

TAMALPAIS UNION HIGH SCHOOL DISTRICT  
Larkspur, California

Course of Study

**Leadership (ASB)**

**Overview:**

Course Author(s): David Plescia, Kendall DeAndreis, Diane Peterson, Nathan Bernstein, and LesLeigh Golson	Schools where the course will be taught: Sir Francis Drake High School, Redwood High School, Tamalpais High School
Length of Course: Full Year	Subject Area and Discipline: Non-Departmental
Grade Levels: 9-12	Is this course an integrated course? Yes (interdisciplinary)
Is this course being submitted for possible UC honors designation? Yes	Are you seeking UC approval? If so, in what area (A-G)? Yes, G
Prerequisites (required or recommended): None	Co-requisites (required or recommended): None
Check all that apply: <ul style="list-style-type: none"> <li>• xUC A-G course</li> <li>• Graduation Requirement</li> <li>• xElective</li> <li>• Honors/AP</li> <li>• ROP</li> </ul>	

**Introduction**

Course Overview: Provide a brief summary/snapshot of the courses' content. Include overarching goals for the course (3-5 sentences).

This class is designed to teach leadership skills and governmental structure while ensuring effective, equitable, and appropriate student representation. This focus ultimately enhances school pride, spirit, and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills,

community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research. This class is designed to be an opportunity for progressive change while positively impacting the entire school community. As the main source to create positive culture and climate on campus, this course builds democratic citizenship and encourages participation by amplifying and empowering student voice. Through this Leadership course, students will assist in the internal administration of their school as core stakeholders by the management of student activities, programs, and other aligned programs.

**Instructional Materials:**

<p>Suggested textbook(s), materials, equipment and resources</p>	<p><i>Spirit Works... Turn It On!</i>            Bob Burton            Spirit Works Fifth Edition</p> <p><i>California Association of Directors of Activities Leadership and Student Activities Standards Manual</i>            no author            CADA            2001  <a href="http://www.cada1.org">www.cada1.org</a></p> <p><i>Robert’s Rules of Order Newly Revised</i>            Henry M Robert III, Daniel H. Honemann, and Thomas J. Bach            De Capo Press            Second Edition</p> <p><i>Check Model for Event Planning: A Guide to Student led, Advisor Ensured Event Planning</i>            Micah Jacobsen and Abbey Levine            Boomerang Project            2012</p> <p>ASB Accounting Manual and Fraud Prevention Guide and Desk Reference            Fiscal Crisis and Management Assistance Team (FCMAT)            2016</p>
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**UNIT ONE: Citizenship**

**Unit Overview:**

This unit focuses on the role of the student leader as both an individual and a member of a greater community. Since student leaders represent the greater student body, awareness of self is the cornerstone to building empathy and understanding of a group. This unit also promotes understanding of the role of equity and inclusivity to build a positive school culture and climate and how the management of both small and large group dynamics play a vital role in fostering that climate. Other important aspects of this unit include activities and projects to employ creative thinking and taking initiative while acting as an advocate for student voice on campus. Finally, the foundation of this unit includes opportunities for students to set recursive goals and reflect on the outcomes of their work.

**Learning goals:**

Sub-category	<i>Students will:</i>
1a: Self-Awareness	<ul style="list-style-type: none"> <li>• Acknowledge their own strengths and know when and how to use them</li> <li>• Acknowledge their own weaknesses and know when and how to ask for help</li> <li>• Maintain a positive attitude and growth mindset</li> <li>• Understand their leadership position and how they connect with others</li> <li>• Model integrity</li> <li>• Believe in themselves to create positive growth</li> <li>• Maintain awareness of personal needs for self care leading to balanced priorities</li> </ul>
1b: Equitable and Inclusive Citizenship	<ul style="list-style-type: none"> <li>• Value and practice equity</li> <li>• Use equity as a lens for all events, programs, and practices for the class and school at large</li> <li>• Outreach to various clubs and student groups for enhanced representation</li> </ul>
1c: Group Dynamics	<ul style="list-style-type: none"> <li>• Set and follow group dynamic norms such as:               <ul style="list-style-type: none"> <li>• Showing support and respect for others</li> <li>• Maintaining a positive attitude</li> <li>• Actively listening during discussions</li> <li>• Using a “yes, and...” approach to new ideas</li> <li>• Allowing others to have a voice</li> <li>• Assuming positive intent</li> </ul> </li> <li>• Synthesize ideas and compromise when needed to reach consensus</li> <li>• Delegate tasks to effectively share responsibility</li> <li>• Hold others accountable</li> </ul>
1d: Goal Setting and Reflection	<ul style="list-style-type: none"> <li>• Regularly set realistic and manageable goals</li> <li>• Reflect with the intention of continual improvement</li> </ul>

