem-solving skills, make responsible decisions, and practice effective communication. By connecting their strengths and values to meaningful action, students will learn how thoughtful leadership fosters inclusion, builds trust, and inspires positive change within their communities.

Priority Standards for unit:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets:

Priority Standard: Show-Me.1: Students will gather, analyze and apply information and ideas.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather information about the needs, strengths, and goals of their school or local community.	1
	Understanding
Students will analyze how effective leaders build positive, inclusive communities.	3
	Analyzing
Students will apply research and feedback to develop ideas for improving their classroom, school, or community.	2
	Applying

Students will use evidence and reflection to propose realistic actions that promote collaboration and belonging.	4
	Creating

Priority Standard: Show-Me.2: Students will communicate effectively within and beyond the classroom.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will share ideas clearly and respectfully during group discussions and collaborative projects.	1
	Understanding
Students will listen actively to others' perspectives to build understanding and strengthen teamwork.	1
	Understanding
Students will adapt their communication style to fit different audiences, such as peers, teachers, or community members.	2
	Applying
Students will use written, verbal, and digital communication to express their ideas for improving their community.	4
	Creating

Priority Standard: Show-Me.3: Students will recognize and solve problems.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify challenges or needs within their school or community that require leadership and teamwork to address.	1
	Understanding
Students will gather input from diverse perspectives to understand the root causes of a community issue.	1
	Understanding
Students will develop and evaluate possible solutions that promote collaboration and positive change.	3
	Analyzing

Students will take initiative to implement a plan that contributes to improving their classroom or community environment.	4
	Creating
Students will reflect on the outcomes of their actions and identify ways to strengthen their problem-solving approach in the future.	4
	Evaluating

Priority Standard: Show-Me.4: Students will make decisions and act as responsible members of society.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate responsibility by contributing positively to their school or community through leadership actions.	2
	Applying
Students will make informed decisions that reflect integrity, respect, and consideration for others.	2
	Applying
Students will collaborate with peers to take purposeful action toward a shared community goal.	4
	Creating
Students will evaluate how their choices and behaviors impact others within their community.	4
	Evaluating

Essential Questions:

1. How can I use my leadership skills to strengthen and positively impact my community?

Enduring Understanding/Big Ideas:

1. Leadership is most effective when it begins with self-awareness and a clear understanding of one's strengths, values, and skills. By recognizing how these qualities can serve others, leaders are able to identify the needs of their community and take purposeful action to address them. Effective leadership involves fostering collaboration, encouraging participation, and creating opportunities for others to contribute their talents. When leaders act with intention and focus on greater good, they strengthen their community, build trust, and inspire positive change that extends beyond themselves.

Unit Vocabulary:

- Community
- Collaboration
- Inclusion
- Engagement
- Accountability
- Problem-solving
- Decision-making
- Leadership
- Influence
- Communication
- Respect
- Goal-setting
- Empowerment
- Reflection
- Action plan

Engaging Experiences

Engaging Experience 1

Title: Community Leader Speakers

Suggested Length of Time: 1-5 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will meet and engage with local community leaders brought into the classroom in a structured, interactive format. The day begins with icebreakers and brief guest introductions, then moves into small-group “roundtable” discussions where leaders rotate between student groups. Leaders share personal stories, present real-life leadership challenges, and prompt discussion. Students reflect on these interactions and brainstorm initial ideas for projects inspired by the guests.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Engaging Experience 2

Title: Communication in a Team

Suggested Length of Time: 3-5 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will participate in a series of team-based activities designed to highlight the importance of clear and effective communication. Through collaborative challenges, such as group problem-solving tasks, blind communication exercises, or project planning simulations, students will explore how verbal, nonverbal, written, and digital communication impact teamwork and outcomes.

Students will also analyze how communication styles—direct, indirect, assertive, or passive—affect group dynamics, understanding, and success. Students will reflect on their own communication tendencies, identify strategies for improvement, and create a personal action plan to strengthen their ability to communicate effectively in team settings.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Engaging Experience 3

Title: Research Collaborative

Suggested Length of Time: 4-6 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: In small groups, students choose a current topic such as emerging technology, generational values, or social media influence. They research multiple perspectives using credible sources, then summarize their findings to share with peers. The project culminates in a Socratic seminar where students use their research to pose questions, challenge assumptions, and discuss ideas respectfully.

