

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, 12-18*

***Leadership Skills 7/8***

**Phase I: Course Essential Questions**

What is a leader?

How can I be a leader?

How can I guide my school/community in a positive direction?

**Phase II Curriculum**

**Unit: What is a leader?**

**Essential Questions:**

- What is a leader?
  
- What is the difference between an effective leader and an ineffective leader?
  
- Which qualities does an effective leader possess?

**Essential Understanding:**

- A leader is a person who is in charge of a group or organization, guiding the other members.
- An effective leader is one who is successful in motivating his/her group members to move in the direction the leader is encouraging.
  
- An effective leader:
  - Creates an inspiring vision of the future.
  - Motivates and inspires people to engage with that vision.
  - Manages delivery of the vision.
  - Coaches and builds a team, so that it is more effective at achieving the vision.

**Curriculum Standards-**

RL 9: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W 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 discipline-specific tasks, purposes, and audiences.

SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL 5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

<p style="text-align: center;"><b>Knowledge/Content</b> <b>I Know ...</b>(includes academic vocabulary)</p>	<p style="text-align: center;"><b>Skills/Processes</b> <b>I Can ...</b></p>
<ul style="list-style-type: none"> <li>• I know what makes a person a leader.</li> <li>• I know the difference between an effective and ineffective leader.</li> <li>• I know the qualities that an effective leader possesses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and explain what makes a person a leader.</li> <li>• I can read informational articles that are used to explain the qualities of a leader.</li> <li>• I can write out the ideas I have about what makes a leader and compare them to information I find on the Internet.</li> <li>• I can write out the ideas I have about what makes a leader and compare them to ideas my classmates have.</li> <li>• I can identify and distinguish the differences between someone who is an effective leader, and someone who is not.</li> <li>• I can use technology to research the qualities of an effective leader.</li> <li>• I can list and explain qualities that an effective leader possesses.</li> <li>• I can participate in civil discourse about what makes someone an effective leader.</li> <li>• I can use technology to research past and present leaders, in order to classify them as effective or ineffective.</li> </ul>

***Leadership Skills 7/8***

**Phase I: Course Essential Questions**

What is a leader?

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How can I guide my school/community in a positive direction?

**Phase II Curriculum**

**Unit: How Can I Be a Leader?**

**Essential Questions:**

- How can I be a leader?
- What are some leadership traits that I possess?
- What are some qualities that I could mold into leadership skills?

**Essential Understanding:**

- I can become a leader by looking at qualities that I possess and using those to build leadership skills.
- This will be self-reflective, and use a survey of skills that will be individualized.
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SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

<b>Knowledge/Content</b> <b>I Know ...</b> (includes academic vocabulary)	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• I know what my own strengths and weaknesses are.</li> <li>• I know how to use my personal qualities to strengthen my leadership skills.</li> <li>• I know how to work on my personal weaknesses to strengthen my leadership skills.</li> <li>• I know how to set a SMART goal.</li> <li>• I know how to identify strategies to meet a SMART goal.</li> <li>• I know how to build on constructive criticism in order to strengthen my leadership skills.</li> <li>• I know how to self-evaluate in an honest and reflective manner.</li> <li>• I know how to reflect on my progress and growth as a leader.</li> <li>• I know how to use other people’s successes and failures to guide my own personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• I can be honest in a leadership self-assessment in order to identify my own strengths and weaknesses as a leader.</li> <li>• I can take the feedback from a self- assessment and use it to figure out which leadership qualities I possess.</li> <li>• I can take the feedback from a self- assessment and use it to figure out which leadership qualities I need the most work.</li> <li>• I can write a SMART goal.</li> <li>• I can set and work toward accomplishing goals.</li> <li>• I can measure areas of success toward a goal I have set.</li> <li>• I can use feedback (constructive and positive) from classmates and the teacher to improve my own personal leadership skills and goals.</li> <li>• I can use a leadership self- assessment to measure my own personal growth within the leadership class time frame.</li> <li>• I can use journaling as a way to express my successes and failures as a leader.</li> <li>• I can read articles and narratives about people in leadership positions and use those to guide my own growth.</li> </ul>

## *Leadership Skills 7/8*

### **Phase I: Course Essential Questions**

What is a leader?

How can I be a leader?

How can I guide my school/community in a positive direction?

### **Phase II Curriculum**

#### **Unit: How can I guide my school/community in a positive direction?**

##### **Essential Questions:**

- How can I guide my school/community in a positive direction?
- What are some services that are available for me to participate in, that I can provide to my school/community to make a positive lasting effect?
- How can I let people within the school and community know about these services?
- How can I encourage others to participate?

##### **Essential Understanding:**

- I can brainstorm and implement services that will create a positive environment for my school and community.
- I can research online to find services that are manageable for me to independently complete.
- I can advertise the ideas I have that will make a difference in my school or community, so that people will be aware of what I plan to do.
- I can communicate my needs for help/participation to the members of my school or community, so that others will become aware and involved.

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<ul style="list-style-type: none"> <li>• I know how to find a variety of service projects I can implement independently to make a positive impact on my community.</li> <li>• I know how to take the steps to create this service project:               <ul style="list-style-type: none"> <li>○ Planning</li> <li>○ Advertising</li> <li>○ Asking for volunteers</li> <li>○ Implementing</li> <li>○ Reflecting</li> </ul> </li> <li>• I know how to communicate in a way that will encourage others to want to help with a community service project.</li> <li>• I know how to ask for help from organizations, when needed</li> <li>• I can self-assess the success of my project.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the internet to find ideas for projects that will be manageable for me to organize.</li> <li>• I can think about all parts of the project, from beginning to end, so that my project is implemented in a way that is successful.</li> <li>• I can reach out to more experienced people (adults, teacher, business people) in a professional way if I need assistance.</li> <li>• I can create advertisements that will promote the project that I have chosen to complete.</li> <li>• I can use a variety of communication tools to reach out to others who might volunteer to help me. (phone, email, written correspondence)</li> <li>• I can honestly reflect on the success of my project when I am done, by acknowledging what went well, and what could have been improved.</li> </ul>