		<ul style="list-style-type: none"> <li>• Invite and utilize constructive feedback from peers</li> <li>• Collect and consider a range of data during reflection</li> </ul>
	1e: Advocacy	<ul style="list-style-type: none"> <li>• Seek opinions and feedback from school community members</li> <li>• Speak truth to power in a respectful manner</li> <li>• Ensure student voice is present in areas where it may be missing</li> <li>• Accept the fact that personal opinions may differ from those represented</li> </ul>
	1f: Creative Thinking	<ul style="list-style-type: none"> <li>• Set and follow creative thinking norms such as: <ul style="list-style-type: none"> <li>• Considering other perspectives</li> <li>• Maintaining an awareness of new social trends</li> <li>• Considering audience and community</li> <li>• Using a “yes, and…” approach to new ideas</li> </ul> </li> <li>• Distinguish clearly between brainstorming and execution stages of planning</li> <li>• Use feedback loops, previous experiences, and outside research to develop new ideas</li> </ul>
	1g: Initiative	<ul style="list-style-type: none"> <li>• Seek out tasks and responsibilities proactively during times of inactivity</li> <li>• Anticipate possible shortfalls by remaining aware of an ever changing environment</li> <li>• Act when others do not for the good of the group</li> <li>• Take risks</li> <li>• Assign tasks independently and spontaneously as needed</li> <li>• Actively seek to gain knowledge by shadowing experienced students and/or seek out novice students to mentor in specific tasks and functions</li> </ul>
<b>Assignment:</b>	<p><b>Model Leader Research Project</b></p> <p>At the beginning of each semester, students will choose a historical or current model leader who exhibits desirable leadership character traits that are either shared or revered by a particular student. Utilizing research skills (using technology to conduct research, evaluating sources, organizing information, etc.), students will create a research presentation with an annotated bibliography that explores the leadership skills exemplified by a model leader who has positively impacted society. Students will also create and present an infographic to display in the classroom that delineates the person’s exceptional leadership qualities, methods, principles, and accomplishments. An oral presentation to the class will inform others as to what shared personality traits they see in themselves and this model leader, what areas of admiration does this model leader demonstrate, how will they seek growth in themselves, and what goals they are setting for the semester/year. Peers will give constructive feedback that further encourage the student to initiate a</p>	

plan of development for the semester. Both the infographic and presentation will be evaluated by teacher via a rubric. As an extension of the infographic presentation, students will regularly reflect throughout the semester on how they have created positive growth on campus and reflected upon what skills/traits they have exhibited from this initial research subject. (See Appendix A.)

Students will learn to acknowledge their own strengths and weaknesses, incorporate a growth mindset, understand how they position themselves in relation to others, balance priorities, and set goals to utilize their own character traits in making a more unified, equitable school for diverse clubs and student groups. Students will enhance public speaking skills, research skills, and other transferable skills such as creating an annotated bibliography or infographic. Students will learn to utilize peer feedback in their attainment of goals.

**How to Meet the Needs of Diverse Learners:**

Students have choice in many aspects of this project, being able to choose a famous leader who they are inspired by or connect with from a variety of cultures and backgrounds and leadership styles. They may demonstrate their learning in a creative way through the infographic oral presentation. Accommodations can be made to adapt to student needs and skill levels in regards to source materials, public speaking requirements, etc.

