



Missouri Association of Student Councils

Leadership Curriculum Proposal

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Foreword

This document is a compilation of work completed from October 2009 through the summer of 2011. This Leadership Curriculum is a guide for districts to develop curriculum. It is not an approved state curriculum guide, but a “common yardstick” for curriculum development.

This curriculum is aligned with the Student Leaders Program of the National Association of Student Councils and with each area of the Missouri Show-Me Standards.

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Acknowledgements

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Missouri Association of Student Councils Board— Leadership and Peer Support

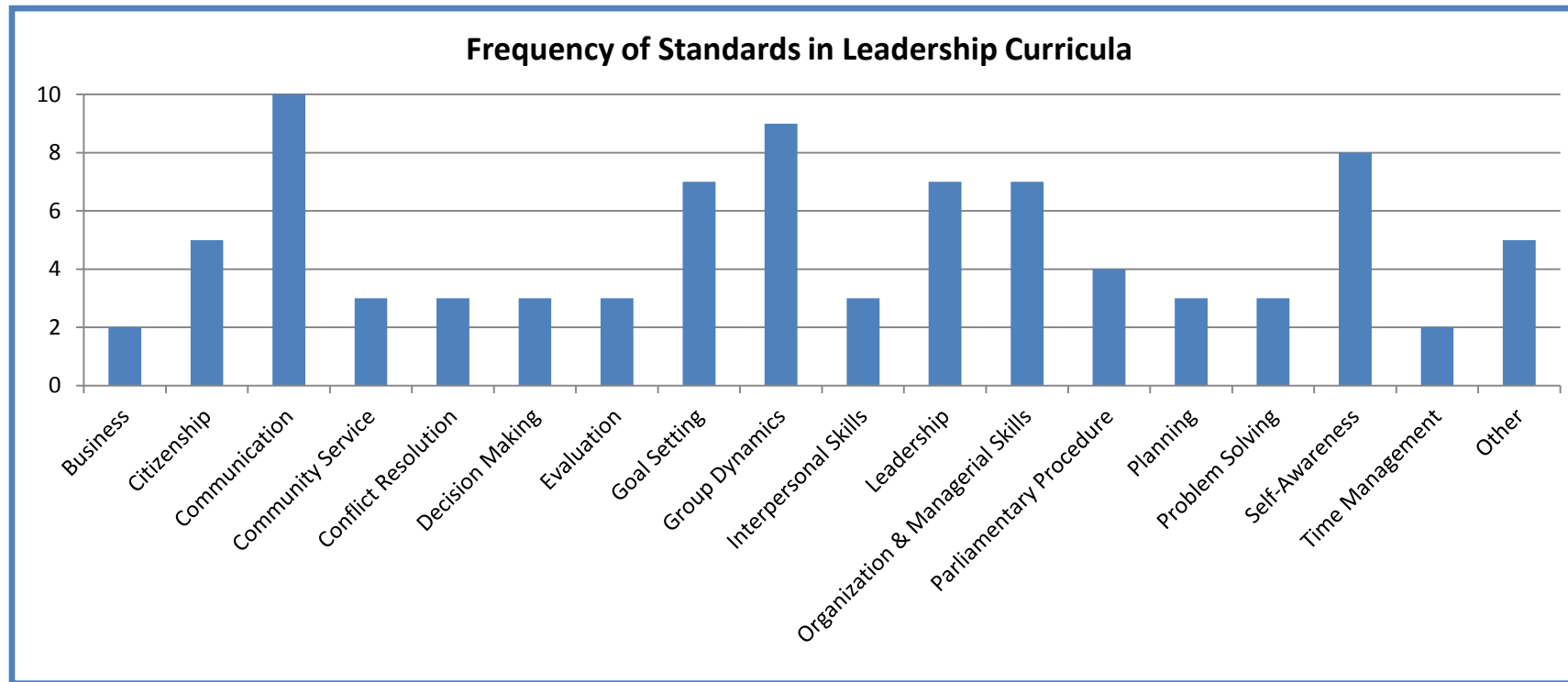
Ann Bolzenius – Peer Support

Jason Morton - Editing

Curriculum Standards of Ten Organizations (shows the key strands)

