

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department
Education Pathway (English)

Name of Course
Leadership in Schools & Community

Course Description:

The purpose of Leadership in Schools and Community is to strengthen students' character and leadership assets by immersing them in opportunities to reflect on their values, attributes, strengths, areas for growth, and capacity to positively influence others. Grounded in the *Lead Where You Stand* framework, students explore leadership through the interconnected domains of Character, Community, and Purpose.

Students investigate leadership theory and practice; develop skills in communication, empathy, collaboration, ethical decision-making, and working across differences; and examine how schools, community organizations, government agencies, nonprofits, military organizations, businesses, and helping professionals collaborate to address shared needs.

Through readings, discussions, interviews, simulations, community-based learning, case analysis, cross-sector experiences, grant writing, and authentic leadership practice, students move beyond learning about leadership to practicing it. Students use the *Lead Where You Stand* cycle to reflect on experiences and translate learning into purposeful action.

Course Length: One Semester

Prerequisites: Introduction to Education (recommended) and Human Growth & Development (recommended)

Course Essential Questions

- How does understanding myself shape the way I lead and influence others?
- How do leaders create conditions where people experience belonging, dignity, trust, and the opportunity to contribute?
- How do values, relationships, and circumstances influence leadership decisions?
- How do leaders work effectively with people whose experiences, perspectives, professions, or organizations differ from their own?

- How can Belong, Purpose, and Choice guide the way I lead, collaborate, serve, and respond to challenges?
- How do leaders move from Observe, Interpret, Connect. Commit, Lead to turn reflection into purposeful action?
- How can schools, community organizations, and other sectors build relationships that accomplish more together than they could alone?
- What evidence will show how my understanding of leadership and the leader I am becoming has changed?

GUIDING FRAMEWORK

Belong

Students examine how leaders create environments and relationships in which people are known, respected, valued, and able to contribute.

Purpose

Students connect leadership choices to values, shared goals, service, community needs, and meaningful action.

Choice

Students learn to make, justify, and refine leadership decisions based on evidence, context, relationships, feedback, and reflection.

Initial Creation Date (if applicable) and Revision Dates:

August 2026 - S. Rosencrance

Wallenpaupack Area School District Curriculum	
COURSE: Leadership in Schools & Community	GRADE/S: 10-12
UNIT 1: Character & Leading Self	TIMEFRAME: 4-5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

- CC.1.2.11-12.B — Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.
- CC.1.4.11-12.S — Evidence: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1.5.11-12.A — Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues.
- CC.1.5.11-12.D — Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to purpose, audience, and task.
- 5.2.12.A — PA Civics & Government: Rights and Responsibilities of Citizenship: Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.

UNIT OBJECTIVES (SWBATS):

Essential Question

Who am I, what do I value, and how does that influence the way I lead?

- Define leadership as influence and action rather than solely position or authority.
- Examine personal values, strengths, motivations, behaviors, and areas for growth.
- Analyze the relationship between character and effective leadership.
- Explain how courage, integrity, and responsibility influence leadership decisions.
- Compare selected leadership theories and perspectives.
- Analyze ethical dilemmas involving competing values.
- Evaluate leadership claims using textual evidence.
- Examine how personal experiences and relationships contribute to leadership identity.
- Use self-assessment and feedback to identify leadership strengths and areas for development.

- Apply leadership principles to authentic school, workplace, and community situations.
- Develop and defend an evolving personal philosophy of leadership.

Belong

How do self-awareness, character, and the way I show up help create spaces where others feel known, respected, and valued?

Purpose

How do my values, strengths, and responsibilities shape the kind of influence I want to have?