**Personality Profile Summary**

Using Don Lowry's True Colors personality profile, students identify their own personality style and how strongly they fit that designation. Collaboratively, the class identifies our strengths and differences in personality and how they are all necessary to create the strongest, most productive group dynamic. Personality groups then evaluate how each their style might treat a given scenario. Then, given the same scenario, the group will evaluate how the outcome would change if all four personalities were to confront the situation. Through this activity, students learn how all personality types contribute to a setting, thereby realizing the importance of inclusion, diversity, and maintaining an open mindset to working with others. Students are required to write a one page summary of each personality type and their importance in group dynamics. Evaluation will be based on the written summary using a rubric. (See Appendix B.)

Students will learn to acknowledge their own strengths and weaknesses, show support and respect of other personality styles, allow others to have a voice, understand how to synthesize various ideas, and summarize ideas in writing. Students will learn the necessity of inclusion and equity as they see the value in having multiple perspectives and diverse students in group dynamic. Students will understand their role as a an integral part of a greater whole school community.

**How to Meet the Needs of Diverse Learners:**

Students can self-select groups to ensure comfort and connection with peers. Students have the opportunity to write about themselves and can be empowered by a greater understanding of themselves and how they fit with others. If needed, student can deliver assignment orally rather than in written form as an accommodation.

**UNIT TWO: Communication**

**Unit Overview:**

This unit focuses on the primary role of communication skills in various areas of responsibility for student leaders. Since these leaders are often called upon to address large groups, this unit includes instruction designed to build good public speaking skills. Oftentimes these students are also expected to collaborate with adults in the school community, and this unit includes activities that acclimate students to these unfamiliar relationship dynamics in positive, structured ways. Students will acquire interpersonal skills and experience conflict resolution by setting norms and engaging in role play scenarios to build the needed communication skills of a successful leader. In addition to these interactive communication elements, this unit asks students to market, advertise, and publicize a variety of information to the student body via a variety of media including press releases, emails, posters, social media, and graphic design. All of the elements of this unit include activities that create opportunities to learn about and practice constructive evaluation and reflection as a student leader.

**Learning Goals:**

<b>Sub-category</b>	<b>Students will:</b>
2a: Public Speaking	<ul style="list-style-type: none"> <li>• Set and follow public speaking norms such as: maintaining audible volume, eye contact, clarity, appropriate gesturing and body language, diction, pacing, tone, style, etc.</li> <li>• Inspire and motivate others through multiple modes of communication</li> <li>• Demonstrate an awareness of audience through speaking style</li> </ul>
2b: Student and Adult Relationship Dynamics	<ul style="list-style-type: none"> <li>• Collaborate with staff about events and activities on and off campus</li> <li>• Understand ways to discuss an action plan with adults</li> <li>• Foster trusting relationships with adults through constant communication</li> <li>• Understand how to appropriately accept decisions that are displeasing</li> </ul>
2c: Conflict Resolution	<ul style="list-style-type: none"> <li>• Speak openly and honestly about concerns of the group and/or individuals</li> <li>• Respect confidentiality</li> </ul>

