

PETERS TOWNSHIP HIGH SCHOOL

COURSE SYLLABUS: LEADERSHIP

Course Overview and Essential Skills

The main emphasis of this course will be to help students become personal leaders. Students will develop skills and study the components of personal mastery. Also, students will analyze the positive and negative aspects of historical and contemporary leaders. This course is excellent for students interested in leadership roles in the family, school, or community environments.

To succeed in this course, students will need the ability to manage time efficiently, take notes without guidance, utilize instructor-generated and supplemental materials, and think independently.

Course Textbook and Required Materials

- No text book. Course materials will provided by the teacher.

Course Outline of Material Covered:

Unit or Topic	Concepts/Skills/Resources	Timeframe
Leadership Qualities	Concepts Covered: <ul style="list-style-type: none"> • Explain why leadership is important • Explain the connection between leaders and members • Give examples of leadership origin • Identify and describe the qualities of an effective leader • Explain the obstacles to effective leadership Skills Taught: <ul style="list-style-type: none"> • Social studies skills such as analyzing sources and documents, categorizing information, evaluating models and evidence, and making inferences will be practiced. Resources: <ul style="list-style-type: none"> • Leadership Manual, Alan Co. • The 7 Habits of Highly Effective People, Covey, Simon & Schuster • Leadership for Student Activities, National Association of Secondary School Principals, Geb, • Leadership, Power Surge 	4 weeks
Leadership Styles	Concepts Covered: <ul style="list-style-type: none"> • Identify models of leadership styles • Evaluate personal leadership styles • Explain the effects of style on leadership • Categorize leaders into style groups Skills Taught: <ul style="list-style-type: none"> • Social studies skills such as analyzing sources and documents, categorizing information, evaluating models and evidence, and making inferences will be practiced. Resources: <ul style="list-style-type: none"> • Dead Poets Society. Touchstone Pictures, 1997 • 30 for 30: Survive and Advance. ESPN Films. • Type Talk, Kroeger & Thuesen. DTP. • Skill for Leaders, Gray & Pfeiffer. NASSP. 	4 weeks

	<ul style="list-style-type: none"> • Learning to Lead, Heim & Chapman. Crisp Pub. 	
Personal and Time Management	<p>Concepts Covered:</p> <ul style="list-style-type: none"> • Define the concepts of personal management and time management • Identify the steps in a time management model • Identify personal roles, select goals, set schedules, and adapt daily • Develop, plan, and complete a community or school service project <p>Skills Taught:</p> <ul style="list-style-type: none"> • Social studies skills such as analyzing sources and documents, categorizing information, evaluating models and evidence, and making inferences will be practiced. <p>Resources:</p> <ul style="list-style-type: none"> • Successful Self-Management, NASSP • Leadership for Student Activities, National Association of Secondary School Principals, Geb • How to Step Up as a Teen Leader & Still Keep Your Friends, Hillier. • Building Leaders for Life: A High School Leadership Class Curriculum, NASSP. • 	4 weeks
Communication Skills	<p>Concepts Covered:</p> <ul style="list-style-type: none"> • Explain why listening is important to leadership • Identify the reasons why people don't listen • Participate in activities to improve listening skills • Identify several ways to be an effective communicator • Identify the components of delivering a message to an audience or group • Identify strategies for dealing with apprehension • Demonstrate the communication process by developing and giving an oral presentation • Explain the importance of non-verbal communication • Participate in activities to improve interpersonal effectiveness <p>Skills Taught:</p> <ul style="list-style-type: none"> • Social studies skills such as analyzing sources and documents, categorizing information, evaluating models and evidence, and making inferences will be practiced. <p>Resources:</p> <ul style="list-style-type: none"> • Leadership for Student Activities, National Association of Secondary School Principals, Geb 	3 weeks
Decision-making, Problem-solving, and Conflict Resolution	<p>Concepts Covered:</p> <ul style="list-style-type: none"> • Identify the steps in a decision-making process • Apply the decision-making process to a role-playing experience • Identify the steps of a standard problem-solving process • Apply the problem-solving process to a role-playing experience • Identify the steps in a conflict-resolution model • Apply the conflict-resolution model to a role-playing experience <p>Skills Taught:</p> <ul style="list-style-type: none"> • Social studies skills such as analyzing sources and 	2 weeks

documents, categorizing information, evaluating models and evidence, and making inferences will be practiced.

Resources:

- Leadership for Student Activities, National Association of Secondary School Principals, Geb
- School Solutions: Brains at Work – How to Problem Solve: Critical Thinking Skills. The School Co.
- The Winds of Change, Barr Films
- Group Dynamics: Why Good People Make Bad Decisions, Learning Seed.

****Depending on the needs of the class or changes in the school year, the course outline is subject to change.***