

Intro Applied Leadership

Introductory Applied Leadership A

No Prerequisite

Overview

Introductory Applied Leadership A is a first-year project-based course aimed at increasing students' awareness of serving as a school leader. Students will explore the characteristics of a variety of leaders, understand varying leadership styles, and learn skills to build their leadership potential. Students will be mentored by intermediate and advanced leadership students to understand the elements required to plan and execute events for their school site or program, the student body, and school community. Events will be themed to fit the areas of focus within the school program, site or organization. Students will begin to learn and practice public speaking and writing skills that will assist in developing their leadership capabilities and encourage student voice in decision making on campus.

Unit 1 - Class Introduction and Overview

1. Students will read Part One, "Get in the Habit" (page 3-9), section in the book **7 Habits of Highly Effective Teens** by Sean Covey in order to create a foundation for collaboration norms
2. Students will learn about Government Hierarchy, Procedures, and Organizations.

Vocabulary

- **Government Hierarchy:** students understand the importance of following a chain of command, understand the importance of following procedures, take part in reviewing the student constitution, take part in committees to understand how smaller groups contribute to the good of the whole, thereby familiarizing themselves with all the basic elements of a representative government.
- **Procedures:** students understand the legal implications of following/not following procedures and the importance of rules and regulations and experience creating them.
- **Elections:** students recognize fair campaigning and marketing of oneself or the group one supports, understand the importance of positive salesmanship and voter persuasion, use an opportunity to make a speech or presentation, and understand how democracy works in a representative government. Students will have the opportunity to participate in committee lead elections.
- **Organizations:** students are introduced to various stakeholders to understand the financial restrictions and guidelines of the school environment; organizations such as student body, school administrators, parents, and community groups to understand how they work together as a whole.

Unit 1 Assignments:

1. Students will create a flow chart of the Leadership organization that explains each member's role within the organization.
 - a. Students will create a short presentation for their committee/group that reviews the hierarchy of the organization and their role within the organization.
2. Students will review the leadership organization's constitution, guiding materials and procedures.
 - a. Followed by an assessment to check for students' understanding of the organization's constitution, guiding materials and procedures.
3. **Recurring Assignments:**
 - a. Students will write weekly reflection logs in their Applied leadership journals.
 - b. Students will identify specific areas of personal growth to focus on during the year. At this point, they will create their Applied Leadership Portfolio, identify leadership standards, and complete a preliminary self-assessment for each standard selected.

Unit 1 Standards:

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 2.2 - The student leader identifies areas of personal strength and growth.

Standard 3.1 - The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.

Standard 3.2 - The student leader plans and executes accurate pace and timing.

Standard 3.7 - 7. The student leader effectively incorporates a variety of media and/or realia into speech content when applicable.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 2.1 - The student leader sets short-term and long-term personal goals.

Standard 2.3 - The student leader creates a plan of action for achieving goals.

Standard 2.4 - The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.

Standard 2.5 - The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.

GOVERNMENT

Standard 1.1 - The student leader identifies the purpose and function of government, the scope and limits of authority, and the principle of "consent of the governed."

Standard 1.3 - The student leader learns the chain of command that exists within their school and their student body organization.

Standard 1.5 - The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.

Standard 2.1 - The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.

Standard 2.3 - The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Standard 1.1 - The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.

Standard 1.2 - The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.

Unit 1 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- [Canva - Flowchart guide and maker](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- [Publication 465](#)

Unit 2 - Communication and Teamwork

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; "Be- Proactive," (page 47-72).
2. Students will learn about effective communication skills, both in the written and verbal form. They will understand what is meant by choosing proactive over reactive responses through active listening then apply their knowledge in group decision making.
3. Students will understand what it means to work as a team by watching senior members of leadership modeling and practice the ability to create and carry out events and be able to apply the necessary elements of group decision making.
4. Students will understand and learn about their responsibilities in scheduling the events for the year, election procedures, process for conducting a meeting, voting, and maintaining accurate records.

Unit 2 Assignments:

1. Students will research, prepare, and deliver a presentation that communicates their current personal identity as well as how they see themselves in the future.
2. Students will conduct a personal inventory of values and identity then write a personal narrative about how those traits influence their individual leadership styles and priorities.
3. Students will participate in team building activities designed by senior leadership members and reflect on the work required by the senior leadership to design and run the activities.
4. Senior leadership members will review responsibilities for scheduling events, election procedures, processes for conducting meetings, voting and maintaining accurate records.
 - a. Followed by an assessment to check for students' understanding of topics reviewed.
5. **Recurring Assignments:**
 - a. Students will write weekly reflection logs in their leadership journals.
 - b. Students will document evidence of personal growth in their leadership portfolio.

Unit 2 Standards:

Write an informational Narrative

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 3.1 - The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.

Standard 3.2 - The student leader plans and executes accurate pace and timing.

Standard 3.4 - The student leader uses appropriate volume, tone, emphasis, and diction.

Standard 7.1 - The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 3.1 - The student leader identifies emotions, thoughts, and values that impact behavior and self efficacy.

CIVIC AND SERVICE LEARNING

Standard 1.3 - The student leader recognizes the value of membership in, and/or partnership with, associations--groups of people organized for a joint purpose.

GOVERNMENT

Standard 1.5 - The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.

Unit 2 Resources:

- [Talking heads activity and presentation](#)
- [My Future Matters](#) - personal inventory, values, and trait activities
- [Leadership style survey](#)
- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template

- Leadership portfolio template ([RISE Council](#))
- [Publication 465](#)

Unit 3 - Interpersonal Relations

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; "Personal Bank Account" (page 31-46).
2. Students will further their understanding of effective communication skills through interviewing training, press release, crowd control, and conflict resolution.
 - a. The interview process by learning how to demonstrate confidence and attentiveness, understand professional appearance, and practice and prepare valuable questions.
 - b. Reviewing press releases for events by learning how to plan and organize a meeting agenda, develop an informative advertisement, and create communication (e.g., posters, websites, announcements) as relevant examples of eye-catching artifacts.
 - c. Crowd control, students will learn that in planning events, it is important to secure a safe location that anticipates attendance and understands costs (e.g., individuals required, run of show, day of preparations, materials needed and associated costs, clean up). Students will begin to understand and practice how to anticipate questions in advance.
 - d. Conflict resolution will include students either solving the problem or leading those in conflict with the appropriate person, openly discussing problems and concerns being faced by the group and understanding the importance of arriving at a solution.

Unit 3 Assignments:

1. Students will identify an upcoming event, meet with the committee responsible for implementing the event, and participate in all aspects of planning for the event and all meetings.
2. Students will participate in a school-wide resource walk to learn about the various organizations, individuals, timelines, and processes required for receiving approval of events on campus.
3. Students will create a PA announcement and/or alternative advertisement (i.e., school news show, Schoology post, etc.) that considers the audience, has an ear-catching introduction, is concise (e.g., contains pertinent information, easy to understand), and contains a catchphrase.
4. Students will create a visual advertisement (i.e., Schoology post, etc.) that considers the audience, has an ear-catching introduction, is concise (e.g., contains pertinent information, easy to understand), contains a catchphrase, and contains images relevant to the event.
5. **Recurring Assignments:**
 - a. Students will write weekly reflection logs in their leadership journals.
 - b. Students will document evidence of personal growth in their leadership portfolio.