Through this process, students strengthen their research, communication, and critical thinking skills while learning to engage thoughtfully with complex, real-world topics.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 4

Title: Documentary Analysis

Suggested Length of Time: 3-4 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will view a documentary that highlights a current or relevant issue affecting communities. While viewing, students will take notes on key themes, leadership examples, and systemic challenges presented in the film. Following, the class will engage in guided discussion and analysis to evaluate the issue's root causes, the stakeholders involved, and the leadership approaches demonstrated. Students will then identify one smaller, actionable aspect of the larger problem that can be addressed within their own school community. Working in groups, they will brainstorm and propose realistic ways to make a positive impact in their immediate environment, connecting large-scale awareness to local leadership and service.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 5

Title: What is Your Geek?

Suggested Length of Time: 3-4 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: This is an opportunity for students to get the chance to apply reading and writing skills they've learned in a way that ties into their personal interests. Students will propose a topic for their "My Geek-Out" project where they can research, write about, record or present live, and/or curate a webpage about something they geek-out over. The goal is to provide students with an opportunity and outlet to do something at school that is cool and about something they are passionate and/or interested in.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 6

Title: The Importance of Active Listening

Suggested Length of Time: 1-2 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will begin by analyzing examples of effective and ineffective listening through short role-plays or video clips. In small groups, students will identify key verbal and nonverbal listening behaviors and discuss their impact on communication and teamwork. They will then participate in a structured "speaker-listener" activity to practice focus, paraphrasing, and clarifying questions. Through reflection and discussion, students will connect active listening to stronger decision-making, problem-solving, and responsible leadership.

Bloom's Levels: Applying

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Community Leader Speakers	Students will meet and engage with local community leaders brought into the classroom in a structured, interactive format. The day begins with icebreakers and brief guest introductions, then moves into small-group “roundtable” discussions where leaders rotate between student groups. Leaders share personal stories, present real-life leadership challenges, and prompt discussion. Students reflect on these interactions and brainstorm initial ideas for projects inspired by the guests.	1-5 Blocks
Communication in a Team	Students will participate in a series of team-based activities designed to highlight the importance of clear and effective communication. Through collaborative challenges, such as group problem-solving tasks, blind communication exercises, or project planning simulations, students will explore how verbal, nonverbal, written, and digital communication impact teamwork and outcomes. Students will also analyze how communication styles—direct, indirect, assertive, or passive—affect group dynamics, understanding, and success. Students will reflect on their own communication tendencies, identify strategies for improvement, and create a personal action plan to strengthen their ability to communicate effectively in team settings.	3-5 Blocks
Research Collaborative	In small groups, students choose a current topic such as emerging technology, generational values, or social media influence. They research multiple perspectives using credible sources, then summarize their findings to share with peers. The project culminates in a Socratic seminar where students use their research to pose	4-6 Blocks

	questions, challenge assumptions, and discuss ideas respectfully. Through this process, students strengthen their research, communication, and critical thinking skills while learning to engage thoughtfully with complex, real-world topics.	
Documentary Analysis	Students will view a documentary that highlights a current or relevant issue affecting communities. While viewing, students will take notes on key themes, leadership examples, and systemic challenges presented in the film. Following, the class will engage in guided discussion and analysis to evaluate the issue's root causes, the stakeholders involved, and the leadership approaches demonstrated. Students will then identify one smaller, actionable aspect of the larger problem that can be addressed within their own school community. Working in groups, they will brainstorm and propose realistic ways to make a positive impact in their immediate environment, connecting large-scale awareness to local leadership and service.	3-4 Blocks
What is Your Geek?	This is an opportunity for students to get the chance to apply reading and writing skills they've learned in a way that ties into their personal interests. Students will propose a topic for their "My Geek-Out" project where they can research, write about, record or present live, and/or curate a webpage about something they geek-out over. The goal is to provide students with an opportunity and outlet to do something at school that is cool and about something they are passionate and/or interested in.	3-4 Blocks
The Importance of Active Listening	Students will begin by analyzing examples of effective and ineffective listening through short role-plays or video clips. In small groups, students will identify key verbal and nonverbal listening behaviors and discuss their impact on communication and teamwork. They will then participate in a structured "speaker-listener" activity to practice focus, paraphrasing, and clarifying questions. Through reflection and discussion, students will connect active listening to stronger decision-making, problem-solving, and responsible leadership.	1-2 Blocks

