

General Education Course Description

A. GENERAL COURSE INFORMATION

3/2/04

<p>8. Course Title Leadership</p>	<p>9. Subject Area</p> <p><input type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p><input checked="" type="checkbox"/> Elective</p>
<p>10. Transcript Title / Abbreviation Leadership</p>	
<p>11. Transcript Course Code / Number 1964</p>	
<p>12. School Dehesa Charter School</p>	
<p>13. Grade Level(s) (check those that apply) <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	
<p>14. Author Contact</p> <p>Name: Melanie Young</p> <p>Title/Position: Educational Facilitator</p> <p>Phone: (619) 277-7789 Ext.:</p> <p>E-mail: myoung@dehesacharterschool.org</p>	<p>15. Unit Value</p> <p><input checked="" type="checkbox"/> 5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 10 (one year equivalent)</p> <p><input checked="" type="checkbox"/> 20 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>16. Is this course modeled after a course from another school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p><i>(Please attach course description that you used to create this course)</i></p>	
<p>17. Pre-Requisites None</p>	
<p>18. Co-Requisites None</p>	
<p>19. Brief Course Description</p> <p>Students will undertake a community improvement project or participate in a community-oriented group, based on student's assessment of community needs and personal skills. Over course of project/group involvement, student will enhance personal growth, improve communications skills and develop leadership skills that will serve the community and student in future. A final project will communicate the student's personal journey and relate the areas of improvement. This course may be repeated for up to 20 credits over the student's high school career.</p>	

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B. COURSE CONTENT

1. Course Goals and/or Major Student Outcomes

- Identify problem, brainstorm solutions, evaluate solutions and implement plan to solve problem based on this assessment.
- Improve communication skills by actively participating at interpersonal, small group and large group levels through verbal and written means.
- Participate in multiple styles of learning, involving multiple intelligences, in order to understand and internalize new knowledge.
- Demonstrate ability to solve problems and think critically by effectively completing challenging individual projects and assignments, as well as group projects where possible/appropriate.
- Increase self-knowledge and awareness of others' needs as part of process of becoming independent individual.

2. Course Objectives

- Students will understand how the needs of the community are identified, or when appropriate, will identify the needs of the community. Based on a demonstrated understanding of these needs, students will actively participate in thoughtfully organized service that addresses the needs of the community as identified by the assessment. (1995 Draft version of CDE Challenge Service Learning Standard No. 1)
- Students will understand and demonstrate civic responsibility through participation in leadership activities which improve the quality of life in the community. (Based on the 1995 Draft version of CDE Challenge Service Learning Standard No. 4)
- Students will demonstrate understanding of and reflect upon the significance of their leadership experience, and how applying these skills and knowledge affects them as individuals, their own learning, and the community. (Based on the 1995 Draft version of CDE Challenge Service Learning Standard No. 5)
- In serving their community, students will develop personal knowledge and skills that will enable them to step into adult leadership roles upon graduation.
- Students will encounter and solve problems and challenges inherent to each program, including communication difficulties.

3. Course Outline

Personal Growth

Through self-assessment, students will identify area(s) for growth within themselves. They will create and carry out plan(s) to help fill identified need(s) to the best of each student's abilities. By taking on the challenge of participation and leadership outside their immediate families, students will begin to identify their own strengths and weaknesses, as well as developing a clearer view of themselves as individuals. This growth will be evident in others' evaluations, as well as the student's self-assessment.

Communication Skills

Students will interact frequently with individuals, small and large groups. Through continued contact, students will develop higher facility with and efficacy in direct communication. Students will also create original visual and written reports, projects, fliers, etc., as appropriate, to facilitate communication of chosen message or present need. Students will begin to feel more comfortable with their own communication style and be able to recognize those of others. They will encounter miscommunication and interpersonal conflicts and find ways to effectively negotiate these challenges.

Community Needs

Students will identify community needs in local area, and then create and carry out plan(s) to help fill identified need(s) to the best of student's abilities. This key aspect of the course enables students to seek out areas of personal interest that also benefit the community. Students will either develop original programs or seek involvement in established programs. Both should involve close work with others to benefit community and offer solid personal growth to students.

4. Texts & Supplemental Instructional Materials

Materials highly dependent on project/group involvement chosen.

Transportation for student activities will likely be needed.

Leadership book/inspirational stories suited to student's style

Dehesa Charter School online Personalized Learning Profile

5. Key Assignments

1. Participate in a student self-assessment that identifies areas of personal strength, as well as identifying areas for growth. (Example: Dehesa Charter School's Personalized Learning Profile offered online, free of charge)
2. Create a written plan for course that details areas of personal and community need, as well as how chosen activity/activities address those needs. Include estimated time that will be spent, resources needed, and method that will be used to document student activity and growth.
3. Create a monthly sample that demonstrates ongoing communications skill development. For instance, flyers student has created for a group meeting, a journal entry of a difficult meeting, pictures of student involved in community leadership. (Facilitator is not required to turn in monthly samples for folder.)
4. Log time spent with leadership activities monthly.
5. Complete reflection activity/project at end of semester or year that shares your journey – the biggest challenges and successes, things that might have gone better and what you learned from them, personal growth felt (comparing your areas for growth from beginning of year to how you feel now), effectiveness of community action/project, and skills gained that you will be able to use in your future as a leader. This can be a written (5 pages typed), oral (5 minutes spoken), or visual (posters or computer) presentation. Alternate format can be okayed by Facilitator (For example, for a musical student, a soundtrack might be developed that describes experience, pieced together from other songs or a completely original song.)

6. Instructional Methods and/or Strategies

Group activities

Interpersonal contact

Computer use – Internet, Power Point, Word Processing, etc.

Leadership books

Art activities

Individual journaling

7. Assessment Methods and/or Tools

Participation—one semester=approximately 75 hours

Periodic review by Parent Educator and Educational Facilitator

Assigned grades by Parent Educator and Educational Facilitator

Written journals

Written reports

Art projects

Computer presentations