Unit 3 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 1.6 - The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.

Standard 1.10 - The student leader creates eye-catching, effective posters and flyers.

Standard 1.11 -The student leader creates eye-catching, effective social media messages.

Standard 2.3 - The student leader anticipates possible interview questions and rehearses potential responses.

Standard 2.6 - The student leader prepares and asks valuable questions.

Standard 2.7 - The student leader actively listens and responds during the interview process to demonstrate understanding.

Standard 4.1 - The student leader understands the importance of providing a safe location.

Standard 4.4 - The student leader plans ahead for potential problems.

Standard 7.1 - The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.

Standard 7.2 - The student leader understands the difference between passive and active listening.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.3 - The student leader assumes a leadership role in an activity or group work that allows them to facilitate and direct the group's activities.

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 1.5 - The student leader enlists others to share a common vision.

Standard 1.10 - Once made, the student leader supports decisions of the group.

Standard 3.5 - The student leader establishes and maintains healthy relationships with the student leadership team, the student body, and adults.

Standard 3.8 - The student leader seeks and offers help when needed.

CIVIC AND SERVICE LEARNING

Standard 1.3 - The student leader recognizes the value of membership in, and/or partnership with, associations--groups of people organized for a joint purpose.

GOVERNMENT

Standard 1.3 - The student leader learns the chain of command that exists within their school and their student body organization.

Standard 1.5 - The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.

Standard 2.1 - The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.

Standard 2.3 - The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

Standard 4.1 - The student leader utilizes the principles of group dynamics in meeting protocols.

BUSINESS AND FINANCE

Standard 1.4 - The student leader follows student body accounting procedures when performing bookkeeping tasks, making purchases, receiving and disbursing funds, and reimbursing vendors.

Standard 1.5 - The student leader maintains accurate and accessible financial documents.

Standard 3.1 - The student leader recognizes the difference between marketing and advertising.

Standard 3.2 - The student leader works collaboratively with the student leadership team to create a brand and/or marketing message for the student leadership team, the student body, the school, and/or school events.

Standard 4.1 - The student leader identifies a target audience for each advertisement.

Standard 4.2 - The student leader makes sure each advertisement contains all necessary information for the product or event.

Standard 4.3 - The student leader creates advertisements that are grammatically correct and visually appealing.

Standard 4.4 - The student leader creates advertisements that are grammatically correct and visually appealing.

Standard 4.5 - The student leader demonstrates creative ways to advertise.

Standard 4.6 - The student leader experiments with different displays/product placement to produce optimal interest and results.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Standard 1.1 - The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.

Unit 3 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- PA Announcement form
- [Run of Show template](#)
- Canva
- [Crash Course Media Literacy playlist](#) (includes video on online advertising)
- Resource Walk Graphic Organizer
- [Publication 465](#)

Introductory Applied Leadership B

Prerequisite Introductory Applied Leadership A

Overview

Introductory Applied Leadership B is a first-year project-based course aimed at increasing students' awareness of serving as a school leader. Students will explore the characteristics of a variety of leaders, understand varying leadership styles, and learn skills to build their leadership potential. Students will be mentored by intermediate and advanced leadership students to understand the elements required to plan and execute events for the student body and school community. Students will begin to learn and practice public speaking and writing skills that will assist in their position as elected officials of the study body.

Unit 4 - Listening, Speaking and Goal-Setting

1. Students will read Part II: "End in Mind" (page 73-103) in the book, 7 Habits of Highly Effective Teens by Sean Covey to gain a grasp of working backwards to accomplish a goal.
2. Students will learn about effective listening skills by watching and practicing; working in pairs to identify a problem, pause in response, and paraphrase what they heard.
3. Students will learn about the necessary elements involved in effective public speaking and presentations. Their presentation will consist of both visuals and a speech that identifies an issue. Students will practice delivering their speech with their peers.
4. Students are introduced to several facilitation styles such as challenges, solutions, and situational leadership.
5. Students also learn about the qualities of leadership and various leadership styles. They will also learn about SMART goals and conduct goal setting through a leadership lens.

Unit 4 Assignments:

1. Students will prepare an informational speech that conveys their information about an upcoming school or community event and/or a topic relevant to the program's theme.
 - a. The speech will be presented to their peers, who will provide feedback.
 - b. Presentation will include a SMART goal associated with their event and/or topic
 - c. Students' final drafts will be presented to peers, community groups, and/or administration.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 4 Standards:

Write an informational Narrative

CCSS.ELA-LITERACY.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 1.6 - The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.

Standard 3.1 - The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.

Standard 3.2 - The student leader plans and executes accurate pace and timing.

Standard 3.4 - The student leader uses appropriate volume, tone, emphasis, and diction.

Standard 3.5 - The student leader utilizes effective body language and eye contact.

Standard 3.6 - The student leader demonstrates a variety of techniques to connect with the audience and to maintain the audience's attention.

Standard 3.7 - The student leader effectively incorporates a variety of media and/or realia into speech content when applicable.

Standard 6.1 - The student leader acknowledges the value of feedback for both personal and organizational growth.

Standard 6.3 - The student leader uses appropriate tone and language to provide constructive written and oral feedback.

Standard 7.2 - The student leader understands the difference between passive and active listening.

Standard 7.3 - The student leader practices active listening skills, including positive facial expression, eye contact, posture, summarizing, and eliminating distractions.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 2.2 - The student leadership team sets attainable goals to improve school culture and climate.

Standard 2.3 - The student leader creates a plan of action for achieving goals.

Standard 2.5 - The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.

Standard 2.6- The student leader gives feedback to peers in a positive and constructive manner.

Unit 4 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- Peer Feedback template
- Peer Feedback Sentence Starters
- SMART Goal template
- [Publication 465](#)

Unit 5 - Feedback and Action Plans

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; "Put Things First," (page 105-128) to learn about Procrastination vs Prioritizer.
2. Students learn about the importance of conducting research to solve problems by learning to identify the problem, the resulting issues, and the root causes using a community map.
 - a. Introduced to action research that includes clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and taking informed action.
 - b. Learn about data collection methods and test interview protocols.

- c. Learn the process of conducting a focus group and will practice facilitating one.
 - d. Learn survey basics and protocol development.
3. Students learn how to present their findings in meaningful ways using a multimedia approach.

Unit 5 Assignments:

1. Using their school community, students identify a problem of practice raised by the student body within their school site, program or organization and research potential solutions, and develop an action plan to solve the problem.
 - a. Students present their problem, findings, and solution to their peers to receive feedback.
 - b. After reflecting on the feedback received the student revises their problem of practice and design a presentation (visual and video recording) to the school site, program or organization faculty.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 5 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 1.4 - The student leader uses appropriate tone and language when giving written feedback.

Standard 5.5 - The student leader provides a forum for discussion surrounding problems that the school population may be facing.