Choice

What leadership habits, responses, and commitments will I choose when my values are tested?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Where Do You Stand? Leadership Baseline - questions about leadership, values, influence, and the type of leader students hope to become.
2. Leadership Without a Title - identify meaningful influence without formal authority.
3. Values Auction - prioritize values using limited resources.
4. Values Under Pressure - analyze scenarios in which important values conflict.
5. Leadership Practices Inventory - establish a baseline of current leadership behaviors and areas for growth.
6. Leadership Artifact - select and explain an object, image, quotation, story, or artifact representing an influence on leadership.
7. Character Case Files - examine dilemmas involving courage, integrity, responsibility, honesty, loyalty, and competing obligations.
8. Leadership Voices - compare selected excerpts from multiple leadership authors.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Leadership Baseline and individual reflection.
- Leadership Practices Inventory and growth analysis.
- Character Under Pressure live scenario response.

- Leadership Artifact Conversation with unrehearsed follow-up question.
- Evidence-based responses to selected leadership texts.
- *Lead Where You Stand* Fieldbook entries.
- Personal Leadership Philosophy - Version 1.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Universal Design for Instruction (UDL)
- Varied reading complexity and excerpt length.
- Audio/visual supports where appropriate.
- Graphic organizers for theory and values analysis.
- Collaborative analysis prior to individual application.
- Oral, visual, and written opportunities for demonstration.
- Scaffolded and advanced ethical scenarios.
- Student choice in leadership examples and artifacts.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- *Lead Where You Stand* materials.
- *Kouzes & Posner* selections.
- *Brené Brown* selections.
- *Northouse* selections.
- *Covey* selections.
- Student Leadership Practices Inventory.
- Teacher-developed leadership cases.
- Interviews, speeches, articles, and multimedia leadership examples.

KEY VOCABULARY:

leadership; influence; character; values; courage; integrity; responsibility; ethics; authority; leadership identity; self-awareness; strengths; limitations; reflection; credibility; trust; accountability

Wallenpaupack Area School District Curriculum	
COURSE: Leadership in Schools & Community	GRADE/S: 10-12
UNIT 2: Community: Leading with Others	TIMEFRAME: 4-5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

- CC.1.2.11-12.B — Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.
- CC.1.4.11-12.S — Evidence: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1.5.11-12.A — Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues.
- CC.1.5.11-12.D — Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to purpose, audience, and task.
- 5.2.12.A — PA Civics & Government: Rights and Responsibilities of Citizenship: Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do leaders create conditions in which people feel valued, contribute, and work toward something together?

- Explain how dignity, respect, trust, compassion, and belonging influence groups and communities.
- Demonstrate active and empathetic listening.
- Analyze behaviors that build or diminish trust.
- Examine how diverse experiences and perspectives strengthen groups.
- Analyze factors influencing individual and group motivation.
- Apply concepts of autonomy, mastery, and purpose to authentic situations.
- Examine relationships among empathy, belonging, and leadership.
- Practice productive disagreement and civil discourse.
- Analyze situations from multiple stakeholder perspectives.

- Collaborate to solve unfamiliar problems.
- Examine how schools and community organizations establish productive partnerships.
- Communicate effectively across differences.

Belong

How do leaders create conditions where people feel valued, respected, and able to contribute?

Purpose

How does shared purpose turn a group of individuals into a community?

Choice

What choices can I make as a leader to build trust, listen with empathy, and work effectively across differences?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Trust Lab - collaborative challenges distribute information, authority, or resources among team members.
2. Listen to Understand - practice listening for understanding rather than formulating a response.
3. Motivation Lab - apply *Daniel Pink's* autonomy, mastery, and purpose concepts to school, workplace, and community scenarios.
4. Belonging Audit - examine how environments communicate belonging or exclusion.
5. Perspective Swap - examine one issue through several stakeholder perspectives.
6. The Broken Team - diagnose a fictional dysfunctional team and recommend interventions.
7. Community Voices - helping professionals and community leaders share experiences involving collaboration, leadership, service, and partnership.
8. The Equation: School + Community = ? - investigate an existing school-community partnership and determine what each partner contributes

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Community Observation Field Notes.

