

Leadership and Service

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| Unit Title: Leadership in the Workplace and Community Class: Leadership and Service Grade: 9 th graders | Teacher: Ms. Fuerst Duration: 3-4 weeks |
| Summary of unit: This unit will examine different types of leadership qualities. It will also discuss the importance of being a good leader but also a good follower when needed. Finally the unit will finish with the proper way to run a meeting using parliamentary procedure. | |
| Stage 1- Desired Results | |
| Standards: LS 1.1 Examine characteristics, leadership styles, and habits of leaders LS 1.2 Demonstrate understanding of organizational structure and meeting protocol LS 1.3 Compare and apply strategies for management of self and/or teams LS 1.4 Define the importance of being a good follower | Essential Questions: What are qualities that make a good leader? What are some characteristics of bad leaders? Who are examples of good leaders? What is parliamentary procedure? |
| Vocab: Students will know: The following vocabulary terms: Parliamentary procedure, amend, second, motion, table the motion, adjourn, majority vote | Students will understand: What are qualities that make a good leader? What are some characteristics of bad leaders? Who are examples of good leaders? What is parliamentary procedure? |

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| Stage 2- Assessment Evidence | |
| Performance Tasks: Journals, quizzes, worksheets, tests/final project | Unit Pre-Assessment: -discussion and questions about personal qualities Unit Post-Assessment: -test/projects |
| Stage 3- Learning Plan | |
| Learning Activities: (How is the content taught?) procedures/topics -reading and note taking -class activities -self-assessment quizzes -discussions | |
| Lesson Descriptions | |
| Lesson 1: Qualities of good leaders Lesson 2: Famous leaders Lesson 3: Parliamentary Procedure | |

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| Unit Title: Effective Communication Class: Leadership and Service Grade: 9 th graders | Teacher: Ms. Fuerst Duration: 3-4 weeks |
| Summary of unit: This unit will focus on effective business communication whether it is leaving a profession voicemail or sending a proper email. | |

| Stage 1- Desired Results | |
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| <p>Standards:</p> <p>LS 2 Demonstrate standards of effective communication</p> <p>LS 2.1 Use effective oral and written communication techniques</p> | <p>Essential Questions:</p> <p>How do you leave a professional voicemail?</p> <p>How do you leave a professional email?</p> <p>What are proper communication techniques in the workplace?</p> |
| <p>Vocab:</p> <p>Students will know: The following vocabulary terms:</p> <p>Email, signature, salutation, subject line, voicemail, active listening, verbal communication, nonverbal communication</p> | <p>Students will understand:</p> <p>How do you leave a professional voicemail?</p> <p>How do you leave a professional email?</p> <p>What are proper types of communication in the workplace?</p> |
| Stage 2- Assessment Evidence | |
| <p>Performance Tasks:</p> <p>Journals, quizzes, worksheets, tests/final project</p> | <p>Unit Pre-Assessment:</p> <p>-discussion and questions about personal qualities</p> <p>Unit Post-Assessment:</p> <p>-test/projects</p> |
| Stage 3- Learning Plan | |
| <p>Learning Activities: (How is the content taught?) procedures/topics</p> <p>-reading and note taking</p> <p>-class activities</p> <p>-self-assessment quizzes</p> <p>-discussions</p> | |
| Lesson Descriptions | |

Lesson 1: Proper voicemails
Lesson 2: Proper emails
Lesson 3: Communication Types

Unit Title: CTSO's
Class: Leadership and Service
Grade: 9th graders

Teacher: Ms. Fuerst
Duration: 3-4 weeks

Summary of unit:

This unit focuses on CTSO's (Career and Technical Student Organizations). It will dive into the different types of CTSO's, what they each do, and how schools can implement them into their schools.

Stage 1- Desired Results

Standards:

LS 1.5 Determine how career and technical student organizations can provide leadership and service experiences

LS 3.6 Demonstrate understanding of career and technical student organizations and their roles in preparing future leaders

Essential Questions:

How do you prepare a presentation on a career and technical student organization?

How do you Develop a Program of Work appropriate for a career and technical student organization?

How do you plan, implement and evaluate activities from an organization's program of work?

Vocab:

Students will know: The following vocabulary terms:

Career and technical student organization, FCCLA, DECA, FFA, HOSA, Business Professionals of America, FBLA, SkillsUSA, TSA

Students will understand:

How do you prepare a presentation on a career and technical student organization?

How do you Develop a Program of Work appropriate for a career and technical student organization?

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| | How do you plan, implement and evaluate activities from an organization's program of work? |
| Stage 2- Assessment Evidence | |
| Performance Tasks: Journals, quizzes, worksheets, tests/final project | Unit Pre-Assessment: -discussion and questions about personal qualities Unit Post-Assessment: -test/projects |
| Stage 3- Learning Plan | |
| Learning Activities: (How is the content taught?) procedures/topics -reading and note taking -class activities -self-assessment quizzes -discussions | |
| Lesson Descriptions | |
| Lesson 1: Each lesson will focus on a different CTSO | |

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| Unit Title: Understanding the importance of diversity and mutual respect Class: Leadership and Service Grade: 9 th graders | Teacher: Ms. Fuerst Duration: 3-4 weeks |
| Summary of unit: This unit focuses on understanding diversity and mutual respect, looking at different viewpoints, developing interpersonal skills, and recognizing stereotypes. | |
| Stage 1- Desired Results | |
| Standards: | Essential Questions: |

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| <p>LS 4.1 Identify different points of view to gain understanding of multiple perspectives</p> <p>LS 4.2 Develop interpersonal skills in conflict resolution and group decision making</p> <p>LS 4.3 Recognize stereotypes and explain their possible effects</p> | <p>How do you understand diversity?</p> <p>What are some interpersonal skills?</p> <p>How do you recognize stereotypes?</p> |
| <p>Vocab:</p> <p>Students will know: The following vocabulary terms:</p> <p>Diversity, Interpersonal Skills, Stereotypes, conflict resolution, decision-making, mutual respect</p> | <p>Students will understand:</p> <p>How do you understand diversity?</p> <p>What are some interpersonal skills?</p> <p>How do you recognize stereotypes?</p> |
| <p>Stage 2- Assessment Evidence</p> | |
| <p>Performance Tasks:</p> <p>Journals, quizzes, worksheets, tests/final project</p> | <p>Unit Pre-Assessment:</p> <p>-discussion and questions about personal qualities</p> <p>Unit Post-Assessment:</p> <p>-test/projects</p> |
| <p>Stage 3- Learning Plan</p> | |
| <p>Learning Activities: (How is the content taught?) procedures/topics</p> <p>-reading and note taking</p> <p>-class activities</p> <p>-self-assessment quizzes</p> <p>-discussions</p> | |
| <p>Lesson Descriptions</p> <p>Lesson 1: Understanding Diversity</p> | |

Lesson 2: Interpersonal Skills

Lesson 3: Stereotypes