

**CAREER AND LIFE SKILLS EDUCATION  
RENTON SCHOOL DISTRICT #403**

Renton, Washington



**LEADERSHIP**  
*Curriculum Guide*

**Approved by the Board: June 28, 2006**

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7<sup>th</sup> St., Renton, WA 98055-2307.

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# ACKNOWLEDGMENTS

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**RENTON SCHOOL DISTRICT #403**  
Renton, Washington

*A Philosophy of Education for the Renton Public Schools*

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

## **RENTON SCHOOL DISTRICT #403**

Renton, Washington

### *General Instructional Goals*

#### *Policy 6010*

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

#### **LEARNING**

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

#### **INSTRUCTION**

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

#### **COMMUNITY**

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

**EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

**CAREER AND LIFE SKILLS EDUCATION**  
**RENTON SCHOOL DISTRICT #403**  
Renton, Washington

*Program Goals*

**GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE**

**Objectives:**

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

## **GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE**

### **Objectives:**

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

## **GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES**

### **Objectives:**

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

## **GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS**

### **Objectives:**

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.

- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

**GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION**

**Objectives:**

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

**GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES**

**Objectives:**

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

**GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM**

**Objectives:**

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

**CAREER AND LIFE SKILLS EDUCATION**  
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*Program Description*

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its three comprehensive high schools and two alternative programs. The district also participates in a countywide Tech Prep consortium (Puget Sound Career Consortium) with local community, technical colleges and universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and aligned in order for students to master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college programs at their home high schools.

Career exploration and the development of core academic skills are the focus of the Career and Life Skills Program. While academic and technical skill development and employment readiness are still primary goals, emphasis is placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: American Sign Language 1-6; Careers in Education; Careers with Children, Child Development; Culinary Arts 1-4; Design; Health; Independent Living; Leadership in Family and Employment (L.I.F.E. 101); and Personal Fitness. School district and community sites provide applied worksite learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related courses sequentially arranged into a program of instruction leading to students acquiring and demonstrating the competencies necessary to earn Industry Skills certifications and/or articulate with post secondary institutions. These courses are as follows: Accounting 1-4; Business Communications; Business Law; Computer Program Design 1-2; Introduction to Information Technology; Information Technology 1-2; Information Technology-MultiMedia; Information Technology-Project Management; Principles of Business; Recordkeeping; Web Site Development 1-2; and Yearbook 1-4. The program at Hazen High School is currently blocked with language arts courses to support program integration and technology use in the writing process.

The **Marketing Education Program** which offers Introduction to Marketing 1-2, Advanced Marketing 1-2, Marketing Education Seminar 1-2, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to a career.

A comprehensive **Work-based/Worksite Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom instruction to prepare students for employment during and beyond high school. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of these community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Health Sciences/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. These programs are offered to all students in the Renton School District but operate only at Hazen High School and Sartori Education Center.

**Technology Education Programs** are offered at all three comprehensive high school facilities, and the Sartori Education Center. Where appropriate, these programs focus on math and science EALR's and GLE's to support applied learning and the development of academic/technical skills and competencies for all students. Courses in this program area are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction and Manufacturing Technology 1-6; Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Power Mechanics 1-2; Principles of Technology/Robotics 1-4; and Video Production 1-8.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Material Science Technology 1-2; Principles of Technology; and Robotics.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students. In addition to mainstreaming and providing accommodations to support learning in traditional programs the **Careers in the Community** is operated in cooperation with Valley Medical Center at the hospital site; and the **Horticulture/Landscape Design 1-2 Program** is housed at Black River High School. To support students from neighboring communities the district has entered into inter-district cooperative agreements with surrounding school districts and accepts students on a space available basis for these specialized programs.

