

VINELAND HIGH SCHOOL

SCHOOL OF BUSINESS AND LEADERSHIP

LEADERSHIP I

CURRICULUM

Vineland Public Schools

Vineland, NJ

2008

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RATIONALE AND OVERVIEW

Leadership I is designed to provide students with the opportunity to acquire the essential knowledge, skills and attitudes that they will need to become effective leaders both now and in the future. Students will also develop the personal, social and organizational skills that are necessary for them to become competent and successful contributors to their school, their community and to society. In addition to mastering the essential academic skills, students will apply what they have learned by participating in project-based lessons where they will have the opportunity to design, plan, organize and implement an event or activity demonstrating their ability to lead effectively.

In the past it was often assumed that great leaders were born and not made. However, research has shown that are numerous skills, values, attitudes and beliefs that contribute to leadership ability and that many of these can be taught effectively, especially if students are given the opportunity to put the skills they have learned into practice. It is this belief, that leadership skills can be taught, that provides the philosophical cornerstone for all of the material in this course. There will be eight major units of study for the course, with two units being studied each marking period. The major units of study will be as follows:

Unit 1: Understanding Leadership

Unit 2: Assessing Individual Leadership Styles

Unit 3: Methods for Planning and Organizing

Unit 4: Communication Skills and Techniques

Unit 5: Building Positive Relationships

Unit 6: Problem Solving and Decision Making

Unit 7: Personal Wellness and Image

Unit 8: Community and School Service

In the first two units students will construct definitions of leadership, identify the character traits shared by most leaders and examine the techniques used by effective leaders to achieve their goals. Students will also assess their individual leadership styles and evaluate how leadership styles can impact the success or failure of a goal or project.

The third and fourth units focus on developing and improving the students' ability to plan, organize and communicate effectively and to evaluate how poor planning, organization and communication can frustrate the completion of projects or the achievement of goals. Students will develop their planning and organizational skills by focusing on goal setting, project planning, record keeping, delegating tasks and

evaluating project outcomes. Students will apply communication skills by engaging in oral communication, active listening, written communication, graphic communication, visual communication and the use of parliamentary procedure.

The fifth and sixth units are designed to promote social skills and to provide students with strategies to help them build positive relationships, solve problems and make decisions. Students will concentrate on understanding the fundamentals of team building, motivating others, affirmations, conflict resolution and prejudice reduction. Problem solving and decision making skills will be expanded by examining personal and group styles, using methods of reaching consensus, using various methods and models for problem solving, developing critical thinking skills and through the use of ethical dilemmas.

In Unit seven students will explore how personal wellness and image can either facilitate or hinder their ability to lead effectively and achieve their goals. Students will analyze the best way to project a positive personal image. Students will explore how proper nutrition, stress management and time management are all essential in order to ensure that they are able to think clearly and act decisively. Students will also address how their own personal image can reflect their personal values and create positive self-esteem. The final segment of the unit will address the dangers of compulsive and addictive behavior and provide students with the knowledge to identify, prevent and remedy such behavior.

In the final unit students will apply the skills and knowledge gained in the previous units to design a project or activity to demonstrate their ability lead effectively. Each student will create a detailed proposal for a project or activity and explain how it would be implemented by the class. Students will create comprehensive criteria for evaluating the proposed projects. Students will then evaluate all proposals and select a project for implementation. Students will then design, plan, organize and implement the proposed project.

After the project is completed students will reflect on the extent to which the project was successful and evaluate the factors that contributed to its success and the factors that caused difficulty. Students will analyze any problems that developed and propose courses of action that could have produced better results. Each member of the class will also evaluate the contributions of other members of the class and/or other classroom teams.

NJCCC STANDARDS AND INDICATORS

This course is interdisciplinary and the course material is drawn from many disciplines including language arts, sociology, philosophy, social psychology, organizational psychology, business, the humanities and health and physical education.