		<ul style="list-style-type: none"> <li>• Acknowledge and address conflict or adversity in a timely manner</li> <li>• Use conflict as an opportunity for growth</li> <li>• Listen and validate others' points of view</li> <li>• Be willing to compromise</li> <li>• Understand "chain-of-command" for vetoing of ideas by student officers, advisors, administrators, Ed Code, etc.</li> </ul>
	<p>2d: Evaluation and Reflection</p>	<ul style="list-style-type: none"> <li>• Self-evaluate and use data to adapt based on personal, peer, and teacher feedback</li> <li>• Develop the vocabulary to provide feedback in a constructive manner</li> <li>• Use appropriate positive and negative prompts to bring about constructive changes for an activity</li> <li>• Continually improve while respecting tradition</li> <li>• Seek out opinions of various stakeholders on a regular basis to include in process</li> <li>• Maintain documentation of class materials and accomplishments for various uses</li> </ul>
	<p>2e: Interpersonal Skills</p>	<ul style="list-style-type: none"> <li>• Set and follow norms for interpersonal skills described in public speaking communication 2a as well as: <ul style="list-style-type: none"> <li>• Listening actively</li> <li>• Avoiding repetition</li> <li>• Knowing when to walk away</li> </ul> </li> <li>• Provide feedback in a constructive manner and accept it with grace</li> <li>• Treat others and self with respect and dignity</li> </ul>
	<p>2f: Marketing, Advertising, and Publicity</p>	<ul style="list-style-type: none"> <li>• Write letters/ press releases to a variety of audiences and purposes</li> <li>• Write reports of committee and class work</li> <li>• Design posters, flyers and other print media</li> <li>• Design marketing for use on online platforms</li> <li>• Use research to guide choices about which kind of media to use for different events and audiences</li> <li>• Study principles of design and marketing to streamline communication</li> <li>• Recognize efforts publically using various methods</li> <li>• Send personalized thank you notes or other publication of thanks</li> </ul>
<p><b>Assignment:</b></p>	<p><b>Marketing Monthly Reflections</b></p>	

Marketing, advertising, and publicity announcements (TV, posters, social media, verbal announcements, etc.) are drafted collaboratively with students (club presidents, student body at large, etc.) and faculty (Student Activities Directors, administration, etc.) regarding events and activities on and off campus. Students must consider audience and seek to be memorable and motivational while maintaining concision. At times, individual students are expected to deliver announcements to a class of peers following public speaking norms (maintaining audible volume, eye contact, appropriate body language, etc.). ASB students then meet to speak openly and honestly about announcement concerns, listening actively and being flexible and willing to compromise when necessary. At the end of each month, students create a monthly reflection journal that addresses their own public speaking strengths and areas of growth, how well they partnered with adults and students on campus to ensure equity and inclusion of information, their conflict resolution skills and interpersonal skills. Evaluation will be based on the monthly reflection using a rubric. (See Appendix C.)

Students will learn to utilize various methods of advertising, publicity, and communication. They will learn appropriate public speaking skills while demonstrating awareness of audience and task. Students will learn to collaborate with other students and staff members to foster trusting relationships to ensure a clear and accurate line of communication. Students will learn how to maintain respect while actively listening to peer feedback, and acknowledge areas where improvement should be made. Students will learn to think critically about their own learning through the reflection process as it pertains to communication.

**How to Meet the Needs of Diverse Learners:**

Students have the opportunity to reflect on their own communication skills and can be empowered by a greater understanding of themselves and how they fit with others. If needed, student can deliver assignment orally rather than in written form as an accommodation.

**UNIT THREE: Governance and Finance**

**Unit Overview:**

This unit requires students to become familiar with the formal documentation and procedures that both empower and guide their student leadership roles. Within this unit of study, students become familiar with the school’s constitution and bylaws, local school and district procedures, and relevant laws and governance regarding financial operations. Specifically, this unit allows students to better understand how ASB governance affects the student experience in areas such as elections and student organizations. This unit reinforces skills needed to run lawful and effective committees and formal meetings as elected student representatives and account for the proper use of student money.

