

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course of Study Information Page**

Course Title: Student Leadership (#877)	
Rationale: This is an advanced level of student leadership allowing students to apply leadership and life skills necessary for high school and adult achievement. Students fulfill working positions while collaborating with other students, staff, and community members.	
Course Description: This course combines course instruction with leadership practices in a laboratory of practical school situations. It provides student leaders with the opportunity to study the basic concepts of democratic government, the meaning and techniques of leadership, time management, parliamentary procedure, group processes, the principles of human behavior, the objectives of education, and collaborating with school administration. Opportunity to develop speaking and writing skills, communication, self-confidence, and problem solving are also provided. After-school participation is mandatory.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Length of Course:	1 year
Grade Level:	9 - 12
Credit: Number of units: 5 credits <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Election to student body or class officer position or appointed commissioner position.  Behavioral and minimum GPA grade standards by site.
Department(s):	Non-Departmental
District Sites:	All
Board of Trustees Adoption Date:	February 14, 2006
Textbook(s)/Instructional Materials:	
Date Adopted by the Board of Trustees:	

**EL DORADO UNION HIGH SCHOOL DISTRICT  
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**Course Title:**

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**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Department: Non-Departmental  
Course Title: Student Leadership

UNIT #1: Communication

GOAL: Students will acquire and demonstrate leadership skills in the area of communication such as written, oral, conflict resolution, public speaking, and creative communication.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
The student will demonstrate knowledge of business and friendly letter format, invitation, agenda, through application and production.	Writing letters of request to business, thank you letters, create agendas for student council meetings, daily bulleting messages, invitations to groups and all ages.
The students will develop interviewing skills, evaluation and critiquing skills, positive body language, prepared speech presentation, through application.	Interview photo vendors, dj's, event coordinators, peer evaluations, role playing, campaign speeches, school board or service club presentations, class project presentation, critiquing of presenters.
The student will develop public speaking skills through application at various events.	Rally participation, student council meetings, class activities, microphone etiquette instruction, assemblies, class elections, video critiquing of great speeches.
The student will identify communication problems or conflicts and will acquire strategies for resolution.	Class instruction, listening skills and strategies, role playing, body affirmations and inequities, video critiquing.
The student will create levels of communication to inform, excite, and present.	Poster-making, bulletin writing, flyers, brainstorm of communication attention grabbers, special events.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
See Appendix

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UNIT #2: Personal and Social Development

GOAL: Students are to acquire and demonstrate leadership skills in the area of personal and social development, such as group dynamics, goal setting, interpersonal skills, and self-esteem/self awareness.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<p>Understand the different personality types and how to work in a group setting, keeping all-inclusive.</p> <p>Understand the diversity of others and demonstrate acceptance through working within a group.</p> <p>Have the opportunity to take on a leadership role in an activity or work group.</p> <p>Have the opportunity to serve as a leader and a follower, enlist others to share a vision, celebrate accomplishments and recognize the contributions of others, as well as passing on authority when appropriate.</p>	<p>Personality inventory activities</p> <p>Inventory of Multiple Intelligences</p> <p>True Colors</p> <p>Committee work (chair, subcommittee responsibilities)</p> <p>Class group discussions</p> <p>Class starters</p> <p>Elected ASB positions and roles</p> <p>Meeting with school/district administrators</p> <p>Event evaluations/contributions</p> <p>Delegation of responsibility through appropriate channels.</p>
<p>Create specific, measurable, attainable, and realistic goals and objectives.</p> <p>Set timelines for meeting those goals and review them periodically.</p> <p>Understand the importance of prioritizing event.</p> <p>Periodically evaluate where they are in achieving the goals that they have set and set new ones if necessary.</p>	<p>SMART Goal training</p> <p>To do, doing, done activity planning</p> <p>CADA Leadership Handbook Activities</p> <p><i>7 Habits of Highly Effective Teen Activities</i></p> <p><i>7 Habits of Highly Effective People Activities</i></p> <p>Rally/Event planning and preparation</p>

<p>Participate in group discussions while maintaining a level of trust and respect.</p>	<p><i>Big Book of Team Builders</i></p> <p><i>Big Book of Ice Breakers</i></p> <p><i>Playful Activities for Powerful Presentations</i></p> <p><i>Activities That Teach</i></p>
<p>Through various activities, group and personal work, improve the way they feel about themselves.</p>	<p><i>21 Indispensable Qualities of a Leader</i></p> <p>Event planning, preparation, and execution</p> <p>Event evaluation</p>

