



JEFFERSON HIGH SCHOOL

Student Government/Leadership

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Course Description:

Student Government/Leadership is a one year project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students will frequently write- critically, reflectively, persuasively- and speak about the real world issues that arise from the planning of events. [Students will learn the following leadership skills: project planning and implementation, problem solving, public speaking, Communication, Personal & Social Development, Civic & Service Learning, Government, Business & Finance, and Technology & Digital Citizenship.](#) This is an application/interview based class.

All activities programs in the district are members of CADA, The California Association of Directors of Activities. We will align our course content with the English Language Standards, as well as the CADA Leadership and Student Activities Standards Manual

Leadership has two goals; one, increase the positive school culture through academic and social events and two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills:

Communication

Planning/Organization

Problem solving

Constructive Feedback/Evaluation

Writing: critically, reflectively, and persuasively

Creativity

Professionalism

Confidence/Public Speaking

Persistence

Empathy

Service

Classroom Rules: Non-Negotiable

- All students enrolled in Student Government will be present for class everyday and all events/activities
- All students must agree and sign the [ASB CODE OF CONDUCT](#); parent letter

Classroom Expectations:

- Respect the classroom: Come to class prepared to work. *"If you are early, you are on time, if you are on time you are late"*
- Respect the teacher: Be courteous. If you have any issues, related to school or not, feel free to talk/email/text to Mrs. Kelsch at any time.
- Respect your classmates: Treat others how you want to be treated. Speak to the person, not about the person
- Respect yourself: Try your best at all times. We are all here to learn together!
- JOIN GOOGLE CLASSROOM and REMIND

Class schedule (flexible depending on ASB events schedule):

- Monday- Student leadership challenges
- Tuesday- Team tuesdays
- Wednesday- Character Strong activities
- Thursday- ASB officer lesson (monthly themes)
- Friday- A day for FUN, reflections, meetings with Mrs. Kelsch or a workday depending on the calendar

Grading Policy: You will be assessed on the following assignments. (Grades are cumulative- so the first day is just as important as the last day!!)

- Class Attendance= Participation
- Participation/Volunteering in school activities, Social Media blasts/publicity
- Spirit Day participation
- Reflections/Journal
- Leadership Projects/assignments
- Team Projects (per quarter)
- Class Projects

Course Assignments: (spans the entire course) Throughout the course, students will use a journal to record daily writing assignments as well as take notes on research questions and their personal thoughts and reflection on course readings. This journal will be submitted at the end of each quarter (or every 8-9 weeks) along with a personal reflection of their learning and growth as a leader. This reflection will be written as a formal writing assignment using data from their journal as well as research done during the course. Students will use [The Student Leadership Challenge Workbook](#) by James M. Kouzes, Barry Z. Posner throughout the year.

There will also be a large project-based component to this class where students will be learning by planning events for the school community. Instructional strategies such as written reflection, goal setting, teacher coaching, experimentation, self-assessment and peer-assessment of rough drafts, critiques, evaluating work in small groups, creating work calendars and deadlines, among others will help achieve the course goals. These instructional strategies support all parts of the course outline, but especially the problem solving, public speaking, and planning sections of the class.

Unit 1 – Leadership Practices Inventory: Students will define leadership, examine different leadership styles, and create goals for themselves for the year. Students will take the Leadership Practices Inventory (LPI) assessment and reflect on their leadership style. Students will read and discuss module 1 and 2 of [The Student Leadership Challenge Workbook](#).

ASSESSMENT: Students will write a short narrative (250-500 words) explaining their personal leadership style and creating goals for the year.

Standards Addressed:

English: 2.3 - Write reflective compositions

CADA Standard: 1.1 Written Communication, 1.7 Evaluation, 2.2 Goal Setting

Unit 2 – Planning and Modeling the Way: The focus of this unit will be on planning, forward thinking, and organization. Students will work to delegate tasks appropriately, as well as anticipate potential problems in the future. To achieve this goal, students will create planning documents for many events, as well as evaluate planning documents of their peers. Students will have discussions as a class and in small groups about the best way to plan, calendar and how to anticipate issues in the future. Students will read and discuss module 3 of [The Student Leadership Challenge Workbook](#).

ASSESSMENT: Students will write a detailed planning document for an event they are organizing. This document will have many sections needed for the successful planning of an event: budget, materials, promotion, etc.

Standards Addressed:

English 1.3 - Logical patterns of communication

English 2.6 - Writing technical documents

CADA Standard: 1.6 Creative Thinking, 1.7 Evaluation, 1.8 Interpersonal Skills (Communication Based), 2.1 Group Dynamics , 2.2 Goal Setting

Unit 3 – Communication/Public Speaking and Inspiring a Shared Vision: This unit focuses on verbal communication and public speaking: projection, articulation, eye contact, body language, and confidence.