Rev 02/07/06

**CAREER AND LIFE SKILLS EDUCATION**  
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*Mission Statement*

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

**THREE BELIEFS**

**A. Beliefs about individual needs**

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

**B. Beliefs about society's expectations**

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

**C. Beliefs about systems that care for and support learners**

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

## LEADERSHIP

### *Washington State Essential Academic Learning Requirements*

Leadership This Career and Life Skills program supports the Washington State Essential Academic Learning Requirements.	ART	CIVICS	COMMUNICATIONS	ECONOMICS	HEALTH & FITNESS	MATHEMATICS	READING	SCIENCE	SOCIAL STUDIES SKILLS	WRITING
<b>COURSE OBJECTIVES:</b>										
Creating and teaching lesson plan	x		x				x		x	x
Constitutional Convention		x	x							
Project/activity planning		x	x	x	x	x	x		x	x
Project research			x				x		x	x
Project budget development			x	x		x				
Project evaluations			x							x
Speech presentations			x				x			x
Team building - 8 Keys of Excellence & 7 Habits of Highly Effective Teams			x		x		x		x	
Study of systems/organizations			x					x		
Book review			x				x			x
Philosophy paper			x				x			x

## LEADERSHIP

### *History of Course Development*

During the 2003-2004 school year a pilot was developed to teach and encourage the use of leadership skills to students who are representative of various interests throughout the school population. By teaching these skills to students who naturally seek leadership roles and to students who do not, the committee believed this course would be able to offer an opportunity for students to gain valuable life skills in interpersonal relationships and project development and management. Additionally, this course would give students the skills to encourage more interaction and involvement in the school and community. In June, 2004, the course was approved under the title "Leadership Development."

In subsequent school years, family and consumer sciences national standards were incorporated into the course and the focus was broadened to include relationship skills in the context of school and the community.

## LEADERSHIP *Course Goals*

The goals of the Leadership course are for the students to:

- Integrate multiple life roles and responsibilities in family, work and community settings
- Evaluate management practices related to the human, economic and environmental resources
- Plan, implement, and evaluate projects related to developing civility and respect and facilitating strong school and community relationships, thereby demonstrating management of resources, including financial, food, transportation, etc.
- Demonstrate respectful and caring relationships in the family, workplace and community
- Demonstrate communication skills that contribute to positive relationships.
- Demonstrate standards that guide behavior in interpersonal relationships
- Explore and practice effective personal habits that promote positive interpersonal relationships
- Explore and practice organizational, communication and other leadership skills
- Understand principles of excellence in relationships and communication
- Understand and function in productive and effective team relationships
- Research leaders and their methods of leadership, communication and motivation
- Identify their own communication and leadership styles and potential

Some goals adapted from the National Standards for Family and Consumer Sciences.

## LEADERSHIP

### *Course Scope and Sequence*

This is a two-semester course, which comprises the following:

#### Semester 1:

- Interpersonal Relationships within the school environment: Students explore and build relationships within the school building, including meeting and interacting with administrators, office personnel, custodians, kitchen staff, librarian, etc.
- The Eight Keys of Excellence. This unit includes student and teacher-led exploration of eight key concepts as the foundation of successful relationships. They include:
  1. Integrity
  2. Speaking with good purpose
  3. Failure leads to success (learning from mistakes)
  4. This is It! (Live in the moment)
  5. Ownership (Responsibility)
  6. Commitment
  7. Balance
  8. Flexibility
- Personal Relationship Skills: Lessons are drawn from Building Leaders for Life; Activities That Teach, More Activities That Teach and other sources of relationship-building activities.
- Projects: Students participate in organizing school and community events to build and apply relationship skills in a real-world context that demonstrates the importance of these skills and has school-wide impact. These projects include producing school assemblies, extended lunch activities, planning dances, conducting charitable drives and planning family evening events.

#### Semester 2:

- Exploration of the concept of paradigm, especially as it relates to preconceived ideas, stereotypes and jumping to conclusions (all major barriers to effective relationships)
- Exploration of the concept of the Personal Bank Account (positive actions toward self and others build self-confidence; negative behaviors erode self-confidence).
- Intensive exploration of The 7 Habits of Highly Effective Teens. Students, in teacher appointed teams, develop and present lesson plans to the rest of the class on one of the 7 Habits:
  1. Be proactive
  2. Begin with the end in mind
  3. Put first things first
  4. Think win-win

5. Seek first to understand, then to be understood
  6. Synergize
  7. Renew
- Book Review and presentation. Students choose from a list of leadership books.
  - Personal Relationship Skills: Lessons are drawn from Building Leaders for Life; Activities That Teach, More Activities That Teach and other sources of relationship-building activities.
  - Projects: Students participate in organizing school and community events to build and apply relationship skills in a real-world context that demonstrates the importance of these skills and has school-wide impact. These projects include producing school assemblies, extended lunch activities, planning dances, conducting charitable drives and planning family evening events.