<p>Content Area Standards (Please identify the source)</p>
<p>The students will achieve the following content standards:</p>
<p>See Appendix</p>

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UNIT #3: Government

GOAL: The student will develop and acquire knowledge in the areas of government hierarchy, procedural protocol, elections, organizations, and meeting procedures.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
The student will understand the chain of command and its importance, and will follow procedural guidelines related to this hierarchy.	Class discussion and job chart instruction of school, district and local government hierarchy, attendance at school board or local government meetings, informal and formal meetings with school administration, instruction and application of Robert's Rules of Order and Parliamentary procedures.
The student will create, review, and improve student constitution and its by-laws.	Student council meeting, constitution review and amendments.
The student will participate in committees and councils and recognize the importance of their participation.	Class and school-wide events, commissioner position participation, meetings, daily work projects.
Students will understand the legal implications of following procedures, and will understand the importance of rules and regulations.	Meeting with finance accountant at school, approval of fund-raising requests through student council meetings, performance/code of ethics signed in leadership, approving and spending Associated Student Body monies, use of CASBO manual related to ASB.
The student will participate in class and student-wide elections and understand the importance of positive salesmanship and voting responsibility.	ASB and class elections, election assembly, voting procedures and guidelines creation.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
See Appendix

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UNIT #4: Service Learning

GOAL: Students are to acquire and demonstrate leadership skills in the area of Service Learning, such as presentation skills, community service, and citizenship.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Understand and practice organizing a presentation into a well thought out submittal of ideas.  Design a lesson that addresses the appropriate audience.	<i>Getting the Job Done</i>  Presenting at rallies, noontime activities, staff meetings, Board Meetings, Election speeches
Be given an opportunity to go into the community to see what it is like outside of their direct neighborhood.  Have an understanding of what it is like to serve people for the benefit of another.  Experience what it is like to have others depend on them.	Organizing Food Drives/Blood Drives  Freshmen Orientation  Volunteering at The Upper Room
Have an experience in giving without receiving anything in return.  Have compassion for other people's challenges and accept those people for who they are.  Have an understanding of other people's differences.	Sponsoring and organizing campus wide food drives, blood drives, etc.  Working in the student store during the lunch break.  Fundraising with the goal of supporting and funding campus clubs and classes in their activities.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
See Appendix

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UNIT #5: Business

GOAL: The student will develop an understanding and apply business, business law, and accounting procedures and budget, sales and marketing techniques, customer services, and finance procedures.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
The students will create, track and manage a working budget, will track sales, expenditures, understand the concept of profits and loss, order merchandise for sales and ASB use.	Instruction of finance and accounting procedures at local school, create budget for commission position, catalog and on-line ordering of supplies, deposit of sales monies, student store management.
The student will develop, market and sell an activity, product, or event.	Student store, poster-making, announcement, sales bulletins.
The student will recognize the best interest of the customer, discuss and practice public communication strategies, and crowd control through participation in planning and promoting school events.	Dance sales, product sales, school-wide events and activities, bulletin announcements, poster and creative publicity strategies.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
See Appendix



**HIGH SCHOOL ALIGNMENT OF STANDARDS**

<b>CADA STRAND</b>	<b>CONTENT AREA</b>	<b>TITLE</b>	<b>GRADE</b>	<b>STANDARD #</b>
Communication	English/Language Arts	Reading	9-10	1.2, 2.1, 2.2, 2.3, 2.6
			11-12	2.1, 2.3, 2.6
		Writing Strategies	9-10	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
			11-12	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
		Writing Applications	9-10	2.6
			11-12	2.1, 2.4, 2.5, 2.6
		Written & Oral Language Conventions	9-10	1.1, 1.2, 1.3, 1.4, 1.5
			11-12	1.1, 1.2, 1.3
	Listening and Speaking Strategies	9-10	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14	
		11-12	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14	
	Speaking Applications	9-10	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
		11-12	2.1, 2.2, 2.4	
	Mathematics	Probability & Statistics	8-12	8
	History/Social Science	Chronological & Spatial Thinking	9-12	1, 2
		Historical Research, Evidence and Point of View	9-12	4
		Principals of American Democracy & Economics	12	12.8
	Visual & Performing Arts	Dance	9-12	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.5, 5.1, 5.3, 5.4, 5.5
Theater		9-12	2.2, 3.1, 4.2, 5.2	
Music		9-12	3.3, 3.4	
Visual Arts		9-12	2.3	
Business	Business Core	9-12	1.7.1	
Applied Learning Standards		9-12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
Service Learning Standards		9-12	1, 2, 3, 4, 5	
Personal and Social Responsibility	History/Social Science	Chronological & Spatial Thinking	9-12	1, 2
		Historical Research, Evidence and Point of View	9-12	4
		Principals of American Democracy & Economics	9-12	12.1
	Visual & Performing Arts	Dance	9-12	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.5, 5.1, 5.3, 5.4, 5.5
		Theater	9-12	3.1, 4.2, 5.2
		Music	9-12	3.3, 3.4
	Business	Business Core	9-12	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.3.3., 1.3.4, 1.3.5, 1.3.6, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7., 1.5.8, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6
	Applied Learning Standards		9-12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	Service Learning Standards		9-12	1, 2, 3, 4, 5