Students will read and discuss module 4 of The Student Leadership Challenge Workbook, creating the goal of using public speaking techniques to be able to enlist others in their common vision and shared aspirations.

ASSESSMENT: Students will need to make weekly presentations for an event they are planning, focusing on updates on the planning of events and issues students are having in the process.

Standards Addressed:

English 2.6 - Write technical documents

English 2.1 - Deliver narrative presentations

CADA Standard: 4.1 Presentation Skills, 1.3 Public Speaking, 1.1 Written Communication

Unit 4 - Feedback and Challenging the Process: This unit focuses on constructive feedback and looking outward for innovative ways to improve. Students will read and discuss module 5 of The Student Leadership Challenge Workbook.

ASSESSMENT: To achieve this goal, students will give feedback in multiple ways; students will write letters to classmates with constructive feedback and students will look at example feedback and evaluate its strengths and weaknesses. Students will also give verbal feedback in small group settings and in whole class settings.

Standards Addressed:

English Writing 2.5 - Business Letters

Listening 2.5 - Persuasive arguments

CADA Standards: 5.5 Business Communication, 1.1 Written Communication, 1.6 Creative Thinking, 1.8 Interpersonal Skills (Communication Based)

Unit 5 – Collaboration and Enabling Others to Act: Students will work to learn different methods of collaboration and ways to gain and give trust to their peers and coworkers. Students will read and discuss module 6 of The Student Leadership Challenge Workbook.

ASSESSMENT: Students will map their collaborations through written form, and be given a variety of examples to choose from.

Standards Addressed:

English 2.6 - Write technical documents

English 1.8 - Produce concise notes

CADA Standards: 2.1 Group Dynamics, 1.1 Written Communication, 5.5 Business Communication, 3.4 Government Organizations

Unit 6 – Encourage the Heart: This unit focuses on recognizing contributions from those in the community and shining a light to showcase those individuals. Students will brainstorm and execute creative ways to foster positive school and community culture.

Students will read and discuss module 7 of The Student Leadership Challenge Workbook.

ASSESSMENT: In small groups, students will create a multimedia commercial (to be posted online, through the school social media or the school website) to showcase the contribution of one group on campus.

Standards Addressed:

English Writing 2.6 - Deliver multimedia presentations

CADA Standards: 4.1 Presentation Skills, 1.8 and 2.3 Interpersonal Skills (Communication and Social Responsibilities based)

Unit 7 – Reflection: This unit focuses on reflection, both verbal and written. To achieve this goal, students will write, discuss, and present reflective work. Students will need to write short and longer written reflections on their work in the class, as well as the effectiveness of events throughout the year.

Students will read and discuss module 8 of The Student Leadership Challenge Workbook.

ASSESSMENT: Students will also synthesize their learning through reflective activities such as creating year-in-review presentations.

Standards Addressed:

English Writing 2.6 - Deliver multimedia presentations

CADA Standards: 2.4 Self Awareness

School Service

Every student in Leadership Class is responsible for **5 HOURS** of school service per quarter, which can be earned in many ways.

- Community service hours can be done independently or with a group and can include: **Back to School Night, 8th grade open house, Fundraising events, Dance shifts, Athletic Ticket Booths TBD, Other Event shifts, LTA clean up, and or running a LTA, working at JHS Food Bank, community fairs, tree planting, neighborhood clean-ups, serving meals to the homeless**, etc. If new events are created, those shifts will become available.
- 1 hour max per event
- Everyone must do ONE food bank
- Hours cannot be part of community service for another JHS Chartered Club (ex: Key Club/Link Crew).

All hours **MUST be signed up in advance at the start of each quarter** (coming soon)!! You will not get credit for your hours if you don't sign up. **YOU MUST COMMIT and complete to get credit.**

- Class Officers will AUTOMATICALLY receive 1 hour of school service for Q1/Q2 and Q3/Q4 for planning agendas and leading class meetings or event/ dance planning, etc
- School service hours that are canceled with 5 or fewer days notice to officers will result in the student owing double those hours. **DO NOT CANCEL your shifts.'**
- You can however switch shifts- but this must be done in person (both people present) with Ms. Kelsch at least one week prior to the event

If you have a unique special service project in mind, please see Ms. Kelsch for approval in advance. **Written and signed verification of outside service hours must be drop scanned/turned to the proper assignment in Google Classroom by the due date.**