Standard 5.6 - The student leader seeks out opportunities for the school community to share problems and concerns.

Standard 5.7 - The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

Standard 6.1 - The student leader acknowledges the value of feedback for both personal and organizational growth.

Standard 6.3 - The student leader uses appropriate tone and language to provide constructive written and oral feedback.

Standard 7.1 - The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.

Standard 7.7 - The student leader practices problem solving skills, including identifying the problem, soliciting possible solutions from members of the leadership team, and then implementing an agreed-upon solution.

Standard 7.8 - The student leader utilizes a combination of traditional, non-traditional, and other creative approaches to idea generation, activity planning, and problem solving.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 1.5 - The student leader enlists others to share a common vision.

Standard 1.9 - The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

Standard 1.10 - Once made, the student leader supports decisions of the group.

Standard 2.2 - The student leadership team sets attainable goals to improve school culture and climate.

Standard 2.3 - The student leader creates a plan of action for achieving goals.

Standard 2.4 - The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.

Standard 2.5 - The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.

Standard 2.6 - The student leader gives feedback to peers in a positive and constructive manner.

CIVIC AND SERVICE LEARNING

Standard 2.5 - The student leader seeks both school and community feedback to evaluate and reflect upon the impact of the project.

GOVERNMENT

Standard 2.1 - The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.

Standard 2.3 - The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

Standard 4.1 - The student leader utilizes the principles of group dynamics in meeting protocols.

Standard 4.4 - The student leader utilizes inclusive meeting strategies for brainstorming, prioritizing, and project planning.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Standard 1.1 - The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.

Standard 1.2 - The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.

Standard 1.3 - The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team.

Standard 2.4 - The student leader manages personal data to maintain digital privacy and security for themselves and for others.

Unit 5 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- Community map template
- Google Slides
- Canva
- Peer Feedback template
- Peer Feedback Sentence Starters
- SMART Goal template
- [Publication 465](#)

Unit 6 - Take the Lead

1. Students will continue to read **7 Habits of Highly Effective Teens by Sean Covey**; "Bank Relationship," (page 132-144) to learn about the analogy of financial institutions and community service.
2. Students will learn about Marketing, Finance Accounting, Advertising, Customer Service, Communication and Business Law.

Vocabulary

- **Marketing:** practicing different advertising techniques, recognizing the correlation between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items and evaluating the influence of a variety of sellers.
- **Finance Accounting:** Creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use.
- **Advertising:** evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the product or activity.
- **Customer Service:** recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public, so they are aware of the goings-on of the group
- **Communication:** the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication
- **Business Law:** understanding what items need to be taxed and which do not; understanding employment laws and minors, being exposed to Senate bills which might affect the activities students produce, and understanding why monies are spent the way they are and the laws that dictate these procedures.

Unit 6 Assignments:

1. As a group, students will plan and execute a leadership or student body fundraiser.
 - a. Students will need to research the fundraising protocol to understand what is allowed and submit the required fundraising form through their advisor.
 - b. The form must be approved in a minutes meeting of the Applied Leadership class and then by the ASB. In order to be approved, forms must include: 1) a timeline, 2) list of participants, 3) budget worksheet, 4) ordering, 5) publicity.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 6 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

Standard 1.3 - The student leader prepares and presents committee reports.

Standard 1.9 - The student leader creates an auto-dialer and/or telephone message script.

Standard 1.10 - The student leader creates eye-catching, effective posters and flyers.

Standard 1.11 - The student leader creates eye-catching, effective social media messages.

Standard 6.2 - Following an activity, the student leader reflects upon the activity's successes and areas for growth through an individual, small group, whole group, and/or whole school evaluation process.

Standard 6.5 - The student leader seeks out evaluation and feedback from previous events to inform the planning and implementation of future events.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.3 - The student leader assumes a leadership role in an activity or group work that allows them to facilitate and direct the group's activities.

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 1.5- The student leader enlists others to share a common vision.

Standard 1.10 - Once made, the student leader supports decisions of the group.

Standard 2.3 - The student leader creates a plan of action for achieving goals.

Standard 2.4 - The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.

GOVERNMENT

Standard 1.2 - The student leader acknowledges the relationship of power and authority between the student body organization, school staff, school district governing board, and state legislature.

Standard 1.3 - The student leader learns the chain of command that exists within their school and their student body organization.

Standard 1.5 - The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.

Standard 2.1 - The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.

Standard 2.3 - The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

Standard 4.1 - The student leader utilizes the principles of group dynamics in meeting protocols.

Standard 4.4 - The student leader utilizes inclusive meeting strategies for brainstorming, prioritizing, and project planning.

BUSINESS AND FINANCE

Standard 1.1 - The student leader adheres to relevant laws, school board policy, and fiscal accountability guidelines when managing the student body account.

Standard 1.3 - The student leader tracks income and expenses and identifies profit and loss.

Standard 1.4 - The student leader follows student body accounting procedures when performing bookkeeping tasks, making purchases, receiving and disbursing funds, and reimbursing vendors.

Standard 1.5 - The student leader maintains accurate and accessible financial documents.

Standard 2.1 - The student leader adheres to relevant laws, school board policies, and fiscal accountability guidelines when selecting appropriate fundraising activities (i.e. state food guidelines, recommended list of allowable-risk activities, etc.)

Standard 2.2 - The student leader performs market research and identifies trends in student purchasing preferences when selecting products and vendors for fundraising purposes.

Standard 2.3 - The student leader projects income and expenses within a comprehensive pre-fundraiser evaluation.

Standard 2.4 - The student leader orders merchandise and coordinates merchandise design and logistics with vendors.

Standard 2.5 - The student leader serves as both a participant and leader in various fundraising activities and employs effective sales techniques.

Standard 2.6 - The student leader evaluates each fundraising activity's effectiveness for profitability and efficient use of human and site resources.

Standard 4.1 - The student leader identifies a target audience for each advertisement.

Standard 4.2 - The student leader makes sure each advertisement contains all necessary information for the product or event.

Standard 4.3 - The student leader creates advertisements that are grammatically correct and visually appealing.

Standard 4.4 - The student leader utilizes a variety of techniques and media to deliver the message to the target audience.

Standard 4.5 - The student leader demonstrates creative ways to advertise.

Standard 4.6 - The student leader experiments with different displays/product placement to produce optimal interest and results.

Standard 5.1 - The student leader demonstrates the skills and competencies necessary to recognize customer concerns and act to reach a satisfactory solution.

Standard 5.2 - The student leader exhibits positive customer interaction skills.

Standard 5.3 - The student leader communicates with the public regarding current sales and offerings, and develops a forum for customer feedback.

Student 5.5 - The student leader tracks and archives event participation data to identify trends in event effectiveness and student engagement.

Student 5.6 - The student leader attends to the needs of others in a positive manner in recognizing their role as a representative of the entire student body, school, and community.

Standard 6.1. The student leader adheres to federal, state, and local tax codes as they relate to student body funds, funding, sponsorship, and re-sale permits.