LEADERSHIP  
*Course Evaluation/Assessment*

The following methods will be used to evaluate student proficiency:

- Completion of assigned projects
- Journals/daily work
- Research projects
- Lesson plans
- Project plans
- Classroom participation, interaction, demonstration, role playing, etc.
- Applications and written artifacts
- Self- and peer-evaluations

LEADERSHIP  
*Instructional Materials*

Texts:

*Building Leaders for Life: A Leadership Curriculum* (AWSP)

*101 Ways to Develop Student Self-Esteem & Responsibility* (Jack Canfield & Frank Siccone). Allyn & Bacon

*The Seven Habits of Highly Effective Teens* (Sean Covey). Franklin-Covey Co.

*Ultimate Success Guide for Teens* (Sean Covey). Franklin-Covey Co.

*Activities that Teach* (Tom Jackson). Red Rock Publishing

*More Activities that Teach* (Tom Jackson) Red Rock Publishing

Videos:

*Dead Poets Society*. Use of “seize the day” segment.

*Stand and Deliver*. The story of a high school math teacher in East L.A. whose commitment and sense of relationship helps students accomplish greatness.

*Toy Story*. A Disney story that works as a model for paradigms and paradigm shifts and other relationship lessons.

## Core Leadership and Employability Skills

Washington State's Career and Technical Education Foundations\*:

4. Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway

5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.

	CORE LEADERSHIP SKILL	Where do you teach this skill in your curriculum?	How do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
<b>Individual Skills</b>	1.1 The student will analyze, refine, and apply decision-making skills through classroom, community, family, and work-related experiences.	Throughout the curriculum.	Students are required to evaluate at least three different vendors or approaches when planning a project. They are taught different methods of decision making, including voting, reaching consensus, team-leader decision, etc.	Student self and team evaluations, project review and debriefing, evaluation of finished projects.
	1.2 The student will identify and analyze the characteristics of family, community, business and industry leaders.	Unit 1: Introduction to Leadership	Participation in the annual Macy's Follow-a-Leader Essay contest. Also, students research a world or community leader and present to the class; students read a non-fiction book on a leadership topic and present to the class; students interact with business and community leaders as related to the projects they are working on.	Presentation rubrics
	1.3 The student demonstrates oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.	Throughout the curriculum	Students give at least four presentations throughout the course: 1) 8 keys of excellence, 2) Good purpose speech, 3) 7 habits presentation	Presentation rubrics Evaluation of speeches Products: letters, powerpoints, posters, telephone skills, etc.
	1.4 The student will be involved in activities that require applying theory, problem-solving, and use of critical and creative thinking skills while understanding outcomes of related decisions.	Throughout the curriculum	Problem-solving activities, project planning using project planning guidelines, brainstorming to develop creative approaches and troubleshoot problem areas	Project evaluations
	1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	In 8 Keys Unit and 7 Habits Unit	Self-assessment, failure leads to success lessons, Covey's "Begin with the End in Mind" lessons	Project completion 7 Habits reflections
	1.6 The student conducts self in a professional manner in practical career applications, organizational forums and decision-making bodies.	Throughout the curriculum	Students make phone calls and write letters to community members. Students meet with vendors to make decisions and agree on contracts. Students attend school senate meetings and constitutional convention.	Project evaluations Expectation of appropriate dress Presentation rubrics

CORE LEADERSHIP SKILL	Where do you teach this skill in your curriculum?	How do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	Throughout the curriculum	Team-building activities, project planning committees, partner activities, coordination of whole school events	Team-building self-evaluation, debriefing exercises, project evaluation
2.2 The student will demonstrate knowledge of conflict resolution and challenge management.	Throughout the curriculum	Team-building and communication activities	Formative Assessment: Class discussion and Individual reflection
2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.	Throughout the curriculum	Students have opportunities to serve on and to lead committees. They have the opportunity to serve in both roles	Completed project plan, reflective analysis
2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	8 Keys Unit: Ownership	Jenga model of civic involvement, ownership activities.	Class discussion and individual reflection
2.5 The student will demonstrate a working knowledge of parliamentary procedure.	Unit 1: Introduction to Leadership	Handout, discussion and mock senate meeting	Formative assessment
2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	Throughout the curriculum	Students use a planning process and guide to create events. They participate on committees to organize publicity, arrange vendors, solicit funding and in-kind donations, speakers, invitations, decorations, etc.	Project evaluations, feedback from participants, etc.
2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.	8 Keys Unit: Speak with Good Purpose; 7 Habits Unit	Students prepare a speech to inform and teach students practical societal information; selected students teach procedures and rules for participating in senate meetings. Students teach each other roles and procedures as applicable to 7 Habits.	Speech evaluation rubrics, activity debriefings
2.8 The student demonstrates the ability to incorporate and utilize the principles of group dynamics in a variety of settings.	7 Habits Unit; School-wide activities	Students prepare a two-hour presentation on one of Covey's 7 Habits. They must engage the class in a variety of activities and discussions. Students also engage large or whole segments of the school population in their planned activities, such as dances, pep assemblies, senate meetings, etc.	Presentation rubrics, activity debriefings

