Texas Student Leadership

Grades 9-12

General Requirements. This course is recommended for students in 9-12. Recommended prerequisites: none. Students shall be awarded one credit for successful completion of this course. A

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Introduction. B

1 **The Student Leadership course focuses on leadership theory, group dynamics, project management, team building, conflict resolution, communication, SMART goal setting, and collaborative strategies. The course prepares students not only for active participation in school but also in their community. Students solve relevant and current school and community issues by working collaboratively and independently on real-world tasks such as needs assessments, project planning, and presentations.** B.1

2 **This proposed course provides opportunities for all Texas high school students to master skills and competencies instrumental in serving their schools, communities, and employers through application of leadership theory, goal setting, group dynamics, project management, team building, communication, and conflict resolution. The proposed course prepares students for civic participation as well as post-secondary education and employment.** B.2

Knowledge and Skills. C

1 **The student applies basic leadership concepts. The student is expected to:** C.1

A define leadership; C.1.A

B define and analyze autocratic, democratic, laissez-faire and servant leadership styles; C.1.B

C discuss methods to adapt leadership styles to different situations and the needs of various groups; and C.1.C

D determine one's personal leadership style. C.1.D

2 **The student applies group dynamics awareness and the steps of the decision-making process. The student is expected to:** C.2

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A explain the purpose, benefit, and use of proper delegation practices; C.2.A

B implement leadership skills including communication, team building, self-awareness, and planning; C.2.B

C analyze hazards, problems, and opportunities of leadership; C.2.C

D explain the leader's role in conflict resolution; C.2.D

E lead a decision-making discussion to a collaborative response, including identification of a decision, brainstorming solutions, and possible outcomes. C.2.E

3 The student applies self-organization strategies. The student is expected to: C.3

A exhibit personal time management and organization skills; C.3.A

B identify and justify the prioritization of personal commitments, both academic and non-academic; C.3.B

C identify the elements of a SMART goal; and C.3.C

D develop personal organizational goals and implement steps such as breaking the goal into smaller steps or keeping a journal to achieve those goals. C.3.D

4 The student demonstrates effective meeting skills. The student is expected to: C.4

A develop a meeting agenda within a team setting using appropriate technology; and C.4.A

B. facilitate discussions using effective meeting skills such as basic parliamentary procedure. C.4.B

5 The student understands the structure and design of student organizations. The student is expected to: C.5

A examine and discuss various models for student organizations such as cocurricular and extra-curricular clubs; C.5.A

B differentiate the job responsibilities of various leadership positions such as president, vice-president, secretary, or member-at-large in various student organizations; C.5.B

C defend the importance of and need for constitutions and by-laws of student organizations; and C.5.C

D assess various voting methods such as rank-choice vote, voice vote, and confidential ballot and determine the appropriate method to use in given situations. C.5.D

6 The student recognizes the ethical and legal implications of adhering to or deviating from established rules and regulations. The student is expected to: C.6

A analyze examples of ethical and unethical behavior within student organizations; C.6.A

B explain the consequences of unethical actions in a student organization; C.6.B

C differentiate strategies for solving an ethical dilemma and evaluate the possible outcomes of each strategy; and C.6.C

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D formulate a plan for ethical and appropriate use of social media for a student organization. C.6.D

7 The student develops, participates in, and evaluates service-learning projects. The student is expected to: C.7

A implement effective methods for assessing a specific need within the school or community such as conducting surveys, designing an interview process, or convening focus groups; C.7.A

B discuss ways to evaluate projects and determine the best project to implement to meet a specific need; C.7.B

C select available community and school resources to meet an assessed need; C.7.C

D apply skills such as goal setting, calendaring, budgeting, and resource gathering to organize and conduct a project; C.7.D

E predict potential obstacles to completing a project and plan for identified contingencies; C.7.E

F demonstrate appropriate and effective use of technology to accomplish tasks such as creating a social media plan, generating publicity, raising funds, or recruiting volunteers related to the project; and C.7.F

G evaluate and present the results of a project. C.7.G

8 The student demonstrates the ability to set project goals. The student is expected to: C.8

A create clear, precise goal statements for a student group or project using the SMART goal format; C.8.A

B establish and document milestones toward accomplishment of goal statements using strategies such as action plans or setting timelines; and C.8.B

C use appropriate project management tools such as a Gantt chart, calendar, kanban boards, or weekly reviews to monitor progress toward meeting the goals. C.8.C

9 The student understands necessary skills, including team build and conflict resolution skills, in accomplishing a common goal. The student is expected to: C.9

A differentiate among the stages of team building including form, storm, norm, and perform; C.9.A

B analyze personality styles of self and others; C.9.B

C recognize and describe one's personal strengths and opportunities for growth; C.9.C

D identify productive assets in team discussions including building on the ideas of others, contributing useful information, solving problems, and setting ground rules for decision-making; predict and explain why conflicts may arise within teams; C.9.D

E evaluate various conflict resolution steps such as open communication, active listening; reviewing options, and searching for win/win solutions; C.9.E

F use conflict resolution strategies in simulated team conflicts; and C.9.F

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G justify how the conflict was resolved and analyze strategies to prevent the same conflict in future scenarios. C.9.G

10 The student communicates effectively one on one and with small groups. The student is expected to: C.10

A identify and discuss non-verbal communication cues; C.10.A

B use active listening strategies to understand messages, ask and answer questions appropriately, and paraphrase to confirm understanding; and C.10.B

C design and deliver clear oral instructions for specific tasks. C.10.C

11 The student uses appropriate processes, strategies, and skills for preparing and presenting speeches. The student is expected to: C.11

A analyze audience, purpose, and occasion; C.11.A

B plan an effective presentation or speech by organizing selected content and ideas on the chosen topic; C.11.B

C communicate effectively using language and style for a specific audience; C.11.C

D create visual aids and use technology to enhance and clarify the message; and C.11.D

E employ effective use of nonverbal strategies and vocal expression when delivering a speech. C.11.E

12 The student communicates effectively in various modes to convey ideas, information, and requests to specific groups and individuals. The student is expected to: C.12

A design effective documents and emails relating to various needs of a project such as requests for financial support, phone scripts, project proposals, and thank-you letters; C.12.A

B edit texts for grammar, mechanics, and spelling; and C.12.B

C demonstrate professional phone etiquette to include a clear greeting, a structured format, identification of the purpose of the call, clarifying needed follow-ups, and a clear sign-off. C.12.C