Standard 6.3 - The student leader follows federal and state laws and district policy related to food and beverage sales that take place during the school day.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Standard 1.1 - The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.

Standard 1.2 - The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.

Standard 1.3 - The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team.

Standard 3.1 - The student leader recognizes the positive role of audio/visual technology in the creation of school events.

Unit 6 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- Fundraising request form
- Blue Student Activities form
- Canva
- Minutes Meeting template ([MMED Board](#))
- Budgeting worksheet
- [Publication 465](#)

Unit 7 - Supporting Social Emotional Learning

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; "Think Win-Win," (page 145-162) to learn about the difference between winning at all costs and playing not to lose.
2. Students will review Mindfulness Schools to learn the fundamentals of mindfulness
<http://www.mindfulschools.org/resources/explore-mindful-resources/>

- a. What are triggers?
- b. **Coping skills:** to help them de-stress or de-escalate situations.
- c. Identify school and community resources where individuals can go to receive help.

Unit 7 Assignments:

1. Students will identify their own triggers and identify at least five coping strategies to deal with these triggers.
2. Students will write daily journal entries for two weeks:
 - a. Plan, organize, and communicate their goals.
 - b. Reflections, plans and coping strategies.
 - c. Details how they are dealing with certain triggers they have identified and the personal growth they see throughout the school year.
3. Students will plan an activity to support the school-wide Mental Health Awareness Week.
 - a. Identify mental health issues that affect their overall mental health and the mental health problems that develop because of such issues.
 - b. Daily focus on different mental health issues.
 - c. Work with the PSW to provide community resource materials through a student- led campaign.
4. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.
 - d. Students will complete an end of year self-assessment and reflection of personal growth standards selected.

Unit 7 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CADA Standards

COMMUNICATION

Standard 1.6 - The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.

Standard 1.7 - The student leader creates an invitation suitable for the occasion and audience.

Standard 1.8 - The student leader creates a press release.

Standard 1.9 - The student leader creates an auto-dialer and/or telephone message script.

Standard 1.10 - The student leader creates eye-catching, effective posters and flyers.

Standard 1.11 - The student leader creates eye-catching, effective social media messages.

Standard 1.12 - The student leader plans and organizes a meeting agenda using appropriate format.

Standard 5.5 - The student leader provides a forum for discussion surrounding problems that the school population may be facing.

Standard 6.2 - Following an activity, the student leader reflects upon the activity's successes and areas for growth through an individual, small group, whole group, and/or whole school evaluation process.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1.2 - The student leader appreciates the diversity of others, and the value of representing a diverse student body.

Standard 1.4 - The student leader serves as a participating member of a group.

Standard 1.6 - The student leader celebrates accomplishments and recognizes the contributions of others.

Standard 3.1 - The student leader identifies emotions, thoughts, and values that impact behavior and self efficacy.

Standard 3.2 - The student leader analyzes one's strengths and areas of improvement to develop a validated self-perception, self-competence, and growth mindset.

Standard 3.3 - The student leader will practice self-management by regulating thoughts, emotions, and behaviors in various situations as they relate to stress, motivation, discipline, and impulse control.

Standard 3.5 - The student leader establishes and maintains healthy relationships with the student leadership team, the student body, and adults.

Standard 3.8 - The student leader seeks and offers help when needed.

Standard 3.9 - The student leader identifies differing social and cultural norms and then raises awareness of those norms to promote acceptance and inclusion.

Standard 3.10 - The student leader acknowledges differing backgrounds (cultural, religious, geographic, special needs, socio-economic, gender identity, sexual orientation) and includes diverse perspectives to promote an inclusive school culture.

GOVERNMENT

Standard 2.1 - The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.

Standard 2.3 - The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

Unit 7 Resources:

- CADA Standards
 - [Online Manual](#)
 - [Wall Placard](#)
- Reflection log template
- Leadership portfolio template ([RISE Council](#))
- [Publication 465](#)
- LAUSD PBL Resources
- Journal with Reflection Prompts

- Coping Skills resources

Inter Applied Leadership

Intermediate applied Leadership A

Prerequisite: Introductory applied Leadership B

Overview

Intermediate applied Leadership A is a second-year project-based course aimed at increasing students' capabilities as leaders. Throughout the planning and execution of numerous events for the school, students will discover how to best effect change in their school community. Events will be themed to fit the areas of focus within the school program, site or organization. Students will read extensively about the nature of leadership and its different styles. Additionally, they will learn how to analyze, reflect, listen, speak, and write about school related projects, events, and initiatives. They will further study how to make and articulate a claim and justify their position with evidence as it relates to their school environment.

Unit 1

1. Students will read and discuss Chapter 1 (page 42-57), "The Search For 'Leadership'" in the book, **The Student Leadership Guide** by Brendon Burchard.
 - a. Define what leadership means and create leadership goals for themselves and their class for the year.
 - b. Define SMART goals and use their understanding of the goals to develop their own.
2. Examine different leadership styles using textbook definitions, extensive research and case studies by conducting extensive research about real world leaders and discuss each leaders' styles, strengths, and decisions they have made.
3. Work in groups to discuss the leadership decisions they researched and analyze how the leadership styles influenced the decisions made.
4. Create and present a multimedia presentation on their findings.
5. Create a personal video that discusses their leadership style.

Unit 1 Assignments:

1. Students will research and create a podcast presentation on a specific world leader.
 - a. Make a claim on leadership style and justify your claim with evidence.
 - b. Highlight a decision that made his/her leadership style impactful in their society and the world.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will identify specific areas of personal growth to focus on during the year. At this point, they will create their applied Leadership Portfolio, identify leadership standards, and complete a preliminary self-assessment for each standard.

Unit 1 Standards:

CCSS.ELA-LITERACY.W.1-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

PERSONAL AND SOCIAL DEVELOPMENT

CIVIC AND SERVICE LEARNING

GOVERNMENT

BUSINESS AND FINANCE

TECHNOLOGY AND DIGITAL CITIZENSHIP

Unit 1 Resources:

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Unit 2

1. Students will continue to read and discuss Chapter 2, Envision (page 57-78) in **The Student Leadership Guide** by Brendon Burchard to learn about developing a vision.
2. Students will research and plan different school and community events and projects. They will focus and implement a project planning process to ensure they are thinking about all the different aspects of organizing the event and research District policy to ensure their event is compliant.
3. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.
4. Students will learn how to plan for the myriad aspects of an event, communicate with necessary individuals, and understand how to organize all details of an event in a timely fashion.
5. Students will learn how to plan backwards and stay within the timelines established. They will learn to evaluate an event and identify improvements for future planning. With this knowledge, they will evaluate the positive aspects and identify areas of growth for the project they created.