Group Skills

	<b>CORE LEADERSHIP SKILL</b>	<b>Where do you teach this skill in your curriculum?</b>	<b>How do you teach this skill in your curriculum?</b>	<b>How do you assess this skill in your curriculum?</b>
<b>Community and Career Skills</b>	<b>3.1</b> The student will analyze the roles and responsibilities of citizenship.	Unit 1: Introduction to leadership 8 keys unit: Integrity & Ownership	Leadership Brainstorm activity, Values Auction, Values Inventory, Jenga model of citizenship	Demonstration debriefing, Leadership A-Z cards, Self-assessments
	<b>3.2</b> The student will demonstrate social responsibility in family, community, and business and industry.	Throughout the curriculum	Coordination of the annual turkey basket drive; coordination of school-wide giving campaigns, planning and organization of teacher appreciation event	Measure of output, analysis of plan, informal evaluation of outcomes
	<b>3.3</b> The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.	Throughout the curriculum	Coordination of the annual turkey basket drive; coordination of school-wide giving campaigns, planning and organization of teacher appreciation event	Measure of output, analysis of plan, informal evaluation of outcomes
	<b>3.4</b> The student understands the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life situations.	Throughout the curriculum	Using a project planning process, students organize and produce a variety of school and community events throughout the academic year. These include homecoming week events, spirit of giving campaigns, teacher appreciation events, pep assemblies, etc.	Analysis of plan, informal evaluation of outcomes
	<b>3.5</b> The student understands and utilizes organizational systems to advocate for issues on the local, state and international level.	Throughout the curriculum 8 keys unit: Speak with Good Purpose	Students plan events, such as mock elections, senate meetings and constitutional convention. Students can also advocate for solutions to a world problem or specific cause in speech assignments	Presentation rubrics, analysis of plan
	<b>3.6</b> The student understands the importance of and utilizes the components and structure of community-based organizations.	Not specifically taught		
	<b>3.7</b> The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.	Not specifically taught		

CORE EMPLOYABILITY SKILL	Where do you teach this skill in your curriculum?	How do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
<p><b>1.1</b> The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.</p>	<p>Throughout the curriculum</p>	<p>Students must organize and use resources to plan dances, decorations, parades, pep assemblies, etc. They must arrange location, vendors, etc.</p>	<p>Project plans, completed checklists</p>
<p><b>1.2</b> The student demonstrates the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.</p>	<p>Unit 1: Introduction to Leadership 8 keys Unit, 7 Habits Unit, throughout the curriculum</p>	<p>Students use the computer lab to access information for leader research project and in preparing assemblies. Their productions also include PowerPoint, video and other forms of communication.</p>	<p>Presentation rubrics, project plans, debriefing</p>
<p><b>1.3</b> The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.</p>	<p>Unit 1: Introduction to Leadership; Throughout the curriculum</p>	<p>Who's Who at Hazen &amp; Scavenger Hunt assignment. Additionally, students must interface on a regular basis with the school administrators for event planning. They also must understand district and city systems for organizing community-wide activities</p>	<p>Evidence of awareness of roles of school staff and procedures, correspondence with community officials</p>
<p><b>1.4</b> The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.</p>	<p>Throughout the curriculum</p>	<p>Students use the computer lab to access information for leader research project and in preparing assemblies. Their productions also include PowerPoint, video and other forms of technology. They set up sound systems, run ticket sales, etc. They also are expected to use telephone, e-mail and correspondence to communicate with industry and community members as required for each project.</p>	<p>Skill demonstration</p>