Texas Association of Student Councils Student Leadership Course	Washington (State) Student Leadership	Vincent Massey Student Leadership Development Program	Leadership and Peer Support Catholic District School Board, Ontario	Arizona Association of Student Councils Student Leadership Curriculum Standards	CADA Leadership and Student Activities Standards	NASC Student Leaders Program	School District of Washington (MO) Leadership Curriculum	Notre Dame Leadership Class, Ann Bolzenius	Fort Osage High School Leadership Class, Fran Burnett
Leadership	Communication	Introduction to Leadership	Personal Assessment	Communication	Communication	Leadership	Self Awareness	Structure of Leadership	Group Dynamics & Group Process
Parliamentary Procedure	Group Processes	Team Development	Leadership styles and skills	Organization and Managerial Skills	Conflict Resolution	Goal Setting	Communication	Organization and Managerial Skills	Communication
Group Dynamics	Managerial Skills	Communication Skills	Personal Management	Character Development	Creative Thinking	Team Building	Goal Setting	Responsible Citizenship	Self Awareness
Problem Solving	Self-Awareness	Decision Making Skills	Interpersonal Relations	Goal Setting	Interpersonal Skills	Decision Making	Time Management	Goal Setting	Goal Setting
Team Building	Human Relations Skills	Planning	Communication Skills	Decision-Making	Evaluation	Problem Solving	Self Esteem	Group Process	Leadership Styles
Motivation		Meetings	Group Dynamics	Group Process	Presentation Skills	Group Dynamics	Recognizing Differences	Communication	Planning & Implementation
Goal Setting		Wellness	Connecting with the Community	Conflict Resolution	Community Service	Time Management	Childhood Memories		Evaluation
Communication			Effective Learning Strategies	Citizenship	Citizenship	Meeting Management & Parliamentary Procedure	Stress Management		Leadership & Group Styles
Civic Responsibility			Barriers to Learning	Diversity	Government	Communication	Group Dynamics		Meeting Skills
			Individual Rights		Effective Meetings	Evaluation	Parliamentary Procedure		Parliamentary Procedure
			Accessing & Managing Info		Group Dynamics	Service	Leadership		
			Trends and Opportunities		Goal Setting	Civic Engagement	Planning		
					Self Esteem / Self Awareness	Leadership Philosophy	Conflict Resolution		
					Business		Problem Solving		
							Time Management		

Summary of Standards



Top Six Standards

Communication
 Group Dynamics
 Self-Awareness
 Goal Setting
 Leadership
 Organization & Managerial Skills

Proposed Standards from Leadership Class Workshop MASc Advisors Conference in October, 2009

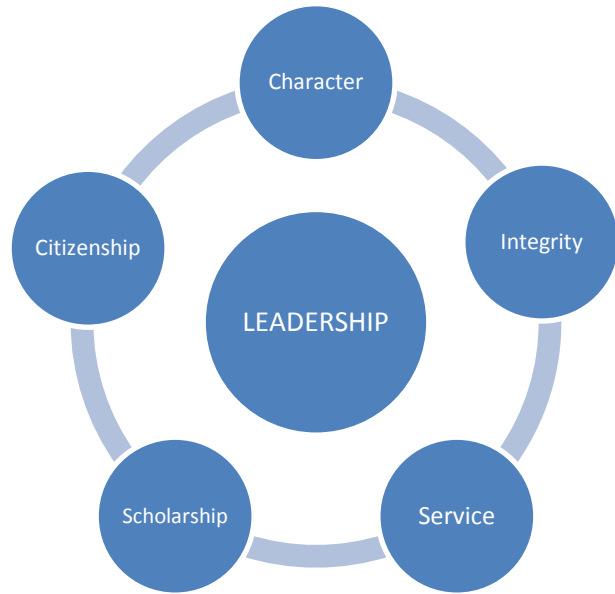
Citizenship	Goal Setting*	Group Process / Dynamics*
Communication*	Leadership*	Parliamentary Procedure
Project Planning & Organization*	Self Awareness*	Service Learning

*On the "Top Six Standard" list

Missouri Leadership Course Standards

A work in progress, this framework will evolve to enable teachers to provide leadership instruction so that students will:

- communicate effectively
- understand the role of leadership and its influence on others
- be aware of personal leadership attributes
- apply organization strategies and management skills
- form decisions considering goals, resources and need
- take responsibility for personal actions and acknowledge the rights of others
- extend leadership opportunities beyond the classroom to the school and community



Show-Me Standards

GOAL 1:

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas. *Students will demonstrate within and integrate across all content areas the ability to*

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2:

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. *Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3:

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. *Students will demonstrate within and integrate across all content areas the ability to*

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4:

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society. *Students will demonstrate within and integrate across all content areas the ability to*

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Rationale for Leadership Study