Unit 2 Assignments:

1. Plan and implement a school/community event using a project planning format.
 - a. responsible for budgeting, personnel, marketing, facility requests, communication, and implementation.
2. After the event:
 - a. evaluate the planning process and the results for future events.
 - b. **Self-reflection:** write about what they learned about themselves and their ability to work in a group.
3. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 2 Standards:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

PERSONAL AND SOCIAL DEVELOPMENT

CIVIC AND SERVICE LEARNING

GOVERNMENT

BUSINESS AND FINANCE

TECHNOLOGY AND DIGITAL CITIZENSHIP

Unit 2 Resources:

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Unit 3

1. Students will continue to read and discuss Chapter 3, "Enlist" (page 83-105) of **The Student Leadership Guide** by Brendon Burchard to reflect and reshape and communicate your vision.
2. Students will explore the skills necessary to become a confident public speaker by observing and modeling examples of projection, articulation, eye contact, body language, and confidence.
3. They will discuss the effective elements of a speech and to plan and deliver a speech using a digital recording.
4. Students will view, analyze, and evaluate famous political speeches and understand how their message influences their campaign. They will practice in pairs the various aspects of delivering an effective speech.
5. During this unit, students will review the research skills needed to outline the necessary components of a speech and draft a persuasive speech related to a school topic.

Unit 3 Assignments:

1. Students will plan and deliver a speech using an audio recording device. The recording will be shared with their peers, who will evaluate and provide feedback on their overall performance. Using the feedback, students will revise their speech and share it with the school staff.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 3 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CADA Standards

COMMUNICATION

PERSONAL AND SOCIAL DEVELOPMENT

CIVIC AND SERVICE LEARNING

GOVERNMENT

BUSINESS AND FINANCE

TECHNOLOGY AND DIGITAL CITIZENSHIP

Unit 3 Resources:

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Unit 4

1. Students continue to read and discuss **The Student Leadership Guide** by Brendon Burchard Chapter 7 "Encourage" (Page 194-207).
2. Students will learn about "research based critical element practices" when providing constructive feedback.
3. They will discuss effective techniques by providing real world examples, personal anecdotes, and literacy and film examples.
4. Students will evaluate what positive constructive feedback should and should not look like by examining various methods.
5. Students will then practice giving constructive feedback in both small and large group settings.
6. Students will evaluate what is required for the growth of peers and the organization they represent. They will also learn how to evaluate ideas from their personal leadership framework and understand how to communicate the information while maintaining a professional and collaborative working environment.

Unit 4 Assignments:

1. Students will creatively illustrate the importance of effective feedback in: education, business and/or community group setting.
2. They will create a visual presentation that will be shared with their class that demonstrates their understanding of effective constructive feedback.
 - a. Presentation will reflect all of their learning from this unit.
 - b. Demonstrate their knowledge of how growth can improve an organization.
 - c. Students will give constructive feedback to their peers when evaluating class projects throughout the course.

3. Recurring Assignments:

- a. Write weekly reflection logs in their leadership journals.
- b. Reflect on moments of leadership and the chart progress of SMART Goals.
- c. Students will document evidence of personal growth in their leadership portfolio.

Unit 4 Standards:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CADA Standards

COMMUNICATION

PERSONAL AND SOCIAL DEVELOPMENT

CIVIC AND SERVICE LEARNING

GOVERNMENT

BUSINESS AND FINANCE

TECHNOLOGY AND DIGITAL CITIZENSHIP

Unit 4 Resources:

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Intermediate applied Leadership B

Prerequisite: Intermediate applied Leadership A

Overview

Intermediate applied Leadership B is a second-year project-based course aimed at increasing students' capabilities as leaders. Throughout the planning and execution of numerous events for the school, students will discover how to best effectuate change in their school community. Students will read extensively about the nature of leadership and its different styles. Additionally, they will learn how to analyze, reflect, listen, speak, and write about school related projects, events, and initiatives. They will further study how to make and articulate a claim and justify their position with evidence as it relates to their school environment.

Unit 5

1. Students will continue to read and discuss the book **The Student Leadership Guide** by Brendon Burchard. (Chapter 4, "Embody" (page 110-125).
2. Students will learn about the elements required for an effective informational and argumentative essay that will explore the essential elements of crafting essays for a specific audience (e.g., business, education, community) and purpose.
 - a. Reviewing and practicing organization, clarity, tone, and how to incorporate evidence from credible sources.
3. Students will understand when to use each format and demonstrate their knowledge by participating in a practicum that is based upon upcoming school events.

Unit 5 Assignments:

1. Write a persuasive/argument essay, create a persuasive poster, and an electronic advertisement about a leadership topic.
2. Year-end signature assignment: write a reflective essay focusing on their leadership growth and development.
3. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 5 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CADA Standards

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BUSINESS AND FINANCE

TECHNOLOGY AND DIGITAL CITIZENSHIP

Unit 5 Resources:

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Unit 6

1. Students will continue to read and discuss **The Student Leadership Guide** by Brendon Burchard Chapter 5, "Empower" (pages 134-157) to learn about their ability to shape their own environment.
2. Students will understand how to creatively solve real world situations. They will work to identify the root cause of any situation and examine problems from multiple perspectives.
3. Students will learn how to build off their peer's ideas to find more creative and effective solutions to the problem.
4. Students will examine both real world and hypothetical situations and work as a group to brainstorm, propose, and implement solutions.
5. Students will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas.
6. Students will become aware of District and State policies, timelines, and the required approval process surrounding the implementation of a new program, idea, or activity.

Unit 6 Assignments:

1. Enter classrooms and identify an issue that is important to their stakeholders.
2. Work in groups to research the problem and brainstorm potential solutions that are viable, affordable, realistic, and adhere to District and State policies.
3. Create a plan to address the problem and present that plan to a panel of experts in the field.
 - a. Panel may include community members, school administration, district personnel, parents, and other students. If approved they will implement their plan, measure its progress, and reflect upon the results.
 - b. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan.
4. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 6 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 6 Resources:

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Unit 7

1. Students will continue to read and discuss The Student Leadership Guide by Brendon Burchard Chapter 6, "Evaluate" (pages 162-187) to learn how to self-assess.
2. Students will learn about the reflection process and how to effectively self-assess.
 - a. Use their journals to write critically about their progress in the class as well as the events that have occurred throughout the course (e.g., pep rally, fundraiser, dance, athletics, parent night).

- b. Demonstrate through their writing the ability to be honest about their own strengths and areas for growth.

Unit 7 Assignments:

1. Students will piece together their leadership legacy that symbolizes their learning for the year.
 - a. Include their leadership journal,
 - b. Reflective essay: evaluating their growth and development with specific examples from the year.
 - c. Grade evaluation which includes specific reasoning and evidence to justify the grade their desired grade.
 - d. Leadership self-assessment project plan
 - e. growth plan for the following year.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 7 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 7 Resources:

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Unit 8

1. Students will learn the importance of serving others, their school, their community and their world by researching, developing, and implementing a service-learning project.

Unit 8 Assignments:

1. Groups will develop a service-learning project that will benefit others, their school, community, or the world.
 - a. Plan and implement the service-learning project (an event that can occur throughout the year)
 - b. Write a media release to the community that will bring attention to their project.
 - c. **Culminating task:** Document hours and write a final reflection on their experience: noting areas they would adopt, adapt, and abandon for future projects.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.
 - d. Students will complete an end of year self-assessment and reflection of personal growth standards selected.

