

## **SOCIAL STUDIES**

### **Essential Discipline Goals**

Demonstrate commitment to human dignity, justice, and democratic process.  
Work cooperatively and accept group decisions while respecting individual rights.  
Develop a common culture.

### **LEADERSHIP I – GRADE 10-12**

#### **SS.LDS.10 Principles of Leadership**

Students will develop a fundamental understanding of the requisite skills and processes of a variety of leadership styles and paradigms. A case based approach will be utilized to provide an opportunity for students to apply concepts to real world situations. Leadership styles/paradigms will be analyzed based on their situational effectiveness, and compared across cultures and time periods. Students will identify their personal leadership orientation, influences on this orientation, and utilize course concepts in developing an overall personal leadership philosophy.

- SS.LDS.10.01 Identify personal leadership orientation and factors that influence this orientation
- SS.LDS.10.02 Utilize real world case studies to develop a statement of personal leadership philosophy
- SS.LDS.10.03 Identify, explain AND EVALUATE a variety of decision making/problem solving models, advantages and disadvantages of each, as well as their overall effectiveness.
- SS.LDS.10.04 Identify a variety of contemporary leadership styles and paradigms, characteristics, of each; analyze the effectiveness of leadership styles in real world situations
- SS.LDS.10.05 Examine leadership styles of historic figures and assess their effectiveness
- SS.LDS.10.06 Analyze the impact of culture and gender on leadership styles throughout time, and on individual leadership orientation and philosophy.

#### **SS.LDS.20 Parliamentary Procedure**

Students will develop a fundamental understanding of the rules and processes of parliamentary procedure. Proficiency in parliamentary rules and processes will be demonstrated by students through the use of in class mock meetings.

- SS.LDS.20.01 Identify and examine correct parliamentary procedure
- SS.LDS.20.02 Demonstrate correct parliamentary procedure during meetings

#### **SS.LDS.30 Public Speaking/Effective Communication**

Requisite to effective leadership is the ability to clearly communicate. Students will identify forms of verbal/nonverbal communication, interpersonal skills, and key characteristics of each. Proficiency in the use of a variety of forms of communication will be demonstrated through the use of oral presentations, written communications activities, as well as individual case studies that utilize primary source analysis.

- SS.LDS.30.01 Identify the requisite interpersonal skills necessary for effective communication
- SS.LDS.30.02 Utilize a case based approach to analyze the impact of effective use of interpersonal skills in real world situations
- SS.LDS.30.03 Identify effective methods of verbal and nonverbal communication and demonstrate proficiency in their use
  - SS.LDS.30.03.a Communicate feelings accurately
  - SS.LDS.30.03.b Use coaching skills to facilitate change
  - SS.LDS.30.03.c Utilize prescribed steps in preparing various forms of written and oral communication
  - SS.LDS.30.03.d Respond to annoyance and anger constructively

- SS.LDS.30.04 Develop a leadership vision and demonstrate proficiency in articulating this vision across a variety of media
- SS.LDS.30.05 Demonstrate effective use of critical analysis skills in paraphrasing and summarizing primary and secondary source information, effectively using both verbal and written communication skills
- SS.LDS.30.06 Facilitate the use of respectful and active listening skills by initiating, joining, maintaining and ending conversations ( person-to-person, telephone, electronic),
- SS.LDS.30.07 Analyze feedback strategies, demonstrate an ability to provide and utilize constructive feedback
- SS.LDS.30.08 Evaluate the role of culture and gender on communication styles, barriers to and facilitation of communication
- SS.LDS.30.14 Demonstrate analytical, decision making, and effective presentation skills in a variety of verbal/nonverbal formats to include: structured and unstructured debate, group discussion, formal/informal presentations, written communications.

### **SS.LDS.40 Group Dynamics**

Understanding the dynamics of groups and managing groups effectively are essential skills for effectual leaders. This unit will expose students to a variety of group dynamic theories and paradigms. Students will develop skills in facilitating groups including goal setting, negotiation, compromise, and consensus building. Students will use real world case studies in the application of group theory/paradigms. Analysis of the impact of group demographics on group dynamics will also be highlighted, as well as the applicability of group facilitation skills to interpersonal relationships.

- SS.LDS.40.01 Demonstrate ability to work as a team in constructing and fulfilling common goals
- SS.LDS.40.02 Identify and analyze obstacles to effective group work
- SS.LDS.40.03 Develop solutions to obstacles encountered in groups, and evaluate the effectiveness of solutions on group dynamics and goals
- SS.LDS.40.04 Explore effective strategies for working with diverse groups, and an awareness of demographics on group dynamics
- SS.LDS.40.05 Investigate and utilize methods to achieve common goals in varied group settings
- SS.LDS.40.06 Apply group theory to interpersonal relationships and personal decision making
  - SS.LDS.40.06.a Utilize appropriate strategies in response to peer pressure
- SS.LDS.40.08 Apply conflict resolution models, behavior management strategies to given situations
- SS.LDS.40.09 Identify the needs of groups and the roles individuals play within groups
- SS.LDS.40.10 Demonstrate ability to solve problems through negotiation, compromise and consensus building using real world examples
- SS.LDS.40.11 Utilize human relations strategies to enhance group performance of an assigned role
- SS.LDS.40.13 Identify then evaluate the problems associated with group think, group polarization and social loafing
- SS.LDS.40.14 Design solutions to prevent and/or overcome group think, group polarization and social loafing

## **SS.LDS.50 Project Design and Implementation**

Inherent in the ability to lead is the ability to identify an issue, research its background, evaluate strategies, implement solutions and reflect on effectiveness. This unit will pull together the skills and processes covered previously, in the creation of a multifaceted project that addresses a contemporary issue in the greater community – school, local, national or international.

- SS.LDS.50.01 Demonstrate the ability to apply skills necessary to the creation, organization and implementation of a multifaceted project that addresses a contemporary issue
  - SS.LDS.50.01.a Develop objectives and framework for project
  - SS.LDS.50.01.b Apply effective communication skills in the creation and implementation of the project proposal
  - SS.LDS.50.01.c Utilize the research process to further refine the project proposal
  - SS.LDS.50.01.d Identify the necessary skills, materials, and tools, needed to implement the project
  - SS.LDS.50.01.e Demonstrate time management and prioritizing skills necessary for a project
  - SS.LDS.50.01.f Demonstrate organizational skills including record keeping, tracking communication, maintaining contact with appropriate parties
  - SS.LDS.50.01.g Design and conduct an effectiveness survey to assess the degree of success or failure of the project
  - SS.LDS.50.01.h Evaluate avenues for a future course of action
- SS.LDS.50.02 Utilize a variety of technological skills throughout the development and implementation of the course project