The course encompasses objectives from a variety of disciplines and not all of those disciplines are included in the New Jersey Core Curriculum Content Standards. However, the majority of the student objectives are aligned with the New Jersey Core Curriculum Content Standards for the following disciplines: 1) Language Arts Literacy and 2) Career Education and Consumer, Family and Life Skills and 3) Health and Physical Education.

The curriculum is consistent with school district goals and the objectives are appropriate for achieving the goals of the New Jersey Core Curriculum Content Standards. For ease of reference, the applicable New Jersey Core Curriculum Content Standards will be identified after each course objective in the curriculum.

The relevant New Jersey Core Curriculum Content Standards addressed in the course are as follows:

1. Language Arts Literacy Standards

Standard 3.1.12.G (Reading):

- 15. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- 16. Distinguish between essential and nonessential information.
- 18. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.

Standard 3.2.12.A (Writing as a Process)

- 2. Define and narrow a problem or research topic.
- 3. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.

- 4. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.

Standard 3.2.12.D (Writing Forms)

- 1. Employ the most effective writing formats and strategies for the purpose and audience.
- 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.

Standard 3.3.12.A (Speaking):

A. Discussion

- 1) Support a position integrating multiple perspectives.
- 2) Support, modify, or refute a position in small or large-group discussions.
- 3) Assume leadership roles in student-directed discussions, projects, and forums.
- 4) Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

B. Standard 3.3.12.B (Questioning (Inquiry) and Contributing)

- 1) Ask prepared and follow-up questions in interviews and other discussions.
- 2) Extend peer contributions by elaboration and illustration.
- 3) Analyze, evaluate, and modify group processes.
- 4) Question critically the position or viewpoint of an author.

D. Standard 3.3.12.D (Oral Presentation)

- 1) Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

- 2) Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
- 3) Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
- 5) Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
- 6) Use a rubric to self-assess and improve oral presentations.

Standard 3.4.12.A (Active Listening):

All students will:

- 1) Explore and reflect on ideas while hearing and focusing attentively.
- 2) Listen skillfully to distinguish emotive and persuasive rhetoric.
- 3) Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

Standard 3.4.12.B (Listening Comprehension):

All students will:

- 1) Listen to summarize, make judgments, and evaluate.
- 2) Evaluate the credibility of a speaker.
- 3) Determine when propaganda and argument are used in oral forms.
- 4) Listen and respond appropriately to a debate.

2. Career Education and Consumer, Family and Life Studies Standards

Standard 9.1.12 A. (Career Awareness and Preparation)

- 1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.

- 2. Evaluate academic and career skills needed in various career clusters.
- 3. Analyze factors that can impact an individual's career.
- 4. Review and update their career plan and include the plan in a portfolio.

Standard 9.1.12 B. (Employability Skills)

- 1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- 3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
- 4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork

5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

Standard 9.2.12 A. (Critical Thinking)

- 1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
- 2. Describe and apply constructive responses to criticism.
- 3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
- 4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.

Standard 9.2.12 B. (Self-Management)

- 1. Revise and update the personal growth plan to address multiple life roles.

- 2. Apply project planning and management skills in academic and/or occupational settings.
- 3. Compare and contrast methods for maximizing personal productivity.

Standard 9.2.12 C. (Interpersonal Communication)

- 1. Model interpersonal and effective conflict resolution skills.
- 2. Communicate effectively in a variety of settings with a diverse group of people.

Standard 9.2.12 D. (Character Development and Ethics)

- 1. Analyze how character influences work performance.
- 2. Identify and research privileges and duties of citizens in a democratic society.
- 3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
- 4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
- 5. Apply a professional code of ethics to a workplace problem or issue.

Standard 9.2.12 E. (Consumer and Personal Finance)

- 1. Analyze factors that influence gross and net income.
- 2. Design, implement, and critique a personal financial plan.
- 3. Discuss how to obtain and maintain credit.

3. Health and Physical Education

Standard 2.1.12(Wellness):

All students will learn and apply health promotion concepts and skills to promote a healthy, active lifestyle.

A. Personal Health

- 2) Investigate the impact of health choices and behaviors on personal, family, and community wellness.
- 3) Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.

