

BACKGROUND INFORMATION

Brief Course Description:

The Leadership elective course is a year-long course designed to help provide students with the opportunities to support the work of the Associated Student Body (ASB) Government, while learning and developing leadership skills that will benefit the school and themselves.

Context for Course:

List the State/District Standards addressed in this course.

The Leadership course is aligned with the DJUSD Graduate Profile.

State of California Student Leadership Standards

- Communication—written communication, interviewing skills, public speaking, crowd management, conflict resolution, evaluation and feedback, and interpersonal skills
- Personal and Social Development- group dynamics, goal setting, and social and emotional learning
- Civic and Service- civic and community engagement, service learning strategies, community service
- Government- authority and governance, procedures, elections and appointments, and effective meetings
- Business and Finance- finance/accounting, fundraising, marketing, advertising, customer service, business law
- Technology and Digital Citizenship- digital workspace and collaboration, digital citizenship, audio/visual presentations, video and photography

(please see CADA/CASL State of California Student Leadership Standards)

History of Course Development:

The DJUSD Leadership course at the junior high level has been a long-standing elective course. It has been offered as a semester course and as a year-long course. It has evolved to incorporate the State of California Student Leadership Standards, therefore making it more appropriate as an elective that fulfills the DJUSD Practical Art graduation requirement.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

The Leadership elective course is designed based on the California Association of Student Leaders (CASL) and Student Activities Standards as a framework for developing skills in communication, personal and social development, civic and service learning, governance, business and finance, and technology and digital citizenship. Students will develop skills in goal setting, public relations, team building and collaboration, project planning, and organization. Students will create and support programs and projects, and coordinate school events that positively contribute to the school community.

COURSE OBJECTIVES

This class is designed to support students in learning effective leadership techniques and utilizes a hands-on learning approach. Students will hold roles to not only plan all aspects of the site student activities program, but also will learn valuable leadership, life, and executive skills. The course is aligned with the CADA/CASL State of California Student Leadership Standards that focus on communication, personal/social and civic responsibilities, government, technology and digital citizenship, and business. Students will improve their awareness of climate and culture of their campus, create, plan, and implement initiatives to improve it, and gain the skills of meeting the needs of a diverse student body.

COURSE OUTLINE

Students will engage in on-going activity planning includes goal setting, budgeting, planning, production and reflective evaluation of projects developed in an effort to problem-solve site climate concerns and develop/support positive school culture. Students also participate in community and in-school service projects and opportunities, as well.

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

Previously Adopted? Yes No (If no, provide information directly below)

Cost per book

Total Cost

Budget Source

Other:

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

Due to the purpose and requirements of this course, the Leadership course is able to differentiate instruction. Instructional time is set aside each week for class discussions, reflections, and lessons. Time is also set for students to work on individual and group projects focused on supporting the needs of the student body, and differentiated support is given depending on the needs of the project. These projects will help students develop particularly-focused skills, and will allow students to take on varying roles that suit their strengths and allow for growth.

Strategies to improve literacy and writing skills include, and include real-world training include:

- Project proposals
- Campus bulletins
- Vendor and community requests
- ASB meeting notes
- Reflection of self, group, and class projects

Technology, including audio/visual technology is a key part of instruction. Students use technology regularly to request or provide feedback, to reflect on their learning, and to communicate additional information and updates to others.

Student interests and choice are also incorporated into projects and activities throughout the year. These projects will support the needs and interests of each site.

ASSESSMENT METHODS AND/OR TOOLS

Assessments for this course will vary to allow students to show growth and understanding throughout the course. Along with instructor assessment, students will take part in their assessment through self-reflection and self-evaluation.

ASSESSMENT CRITERIA

Grading for this course is based on expectations and rubrics created for:

- Active class participation
- Teacher, peer, and self-evaluations
- Formal Presentations
- Community/School Service
- Projects
- Class assignments

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.