- Stakeholder Interview.
- School-Community Partnership Snapshot.
- Team Challenge performance and individual reflection.
- Community Case Conference.
- Evidence-based seminar/discussion.
- Fieldbook applications using Observe, Interpret, & Connect.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Structured interview protocols.
- Student choice of community professional/organization.
- Multiple stakeholder profiles.
- Visual stakeholder mapping.
- Collaborative rehearsal before independent oral response.
- Scaffolded and advanced case studies.
- Multiple methods for documenting observations.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- *Lead Where You Stand* materials.
- *Daniel Pink* selections.
- *Brené Brown* selections.
- *Kouzes & Posner* selections.
- *Tribe* selections.
- Local school/community organizations and professionals.
- Interviews and community case studies.

KEY VOCABULARY:

community; dignity; respect; trust; compassion; empathy; belonging; diversity; inclusion; perspective; stakeholder; motivation; autonomy; mastery; purpose; collaboration; partnership; communication; civil discourse

Wallenpaupack Area School District Curriculum	
COURSE: Leadership in Schools & Community	GRADE/S: 10-12
UNIT 3: Purpose: Leading for Something Bigger Than Ourselves	TIMEFRAME: 5-6 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

- CC.1.2.11-12.B — Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.
- CC.1.4.11-12.S — Evidence: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1.5.11-12.A — Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues.
- CC.1.5.11-12.D — Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to purpose, audience, and task.
- 5.2.12.A — PA Civics & Government: Rights and Responsibilities of Citizenship

UNIT OBJECTIVES (SWBATS):

Essential Question

What matters enough for me to act, and what happens when meaningful work becomes difficult?

- Explain relationships among purpose, perseverance, discipline, service, and leadership.
- Analyze claims concerning grit and perseverance using evidence.
- Distinguish productive persistence from ineffective persistence.
- Examine how opportunity, resources, relationships, and circumstances affect individual outcomes.
- Connect individual purpose to service and civic responsibility.
- Investigate authentic school and community issues.
- Analyze how citizens and institutions respond to community needs.
- Distinguish community deficits from community assets.

- Evaluate the roles of advocacy and service in civic life.
- Analyze complex issues through multiple stakeholder perspectives.
- Explain why complex community issues frequently require cross-sector collaboration.

Belong

How can leaders serve communities while honoring the experiences, strengths, and voices of the people within them?

Purpose

What matters enough for me to persist, contribute, and act on behalf of something larger than myself?

Choice

How do I decide when leadership requires perseverance, adaptation, advocacy, service—or a change in direction?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. *Grit: Helpful or Harmful?* - analyze Duckworth's argument and consider when persistence, adaptation, or changing direction may be appropriate.
2. Purpose Inventory - identify people, issues, causes, and experiences that matter.
3. Who Owns This Problem? - analyze which individuals, institutions, agencies, and organizations have roles in addressing an issue.
4. Community Asset Mapping - identify existing people, expertise, organizations, relationships, programs, spaces, and resources.
5. Service vs. Saving - examine differences between working with people and acting for people without understanding their perspectives.
6. Citizenship in Practice - examine ways citizens contribute beyond voting.
7. Cross-Sector Challenge - analyze why one institution often cannot solve a complex community problem alone

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Grit on Trial evidence-based argument.

- Community Asset Map.
- Public/Community Issue Investigation.
- Stakeholder Analysis.
- Purpose Conference.
- Fieldbook evidence and reflection.
- Brief civic action/advocacy response.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- UDL
- Student-selected issues.
- Curated source sets when appropriate.
- Scaffolded source evaluation.
- Visual systems/asset mapping.
- Flexible argument formats.
- Teacher conferencing.
- Extension through deeper stakeholder or policy analysis.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- *Lead Where You Stand* materials.
- *Angela Duckworth, Grit*, selections.
- *Daniel Pink* selections.
- *Northouse* servant/ethical leadership selections.
- *Tribe* selections.
- Current informational texts.
- Local government/community resources.
- School and community organizations.