B. Growth and Development

- 1) Recommend behaviors to enhance and support the optimal functioning of body systems.

C. Nutrition

- 1) Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
- 4) Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

D. Diseases and Health Conditions

- 5) Investigate the impact of mental illness on personal, family, and community wellness.

NJCCC STANDARDS AND INDICATORS BY UNIT

UNITS 1-6, 8

References from the NJ Core Curriculum Content Standards for Leadership I are as follows:

Reading	3.1.12.G.15 3.1.12.G.16 3.1.12.G.18	
Writing	3.2.12.A.2 3.2.12.A.3 3.2.12.A.4	3.2.12.D.1 3.2.12.D.7
Speaking	3.3.12.A.1 3.3.12.A.2 3.3.12.A.3	3.3.12.A.4 3.3.12.B(1-4) 3.3.12.D(1-6)
Listening	3.4.12.A.(1-3) 3.4.12.B.(1-4)	
Health and Physical Education		
Career Education & Consumer, Family and Life Skills	9.1.12.A.(1-4) 9.1.12.B.(1-4) 9.2.12.A.(1-5) 9.2.12.B.(1-3)	9.2.12.C.(1,2) 9.2.12.D.(1-5) 9.2.12.E.(1-3)

UNIT 7

References from the NJ Core Curriculum Content Standards for Leadership I are as follows:

Reading	3.1.12.G.15 3.1.12.G.16 3.1.12.G.18
Writing	3.2.12.A.2 3.2.12.D.1 3.2.12.A.3 3.2.12.D.7 3.2.12.A.4
Speaking	3.3.12.A.1 3.3.12.A.4 3.3.12.A.2 3.3.12.B(1-4) 3.3.12.A.3 3.3.12.D(1-6)
Listening	3.4.12.A.(1-3) 3.4.12.B.(1-4)
Health and Physical Education	2.1.12.A(2,3) 2.1.12.B.1 2.1.12.C(1,4)
Career Education & Consumer, Family and Life Skills	9.1.12.A.(1-4) 9.2.12.C.(1,2) 9.1.12.B.(1-4) 9.2.12.D.(1-5) 9.2.12.A.(1-5) 9.2.12.E.(1-3) 9.2.12.B.(1-3)

Suggested Pacing Chart (Traditional Full Year)

CURRICULUM UNITS	DAYS
1. Understanding Leadership	12 1 st MP
2. Assessing Individual Leadership Styles	10 1 st MP
3. Methods for Planning and Organizing	10 1 st MP
4. Communication Skills and Techniques	13 1 st MP
5. Building Positive Relationships	10 2 nd MP
6. Problem Solving and Decision Making	12 2 nd MP
7. Personal Wellness and Image	8 2 nd MP
8. Community and School Service	15 2 nd MP

Suggested Pacing Chart (Semester Block)

CURRICULUM UNITS	DAYS
1. Understanding Leadership	12 1 st MP
2. Assessing Individual Leadership Styles	10 1 st MP
3. Methods for Planning and Organizing	10 1 st MP
4. Communication Skills and Techniques	13 1 st MP
5. Building Positive Relationships	10 2 nd MP
6. Problem Solving and Decision Making	12 2 nd MP
7. Personal Wellness and Image	8 2 nd MP
8. Community and School Service	15 2 nd MP

UNIT ONE: UNDERSTANDING LEADERSHIP

A. INTRODUCTION

This unit introduces and explores the concepts essential to understanding the characteristics of an effective leader and encourages students to visualize how they can develop these traits and behaviors. Students will define leadership, explore numerous leadership theories, examine the traits of effective leaders and describe how leaders they admire exemplify these traits.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 1.1 Construct definitions of leadership and identify why leaders are essential and important in society.
- 1.2 Identify and list the personal traits that, in their opinion, make people good leaders.
- 1.3 Compare and contrast the traits of leaders selected by students with the traits of effective leaders as identified by existing research and surveys.
- 1.4 Describe any leadership roles they have played in the past and describe any that they aspire to hold in the future.
- 1.5 Identify individuals who exemplify the traits of an effective leader.
- 1.6 Research and write a biography of a leader they admire and describe what traits were most instrumental in helping them lead effectively.
- 1.7 Deliver an oral presentation to the class on the leader they have selected.
- 1.8 Describe the characteristics of poor leadership and provide examples from personal experience in regard to how poor leadership can impact motivation.
- 1.6 Describe what benefits can be obtained by researching the characteristics of effective leaders.