Unit 8 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
(See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 8 Resources:

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Advanced Appied Leadership

Advanced applied Leadership A

Prerequisite: Intermediate applied Leadership B

Overview

Advanced applied Leadership A is a third-year project-based course aimed at further building students' capacity as leaders by planning and executing numerous events for the school and students to discover how best to effectuate change in their school community. Students will read extensively about the nature of leadership and the different styles it employs. Additionally, they will sharpen their critical thinking skills through analysis and reflective writing. They will also deepen their ability to articulate their claims when making persuasive statements, and strengthen their listening and speaking skills about real world issues that are related to their school environment.

Unit 1

1. Students will reflect on prior reading in the book, **The Student Leadership Guide** by Brendon Burchard and refer to the points made in Chapter 1 (page 42-57), "The Search For 'Leadership'".
2. Students will define leadership and provide examples from their previous two years of leadership courses and create leadership goals for themselves and their class for the year.
3. They will develop SMART Goals and demonstrate to students in Leadership 1 and 2 how to use them effectively.
4. Students will examine different leadership styles using textbook definitions, extensive research on leaders, and complete a case study analysis of prominent leaders.
5. Using their case study analysis, students will analyze the leadership styles and strengths and weaknesses of each leader and provide an argument using evidence to support the decisions the leaders made.
6. Students will conduct group and class discussions about leadership decisions and how leadership styles influenced those decisions.
7. They will evaluate the decisions made by specific leaders and present their findings to the class.
8. Based upon their research, students will write about their personal leadership style and describe how it influences the decisions they make.

Unit 1 Assignments:

1. Group discussions about the specific leaders they researched:
 - a. Identify leadership style.
 - b. Recall decisions that made his/her leadership style impact the choices made for the good of the community, society and the world.
 - c. Create a claim about both leadership style and the decisions made by the leader and justify their opinion with factual evidence from their research and discussions.
2. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will identify specific areas of personal growth to focus on during the year. At this point, they will create their applied Leadership Portfolio, identify leadership standards, and complete a preliminary self-assessment for each standard.

Unit 1 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 1 Resources:

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Unit 2

1. Students will reflect on prior reading in the book, The Student Leadership Guide by Brendon Burchard and refer to the points made in Chapter 2 (page 58-78), "Envision".
2. Students will look at different ways to plan various types of school and community projects and events.
3. Third year leadership students:
 - a. Role models for students in Leadership 1 and 2 and mentor their responsibilities in filling out the "Task Management Template" to plan, organize, and carry out an event or initiative.
 - b. Delegate tasks appropriately to ensure each member has a role.
 - c. Anticipate potential problems and plan solutions to those potential setbacks prior to them occurring.
 - d. Create feedback loops and communication plans to make sure members of their teams are on track and in communication with each other.
 - e. When any event concludes: facilitate a debrief that reflects and evaluates the successes and chart ways to improve for future events.

Unit 2 Assignments:

1. Assist first- and second-year leadership students in completing and implementing a school event using a Task Management Template format.
2. They will be responsible to monitor all aspects of the event including budgeting, personnel, marketing, communication, policy adherence, and implementation.
3. Following the event, they will facilitate and evaluate the success and write about what they learned about the students they supervised and their ability to motivate and assist the leadership students in their care. (ie did the group remain on task and meet deadlines?)

4. They will also evaluate their group's planning process and identify changes that they think are necessary to improve both the process and the results for future events.
5. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 2 Standards:

CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 2 Resources:

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Unit 3

1. Students will reflect on prior reading in the book, The Student Leadership Guide by Brendon Burchard and refer to the points made in Chapter 1 (page 83-105), "Enlist".
2. Students will further their investigation of the skills necessary to become an effective public speaker which include: projection, articulation, eye contact, body language, and confidence.
3. Students will learn how to properly write a speech and use a microphone with comfort and ease.
 - a. View and evaluate famous historical speeches that are both political and non- political.
4. Students will practice their public speaking skills beginning with peer-to-peer and culminating in a large group speech.
 - a. They will also research and be taught effective speech writing strategies and will practice writing their own persuasive speeches.

Unit 3 Assignments:

1. Write and give a persuasive speech:
 - a. One aspect of their school they believe can be improved and describe the actions necessary to make this improvement.
 - b. Ensure the factors they describe are in alignment with District policy by researching District bulletins, memorandums, and reference guides.
 - c. Conduct school survey and have data and testimony to include in their speeches.
 - d. Present their speech using a microphone to a live audience and will have their speech recorded.

- e. Speeches are evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation as well as how well they used the public speaking skills they learned. (Speech will be evaluated for its content and the arguments made and justified in their writing.)

2. Recurring Assignment:

- a. Write weekly reflection logs in their leadership journals.
- b. Reflect on moments of leadership and the chart progress of SMART Goals.
- c. Students will document evidence of personal growth in their leadership portfolio.

Unit 3 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 3 Resources:

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Advanced applied Leadership B

Prerequisite Advanced applied Leadership A

Overview

Advanced applied Leadership B is a third-year project-based course aimed at further building students' capacity as leaders by planning and execution numerous events for the school and students to discover how best to effectuate change in their school community. Students will read extensively about the nature of leadership and the different styles it employs. Additionally, they will sharpen their critical thinking skills through analysis and reflective writing. They will also deepen their ability to articulate their claims when making persuasive statements and strengthen their listening and speaking skills about real world issues that are related to their school environment. Students in this course are elected officials of their student body.

Unit 4

1. Students will reflect on prior reading in the book, *The Student Leadership Guide* by Brendon Burchard and refer to the points made in Chapter 7 (page 194-207), "Encourage".
2. Using the feedback skills previously learned, students will provide feedback to students in Leadership 1 and 2 about their project proposals, initiatives, and ideas for school culture.
3. Students will also discuss the purpose of feedback and provide a presentation about the delivery of productive feedback.

Unit 4 Assignments:

1. Third years will lead feedback workshops in which they will outline types of feedback.
2. They will be given scenarios to respond, provide examples of both effective and ineffective feedback by explaining in detail their recommendations.
3. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 4 Standards:

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Unit 4 Resources:

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Unit 5

1. Students will reflect on prior reading in the book, **The Student Leadership Guide** by Brendon Burchard and refer to the points made in Chapter 4 (page 110-125), "Embody".
2. Students will learn how to write critically, reflectively, and argumentatively.
3. Students will learn the difference between each style of writing and when to appropriately use each form.
4. Students will learn about organization, clarity, and the use of providing convincing evidence when writing in any style.
5. Students will be required to practice different formats of writing (e.g., email, friendly letter, formal letter) as they learn the importance of effective writing in business and education.

