



## Course Syllabus

Franklin High School		2020-2021
<p><b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document"). Syllabi will be posted on the FHS website under your name for the public to view.</p>		
<b>Course Overview</b>		
<p><b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.</p>		
Course Title: Intro to Leadership		
Instructor Name: Megan Humphreys	Contact Info: mhumphreys@gmail.com	
Grade Level(s): 9-12		
Credit Type: (i.e. "science", "elective") Elective	# of credits per semester: 1	
Prerequisites (if applicable): N/A		
<p>General Course Description: <i>Franklin High School's Intro to Leadership Class is a one-semester course designed for students who want to take an active role in improving the climate of our school and gaining lifelong leadership skills. We will assist in the planning and implementation of activities and events for the entire student body. Daily class time will be utilized for student-led mini-lessons in leadership, planning and committee work, as well as continuing to look for new and innovative ways to improve the climate of our school. For ASB Intro to Leadership, students will receive 0.5 Elective Credit.</i></p>		
<p><b>Prioritized National/State Standards:</b></p> <p><b>Academic Learning Targets for Student Leaders</b></p> <ol style="list-style-type: none"> <li><b>1. COMMUNICATION</b> <i>I can communicate effectively using various mediums of communication.</i></li> <li><b>2. ORGANIZATION &amp; TIME MANAGEMENT</b> <i>I can demonstrate effective organization and time management skills.</i></li> <li><b>3. RESPONSIBLE CITIZENSHIP</b> <i>- I act responsibly and ethically according to the PPS Code of Conduct and the expectations of a leader. - I demonstrate professionalism in the classroom. - I participate in service to others.</i></li> <li><b>4. GROUP PROCESS &amp; PLANNING</b> <i>I interact and/or plan and implement projects effectively in groups.</i></li> <li><b>5. PROBLEM SOLVING &amp; DECISION MAKING</b> <i>I effectively demonstrate problem-solving and decision-making strategies.</i></li> <li><b>6. GOAL SETTING</b> <i>I effectively demonstrate the process of setting, achieving, and evaluating SMART goals.</i></li> <li><b>7. EVALUATION</b> <i>I demonstrate fair and honest evaluation of self, others, and projects/events.</i></li> <li><b>8. LEADERSHIP</b> <i>I can identify and explain various leadership styles, skills, and principles.</i></li> </ol>		
<b>Course Details</b>		
<i>Learning Expectations</i>		
Materials/Texts		
Committee materials, personal planning calendar, whatever it takes to do your job!		



**Course Content and Schedule:**

This class is an action-based and project-based class. Our schedule and content is dependent on student collaboration and the master calendar of school events (assemblies, dances, etc.).

**Quarter 3:**

- What is a leader?
- Black History Month: Black Leaders in History project
- 8 pillars of leadership lessons and in-class assignments

**Quarter 4:**

- Committee work
- ASB support (event planning and execution)
- Mini lessons
- Mock event planning

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Safety issues and requirements (if applicable):

Classroom norms and expectations:

*Evidence of Course Completion*

**Assessment of Progress and Achievement:**

Intro to Leadership is a standards-based class. Grading is divided equally between the 8 different Academic Learning Targets for Student Learners. Each of the 8 Learning Targets is worth 12.5% of a student's overall grade in class (8 targets x 12.5% = 100%). Each skill will be graded on a 0-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.

Progress Reports/Report Cards (what a grade means):

- 0= insufficient/no evidence of the skill
- 1= some evidence/does not meet in all categories
- 2= proficient/meets standards
- 3= approaching mastery
- 4= mastery of skill

Career Related Learning Experience (CRLEs) and Essential Skills:

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

What methods are used to communicate curriculum, successes, concerns, etc.?

Students and teacher communicate using the communication app "Remind". We found that this app was the best fit for our communication. We also frequently use email to communicate.

**Personal Statement and other needed info**