Unit 3: Leading Through Service

Subject: Emerging Leaders

Grade: 9-12

Name of Unit: Leading Through Service

Length of Unit: 20-30 Blocks

Overview of Unit: Students will explore how leadership can be exercised through service to their school and community. They will identify community needs, analyze effective service strategies, and design projects that address real-world challenges. Through hands-on experiences such as micro-service projects, school-wide events, committee work, and studying servant leadership, students will develop problem-solving, communication, and collaboration skills. By reflecting on their actions and decisions, students will learn to take initiative responsibly, act ethically, and create meaningful impact, demonstrating how thoughtful leadership strengthens communities and fosters inclusion.

Priority Standards for unit:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets:

Priority Standard: Show-Me.1: Students will gather, analyze and apply information and ideas.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather information about community needs and opportunities for service.	1
	Understanding
Students will analyze examples of effective service projects to determine what makes them successful.	3
	Analyzing
Students will apply research and data to design a service project that addresses a specific community need.	2
	Applying
Students will evaluate potential challenges and resources to plan their service projects effectively.	4
	Evaluating

Students will use evidence and reflection to make improvements to their service initiatives and leadership approach.	4
	Evaluating

Priority Standard: Show-Me.2: Students will communicate effectively within and beyond the classroom.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will listen actively to team members and community stakeholders to strengthen collaboration.	2
	Applying
Students will adapt their communication style to fit different audiences, including peers, teachers, and community members.	2
	Applying
Students will use written, verbal, and digital communication to document and share progress on service initiatives.	1
	Understanding
Students will provide and receive constructive feedback to improve the impact of their service projects.	4
	Evaluating

Priority Standard: Show-Me.3: Students will recognize and solve problems.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather input from team members and community partners to understand the root causes of issues.	1
	Understanding
Students will develop and evaluate potential solutions to address community needs effectively.	4
	Evaluating
Students will implement action plans to overcome obstacles and achieve project goals.	2
	Applying

Priority Standard: Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will make informed decisions when planning and carrying out service projects that benefit the community.	2
	Applying
Students will demonstrate responsibility and accountability in completing project tasks and commitments.	2
	Applying
Students will evaluate how their actions impact others and adjust behavior to act ethically and responsibly.	4
	Evaluating
Students will take ownership of their role as a leader by modeling integrity and inspiring others to contribute meaningfully.	2
	Applying

Essential Questions:

1. How can I use my leadership skills to make a meaningful impact through service in my community?

Enduring Understanding/Big Ideas:

1. Leadership through service requires understanding the needs of others, taking intentional action, and collaborating with peers and community members. Effective service leaders gather information, analyze challenges, and apply creative solutions to address real-world problems. By acting responsibly, communicating effectively, and reflecting on their efforts, leaders can inspire positive change, foster inclusion, and strengthen the communities they serve.

Unit Vocabulary:

- Service
- Community
- Collaboration
- Accountability
- Problem-solving
- Decision-making
- Leadership
- Communication
- Integrity
- Empathy
- Civic engagement
- Volunteerism
- Reflection
- Action plan
- Advocacy
- Facilitation
- Impact
- Partnersh

Engaging Experiences

Engaging Experience 1

Title: Micro-Service Projects

Suggested Length of Time: 5-7 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: This project challenges leadership students to design and implement small-scale “micro-service projects” that strengthen the sense of belonging and school spirit within the high school community. Students will identify everyday needs or gaps in the student experience—such as inclusion, recognition, or pride—and collaborate in teams to develop creative, actionable solutions.

Bloom’s Levels: Creating

Webb’s DOK: 4

Engaging Experience 2

Title: School Unity Event

Suggested Length of Time: 5-10 Blocks (Dependent on Scale of Event)

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will collaboratively plan and lead a School Unity Event to promote inclusion, connection, and school pride. They will research past events, design activities, assign roles, and facilitate participation. After the event, students will reflect on outcomes, challenges, and strategies that strengthened the community, applying communication, problem-solving, and responsible leadership.

