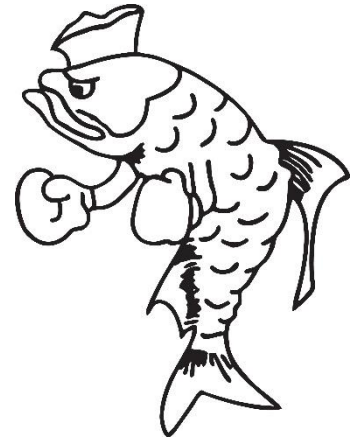


## Student Leadership Program 2014-2015

Engaged Citizenship through Service Learning 1  
Engaged Citizenship through Service Learning 2  
Leadership Skills Development  
Leadership Techniques



Mr. Sansone  
Room: G115  
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### **Program Description**

The Student Leadership program is a sequence of courses that provides students with a foundation of knowledge and experiences in the study of leadership skills. This program focuses on transferable skills and stresses understanding and operation of the complex role of leadership in a modern democratic society.

The content includes, but is not limited to leadership skills and techniques of decision making, meeting skills and parliamentary procedure. Problem solving, communication skills, group dynamics and conflict reduction are emphasized. Time and stress management, public speaking, human relations, public relations, team building and motivational strategies are incorporated throughout the program. This program also provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 to 40 hours' duration.

### **Program Prerequisites**

The prerequisite for the Leadership program is election to a class or Student Government office.

### **Program Courses:**

#### **Engaged Citizenship through Service Learning 1**

Number of Credits: Half credit (.5)

Course Length: Semester (S)

### **GENERAL NOTES**

*This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.*

The content of this course will include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school.

Mathematics Benchmark Guidance –Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them.

Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects.

Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection.

Health and Physical Education benchmarks are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

### **Course Objectives**

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.

4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

### **Course Standards**

- MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.
- MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- PE.912.M.1.5: Apply strategies for self-improvement based on individual strengths and needs.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
- LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- LAFS.910.RI.4.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.910.W.4.10: 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.
- LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LAFS.910.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- LAFS.910.L.3.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- LAFS.910.L.3.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- LAFS.910.L.3.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- HE.912.B.5.3: Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.
- PE.912.C.2.20: Identify appropriate methods to resolve physical conflict.
- PE.912.R.5.1: Describe ways to act independently of peer pressure during physical activities.

PE.912.R.5.4: Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

## **Engaged Citizenship through Service Learning 2**

Number of Credits: Half credit (.5)

Course Length: Semester (S)

### **GENERAL NOTES**

*This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.*

The content of this course will include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them.

Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects.

Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection.

Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Course Objectives**

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

### **Course Standards**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
- LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LAFS.910.RI.4.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.910.W.4.10: 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.
- LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LAFS.910.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- LAFS.910.L.3.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- LAFS.910.L.3.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- LAFS.910.L.3.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- HE.912.B.5.3: Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.
- PE.912.C.2.20: Identify appropriate methods to resolve physical conflict.
- PE.912.R.5.1: Describe ways to act independently of peer pressure during physical activities.
- PE.912.R.5.4: Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
- PE.912.M.1.5: Apply strategies for self-improvement based on individual strengths and needs.

## **Leadership Skills Development**

Number of Credits: One credit (1)

Course Length: Year (Y)

### **GENERAL NOTES**

*The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.*

### **Course Objectives**

After successfully completing this course, the student will:

1. Demonstrate the principals of self-understanding



2. Demonstrate development in such areas as goal setting, self-actualization, and assertiveness
3. Assess and evaluate organizational theories and management

### **Course Standards**

- S.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LAFS.910.SL.2.5: 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.
- LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- HE.912.B.5.4: Assess whether individual or collaborative decision making is needed to make a healthy decision.
- HE.912.B.5.5: Examine barriers that can hinder healthy decision making.
- HE.912.P.8.2: Utilize current, accurate data/information to formulate a health-enhancing message.
- HE.912.P.8.4: Adapt health messages and communication techniques to a specific target audience.

- PE.912.C.2.20: Identify appropriate methods to resolve physical conflict.  
PE.912.M.1.5: Apply strategies for self-improvement based on individual strengths and needs.

## **Leadership Techniques**

Number of Credits: One credit (1)

Course Length: Year (Y)

### **GENERAL NOTES**

*This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.*

### **Course Objectives**

After successfully completing this course, the student will:

1. Demonstrate enhanced leadership skills and the ability to function in both a group setting and the community
2. Demonstrate development in such areas as goal setting, self-esteem, character building and self-actualization and assertiveness.

### **Course Standards**

- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.P.8.2:	Utilize current, accurate data/information to formulate a health-enhancing message.
HE.912.P.8.4:	Adapt health messages and communication techniques to a specific target audience.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.

## **Leadership Program Expectations and Policies**

### **Supplies and Materials**

1. Activities are an integral part of this program. These activities include hands-on experiences for students in the use of safety procedures, tools, equipment, and materials to make posters and build sets for events.
2. Pen, Pencil, Paper, and a 3-ring binder will be needed for class daily.

## **Policies and Procedures**

All students are expected to follow the code of conduct as stated by CHS and the School Board of Charlotte County. These expectations include, but are not limited to the following:

The student will RESPECT...

...your classmates...your classroom...the artistic efforts of everyone...the supplies we share...the allocated class period time...yourself

An infraction of any of the rules will be followed up with:

1. Verbal Warning
2. Parent Contact (telephone call and/or conference)
3. Administrative Referral

Parent Contact and Administrative referral includes but is not limited to:

1. Tardies
  2. Disruptive behavior
  3. Sleeping in class
  4. Skipping class
  5. Cheating
  6. Destruction of school property
  7. Insubordination
- Come to class on time everyday. When the late bell rings, we expect you to be in the classroom and seated at your assigned area.
  - No food or drinks at all in the classroom.
  - Get your work and supplies out and begin immediately on the present assignment.
  - Attendance will be taken each day at the beginning of class. Students that are tardy or absent will be disciplined according to the CHS policy.
  - No restroom or media center passes will be given within the first or last 10 minutes of class.
  - Clean-up will be at the end of the class, usually the last 5 minutes, but no earlier. Students are responsible for returning their work, all the supplies, and making sure their area is clean.