- 1.7 Describe how businesses and organizations can benefit from research on the characteristics of effective leaders.
- 1.8 Describe and explain the major theories of leadership including, but not limited to, the “great man” theory, trait theories, behavioral theories, situational theories, participative theories, contingency theories, management/transactional theories and transformational theories.
- 1.9 Differentiate between the various theories of leadership and select and defend the theory that they believe provides the most accurate explanation for why some people become effective leaders.
- 1.10 Describe how social expectations for appropriate leader behavior can influence the role played by leaders.
- 1.11 Summarize the characteristics of effective leaders.
- 1.12 Using leadership theory research construct a persuasive argument either agreeing or disagreeing with the following statement: “Great leaders are born, not made.”
- 1.13 Identify and describe the leadership traits they possess and provide examples of how they demonstrate these traits.
- 1.14 Describe how they can strengthen leadership characteristics in themselves and visualize how they might benefit from these characteristics.
- 1.15 Students will describe and explain various approaches to teaching and improving personal and leadership skills including, but not limited to, The Seven Habits of Highly Effective Teens and the 21 Irrefutable Laws of Leadership.
- 1.16 Students will be able to list and explain the seven habits of highly effective teens and describe how these habits could be applied to their own lives.

1.17 Students will describe the “21 irrefutable laws of leadership” and describe examples of their application.

1.18 Students will describe the characteristics of an effective role model and list examples of leaders they wish to emulate.

UNIT TWO: ASSESSING INDIVIDUAL LEADERSHIP STYLES

A. INTRODUCTION

In this unit will assess their individual leadership styles and evaluate how leadership styles can have an impact on the success or failure of a goal or project. Students will examine theories of leadership styles and identify the characteristics of each style. Students will also evaluate the effectiveness of various styles and determine how context can influence which leadership style is most effective. Students will determine which style of leadership they prefer and they will reflect on which style of leadership is used by the leaders they most admire. Students will also reflect on how it may be necessary to use a variety of leadership styles to achieve goals and motivate people.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

2.1 Describe the results of research on leadership styles conducted by Kurt Lewin in 1939.

2.2 Describe the characteristics of an authoritarian (autocratic) leadership style and provide examples.

2.3 Describe the characteristics of a participative (democratic) leadership style and provide examples.

2.4 Describe the characteristics of a delegative (laissez-fair) leadership style.

2.5 Describe the characteristics of a charismatic leader.

- 2.6 Describe and give examples of transformational leadership.
- 2.7 Explain situational leadership and explain what factors may determine which style of leadership may be appropriate for a particular situation.
- 2.8 Describe how leadership style can impact efficiency and task completion.
- 2.9 Identify which leadership style they are most comfortable working under.
- 2.10 Complete a self-assessment to determine their preferred leadership style.
- 2.11 Apply knowledge of leadership styles to create an effective leadership model for completing a hypothetical project.
- 2.12 Analyze the potential relationship between motivation and leadership style.
- 2.13 Evaluate the impact of an inappropriate leadership style on motivation and efficiency.
- 2.14 Identify the leadership styles used by well-known leaders in the past and present and evaluate the extent that leadership style contributed to their success or failure.
- 2.15 Formulate leadership strategies using appropriate leadership styles to create solutions to problems.