- Students with the soft skills (the character traits and interpersonal skills that characterize one’s relationships with others) addressed in leadership standards, along with involvement in extracurricular activities, have higher salaries and more education than classmates with comparable standardized test scores.
- Participation in student government has been shown to increase scores on standardized tests in all core classes.
- Leadership students have increased social ties, and they develop stronger bonds with school staff.
- Service learning projects address causes of dropouts and engage students of diverse backgrounds.
- NASSP’s *Breaking Ranks* acknowledges that student leadership and personalization are critical if students are to be self-advocates and engage in their own education.
- Leadership development program participants achieve an increased sense of civic, social and political awareness as well as improvements in communication skills, problem-solving abilities, and personal responsibility.
- Learning and critical thinking skills addressed by *The Partnership for 21st Century Skills* are key components of a leadership course.
- Students require preparation for the over 1,000 leadership programs on college and university campuses.
- Values-based leadership and ethical decision making is valued as “extremely or very important” by 97% of American executives, according to an article by Ken Blanchard on Forbes.com.
- Industry provides leadership training for company employees. For instance, General Electric typically provides leadership training to over 100,000 employees per year at an annual cost of \$1 billion.
- Leadership coaching improves both the financial and emotional cultures of companies.
- Educated citizens with leadership skills are one of our nation’s key resources.
- Leadership can be taught. It is a learned habit, not an innate one.

Leadership Standards & Show-Me Standards

COMMUNICATION	GROUP PROCESS
<ul style="list-style-type: none"> • Standard 1.1: Student communicates effectively in small and large groups. <i>(Goal 2, CA1, CA6, SS6, FACS Process Skill Competencies)</i> • Standard 1.2: Student writes effectively. <i>(Goal 2, CA1, CA4)</i> • Standard 1.3: Student listens effectively. <i>(Goal 1, Goal 2, CA5, MA3, SC8, FACS Process Skill Competencies)</i> • Standard 1.4: Student communicates effectively in print, verbal, and electronic forms. <i>(Goal 2, CA1, CA4, CA6, FACS Process Skill Competencies)</i> 	<ul style="list-style-type: none"> • Standard 4.1: Student demonstrates an understanding of group dynamics. <i>(Goal 1, Goal 4, SS2, FACS Process Skill Competencies)</i> • Standard 4.2: Student understands and uses problem solving and conflict resolution strategies appropriate for the group. <i>(Goal 3, Goal 4, SS2, FACS Process Skill Competencies)</i> • Standard 4.3: Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group. <i>(Goal 1, Goal 2, Goal 3, Goal 4, SS2, FACS Process Skill Competencies)</i>
LEADERSHIP	DECISION MAKING
<ul style="list-style-type: none"> • Standard 2.1: Student identifies traits of a good leader and justifies choices. <i>(Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Process Skill Competencies)</i> • Standard 2.2: Student identifies leadership styles and evaluates their effectiveness. <i>(Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Process Skill Competencies)</i> • Standard 2.3: Student identifies personal leadership style. <i>(Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Career and Family Leadership Competencies)</i> 	<ul style="list-style-type: none"> • Standard 5.1: Student demonstrates the ability to set, work on and evaluate progress towards goals. <i>(Goal 3, Goal 4, CA4, SS4, FACS Process Skill Competencies, FACS Career and Family Leadership Competencies)</i> • Standard 5.2: Student employs ethical decision making practices. <i>(Goal 4, FACS Process Skill Competencies)</i> • Standard 5.3: Student recognizes the impact of individual decisions on the group. <i>(Goal 3, Goal 4, FACS Process Skill Competencies)</i>
ORGANIZATION & MANAGERIAL SKILLS	CITIZENSHIP
<ul style="list-style-type: none"> • Standard 3.1: Student uses self-organization strategies. <i>(Goal 1, FACS Career Development Entrepreneurship Competencies)</i> • Standard 3.2: Student plans and implements events. <i>(Goal 1, 2, 3, & 4, CA4, SS4, MA1, FACS Career Development Entrepreneurship Competencies, FACS Process Skill Competencies, MO Personal Finance Competencies)</i> • Standard 3.3: Student uses effective meeting skills. <i>(Goal 2, FACS Process Skill Competencies)</i> • Standard 3.4: Student explains the role and functioning of a committee. <i>(Goal 2, Goal 4, SS1, SS2)</i> • Standard 3.5: Student explains the structure and processes of an organization. <i>(Goal 4, FACS Career Development Entrepreneurship Competencies)</i> 	<ul style="list-style-type: none"> • Standard 6.1: Student takes responsibility for personal actions and acts ethically. <i>(Goal 4, SS4, SS6, FACS Process Skill Competencies)</i> • Standard 6.2: Student demonstrates an understanding of community diversity and the individual rights of others. <i>(Goal 4, CA7, SS2, SS4, SS5, SS6)</i> • Standard 6.3: Student participates in service learning projects. <i>(Goal 4, SS4, FACS Career and Family Leadership Competencies)</i>

