Syllabus

Teen leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision- making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem-solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. Finally, students in this class will be expected to participate in all classroom activities throughout the year in order to ensure a positive experience and a respectable grade. If you have any questions or concerns, or need to reach me at any point during the school year please email me at the address given above.

**III. Instructional Units:**

Chapter One Developing a Class “Social Contract”

Chapter Two Self-Concept/Self-Confidence/Effective Leadership Skills

Chapter Three Goal Setting/Personality Test

Chapter Four Vision/Values/Standards/Principles

Chapter Five Effective Communication/Interview Skills

Chapter Six Peer Pressure/Defending Skills/Rescuing Skills

Chapter Seven Lateral Thinking/Problem Solving/Positive Attitude

Chapter Eight Personal Responsibility/Choices Have Consequences

Chapter Nine Facilitation /Affirming Skills

Chapter Ten Mentoring Skills/Reframing

Chapter Eleven Public Speaking Skills

Chapter Twelve Individual/Group Accountability/Ownership

This class will also continue to implement anti-bullying activities with other schools, as well as other curricular related themes.

**IV.** **Assessment of Student Performance:**

Students will be graded and given feedback on all the work in this class. Make up work will be in accordance with departmental policy. All grades will be recorded in Power Teacher. The other means of recording and reporting student achievement include progress reports, report cards, periodic student and teacher conferences, notes home, and telephone calls to parents.

Major Assessments (Tests, Projects) 40%

Speeches 20%

Class Participation 25%

Journals 15%

**V. Classroom Management**:

This class spent several days coming up with a “social contract” that outlined specific behaviors that would be agreed upon and followed by all the students in this class. Our social contract is listed below:

1. Be respectful at all times.

2. Be mature and open-minded

3. Have a positive attitude and listen before we speak

4. Exhibit mutual respect and concern for the property of others

5. Participate in all areas of this class

6. Communicate when there is a problem and always have eye contact

7. No drama and be honest with each other

8. No put downs or sarcasm

9. Don’t judge each other and always be compassionate

10. Class confidentiality

Students that do not follow the social contract in class will be dealt with on an individual basis and the school model of discipline in the handbook will be enforced.

**VI. Communicating with parents**

During the first week of school, all rules, consequences, and procedures are reviewed with the students. A class syllabus/permission form is sent home to be signed by both the students/parents which outlines the following: homework assignments, teacher website, grading policy, teacher availability and the implementation process of using technological devices such as Edmodo. Parents of students were encouraged to come to open house and to call or email if they could not make it.