Unit 5 Assignments:

1. Students will write an argumentative essay.
2. Create an argumentative poster.
3. Produce an electronic advertisement.
4. Students will also write a critical essay on a relevant leadership topic.
5. Students will write reflective short journal assignments and evaluate the reflective essays they wrote about their leadership growth and development. (This task will help prepare them for their end of the year reflective essay.)
6. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 5 Standards:

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 5 Resources:

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Unit 6

1. Students will reflect on prior reading in the book, **The Student Leadership Guide** by Brendon Burchard and refer to the points made in Chapter 5 (page 134-157), "Embody".
2. Students will understand how to creatively solve real world situations. They will work to identify the root cause of any situation and examine problems from multiple perspectives.
3. Students will learn how to build off their peer's ideas to find more creative and effective solutions to the problem.
4. Students will examine both real world and hypothetical situations and work as a group to brainstorm, propose, and implement solutions.
5. Students will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas.
6. Students will become aware of District and State policies, timelines, and the required approval process surrounding the implementation of a new program, idea, or activity.

Unit 6 Assignments:

1. Enter classrooms with first- and second-year leadership students and identify an issue that is important to their stakeholders.
2. Work in groups to research the problem and brainstorm potential solutions that are viable, affordable, realistic, and adhere to District and State policies.
3. Create a plan to address the problem and present that plan to a panel of experts in the field. Panel may include community members, school administration, district personnel, parents, and other students.
 - a. If approved they will implement their plan, measure its progress, and reflect upon the results.
 - b. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan.
4. Recurring Assignments:
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 6 Standards:

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 6 Resources:

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Unit 7

1. Students will reflect on prior reading in the book, *The Student Leadership Guide* by Brendon Burchard and refer to the points made in Chapter 6 (page 162-187), "Evaluate".
2. Students will learn about the reflection process and how to effectively self-assess.
 - a. Use their journals to write critically about their progress in the class as well as the events that have occurred throughout the course (e.g., pep rally, fundraiser, dance, athletics, parent night).
 - b. Demonstrate through their writing the ability to be honest about their own strengths and areas for growth.

Unit 7 Assignments:

1. Students will piece together their leadership legacy that symbolizes their learning for the year.
 - a. Include their leadership journal.

- b. Reflective essay: evaluating their growth and development with specific examples from the year.
- c. Grade evaluation which includes specific reasoning and evidence to justify the grade their desired grade.
- d. Leadership self-assessment project plan growth plan for the following year.

2. Recurring Assignments:

- a. Write weekly reflection logs in their leadership journals.
- b. Reflect on moments of leadership and the chart progress of SMART Goals.
- c. Students will document evidence of personal growth in their leadership portfolio.
- d. Students will complete an end of year self-assessment and reflection of personal growth standards selected.

Unit 7 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 7 Resources:

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Honor Senior Applied Leadership

Honors applied Senior Leadership A

Prerequisite: Advanced Leadership B or equivalent

Overview

Honors applied Senior Leadership B is a fourth-year project-based course aimed at further building students' capacity as leaders. Students in this course will use their experience from previous leadership courses to mentor their applied peers. Additionally, students will use their prior knowledge of planning and executing school initiatives and events to make meaningful positive change to their school community. Students will continue to learn about leadership styles and understand how leadership can influence others to act. Students will enhance their critical thinking, analytical, writing skills and communication skills through leading projects, events, and initiatives that are relevant to the school community. Students in this course are elected officials of their student body, may serve as executive cabinet members, and will be expected to chair various applied committees.

Unit 1

1. Students will read Part One, "The Set-Up" (page 3-11), section in the book 7 Habits of Highly Effective Teens by Sean Covey to create a foundation for collaboration norms.
2. 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 define leadership and create leadership goals and class goals for the school year.
3. Students will identify a vision and systematic plan for implementation of the leadership students' goals that will facilitate their success. While creating the plan based upon established SMART goals, students will first identify why its mission is important and then set attainable goals to achieve its objectives.

Thus, during this unit students will complete the following:

- Set short-term and long-term personal goals.
- Set attainable goals to improve school culture and climate.
- Create a plan of action for achieving goals.
- Create timelines for meeting goals and monitor progress to ensure on-time completion.
- Self-evaluate, solicit peer and advisor feedback, and adjust goals, behavior, and processes as necessary.
- Give feedback to peers in a positive and constructive manner.

Unit 1 Assignments:

1. Students will engage in guided group discussion about the definition of leadership, and different leadership styles with their elected applied peers.
2. Students will write a personal narrative explaining what they hope to get out of leadership and articulate their goals for the course and the school year.
3. **Recurring Assignments:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will identify specific areas of personal growth to focus on during the year. At this point, they will create their applied Leadership Portfolio, identify leadership standards, and complete a preliminary self-assessment for each standard.

Unit 1 Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CSS.MATH.PRACTICE.MP3

Construct viable arguments and critique the reasoning of others.

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Unit 1 Resources:

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Unit 2

1. Students will continue to read 7 Habits of Highly Effective Teens by Sean Covey; "Think Win-Win," (page 227-248) to learn about the difference between winning at all costs and playing not to lose.
2. Students will look at different ways to plan various types of school and community projects.
3. Students will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event.
4. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.
5. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion.
6. Students will learn to evaluate an event and identify improvements for future planning.
7. Students will schedule a meeting with the leadership advisor and financial manager to review and update the proposed operating budget for the year. They will make recommendations on necessary items that need to be purchased.
8. As members of the executive cabinet and effective leaders of the committees they serve, they will schedule meetings with the leadership advisor and site administrator to articulate the vision, purpose, and direction for the applied class.

In this unit students will complete the following:

- Acknowledge different personality types and how to work together in an all-inclusive group setting.
- Appreciate the diversity of others, and the value of representing a diverse student body. Assumes a leadership role in an activity and facilitates the group's activities.
- Serves as a leader of a committee.
- Enlist others to share a common vision.
- Celebrate accomplishments and recognize the contributions of others.
- Consider diverse ideas, synthesize multiple viewpoints, and analyze claims and evidence on all sides of an issue when considering possible solutions.
- Support decisions made by the applied.

Unit 2 Assignments:

1. Students will establish, plan, and facilitate committee meetings. They will conduct a needs assessment of critical events, schedule meeting dates, secure members for each committee, and develop and post the calendar in the classroom and online.
2. Students will plan and implement a school event using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication, and implementation.
3. Recurring Assignments:
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 2 Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Unit 2 Resources:

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Unit 3

1. Students will read Part II: "End in Mind" (page 95-145) in the book, **7 Habits of Highly Effective Teens** by Sean Covey to gain a grasp of working backwards to accomplish a goal.
2. Students will learn and practice the skills necessary to become an effective public speaker.
 - a. Projection, articulation, eye contact, body language, and confidence. This will be done by watching and evaluating other leadership students' presentations as well as delivering their own presentation.

