



Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings



Essential Outcomes Chart: What is it we expect students to learn?

Grade :	9-12	Subject:	Leadership PLUS	Semester	1 & 2	Team Members:	Brian Batugo
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KEY:
 Team: S - Spirit/Sound | O - Outreach | D - Design | A - Activities
 Experience Level: I - Level 1 | II - Level 2 | III - Level 3
 Teaching Calendar: **START** - June to August | **SPIRIT** - August to January | **SERVICE** - December to March | **SHINE** - March to May

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
<p>Written Communication: I can use various forms of writing to enact positive change for myself and my community.</p> <p><i>(CADA/CASL LSA Communication Standard 1.1-10 - Written Communication)</i></p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - 1.1 (SA - I) demonstrate knowledge by using business and friendly letter format - 1.3 (SODA - I) give evaluation and critical observation - 1.4 (SODA - I) create a resume and portfolio about personal skills and talents - 1.8 (D - I) create eye-catching, effective posters and flyers 	<p>Student must be able to demonstrate:</p> <ol style="list-style-type: none"> 1) Commitment - complete all tasks given to them 2) Work Ethic - do little things that nobody else wants to do 3) A desire to exceed expectations -do more than expected on their assigned tasks. 	<p>Individual Assessment: Leadership Portfolio Debrief discussion on related activities</p> <p>Group Assessment: Team Binder Project</p> <p>Make Up: Reflection Essay on related article</p>	<p>START SPIRIT SERVICE SHINE</p>	<ul style="list-style-type: none"> - 1.2 (SOA - II) present reports for team work - 1.5 (SA - II) Organize and write attention getting messages suitable for their audience - 1.6 (OA - II) Know when and how to write an invitation to groups of all ages and occasions - 1.7 (DA - III) Use appropriate press release forms

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	1.10 (O - I) recognize and send personalized thank you and appreciation notes	4) Build relationships - keep in contact with their team members during and after class time			1.9 (SODA - III) Plan and organize a meeting agenda using appropriate format
<p>Evaluation: I can provide critical feedback with positive intent and love for bettering my team and school.</p> <p><i>(CADA/CASL LSA Communication Standard 7.1-7.2 - Evaluation)</i></p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - 7.1 (SODA - I) learn the vocabulary to provide feedback in a constructive manner 	<p>Student must be able to demonstrate:</p> <ol style="list-style-type: none"> 1) initiative - be a self starter that takes the lead on activities, events, and special projects. 2) Creativity - come up with ways to improve events, shares and contributes in meetings and planning time 3) work ethic - Gives his or her own time to make ASB/PLUS great 	<p>Individual Assessment: Self Assessment Data</p> <p>Group Assessment: Plus/Delta Discussion in Team Binder Projects</p> <p>Make Up: Reflection Essay on related article</p>	START SPIRIT	<ul style="list-style-type: none"> - 7.2 (SODA - II-III) use appropriate positive and negative prompts to bring about constructive changes for an activity
<p>Group Dynamics: I can collaborate and synergize with a team of my peers to exceed expectations and accomplish goals.</p> <p><i>(CADA/CASL LSA</i></p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - 1.1 (SODA - I) understand the different personality types and how to work in a group setting, keeping it all-inclusive & welcoming 	<p>Demonstrate initiative, creativity, enthusiasm, commitment, work ethic, a desire to exceed expectations, and build relationships</p>	<p>Individual Assessment: Self Assessment Data Leadership Portfolio Debrief discussion on related activities</p> <p>Group Assessment:</p>	START SERVICE	<ul style="list-style-type: none"> - 1.3 (SODA - II-III) have the opportunity to take on a leadership role in an activity or group work

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<p><i>Personal & Social Development Standard 1.1-1.4 - Group Dynamics)</i></p>	<p>1.2 (SODA - I) understand the diversity of others 1.4 (SODA - I) have the opportunity to serves as a leader and a follower, enlist others to share a vision, celebrate accomplishments and recognize the contribution of others as well as passing authority when appropriate</p>		<p>Participation in Activities Make Up: Reflection Essay on related activities</p>		
<p>Goal Setting: I can strategically evision, plan, develop, and evaluate personal and team success. (CADA/CASL LSA Personal & Social Responsibilities Standard 2.1-2.4 - Goal Setting)</p>	<p>A proficient student will: 1.1 (SODA - I) create goals and objectives 1.4 (SODA - I) periodically evaluate where they are in achieving the goals that they have set and set new ones if necessary</p>	<p>Demonstrate initiative, enthusiasm, commitment, work ethic, a desire to exceed expectations</p>	<p>Individual Assessment Leadership Portfolio Debrief discussion on related activities Group Assessment Team Binder Projects Make Up: Reflection Essay on related article</p>	<p>START SPIRIT *Beginning of each semester or major event</p>	<p>1.2 (SODA - III) set timelines for meeting those goals and review them periodically 1.3 (SODA - II) understand the importance of prioritizing events</p>
<p>Self-Esteem/Self Awareness: I can develop my consciousness about being a changemaker and leader in my community.</p>	<p>A proficient student will: 4.1 (SODA - I) through various activities, group work, and personal work, improve the way they feel about themselves.</p>	<p>Demonstrate enthusiasm, work ethic, a desire to exceed expectations and build relationships</p>	<p>Individual Assessment Leadership Portfolio Debrief discussion on related activities Group Assessment Participation in Activities</p>	<p>START SERVICE SHINE *focus towards end of year</p>	<p>-</p>

