

DRAFT

RENTON SCHOOL DISTRICT NO. 403

DEPARTMENT OF INSTRUCTION

LANGUAGE ARTS CURRICULUM GUIDE

GRADES 9-12

LEADERSHIP DEVELOPMENT

ADOPTED BY THE BOARD OF DIRECTORS: JUNE 2004

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ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills, and attitudes which will enable the student to achieve mental, physical, emotional, and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001
ADOPTED: February 3, 1977
Renton School District No. 403
Renton, Washington

COURSE DESCRIPTION

The focus of the class will be for students to understand the meaning of leadership and what makes a strong leader. Students research and learn from past and present world, community, and local leaders. As well, instruction focuses on organization, communication, and other skills that will enhance students' understanding of his/her own leadership capabilities. Finally, students are asked to look for ways to improve the world around them by the way they interact with peers, faculty and staff, live with integrity, and encourage others.

HISTORY OF LEADERSHIP COURSE **DEVELOPMENT**

During the 2003-2004 school year a pilot was developed to teach and encourage the use of leadership skills to students who are representative of various interests throughout our student population. By teaching these skills to students who naturally seek leadership roles and to students who do not, the committee believed this course would be able to offer an opportunity for students to gain valuable life skills. Additionally, this course would give students the skills to encourage more involvement from the student body.

LEADERSHIP DEVELOPMENT GOALS

The goals of the Leadership Development course are for the students to:

- Research various leaders and forms and methods of leadership
- Explore and practice organizational, communication, and other leadership skills
- Identify their own leadership style and potential
- Be trained in the Developmental Assets
- Plan, implement, and evaluate their own project relating to developing civility, respect, and/or academic achievement at Hazen.

RENTON SCHOOL DISTRICT NO. 403
GENERAL INSTRUCTIONAL GOALS
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

GENERAL INSTRUCTION GOALS (Continued)

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to--gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

***EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.*

POLICY

Adopted: January 19, 1989

Revised: May 21, 1987

Revised: April 8, 1998

RENTON SCHOOL DISTRICT

Renton, Washington

Essential Academic Learning Requirements

Reading

1: The student understands and uses different skills and strategies to read.

- 1.1 Use word recognition skills and strategies to read and comprehend text.
- 1.2 Use vocabulary (word meaning) strategies to comprehend text.
- 1.3 Build vocabulary through wide reading.
- 1.4 Apply word recognition skills and strategies to read fluently.

2: The student understands the meaning of what is read.

- 2.1 Demonstrate evidence of reading comprehension.
- 2.2 Understand and apply knowledge of text components to comprehend text.
- 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

3: The student reads different materials for a variety of purposes.

- 3.1 Read to learn new information.
- 3.2 Read to perform a task.
- 3.3 Read for career application.
- 3.4 Read for literary/narrative experience in a variety of genres.

4: The student sets goals and evaluates progress to improve reading.

- 4.1 Assess reading strengths and need for improvement.
- 4.2 Develop interests and share reading experiences.

Essential Academic Learning Requirement

Writing

1. The student writes clearly and effectively.

To meet this standard, the student will:

- 1.1. Develop concept and design. Develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively.
- 1.2. Use style appropriate to the audience and purpose. Use voice, word choice, and sentence fluency for intended style and audience.
- 1.3. Apply writing conventions. Know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization.

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

- 2.1. Write for different audiences.
- 2.2. Write for different purposes, such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, and explaining concepts and procedures.
- 2.3. Write in a variety of forms, including narratives, journals, poems, essays, stories, research reports, and technical writing.
- 2.4. Write for career applications.

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

- 3.1. Pre-write—generate ideas and gather information.
- 3.2. Draft—elaborate on a topic and supporting ideas.
- 3.3. Revise—collect input and enhance text and style.
- 3.4. Edit—use resources to correct spelling, punctuation, grammar, and usage.
- 3.5. Publish—select a publishing form and produce a completed writing project to share with chosen audience.

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

- 4.1. Assess own strengths and needs for improvement. Analyze effectiveness of own writing and set goals for improvement.
- 4.2. Seek and offer feedback.

Essential Academic Learning Requirement

Communication

1. The student uses listening and observation skills to gain understanding.

To meet this standard, the student will:

- 1.1 Focus attention.
- 1.2 Listen and observe to gain and interpret information.
- 1.3 Check for understanding by asking questions and paraphrasing.