Bloom’s Levels: Creating

Webb’s DOK: 4

Engaging Experience 3

Title: Committee Project Work

Suggested Length of Time: 8-10 Blocks (Repeat as Needed)

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will work in self-led committees to plan and implement service-oriented projects that address needs within their school or broader community. Committees may focus on a range of initiatives—from improving school culture or organizing outreach events to partnering with local organizations for community service. Each committee will establish goals, delegate roles, create timelines, and communicate progress regularly with peers and advisors. Students will reflect on their contributions, evaluate their group’s effectiveness, and adjust strategies to ensure successful implementation and measurable community impact.

Bloom’s Levels: Creating

Webb’s DOK: 4

Engaging Experience 4

Title: Servant Leadership Style

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will explore the concept of servant leadership by examining its key characteristics—such as empathy, humility, stewardship, and a focus on the growth and well-being of others. Through readings, short videos, or case studies, students will analyze examples of servant leaders in various settings, including schools, communities, and organizations.

After developing a foundational understanding, students will engage in discussions or small-group activities to compare servant leadership with other leadership styles, identifying its unique benefits and challenges. They will then reflect on how adopting a servant leadership mindset can enhance their personal approach to leadership and strengthen the impact of their service projects.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Micro-Service Projects	This project challenges leadership students to design and implement small-scale “micro-service projects” that strengthen the sense of belonging and school spirit within the high school community. Students will identify everyday needs or gaps in the student experience—such as inclusion, recognition, or pride—and collaborate in teams to develop creative, actionable solutions.	5-7 Blocks
School Unity Event	Students will collaboratively plan and lead a School Unity Event to promote inclusion, connection, and school pride. They will research past events, design activities, assign roles, and facilitate participation. After the event, students will reflect on outcomes, challenges, and strategies that strengthened the community, applying communication, problem-solving, and responsible leadership.	5-10 Blocks (Dependent on Scale of Event)
Committee Project Work	Students will work in self-led committees to plan and implement service-oriented projects that address needs within their school or broader community. Committees may focus on a range of initiatives—from improving school culture or organizing outreach events to partnering with local organizations for community service. Each committee will establish goals, delegate roles, create timelines, and communicate progress regularly with peers and advisors. Students will reflect on their contributions, evaluate their group’s effectiveness, and adjust strategies to ensure successful implementation and measurable community impact.	8-10 Blocks (Repeat as Needed)
Servant Leadership Style	Students will explore the concept of servant leadership by examining its key characteristics—such as empathy, humility, stewardship, and a focus on the growth and well-being of others. Through readings, short videos, or case studies, students will analyze examples of servant	2-3 Blocks

	leaders in various settings, including schools, communities, and organizations. After developing a foundational understanding, students will engage in discussions or small-group activities to compare servant leadership with other leadership styles, identifying its unique benefits and challenges. They will then reflect on how adopting a servant leadership mindset can enhance their personal approach to leadership and strengthen the impact of their service projects.	
--	---	--

Unit 4: Taking Initiative & Leaving a Legacy

Subject: Emerging Leaders

Grade: 9-12

Name of Unit: Taking Initiative & Leaving a Legacy

Length of Unit: 11 - 24 Blocks

Overview of Unit: Students explore how to take initiative and create a meaningful, lasting impact as leaders within their school and community. Through reflection, research, and hands-on projects, students identify opportunities to lead, plan actionable initiatives, and evaluate their effectiveness. They study examples of influential leaders and legacy-building efforts to understand the qualities and strategies that inspire sustained positive change. By collaborating with peers, communicating effectively, and making intentional, responsible decisions, students practice leadership that aligns with their values and strengths. This unit emphasizes reflection, ethical decision-making, and strategic action, empowering students to leave a legacy that benefits others and strengthens their communities.