UNIT 3: METHODS FOR PLANNING AND ORGANIZING

A. INTRODUCTION

This unit focuses on developing and improving the students' ability to plan and organize effectively and to evaluate how poor planning and organization can frustrate the completion of projects or the achievement of goals. Students will develop their planning and organizational skills by focusing on goal setting, project planning, record keeping, delegating tasks and evaluating project outcomes.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 3.1 Describe the benefits of effective planning and organizing.
- 3.2 Differentiate between short and long-term planning.
- 3.3 Understand the importance of goal setting to complete tasks and projects.
- 3.4 Identify the essential elements necessary in planning, conducting meetings and other projects.
- 3.5 Describe the value of delegation of authority, involvement techniques and methods of motivation.
- 3.6 Understand the principle of chain of command.
- 3.7 Understand the importance of time management and task analysis.
- 3.8 Demonstrate respect for established procedures, legal parameters and financial and budgetary management.
- 3.9 Practice various goal setting and prioritization techniques.
- 3.10 Understand the importance of organizational aids such as checklists, planners, calendars, electronic devices and computer software.
- 3.11 Use organizational aids to better manage their personal and academic goals.
- 3.12 Understand the importance of scheduling for time-management and the completion of tasks.
- 3.13 Describe the pitfalls of procrastination and identify why people often procrastinate.
- 3.14 List strategies to avoid procrastination.
- 3.15 Construct a timetable for completing a hypothetical project.
- 3.16 Develop a budget for completing a hypothetical project.
- 3.17 Describe the importance of budgeting to achieve personal financial goals.

- 3.18 Apply organizational skills to achieve short-term and long-term goals.
- 3.19 Describe the importance of keeping accurate records and give examples of problems that are created by poor record keeping.
- 3.20 Understand how to modify goals in response to changed circumstances or unforeseen occurrences.
- 3.21 Develop techniques to determine when goals have been achieved.
- 3.22 Evaluate how organization and planning contributes to goal achievement.

UNIT FOUR: COMMUNICATION SKILLS AND TECHNIQUES

A. INTRODUCTION

The fourth unit focuses on developing and improving the students' ability to communicate effectively. Students will apply communication skills by engaging in oral communication, active listening, written communication, graphic communication, visual communication and the use of parliamentary procedure. Students will learn to design effective communications in numerous formats for different purposes. Students will be able to identify appropriate formats for different types of communications in different contexts and to understand how the quality of their communications effect the perceptions other have of them and the organization or project they represent.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 4.1 Explain why effective communication is important.
- 4.2 Explain the numerous forms that communication can take.
- 4.3 Describe the characteristics of effective communication.
- 4.4 Describe several types of communication.
- 4.5 Explore and reflect on ideas while hearing and focusing attentively.
- 4.6 Listen skillfully to distinguish emotive and persuasive rhetoric.

- 4.7 Demonstrate appropriate listener response to ideas in a persuasive speech or a scientific or educational presentation.
- 4.8 Listen to summarize, make judgments and evaluate.
- 4.9 Evaluate the credibility of a speaker.
- 4.10 Determine when propaganda and argument are used in oral forms.
- 4.11 Listen and respond appropriately to a debate.
- 4.12 Make an oral presentation in a large or small group.
- 4.13 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
- 4.14 Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
- 4.15 Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
- 4.16 Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
- 4.17 Use a rubric to self-assess and improve oral presentations.
- 4.18 Describe the characteristics of effective writing for numerous purposes.
- 4.19 Describe why writing styles vary depending on the goal of the communication.
- 4.20 Write an effective resume and cover letter.
- 4.21 Write an effective business letter.
- 4.22 Understand techniques used in advertising to influence consumers.

- 4.23 Understand how visual and graphic aids are used to increase the effectiveness of communication and advertising.
- 4.24 Identify problems created by lack of communication.
- 4.25 Understand the purpose and application of parliamentary procedure.