Government	History/Social Science	Chronological & Spatial Thinking	9-12	1, 2
		Historical Research, Evidence & Point of View	9-12	4
		Principals of American Democracy	12	12.2, 12.4, 12.6, 12.8, 12.9, 12.10
		Principals of Economics	12	12.1
	English/Language Arts	Listening and Speaking Strategies	9-12	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13
			11-12	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
Speaking Applications		9-10	2.5, 2.6	
		11-12	2.1, 2.2, 2.4, 2.5	
Visual & Performing Arts	Theater	9-12	3.3, 3.4	
Business	Business Career Paths	9-12	3.1.1, 3.1.2, 3.1.3, 3.1.9, 3.1.10	
Applied Learning Standards		9-12	2, 3, 4	
Service Learning Standards		9-12	1, 2, 3, 4	
Service Learning	English/Language Arts	Written & Oral Language Conventions	9-10	1.1, 1.2, 1.3, 1.4
			11-12	1.0
		Listening & Speaking Strategies	9-10	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
			11-12	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
		Speaking Applications	9-10	2.1, 2.2, 2.3, 2.5, 2.6
			11-12	2.1, 2.2, 2.4
Visual/Performing Arts	Dance	9-12	3.4	
Applied Learning Standards		9-12	3.4	
Service Learning Standards		9-12	1, 2, 3, 4, 5	
Business	History/Social Science	Principals of Economics	12	12.2
	English/Language Arts	Writing	9-10	2.5
			11-12	2.1, 2.4, 2.5, 2.6
		Written & Oral Language Conventions	9-10	1.5
			11-12	1.0
		Listening & Speaking Strategies	9-10	1.1, 1.2, 1.10, 1.11, 1.12, 1.13, 1.14
			11-12	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
	Speaking Applications	9-10	2.1, 2.2, 2.3, 2.5, 2.6	
			11-12	2.1, 2.2, 2.4
	Mathematics	Probability & Statistics	8-12	8.0
	Algebra II	8-12	6.0	
Visual & Performing Arts	Dance	9-12	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.5, 5.1, 5.3, 5.4, 5.5	
	Theater	9-12	5.2	
	Visual Arts	9-12	2.3, 5.1, 5.2	
Business	Business Core	9-12	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.2.1, 1.3.1, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1, 1.4.6, 1.4.7, 1.4.9, 1.4.10, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.6, 1.5.7, 1.5.8, 1.6.1, 1.6.2, 1.6.3, 1.6.5, 1.6.6, 1.6.7, 1.6.8, 1.6.9, 1.6.10, 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6	
		9-12	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2.6, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.10, 2.3.11, 2.3.14, 2.3.15, 3.1.1, 3.1.2, 3.1.3, 3.1.9, 3.1.10, 3.2.1, 3.2.2, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 4.2.8, 4.4.3, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.12, 5.1.2, 5.1.3, 5.1.5, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9, 5.4.10, 5.5.1, 5.5.2, 5.5.4, 5.5.5, 5.6.2, 5.6.3, 5.6.5, 5.6.6, 5.6.7, 5.7.1, 5.7.3, 5.7.11, 5.9.1, 5.9.2, 5.9.3, 5.9.4, 5.9.5, 5.9.6, 5.9.8, 5.9.9, 5.9.10, 5.9.11, 5.9.12, 5.9.13, 5.10.3	

		Entrepreneurship	9-12	6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.10, 6.1.11, 6.1.12, 6.1.13, 6.1.14, 6.1.15, 6.1.16, 6.1.17, 6.1.18, 6.1.19, 6.1.20, 6.1.21, 6.1.22, 6.1.23, 6.1.24, 6.1.25
	Applied Learning Standards		9-12	1.4, 5, 11
	Service Learning Standards		9-12	1, 2, 3, 4