2. The student communicates ideas clearly and effectively.

To meet this standard, the student will:

- 2.1. Communicate clearly to a range of audiences for different purposes.
- 2.2. Develop content and ideas. Develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; and speak coherently and compellingly.
- 2.3. Use effective delivery. Adjust speaking strategies for a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication.
- 2.4. Use effective language and style. Use language that is grammatically correct, precise, engaging and well suited to topic, audience, and purpose.
- 2.5. Effectively use action, sound, and/or images to support presentations.

3. The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

- 3.1. Use language to interact effectively and responsibly with others.
- 3.2. Work cooperatively as a member of a group.
- 3.3. Seek agreement and solutions through discussion.

4. The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

- 4.1. Assess strengths and need for improvement. Assess own and others' communication strengths and needs and set goals for improvement.
- 4.2. Seek and offer feedback. Seek and use feedback to improve communication; offer suggestions and comments to others.
- 4.3. Analyze mass communication.
- 4.4. Analyze how communication is used in career settings.

ALIGNMENT WITH WASHINGTON STATE STANDARDS

<p>Enduring Understandings <i>Students will come to their own understanding of the following:</i></p>	<p>EALR Components:</p>
<p>Students will be asked to complete various reading assignments, including articles on current events involving world and local leaders and events, course work with the text, <u>Seven Habits of Highly Effective Teens</u>, as well as their own writing and reflection.</p>	<p>R2.1 Demonstrate evidence of reading comprehension. R2.2 Understand and apply knowledge of text components to comprehend text. R2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. R3.1 Read to learn new information.</p>
<p>Students will be asked to reflect learning through various forms of writing, including research reports, response/reflection/evaluation papers, and journaling.</p>	<p>W1.1 develop concept and design <i>develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively</i> W1.2 use style appropriate to the audience and purpose <i>use voice, word choice, and sentence fluency for intended style and audience</i> W1.3 apply writing conventions <i>know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization</i></p>

ALIGNMENT WITH WASHINGTON STATE STANDARDS

<p>Students will be asked to reflect learning through various forms of writing, including research reports, response/reflection/evaluation papers, and journaling.</p>	<p>W2.1 write for different audiences W2.2 write for different purposes <i>such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures</i> W2.3 write in a variety of forms <i>including narratives, journals, poems, essays, stories, research reports, and technical writing</i> W2.4 write for career applications W3.1 prewrite <i>generate ideas and gather information</i> W3.2 draft <i>elaborate on a topic and supporting ideas</i> W3.3 revise <i>collect input and enhance text and style</i> W3.4 edit <i>use resources to correct spelling, punctuation, grammar, and usage</i> W3.5 publish select a publishing form and produce a completed writing project to share with chosen audience</p>
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ALIGNMENT WITH WASHINGTON STATE STANDARDS

Students will be asked to participate in various activities including large and small group discussions, group decision making, facilitation of groups, presentations, and formal speeches.

- C1.1** focus attention
- C1.2** listen and observe to gain and interpret information
- C1.3** check for understanding by asking questions and paraphrasing
- C2.1** communicate clearly to a range of audiences for different purposes
- C2.2** develop content and ideas
develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; speak coherently and compellingly
- C2.3** use effective delivery
adjust speaking strategies for a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication
- C2.4** use effective language and style
use language that is grammatically correct, precise, engaging and well-suited to topic, audience, and purpose
- C2.5** effectively use action, sound, and/or images to support presentations
- C3.1** use language to interact effectively and responsibly with others
- C3.2** work cooperatively as a member of a group
- C3.3** seek agreement and solutions through discussion

INSTRUCTIONAL MATERIALS

Building Leaders for Life: A High School Leadership Curriculum (AWSP)

Seven Habits of Highly Effective Teens (Sean Covey) Franklin Covey Co.

Ultimate Success Guide for Teens (Sean Covey) Franklin Covey Co.

ASSESSMENT

An important part of the teaching-learning process is the evaluation of how well students attain the state and district essential academic learning requirements. This evaluation assists teachers in their instructional planning, helps determine the degree to which learning has occurred, and aids in deciding when to re-teach specific learnings.

The following methods will be used in the evaluation process:

- **Class participation**
- **Journals/Daily work**
- **Research projects**
- **Essays**
- **Positive Impact Plan**