# Leadership
# 11ᵗʰ/12ᵗʰ Grade

Benchmark Code – Subject: Leadership = LS

## SOC 740 Leadership

   ½ credit
   3 times a week
   Taught in English

This is an **elective course for 11th&12th grade students** in the Mexican/U.S. Programs Through a series of lectures, guided interaction, and group exercises, students will explore the principles of relational leadership and learn to develop individual and group leadership skills to impact their lives and their communities. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change.

   Strand 1 = The Realities of Adulthood and Self-Assessment
   Strand 2 = Pillars, Traits, and Habits of a Leader
   Strand 3 = Reading Standards for Literacy
   Strand 4 = Writing Standards for Literacy

   Code: Subject.Grade.Strand#.Standard#.Benchmark#.
   Example: LS.12.1.2.3 – Leadership, Twelfth Grade, Strand 1, Standard 2, Benchmark 3

## Strand 1:  The Realities of Adulthood and Self-Assessment

Standard 1:  The student is aware of the realities of adulthood, including college life and the job market.

| Benchmark Code | Benchmark |
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| LS.12.1.1.1 | The student will be aware of the difficulties of college life, including being just one of thousands of students, an overwhelming workload, loneliness, adapting to being independent, stress, temptations of irresponsible behavior, diversity, competition. |
| LS.12.1.1.2 | The student will know current salary ranges for the jobs they are interested in getting once they graduate from college, and will describe the recruitment and selection process of employers. |
| LS.12.1.1.3 | The student will know what it costs to maintain a family in the socioeconomic class they currently live in. |

Standard 2: The student knows herself/himself, specifically with regards to their Passions, Talents, and Values.

| Benchmark Code | Benchmark |
|---|---|
| LS.12.1.2.1 | The student will take a psychometric test and will interpret her/his results and those of peers. |
| LS.12.1.2.2 | The student will list and describe her/his talents, and be aware of the value and importance of not only taking advantage of, but sharing her/his gifts (talents) with the community. |
| LS.12.1.2.3 | The student will rediscover and explore activities that she/he loves doing, as well as subjects she/he feels passionate about learning or talking about. |
| LS.12.1.2.4 | The student will become aware of the causes she/he supports and the values, beliefs and non-negotiables she/he holds. |
| LS.12.1.2.5 | The student will find specific careers or life paths where her/his talents, passions and values match. |

## Strand 2: Skills, Traits, and Habits of a Leader

Standard 1: The student works with Shalom Saada Saar's Nine Pillars of Leadership.

| Benchmark Code | Benchmark |
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| LS.12.2.1.1 | The student will recognize the importance of Self-Awareness as a basic building block of a leader, and will learn to use strategies for deepening self-knowledge. |
| LS.12.2.1.2 | The student will identify and analyze examples of effective and ineffective Balance of technical and people skills, as well as work and personal life. |
| LS.12.2.1.3 | The student will research case studies on the topic of Agility: in adapting to situations, in adjusting strategies and in using different skills to fill specific needs. The student will then determine which specific approaches to Leading are most useful depending on the types of situations. |
| LS.12.2.1.4 | The student will reflect on lessons about change in various organizational structures, will identify stages of the dynamics of change, will acquire strategies to help lead people through change, and will practice influencing change in individuals and organizations. |
| LS.12.2.1.5 | The student will identify sources of conflict and to apply strategies to deal with conflict. Additionally, the student will apply a framework for effective conflict resolution. |
| LS.12.2.1.6 | The student will reflect on the importance of Creativity in organizations by studying examples of it in business and government. The student will then practice strategies for thinking creatively and will foster creative thinking in teams. |

| LS.12.2.1.7 | The student will practice specific Coaching skills like listening, giving feedback, and inspiring action. The student will effectively apply strategies to overcome the challenges of Coaching, and will use a framework for the coaching conversation. |
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| LS.12.2.1.8 | The student will describe the reasons the best results are obtained by teams rather than collections of individuals.<br>The student will form a team with fellow classmates and use the 5 Fundamentals of Teams to achieve a common goal. |
| LS.12.2.1.9 | The student will define her/his vision and values, develop a personal mission statement, identify critical success factors, and lay a roadmap for achieving results. |