UNIT FIVE: BUILDING POSITIVE RELATIONSHIPS

A. INTRODUCTION

The fifth unit is designed to promote social skills and to provide students with the strategies they will need to help them build positive working relationships. Students will learn to effectively work with others and understand the problems that are often inherent in getting groups of people to work together. Students will concentrate on understanding the fundamentals of team building, motivating others, affirmations, conflict resolution and prejudice reduction. Students will learn strategies to work effectively in groups and to promote the efficient completion of tasks in the midst of competing priorities among group participants.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 5.1 Describe why teamwork is often essential to achieving goals.
- 5.2 Work effectively as a member of a team.
- 5.3 Understand why the ability to motivate others is important for a leader.
- 5.4 Define group dynamics and explain factors that can influence group behavior.
- 5.5 Describe appropriate strategies for resolving conflicts in groups.
- 5.6 Identify effective strategies to reduce or eliminate prejudice among group members.
- 5.7 Differentiate between formal and informal work groups and identify the characteristics of each.
- 5.8 Define synergy and describe how it can help groups function more effectively.
- 5.9 Describe methods that can be used for effective team building.

- 5.10 Demonstrate an ability to function effectively in a group.
- 5.11 Identify problems that hinder the ability of a group to achieve a goal.
- 5.12 Increase their awareness and effectiveness in group processes and skills as they apply to various situations.
- 5.13 Increase their understanding of how different leadership styles can effect the functioning of a group.
- 5.14 Apply effective motivation and involvement techniques in a group setting.
- 5.15 Understand how goal setting should be utilized by group members to increase their effectiveness.
- 5.16 Demonstrate the use of appropriate evaluation and/or debriefing techniques to determine if group goals have been achieved.

UNIT SIX: PROBLEM SOLVING AND DECISION MAKING

A. INTRODUCTION

In the sixth unit students will improve their ability to solve problems and make decisions. Student's problem solving and decision making skills will be expanded by examining personal and group styles, practicing methods of reaching consensus, using various methods and models for problem solving, the development of critical thinking skills and through the use of ethical dilemmas.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 6.1 Give reasons why leaders must be able to solve problems.
- 6.2 Identify different strategies for solving problems.
- 6.3 Explain why leaders need to be able to make decisions and take action.
- 6.4 Apply critical thinking skills to develop solutions to problems.
- 6.5 Clarify issues, conclusions and beliefs in order to solve problems.

- 6.6 Analyze and evaluate arguments, interpretations, beliefs and theories in order find solutions to problems.
- 6.7 Generate or assess solutions to problems individually and in group settings.
- 6.8 Distinguish relevant from irrelevant facts.
- 6.9 Make plausible inferences, predictions, or interpretations.
- 6.10 Evaluate evidence and alleged facts.
- 6.11 Read and listen critically in order to make informed decisions.
- 6.12 Define consensus and describe how it can be reached.
- 6.13 Describe the difference between major and minor objections.
- 6.14 Present arguments clearly and logically.
- 6.15 Speak persuasively to help reach consensus.
- 6.16 Describe methods and models for reaching consensus in groups.
- 6.17 Evaluate the credibility of sources of information.
- 6.18 Define and give examples of ethical dilemmas.
- 6.19 Describe the inherent difficulty in solving ethical dilemmas.
- 6.20 Recognize, analyze and choose resolutions to ethical dilemmas, implicit or explicit in decision-making.
- 6.21 Provide examples of ethical dilemmas faced by students and young people in their daily lives.

UNIT SEVEN: PERSONAL WELLNESS AND IMAGE

A. INTRODUCTION

In Unit seven students will explore how personal wellness and image can either facilitate or hinder their ability to lead effectively and achieve their goals. Students will analyze the best way to project a positive personal image. Students will explore how

proper nutrition, stress management and time management are all essential in order to ensure that they are able to think clearly and act decisively. Students will also address how their own personal image can reflect their personal values and create positive self-esteem. The final segment of the unit will address the dangers of compulsive and addictive behavior and provide students with the knowledge to identify, prevent and remedy such behavior.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 7.1 Identify the role that image plays on people's perceptions of others.
- 7.2 Describe the characteristics of a positive self-image and a positive public image.
- 7.3 Identify behaviors that can create a negative self image or a negative public image.
- 7.4 Explain how a negative self image or a negative public image can have negative consequences.
- 7.5 Investigate the impact of health choices and behaviors on personal, family, and community wellness.
- 7.6 Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
- 7.7 Recognize the importance of good nutrition for proper health and peak performance.
- 7.8 Recommend behaviors to enhance and support the optimal functioning of body.
- 7.9 Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
- 7.10 Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