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<p>(CADA/CASL LSA Personal & Social Responsibilities Standard 4.1: Self-Esteem/Self Awareness)</p>			<p>Make Up: Reflection Essay on related activities</p>		
<p>Presentation Skills: I can present my ideas in engaging and unexpected ways. (CADA/CASL LSA Service Learning Standard 1.1-1.3 - Presentation Skills)</p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - 1.1 (SODA - I) understand and practice organizing a presentation into a well thought out submittal of ideas 	<p>Demonstrate initiative, creativity, enthusiasm, and work ethic</p>	<p>Individual Assessment: Presentation Rubric Debrief discussion on related activities Group Assessment Presentation Rubric Make Up: Reflection Essay on communication</p>	<p>START SERVICE SHINE *focus at beginning of year</p>	<ul style="list-style-type: none"> - 1.2 (SODA - II-III) design a lesson that addresses the appropriate audience - 1.3 (SODA - II-III) review, practice and be given opportunities to create presentations
<p>Advertising: I can promote school and community events within my social network. (CADA/CASL LSA Business Standard 3.1-3.5 - Advertising)</p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - 3.1 (SA - I) evaluate a target audience and how that will affect sales - 3.2 (OD - I) make sure that customer knows all they need to know about the product or activity - 3.3 (SODA - I) use a variety of ways to get their message out to the population 	<p>Demonstrate work ethic, a desire to exceed expectations, and build relationships</p>	<p>Individual Assessment: Instagram Checks (Participation) Group Assessment Team Binder Projects - Work Samples Make Up: Reflection Essay on communication</p>	<p>SPIRIT SERVICE SHINE</p>	

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	<ul style="list-style-type: none"> - 3.4 (D - I) learn creative ways to make posters - 3.5 (SD - I) have an opportunity to create a digital media to sell their activity or product 				
<p>Interpersonal Skills: I can make positive and lasting impacts among my teammates and build a safe and trusting work environment.</p> <p><i>(CADA/CASL LSA Communications Standard Standard 8.1.-8.17 - Interpersonal Skills)</i></p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - (SODA - I) demonstrate teamwork and consensus building - (SODA - I) understand the concept of WIN/WIN and how compromising is part of that - (SODA - I) treat others the way they wish to be treated - (SODA - I) have the opportunity to communicate feelings using "I" statements - (SODA - I) use appropriate body language and listen while others are talking 	<p>Demonstrate initiative a desire to exceed expectations, and build relationships</p>	<p>Individual Assessment: Leadership Skills Self Assessment Leadership Portfolio Debrief discussion on related activities</p> <p>Group Assessment: Affirmation Circle Participation</p>	<p>START SPIRIT SHINE</p>	<ul style="list-style-type: none"> - (SODA - II) have knowledge of when to take each role - (SODA - II) listen and hear other points of view - (SODA - III) use constructive criticism - (SODA - II) practice problem solving skills - (SODA -II) have knowledge and practice the steps in conflict resolution - (SODA - II) discuss and decide on priorities to reach goals - (SODA - II) provide feedback in constructive manner and accept it with grace

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	<ul style="list-style-type: none"> - (SODA - I) take on a task without being asked - (SODA - I) establish and practice guidelines and rules - (SODA - I) display an understanding with others - (SODA - I) understand the difference between passive and active listening 				<ul style="list-style-type: none"> - (SODA - III) acknowledge strengths and accomplishments of others
<p>Citizenship/Community Service: I can go above and beyond a demonstrate that I am a role model and positive contributor in my community.</p>	<p>A proficient student will:</p> <ul style="list-style-type: none"> - have an experience in giving without receiving anything in return - have compassion for other people's challenges and accept them for who they are - have an understanding of other people's differences - be given opportunity to go into the community 	<p>Demonstrate a desire to exceed expectations, and build relationships</p>	<p>Above and Beyond Points Leadership Portfolio Team Binder Project</p>	<p>SPIRIT SERVICE SHINE</p>	<ul style="list-style-type: none"> - have an understanding of what it is like to serve others to uplift the community - will experience what it is like to have others depend on them

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