Thus, during this unit students will complete the following:

- Acknowledge the audience and purpose of the occasion and adapt speech and content accordingly.
- Plan and execute accurate pace and timing.
- Utilize standard microphone procedures.
- Use appropriate volume, tone, emphasis, and diction.
- Utilizes effective body language and eye contact.
- Demonstrate a variety of techniques to connect with the audience and to maintain the audience's attention.
- Effectively incorporate a variety of media into speech content when applicable

Unit 3 Assignments:

1. Develop and deliver a formal multimedia presentation to their peers about on a pressing issue or upcoming activity that is based upon a needs assessment.
2. View and evaluate other leadership student's presentations and provide detailed written feedback to the presenter.
3. Using the feedback provided, they will collectively reflect upon the needs assessment of the school to prioritize the initiatives.
4. Students will conduct a speech at a student-body, staff, or community event (e.g., public arena formal setting) communicating the initiative and explain in detail their approach in leading the event.
5. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 3 Standards:

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
(See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 3 Resources:

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Honors applied Senior Leadership B

Prerequisite: Honors applied Senior Leadership A or equivalent

Overview

Honors applied Senior Leadership B is a fourth-year project-based course aimed at further building students' capacity as leaders. Students in this course will use their experience from previous leadership courses to mentor their applied peers. Additionally, students will use their prior knowledge of planning and executing school initiatives and events to make meaningful positive change to their school community. Students will continue to learn about leadership styles and understand how leadership can influence others to act. Students will enhance their critical thinking, analytical, writing skills and communication skills through leading projects, events, and initiatives that are relevant to the school community. Students in this course are elected officials of their student body, may serve as executive cabinet members, and will be expected to chair various applied committees.

Unit 4

1. Students will read Part One, "The Set-Up" (page 3-11), section in the book **7 Habits of Highly Effective Teens** by Sean Covey to create a foundation for collaboration norms.
2. Students will further enhance their skills to write critically, reflectively, and argumentatively in business, education, and group settings.
3. Students will understand the differences among these styles of writing and know when to appropriately use each by clearly articulating and demonstrating the necessary elements of preparing a student script about a pep rally, dance, or school event, an automated message to parents on the school website, or the posting on a social media platform 4) Students will learn about organization, clarity, and the use of credible evidence to support their claim when writing in any style.

In this unit students will complete the following:

- Apply knowledge of proper tone, formatting, and the appropriate use of business or friendly letters and email
- Develop and facilitate committee reports.
- Use appropriate tone and language when giving written feedback.
- Organize, write, and publish attention-grabbing messages suitable for the occasion and audience.
- Create an invitation suitable for occasion and audience.
- Create eye-catching, effective posters and flyers using the correct medium.
- Creates eye-catching, effective social media messages.

Unit 4 Assignments:

1. Students will create a persuasive poster or an electronic advertisement about an event.
2. Students will write proposals of class and school events for administrative approval.
3. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 4 Standards:

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 4 Resources:

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Unit 5

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; "Think Win-Win," (page 227-248) to learn about the difference between winning at all costs and playing not to lose.
2. Students will learn about creative problem-solving in real-world situations. They will work to identify the core issue of a situation and look at problems from other perspectives.
3. Students will lead their applied peers to develop and implement proposed solutions to the identified problems and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas.
4. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming. They will facilitate a conversation of their peers by building off each other's ideas in order to find a more creative and effective solution to the problem.

In this unit students will complete the following:

- Managing groups requires developing and refining skills related to listening, advising, effectively communicating, and seeking outside support as needed.

Students will be able to:

- Identify the presence of a conflict and determine whether it is an individual or group conflict.
- In an individual conflict, the student leader will utilize active listening techniques, acknowledge their role in the conflict, and reach mutual agreement on a path forward.
- In a group conflict, the student leader will identify individuals' roles in the conflict, utilizes active listening techniques with the group, acknowledge their own role in the conflict, and reach group consensus on a path forward.
- Provide a forum for discussion surrounding problems that the school population may be facing.
- Seek out opportunities for the school community to share problems and concerns. Considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

Unit 5 Assignments:

1. Lead applied peers in a group to identify an issue that is important in their school or community.
2. Research the problem and brainstorm potential solutions that are viable, affordable and realistic.
3. Create an action plan to fix the problem and provide a multimedia presentation (audio and visual) plan to the class. The plan should include a campaign that will occur across the campus.
4. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 5 Standards:

CSS.MATH.PRACTICE.MP3

Construct viable arguments and critique the reasoning of others.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 5 Resources:

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Unit 6

1. Students will continue to read 7 Habits of Highly Effective Teens by Sean Convey; Habit #5 "Seek First to be understood," (page 114-118) to learn conflict resolution.
2. Students will review the necessary requirements to conduct a District fundraiser and charitable event.
3. Students understand the necessary paperwork required of the Risk Management Division, know where to locate District policies and procedures about conducting events, and understand who to contact to answer further questions that may arise.
4. Students will review marketing techniques that will increase awareness of the event to the targeted population.
5. Students will review the elements of art and principles of design to ensure their posters and advertisements are of high quality and effectively communicate the message of the event.
6. Students will develop scripts that can be shared about the event on the schools PA system and social media platforms. They will learn the art of dry running their scripts prior to their presentation.

Unit 6 Assignments

1. Lead in the development of a fundraiser or charitable event.
2. They will secure applied peers and brainstorm ideas based upon historical data and a needs assessment.
3. Work with their leadership advisor to obtain and complete the necessary paperwork.
4. Meet with the financial manager to understand the budget process, ordering of materials, and necessary timelines.
5. Following the event, students will provide a presentation to the applied class. The multimedia presentation will document the planning process, the barriers encountered, changes that would be made for future events, and both the social and financial outcomes of conducting the event.
6. **Recurring Assignment:**
 - a. Write weekly reflection logs in their leadership journals.
 - b. Reflect on moments of leadership and the chart progress of SMART Goals.
 - c. Students will document evidence of personal growth in their leadership portfolio.

Unit 6 Standards

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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Unit 6 Resources:

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Unit 7

1. Students will continue to read **7 Habits of Highly Effective Teens** by Sean Covey; Habit #7 "Sharpen and Saw," (page 145-164) to learn how to evenly distribute your energy.
2. Students will culminate their leadership experience by reflecting on their journey and conducting a self-assessment. Students will think critically about their progress in the class, their contributions, successes, and barriers they encountered.
3. Students will review the applied election process, hold a formal meeting to make any necessary adjustments to the applied bylaws, and facilitate the campaigns and elections of future applied members.
4. Students will conduct a applied reflection of the committees they lead and collect materials that can be placed in a school memory book.
5. Students will write a letter to incoming applied leaders that describes their learnings, successes, and challenges.
6. Students will work with their applied peers to draft a needs assessment that can be shared with the entire school community and begin outlining the timeline of events for the following school year. At a minimum, school registration, back to school night, parent conferencing, the first sporting event, and the fall dance should be calendared with an outline of what needs to occur, how it will occur, and who is needed to ensure its success.

Unit 7 Assignments:

1. Write, discuss, and present their reflective work about their leadership journey.
2. Use a multi-media approach that will memorialize their experience as and applied leader.
3. Write a comprehensive reflection that documents the various events conducted throughout the year.
 - a. The reflection should synthesize the planning that was required and analyze the elements that should be adopted, abandoned, and adapted.
4. Students will curate artifacts that can be placed in a school memory book that will be used by subsequent applied leaders.
5. Students will document evidence of personal growth in their leadership portfolio.

6. Students will complete an end of year self-assessment and reflection of personal growth standards selected.

Unit 7 Standards:

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

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