Priority Standards for unit:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets:

Priority Standard: Show-Me.1: Students will gather, analyze and apply information and ideas.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze examples of leaders who have made a lasting impact or left a legacy.	3
	Analyzing
Students will apply research and reflection to design meaningful initiatives that align with their values.	2
	Applying
Students will evaluate the effectiveness of their actions in achieving personal and community goals.	4
	Evaluating

Priority Standard: Show-Me.2: Students will communicate effectively within and beyond the classroom.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will share their vision and plans for initiatives clearly and persuasively with peers, teachers, and community members.	4
	Creating
Students will listen actively to feedback and incorporate different perspectives into their leadership actions.	3
	Analyzing

Priority Standard: Show-Me.3: Students will recognize and solve problems.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze potential obstacles and develop creative strategies to address them.	3
	Analyzing
Students will implement solutions to overcome challenges and achieve their initiative goals.	2
	Applying
Students will reflect on the effectiveness of their problem-solving approaches in real-world situations.	4
	Evaluating

Priority Standard: Show-Me.4: Students will make decisions and act as responsible members of society.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will make intentional decisions that reflect their values and commitment to leaving a positive legacy.	2
	Applying
Students will demonstrate responsibility by following through on commitments and taking ownership of their initiatives.	2
	Applying

Students will collaborate with others to maximize the impact of their leadership and service.	3
	Analyzing

Essential Questions:

1. How can I take initiative to create a lasting impact and leave a meaningful legacy as a leader?

Enduring Understanding/Big Ideas:

1. Effective leadership involves recognizing opportunities to make a difference and taking purposeful action that reflects one's values, strengths, and vision. Leaders who leave a legacy plan thoughtfully, communicate clearly, and act responsibly, inspiring others to contribute and continue the impact. By reflecting on their actions, evaluating outcomes, and adapting strategies, leaders can create sustainable, positive changes that benefit their community and shape the future.

Unit Vocabulary:

- Initiative
- Legacy
- Impact
- Influence
- Accountability
- Goal-setting
- Problem-solving
- Decision-making
- Communication
- Collaboration
- Integrity
- Reflection
- Empowerment
- Innovation
- Facilitation
- Strategic thinking
- Ethics
- Inspiration

Engaging Experiences

Engaging Experience 1

Title: School Improvement Initiative

Suggested Length of Time: 1-4 Blocks (Repeat as necessary)

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will work collaboratively to identify an area of the school that could benefit from improvement, such as creating a garden, organizing a common space, or developing a sustainability project. They will research the needs of the school, gather input from peers and staff, and analyze possible solutions to determine the most effective and feasible plan.

After completing the initiative, students will reflect on the outcomes, evaluating what worked well, challenges faced, and lessons learned, considering how their efforts contribute to a legacy within the school by promoting information gathering and analysis, effective communication, responsible action, and collaborative problem-solving.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 2

Title: Influential Leader Legacies

Suggested Length of Time: 1-3 blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will research and analyze an influential leader of their choice to understand how that person's actions, values, and decisions contributed to their lasting legacy. Through this process, students will examine the qualities that made the leader effective, the challenges they faced, and the impact they left on their field or community.

After developing a comprehensive profile of their chosen leader, students will reflect on how those same principles and practices can inform their own leadership journey.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 3

Title: “Pass the Torch” Mentorship Project

Suggested Length of Time: 3-5 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will begin by identifying mentees’ needs through conversations, surveys, or observations, and then plan structured sessions or activities that provide guidance, skill-building, and encouragement. Mentors will take responsibility for setting goals, facilitating discussions, and modeling positive leadership behaviors, while collaborating with peers to share strategies and resources.

Throughout the project, students will practice active listening, effective communication, problem-solving, and decision-making, ensuring their mentees feel supported and empowered. After the mentorship period, students will reflect on their impact, evaluating successes, challenges, and how their efforts contribute to a lasting culture of leadership and support within the school.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Engaging Experience 4

Title: Impact Assessment and Reflection

Suggested Length of Time: 1-3 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: In this project, students will explore how the small acts of leadership can create meaningful change within their communities. Through participation in a community service, school-based initiative, or micro-service effort, students will assess the tangible and emotional impact of their actions on others and themselves. The project emphasizes leadership through service, belonging, and reflection, guiding students to see how even small contributions can strengthen community connection and personal purpose.