**Learning Goals:**

<b>Subcategory</b>	<b>Students will:</b>
3a: Constitution and Bylaws	<ul style="list-style-type: none"> <li>• Familiar with governing documents and procedures for student organizations</li> <li>• Documentation of specific group meeting protocol with respect to agreed upon group leaders</li> <li>• Public posting of agenda and minutes</li> </ul>
3b: Procedures	<ul style="list-style-type: none"> <li>• Know how to write a meeting agenda and take meeting minutes in appropriate format</li> <li>• Follow Robert's Rules of order using Parliamentary Procedures</li> </ul>
3c: Elections	<ul style="list-style-type: none"> <li>• Participate (if running) in fair campaigning and marketing of themselves</li> <li>• Acknowledgement of school election laws</li> <li>• Respect for and adherence to the democratic process</li> </ul>
3d: Organizations and Clubs	<ul style="list-style-type: none"> <li>• Understand the requirements and guidelines for forming and maintaining a student club</li> <li>• Comprehend and educate other student leaders about recording keeping, activity request, and funds usage for student clubs</li> <li>• Facilitate club advisor meetings and club fairs as needed</li> <li>• Maintain student representatives (both elected and non-elected) on affiliate committees, boards, and organizations (TUHSD School Board, Site Council, PTSA, Foundations, etc.)</li> <li>• Ensure club adherence to FCMAT policies and guidelines</li> </ul>
3e: Committees	<ul style="list-style-type: none"> <li>• Understand how smaller groups contribute to success of the whole</li> <li>• Use strategic delegation as a tool to achieving success as multiple projects are happening simultaneously</li> </ul>
3f: Meetings	<ul style="list-style-type: none"> <li>• Utilize an interactive method of meetings with brainstorming, prioritizing, etc. as a group</li> <li>• Maintain accurate agendas and minutes for meetings</li> </ul>
3g: Finance and Accounting	<ul style="list-style-type: none"> <li>• Evaluate sales/price/market data from previous years to set future budget</li> <li>• Project and track income and expenses for various events and sales</li> <li>• Delineation of how each budget is approved</li> </ul>

		<ul style="list-style-type: none"> <li>Review yearly expenditures for ASB/Leadership and evaluate categorical spending</li> </ul>
	3h: Business Law	<ul style="list-style-type: none"> <li>Follow ethical guidelines as prescribed in the CASBO bylaws</li> <li>Maintain regular consultation with school and budget secretary, administration</li> </ul>
	3i: Business Operations	<ul style="list-style-type: none"> <li>Manage a fiscally sound revenue stream including distribution of merchandise packages and other appropriate/approved fundraisers</li> <li>Maintain regular inventory and assessment of items purchased with ASB funds</li> </ul>

<b>Assignment:</b>	<p><b>Amendment Proposal</b> Students will work in small groups to select an area of weakness in the current school constitution. They will then research other constitutions (schools and countries) to collect ideas to inform their proposed amendment. Finally, students will write an amendment and advocate for its adoption. (See Appendix D.)</p> <p>Students will learn the purpose and process of Parliamentary Procedures and how they apply to their school’s constitution. They will become familiar with all governing documents and group meeting protocols. They will learn how to prioritize the needs of the current student body. Students will gain an understanding of how their needs are reflected in other documents such as FCMAT and CASBO.</p> <p><b>How to Meet the Needs of Diverse Learners:</b> Students will work in groups and can be provided models, samples, and sentence frames to scaffold the learning. Source material can be accessed at a variety of reading levels. Students have the opportunity to research and include other elements of cultures and backgrounds.</p>
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**UNIT FOUR: Events**

**Unit Overview:**  
This unit centers upon the planning for, execution of, and reflection about student-led events on campus. Students will learn about and employ an equitable and inclusive lens throughout this unit to guide their decision making. Activities will highlight necessary logistics, design, coordination, and publicity for a variety of events and purposes. This hands-on unit incorporates a series of formative activities followed by consistent reflection to maintain a growth mindset and value process over product. Students will have the opportunity to try similar events many times in the cycle to build proficiency in these learning goals.