Student Leadership Course

Strands → Standards → Learning Expectations

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS
1. Communication	Standard 1.1: Student communicates effectively in small and large groups. <i>(Goal 2, CA1, CA6, SS6, FACS Process Skill Competencies)</i>	<p style="text-align: center;"><i>By the end of the course, the student should be able to:</i></p> <p>1.1a: respond formally and informally to a variety of topics. *</p> <p>1.1b: identify and understand non-verbal communication cues.</p> <p>1.1c: respond appropriately to others' points of view.*</p> <p>1.1d: speak expressively, adjusting tone and style of speech to audience and purpose.*</p> <p>1.1e: demonstrate fluency and accuracy in spoken communications.*</p> <p>1.1f: exchange information and ideas using technology.*</p>
	Standard 1.2: Student writes effectively. <i>(Goal 2, CA1, CA4)</i>	<p>1.2a: organize thoughts.</p> <p>1.2b: select and use formats appropriate for audience and purpose.*</p> <p>1.2c: demonstrate fluency and accuracy in written communications.*</p> <p>1.2d: edit and proofread their own communications to meet conventional standards.*</p>
	Standard 1.3: Student listens effectively. <i>(Goal 1, Goal 2, CA5, MA3, SC8, FACS Process Skill Competencies)</i>	<p>1.3a: summarize or paraphrase the main points of a discussion.*</p> <p>1.3b: demonstrate effective listening by making relevant comments.*</p> <p>1.3c: respond appropriately to others' points of view.*</p> <p>1.3d: check for understanding and accuracy by asking questions.</p>
	Standard 1.4: Student communicates effectively in print, verbal, and electronic forms. <i>(Goal 2, CA1, CA4, CA6, FACS Process Skill Competencies)</i>	<p>1.4a: speak expressively, adjusting tone and style of speech to audience and purpose.*</p> <p>1.4b: formulate and support a thesis or hypothesis.*</p> <p>1.4c: use a variety of technologies to produce communications for different audiences and purposes.*</p> <p>1.4d: plan and compose a variety of communications.*</p> <p>1.4e: create visual representations using technology.*</p> <p>1.4f: set goals for improving future communications.*</p>

*Missouri's Framework for Curriculum Development in Communication Arts, Goal II: Communicate Effectively Within and Beyond the Classroom, student goals grades 9-12

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS
2. Leadership	Standard 2.1: Student identifies traits of a good leader and justifies choices. (<i>Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Process Skill Competencies</i>)	<p style="text-align: center;"><i>By the end of the course, the student should be able to:</i></p> <p>2.1a: define leadership.* 2.1b: list basic leadership skills and characteristics.* 2.1c: write a personal definition of leadership, including its purpose and its importance with regard to a student council and in society. *</p>
	Standard 2.2: Student identifies leadership styles and evaluates their effectiveness. (<i>Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Process Skill Competencies</i>)	<p>2.2a: identify and describe characteristics of the three primary styles of leadership: Autocratic, Democratic and Laissez-Faire.* 2.2b: explain traits of the following types of leaders: Telling, Persuading, Consulting, Joining, and Delegating.* 2.2c: define Situational Leadership and identify characteristics of Task Oriented Behavior and Relationship Oriented Behavior.* 2.2d: explain how leadership styles affect group interaction and results. 2.2e: identify recognized leaders in history & current society, analyze their leadership styles, and explain their effectiveness.</p>
	Standard 2.3: Student identifies personal leadership style. (<i>Goal 4, SS1, SS2, SS3, SS4, SS6, FACS Career and Family Leadership Competencies</i>)	<p>2.3a: identify and describe the leadership style that is best suited to his/her personality profile.* 2.3b: explain how his/her leadership style affects the way he/she leads others.* 2.3c: explain how individual rights and responsibilities and those of others influence performance in various leadership roles.</p>