Bloom’s Levels: Evaluating

Webb’s DOK: 4

Engaging Experience 5

Title: Leadership Portfolio for Your Legacy

Suggested Length of Time: 3-5 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students in the Emerging Leaders course will develop a comprehensive digital portfolio—a curated website or online platform—that documents their journey through high school and highlights their evolving leadership identity. The portfolio will serve as a living record of their educational achievements, extracurricular activities, leadership projects, community service, and key moments of personal growth. The culminating product will not only demonstrate mastery of leadership skills but also provide an authentic artifact for use in college applications, scholarship considerations, and professional networking.

Bloom's Levels: Creating

Webb's DOK: 4

Engaging Experience 6

Title: Initiative Taking: What's Next?

Suggested Length of Time: 2-4 Blocks

Standards Addressed

Priority:

- Show-Me.1: Students will gather, analyze and apply information and ideas.
- Show-Me.2: Students will communicate effectively within and beyond the classroom.
- Show-Me.3: Students will recognize and solve problems.
- Show-Me.4: Students will make decisions and act as responsible members of society.

Detailed Description/Instructions: Students will identify a personal goal or skill that will help them succeed in their next stage of life. They will choose an initiative that is meaningful and practical such as creating a resume, drafting a letter of intent for a leadership position, or developing a portfolio—and plan actionable steps to achieve it. Students will create a finished product that they can take with them and use in real-world situations. Throughout the project, they will reflect on how taking this initiative demonstrates forward-thinking, self-directed growth and prepares them for future opportunities.

Bloom's Levels: Creating

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
School Improvement Initiative	Students will work collaboratively to identify an area of the school that could benefit from improvement, such as creating a garden, organizing a common space, or developing a sustainability project. They will research the needs of the school, gather input from peers and staff, and analyze possible solutions to determine the most effective and feasible plan. After completing the initiative, students will reflect on the outcomes, evaluating what worked well, challenges faced, and lessons learned, considering how their efforts contribute to a lasting legacy within the school by promoting information gathering and analysis, effective communication, responsible action, and collaborative problem-solving.	1-4 Blocks (Repeat as necessary)
Influential Leader Legacies	Students will research and analyze an influential leader of their choice to understand how that person’s actions, values, and decisions contributed to their lasting legacy. Through this process, students will examine the qualities that made the leader effective, the challenges they faced, and the impact they left on their field or community. After developing a comprehensive profile of their chosen leader, students will reflect on how those same principles and practices can inform their own leadership journey.	1-3 Blocks
“Pass the Torch” Mentorship Project	Students will begin by identifying mentees’ needs through conversations, surveys, or observations, and then plan structured sessions or activities that provide guidance, skill-building, and encouragement. Mentors will take responsibility for setting goals, facilitating discussions, and modeling positive leadership behaviors, while collaborating with peers to share strategies and resources.	3-5 Blocks

	Throughout the project, students will practice active listening, effective communication, problem-solving, and decision-making, ensuring their mentees feel supported and empowered. After the mentorship period, students will reflect on their impact, evaluating successes, challenges, and how their efforts contribute to a lasting culture of leadership and support within the school.	
Impact Assessment and Reflection	In this project, students will explore how the small acts of leadership can create meaningful change within their communities. Through participation in a community service, school-based initiative, or micro-service effort, students will assess the tangible and emotional impact of their actions on others and themselves. The project emphasizes leadership through service, belonging, and reflection, guiding students to see how even small contributions can strengthen community connection and personal purpose.	1-3 Blocks
Leadership Portfolio for Your Legacy	Students in the Emerging Leaders course will develop a comprehensive digital portfolio—a curated website or online platform—that documents their journey through high school and highlights their evolving leadership identity. The portfolio will serve as a living record of their educational achievements, extracurricular activities, leadership projects, community service, and key moments of personal growth. The culminating product will not only demonstrate mastery of leadership skills but also provide an authentic artifact for use in college applications, scholarship considerations, and professional networking.	3-5 Blocks
Initiative Taking: What's Next?	Students will identify a personal goal or skill that will help them succeed in their next stage of life. They will choose an initiative that is meaningful and practical such as creating a resume, drafting a letter of intent for a leadership position, or developing a portfolio—and plan actionable steps to achieve it. Students will create a finished product that they can take with them and use in real-world situations. Throughout the project, they will reflect on how taking this initiative demonstrates	2-4 Blocks

	forward-thinking, self-directed growth and prepares them for future opportunities.	
--	--	--

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.