- 7.11 Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
- 7.12 Describe the impact stress has on both mental and physical health.
- 7.13 Identify techniques that can be used to effectively manage stress.
- 7.14 Describe the impact that excessive stress can have on the achievement of goals.
- 7.15 Identify how effective time management can help to reduce stress.
- 7.16 Describe how personal values can be reflected by personal appearance and behavior.
- 7.17 Describe the relationship between positive self esteem and behavior.
- 7.18 Identify the potential benefits of creating a positive public image.
- 7.19 Identify the signs and symptoms of compulsive and addictive behavior and assess their impact on the achievement of goals.
- 7.20 Recognize the dangers of substance abuse and describe methods to identify, prevent and remedy such behavior.
- 7.21 Investigate the impact of mental illness on personal, family, and community wellness.

UNIT EIGHT: COMMUNITY AND SCHOOL SERVICE

A. INTRODUCTION

In the final unit students will apply the skills and knowledge gained in the previous units to design a project or activity to demonstrate their ability lead effectively. Each student will create a detailed proposal for a project or activity and explain how it would be implemented by the class. Students will create comprehensive criteria for evaluating the proposed projects. Students will then evaluate all proposals and select a project for implementation. Students will then design, plan, organize and implement the proposed project.

After the project is completed students will reflect on the extent to which the project was successful and evaluate the factors that contributed to its success and the

factors that caused difficulty. Students will analyze any problems that developed and propose courses of action that could have produced better results. Each member of the class will also evaluate the contributions of other members of the class and/or other classroom teams.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 8.1 Identity an activity or project that could be implemented by the class and create a detailed proposal listing the specifics of the project.
- 8.2 Create a methodology for evaluating proposed projects.
- 8.3 Use appropriate group strategies to rank student proposals and to select a project for implementation.
- 8.4 Create appropriate short-term and long-term goals necessary to implement the class project.
- 8.5 Work independently and in groups to plan, organize and implement a class project.
- 8.6 Use appropriate planning and organizational strategies to achieve goals including checklists, schedules and budgets.
- 8.7 Create an effective method to delegate tasks among group members.
- 8.8 Implement mechanisms to monitor progress toward achieving goals.
- 8.9 Apply methods of conflict resolution and problem solving to facilitate project completion.
- 8.10 Implement the proposed project as a group.
- 8.11 Evaluate the success of the class project and the success of each individual component of the project.
- 8.12 Analyze the strengths and weaknesses of the implementation of the project.

8.13 Describe the factors that contributed to success and the factors that caused problems and offer suggestions to avoid future problems.

8.14 Complete a self-assessment and participate in peer evaluations.

ASSESSMENT

Student proficiency (satisfactory achievement) in each of the outcomes/objectives listed in this guide shall be determined by student attainment of the 70% district passing standard which pertains to all curricula and populations. Such proficiency shall be measured by a multiplicity of evaluation techniques and instruments, which includes, but is not restricted to the following:

1. Teacher-made tests/quizzes
2. Class participation
3. Homework assignments
4. Research papers/reports
5. Projects
6. Writing assignments
7. Oral reports and presentations
8. Notebooks/journals
9. Portfolios
10. Cooperative group projects/activities
11. Role playing
12. Interpretation/creation of maps, charts, graphs, tables, cartoons

INSTRUCTIONAL RESOURCES

Covey, Sean. (1998). The Seven Habits of Highly Effective Teens, Simon and Schuster.

Covey, Sean. (2004). The Seven Habits of Highly Effective Teens Personal Workbook, Simon and Schuster

Maxwell, John C. (2007). The 21 Irrefutable Laws of Leadership, Thomas Nelson

Maxwell, John C. (2002). The 21 Irrefutable Laws of Leadership Workbook, Thomas Nelson

Kouzes, James M. and Posner, Barry Z. (2007). The Leadership Challenge, 4th Edition, Wiley