KEY VOCABULARY:

purpose; perseverance; grit; discipline; service; citizenship; civic engagement; advocacy; common good; community asset; stakeholder; institution; system; public issue; service leadership; ethical leadership; responsibility

Wallenpaupack Area School District Curriculum	
COURSE: Leadership in Schools & Community	GRADE/S: 10-12
UNIT 4: Lead Where You Stand – Leadership Without Boundary	TIMEFRAME: 6-8 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

- CC.1.2.11-12.B — Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.
- CC.1.4.11-12.S — Evidence: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1.5.11-12.A — Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues.
- CC.1.5.11-12.D — Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to purpose, audience, and task.
- 5.2.12.A — PA Civics & Government: Rights and Responsibilities of Citizenship.

UNIT OBJECTIVES (SWBATS):

Essential Question

How do leaders learn from people outside their own experiences and use relationships to strengthen schools and communities?

- Explain cross-sector leadership and collaboration.
- Compare the cultures, purposes, expertise, and constraints of different organizations.
- Conduct professional interviews with community partners.
- Ask meaningful questions and listen for understanding.
- Identify assumptions about unfamiliar professions or communities.
- Analyze how trust develops across organizational or cultural boundaries.
- Identify shared purposes among seemingly different organizations.
- Apply lessons learned in one sector to another setting.
- Demonstrate professional communication and relationship-building.

- Synthesize firsthand experiences with course readings and leadership theory.
- Translate observation and reflection into purposeful leadership action.
- Evaluate personal leadership growth using evidence.

Belong

What can I learn when I intentionally build relationships with people whose experiences, professions, or perspectives differ from my own?

Purpose

How can crossing boundaries expand my understanding of leadership, service, and shared responsibility?

Choice

What will I choose to carry forward from the people and organizations I encounter, and how will it influence the way I lead?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Military-Civilian Leadership Lab - examine organizational culture, service, leadership, teamwork, mission, and civilian assumptions through one cross-sector case study.
2. Crossing Another Divide - apply the same inquiry process to another boundary such as education/healthcare, youth/adults, government/nonprofit, school/business, or first responders/community.
3. Leadership Shadow/Encounter - observe, interview, or interact with someone in a helping profession or community leadership role when feasible.
4. Translation Challenge - identify a leadership practice from another sector and determine how it could or could not transfer to a school/community setting.
5. Assumption Audit - record assumptions before an encounter and identify what was confirmed, complicated, or changed afterward.
6. Cross-Sector Roundtable - compare how different professions understand leadership, service, trust, responsibility, and community.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Cross-Sector Interview/Field Notes.
- Assumption Audit: Before & After.

- Leadership Translation Challenge.
- Cross-Sector Case Conference.
- *Lead Where You Stand* Fieldbook.
- Leadership Practices Inventory - second administration.
- Final Leadership Philosophy supported by evidence.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- UDL
- Multiple cross-sector experience options.
- Individual, paired, or small-group interviews.
- Structured question banks.
- Alternative virtual/recorded professional encounters when necessary.
- Scaffolded reflection protocols.
- Choice in final synthesis format.
- Advanced extension through comparative organizational analysis.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- *Lead Where You Stand* materials.
- Military and civilian leadership resources.
- Community professionals.
- Schools, nonprofits, government agencies, healthcare organizations, military/veteran organizations, businesses, and helping professions.
- *Northouse* selections.
- *Kouzes & Posner* selections.
- Selected leadership narratives.
- Student-created interview data.

KEY VOCABULARY:

cross-sector; organizational culture; partnership; boundary; military-civilian divide; shared purpose; mission; trust; perspective; assumption; professional communication; transfer; collaboration; mentorship; network; influence

Wallenpaupack Area School District Curriculum	
COURSE: Leadership in Schools & Community	GRADE/S: 10-12
UNIT 5: Leadership Capstone Partnership	TIMEFRAME: Culminating/Integrated

PA COMMON CORE/NATIONAL STANDARDS:

- CC.1.2.11-12.B — Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.
- CC.1.4.11-12.S — Evidence: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.1.5.11-12.A — Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues.
- CC.1.5.11-12.D — Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to purpose, audience, and task.
- 5.2.12.A — PA Civics & Government: Rights and Responsibilities of Citizenship.