| Standard 2: The student practices Stephen Covey's Seven Habits of Highly Effective People. ||
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| **Benchmark Code** | **Benchmark** |
| LS.12.2.3.1 | The student will keep track of own emotional account based on the concepts of the Seven Habits of Highly Effective People. |
| LS.12.2.3.2 | The student will take responsibility for her/his actions and will focus her/his time and energy in working on things within the Circle of Influence. (Being Proactive) |
| LS.12.2.3.3 | The student will set an ultimate goal for her/his life and will identify what she/he centers her/his life around. (Beginning with an End in Mind) (Suggested activity: write her/his own eulogy) |
| LS.12.2.3.4 | The student will apply the Urgent vs Important Matrix to her/his life and will prioritize Quadrant 2. (Putting First Things First) |
| LS.12.2.3.5 | The student will practice making deposits to the Emotional Bank Account by:<br>• Understanding the individual<br>• Attending to the little things<br>• Keeping commitments<br>• Clarifying expectations<br>• Showing personal integrity<br>• Showing affection to loved ones |
| LS.12.2.3.6 | The student will adopt "Thinking Win-Win" as a personal philosophy and will apply it to every interaction she/he has. |
| LS.12.2.3.7 | The student will practice empathetic listening seeking to understand people, and will then apply effective communication strategies seeking to be understood. |
| LS.12.2.3.8 | The student will appraise current examples of synergy in various fields of human interaction, and will consider her/his own role and opportunities in creating synergy in teams she/he is involved with. |
| LS.12.2.3.9 | The student will practice renewal in the physical, spiritual, mental and social dimensions. |

| Strand 3: Reading Standards for Literacy | |
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| **Standard 1:** The student reads closely to identify key ideas and details in informational text. | |
| Benchmark Code | Benchmark |
| LS.1235.1.1 | The student will cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| LS.12.3.1.2 | The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas |
| LS.12.3.1.3 | The student will evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| **Standard 2:** The student identifies the craft and structure of an informational text. | |
| Benchmark Code | Benchmark |
| LS.12.3.2.1 | The student will determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. |
| LS.12.3.2.2 | The student will analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LS.12.3.2.3 | The student will evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| **Standard 3:** The student integrates knowledge and ideas in informational text. | |
| Benchmark Code | Benchmark |
| LS.12.3.3.1 | The student will integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. |
| LS.12.3.3.2 | The student will evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. . |
| LS.12.5.3.3 | The student will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| **Standard 4:** The student increases own range of reading and level of text complexity in informational text. | |
| Benchmark Code | Benchmark |
| LS.12.3.4.1 | The student will read and comprehend history/social studies texts in the grades 11th to 12th text complexity band independently and proficiently. |

| Strand 4: Writing Standards for Literacy | |
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| Standard 1:  The student writes arguments that focus on discipline-specific content. | |
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| Benchmark Code | Benchmark |
| LS.12.4.1.1 | The student will introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. |
| LS.12.4.1.2 | The student will develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LS.12.4.1.3 | The student will use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LS.12.4.1.4 | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| LS.12.4.1.5 | The student will provide a concluding statement or section that follows from or supports the argument presented. |

| Standard 2:  The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes. | |
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| Benchmark Code | Benchmark |
| LS.12.4.2.1 | The student will introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create  a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. |
| LS.12.4.2.2 | The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotation, or other information and examples appropriate to the audience's knowledge of the topic. |
| LS.12.4.2.3 | The student will use varied transitions and sentence structures to link  the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.. |
| LS.12.4.2.4 | The student will use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. |
| LS.12.4.2.5 | The student will provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |

| Standard 3:  Production and Distribution of Writing | |
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| Benchmark Code | Benchmark |
| LS.12.4.3.1 | The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| LS.12.4.3.2 | The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LS.12.4.3.3 | The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| **Standard 4: Research to Build and Present Knowledge** | |
| Benchmark Code | Benchmark |
| LS.12.4.4.1 | The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. . |
| LS.12.4.4.2 | The student will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on al any one source and following standard format for citation. |
| LS.12.4.4.3 | The student will draw evidence from informational texts to support analysis, reflection, and research. |
| **Standard 5: Range of Writing** | |
| Benchmark Code | Benchmark |
| LS.12.4.5.1 | The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences. |