<b>Learning Goals:</b>	
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<b>Sub-category</b>	<b>Students will:</b>
4a: Logistics, Planning, and Design	<ul style="list-style-type: none"> <li>• Prioritize a safe and secure location for event</li> <li>• Plan ahead for potential problems and foreseeable setbacks</li> <li>• Review and evaluate previous events that were of a similar purpose</li> <li>• Create action plans and gather required materials ahead of execution</li> <li>• Manage the custodial, technological, supervisory, and financial aspects of event</li> </ul>
4b: Coordination	<ul style="list-style-type: none"> <li>• Manage contacts and communication between other on and off-campus stakeholders for various events and projects (i.e. student clubs, administration, PTSA, sports teams, parent foundations, community groups, etc.)</li> <li>• Prepare location to ensure understanding for necessary labor involved with setup/cleanup</li> </ul>
4c: Pacing and Timing	<ul style="list-style-type: none"> <li>• Consider timing (supply orders, school calendar, advertising, etc.) when planning, publicizing, and implementing events</li> <li>• Follow agreed upon timeline as to when events begin and end</li> <li>• Utilize the ability to improvise and adjust based on progress of event as conflicts arise</li> </ul>
4d: Calendar	<ul style="list-style-type: none"> <li>• Consider outside calendar events and dates (college admission deadlines, testing schedules, religious observances, etc) when setting calendar</li> <li>• Balance events of different purposes as appropriate (fundraisers, spirit and culture, charity and community service, etc.)</li> <li>• Respect and value the calendar needs of other school groups</li> </ul>
4e: Inclusivity	<ul style="list-style-type: none"> <li>• Ensure events planned are inclusive, nondiscriminatory</li> <li>• Use equitable practices to avoid and/or remove institutional barriers to participation and engagement</li> <li>• Prioritize attracting students of all types to attend events</li> </ul>
4f: Publicity	<ul style="list-style-type: none"> <li>• Take ownership of events by publicizing appropriately in public and private ways</li> <li>• Utilizing various forms of communication in timely manners to promote events</li> <li>• Maintain an equitable approach to how advertising is approved</li> </ul>

	<p>4g: Execution</p>	<ul style="list-style-type: none"> <li>• Follow-through of action plans as prescribed</li> <li>• Be flexible when last minute change is needed, including having a contingency plan</li> <li>• Organize and maintain all student-owned equipment and materials</li> <li>• Return materials and equipment to their appropriate locations and update inventory accordingly</li> </ul>
	<p>4h: Reflection</p>	<ul style="list-style-type: none"> <li>• Where appropriate, seek student body input after events as a part of a feedback cycle</li> <li>• Record achievements and challenges in an accessible location for future reference and application</li> <li>• Have the opportunity to try the process multiple times to refine and adapt based on evaluation and reflection</li> <li>• Review teacher evaluations in addition to other forms of feedback as a component of overall reflection</li> </ul>
<p><b>Assignment:</b></p>	<p><b>Spirit Week Evaluation</b></p> <p>The producing of “Spirit Week” requires the entire class' input and involvement. Spirit Weeks showcase the various interests, cultures, and backgrounds our student body represents through a week that may include assemblies/ rallies, presentations, entertainment, targeted lunch or after school events, and other participatory methods such as dress-up days.</p> <p>The Leadership students set the focus or theme for these Spirit Weeks, plan the events, book the needed vendor and/or source required materials, fill out the appropriate business paperwork and site facility forms, plan the materials necessary for each element, promote the events, execute and staff all activities, break down and/or store all materials when finished, and conduct a reflection and evaluation after the conclusion of the Spirit Week.</p> <p>The specific purpose of each Spirit Week may vary, but the underlying focus is to promote school spirit and a positive school culture by facilitating a series of activities and events tailored to the current needs of a diverse student population. A truly superior Spirit Week will include events that reflect deliberate research into the composition of the student body and consideration of equitable practices and inclusion of student voice.</p> <p>Evaluation of the Student Government and Leadership student is in two forms: a self-evaluation and a peer-evaluation, each including both intent and impact of the events. Oftentimes, Leadership students feel stronger self-worth after this week because they know they are benefitting school culture in the interest of all their peers. (See Appendix E.)</p> <p>Students will learn to ensure events are inclusive and non discriminatory using equitable practices to attract participation from all types of</p>	

	<p>students. They will learn to manage contacts and communication, to prepare a safe location, to secure needed supplies, and consider pacing and timing in implementation. Students will learn to build a greater sense of community, appreciation, and respect for the diversity on campus.</p> <p><b>How to Meet the Needs of Diverse Learners:</b> Students have the opportunity to reflect on their own event planning and management skills and can be empowered by a greater understanding of themselves and how they fit with others. If needed, student can complete the evaluation assignment orally rather than written form as an accommodation.</p>
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Board approved: June 12, 2018

UC (g) approved: June 5, 2018