UNIT OBJECTIVES (SWBATS):

Essential Question

How can leaders strengthen an existing school-community partnership by understanding its people, assets, challenges, and shared purpose?

- Investigate the history, purpose, structure, assets, and challenges of an existing school-community partnership.
- Interview at least two people representing different sides of the partnership.
- Analyze what each partner contributes, needs, and experiences.
- Identify how communication, trust, participation, and stakeholder voice affect the partnership.
- Connect observations to Character, Community, Purpose, course authors, and leadership concepts.
- Develop one realistic recommendation to strengthen the existing partnership.
- Prepare a concise professional Partnership Brief.
- Present the recommendation to actual community partner(s), when feasible, and use partner feedback as authentic assessment.

- Examine funding as one possible tool for strengthening partnerships and determine whether funding addresses the actual barrier.
- Use the *Lead Where You Stand* cycle to document growth and purposeful action.

Belong

Whose voices, experiences, and strengths are represented in this partnership—and whose may be missing?

Purpose

What shared purpose brings different people and organizations together to accomplish something they could not accomplish alone?

Choice

What realistic action can I recommend to strengthen the partnership while respecting the people already doing the work?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. OBSERVE - learn the history and purpose of an existing partnership and observe it when feasible.
2. INTERPRET - interview at least two people from different sides and investigate contributions, needs, communication, trust, beneficiaries, and missing voices.
3. CONNECT - connect evidence to Character, Community, Purpose, and course leadership concepts.
4. COMMIT - develop one realistic recommendation such as improving communication, increasing student voice, expanding awareness, recruiting volunteers, developing a shared resource, improving outreach, connecting another partner, identifying funding, or removing a barrier.
5. LEAD - conduct a Partnership Briefing for the actual partner(s), when feasible.
6. Partnership Brief - The Purpose; The People; The Assets; The Friction; The Opportunity; The Next Move.
7. Handshake Test - community partner responds to what the student understood, missed, and whether the recommendation is useful or actionable.
8. Optional Grant Writing Thread - examine an actual grant/RFP, including needs statements, goals/outcomes, budgets, partnerships, sustainability, funder priorities, and evidence of impact; write a mini-grant or funding pitch only when funding genuinely supports the recommendation. (TIME PERMITTING – May be class collaborative task).

9. Course-Long *Lead Where You Stand* Fieldbook - Observe: What do I notice? Interpret: What might it mean? Connect: Why does it matter? Commit: What will I do? Lead: What happened, and what comes next?
10. Final Reflection - Where Will You Lead? Revisit the original leadership baseline and use semester evidence to analyze growth and next steps.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Partnership investigation and observation evidence.
- Two cross-partner interviews.
- Stakeholder/partnership analysis.
- Professional Partnership Brief.
- Partnership Briefing to authentic partner(s), when feasible.
- Handshake Test/community partner feedback.
- Realistic partnership-strengthening recommendation.
- Optional mini-grant or funding pitch when appropriate.
- Completed *Lead Where You Stand* Fieldbook.
- Final Where Will You Lead? Reflections supported by semester evidence.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- UDL
- Student or small-team partnership options.
- Choice among school-community partnerships connected to helping professions.
- Structured interview and partnership-analysis tools.
- Flexible methods for observation and evidence collection.
- Choice in professional brief format within common expectations.
- Extension through grant/RFP analysis, comparative partnership analysis, or implementation planning.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Existing school-community partnerships.
- Community partners and helping professionals.
- *Lead Where You Stand* materials and Fieldbook.
- Course authors and leadership texts used as analytical lenses.
- Actual grants/RFPs when appropriate.
- Interview notes, stakeholder maps, observations, feedback, artifacts, and evidence of growth.

KEY VOCABULARY:

partnership; partnership brief; stakeholder; asset; friction; opportunity; recommendation; communication; trust; outreach; sustainability; grant; RFP; measurable outcome; funder priority; evidence of impact; Observe; Interpret; Connect; Commit; Lead