*NASC Student Leaders Program, Section A Part 1, Leadership and You

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS <i>By the end of the course, the student should be able to:</i>
3. Organization & Managerial Skills	Standard 3.1: Student uses self-organization strategies. <i>(Goal 1, FACS Career Development Entrepreneurship Competencies)</i>	3.1a: identify strategies for time management . 3.1b: identify strategies for personal organization. 3.1c: maintain a planning calendar. 3.1d: identify signs of stress and suggest strategies to manage it.
	Standard 3.2: Student plans and implements events. <i>(Goal 1, 2, 3, & 4, CA4, SS4, MA1, FACS Career Development Entrepreneurship Competencies, FACS Process Skill Competencies, MO Personal Finance Competencies)</i>	3.2a: design and conduct surveys for target audience to determine need and interest. 3.2b: employ group goals and perceived need to select events and projects. 3.2c: use a planning model, such as <i>12 Ws of Project Planning</i> , to organize, prioritize, and sequence planning steps. 3.2d: formulate and employ project goals. 3.2e: delegate tasks based on ability, interest, and experience. 3.2f: follow a budget and itemize expenses. 3.2g: interpret a Treasurer’s Report to determine expenditures and funds available. 3.2h: explain the importance of having a Plan B, identify problems, and propose solutions. 3.2i: evaluate event outcomes with an appropriate evaluation tool.
	Standard 3.3: Student uses effective meeting skills. <i>(Goal 2, FACS Process Skill Competencies)</i>	3.3a: list characteristics of an effective meeting. 3.3b: identify and explain strategies leaders should employ to facilitate an effective meeting. 3.3c: create an agenda using correct form. 3.3d: accurately record and correctly prepare a meeting’s minutes. 3.3e: identify and define common motions used in Parliamentary Procedure. 3.3f: use Parliamentary Procedure as a participant in a group meeting. 3.3g: demonstrate meeting preparedness.

Strand 3, Organization & Managerial Skills, continued from page 9

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS
3. Organization & Managerial Skills	Standard 3.4: Student explains the role and functioning of a committee. <i>(Goal 2, Goal 4, SS1, SS2)</i>	<p style="text-align: center;"><i>By the end of the course, the student should be able to:</i></p> 3.4a: identify the roles and responsibilities of a committee member and its chair. 3.4b: participate in a committee to implement an event or project.**** 3.4c: evaluate personal and committee performance with an appropriate evaluation tool.***
	Standard 3.5: Student explains the structure and processes of an organization. <i>(Goal 4, FACS Career Development Entrepreneurship Competencies)</i>	3.5a: demonstrate knowledge of organization’s constitution and by-laws. 3.5b: explain the process to amend or revise the organization’s constitution. 3.5c: identify the chain of command within the organization and the school. 3.5d: describe voting methods. 3.5e: organize and conduct elections. 3.5f: map organization structure in regards to committees and their responsibilities 3.5g: identify specific office/job responsibilities and duties within the organization. 3.5h: fulfill his/her office/job responsibilities and duties.

*NASC Student Leaders Program, Section A Part 7, Time Management and Personal Organization

**NASC Student Leaders Program, Section A Part 8, Meeting Management

*** NASC Student Leaders Program, Section A Part 10, Evaluation

**** NASC Student Leaders Program, Section B, Service

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS <i>By the end of the course, the student should be able to:</i>
4. Group Process	Standard 4.1: Student demonstrates an understanding of group dynamics. (<i>Goal 1, Goal 4, SS2, FACS Process Skill Competencies</i>)	4.1a: list the five stages of group development and describe characteristics of each.* 4.1b: identify basic needs of group members.* 4.1c: identify roles and responsibilities of group members. 4.1d: identify leadership and personality styles of individuals and assess their influence on the group. 4.1e: describe a variety of team-building strategies and explain how they facilitate positive interaction. 4.1f: lead a team building activity.**
	Standard 4.2: Student understands and uses problem solving and conflict resolution strategies appropriate for the group. (<i>Goal 3, Goal 4, SS2, FACS Process Skill Competencies</i>)	4.2a: describe the steps to a problem solving method, such as the <i>Seven Step Model</i> or the <i>Nine Step</i> model. *** 4.2b: identify and employ appropriate steps for brainstorming.*** 4.2c: identify barriers to problem solving. 4.2d: demonstrate the use of a conflict resolution model to reduce conflict and reach a mutually agreeable solution.
	Standard 4.3: Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group. (<i>Goal 1, Goal 2, Goal 3, Goal 4, SS2, FACS Process Skill Competencies</i>)	4.3a: explain how one's aspirations, abilities, personalities, and leadership style may affect one's interactions with others. 4.3b: describe how different leadership styles would be best suited for the needs of a particular group

*NASC Student Leaders Program, Section A Part 6, Group Dynamics

** NASC Student Leaders Program, Section A Part 3, Team Building

*** NASC Student Leaders Program, Section A Part 5, Problem Solving

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS <i>By the end of the course, the student should be able to:</i>
5. Decision Making	Standard 5.1: Student demonstrates the ability to set , work on and evaluate progress towards goals. (<i>Goal 3, Goal 4, CA4, SS4, FACS Process Skill Competencies, FACS Career and Family Leadership Competencies</i>)	<p>5.1a: explain the importance and purpose of setting goals, both personal and for the organization.*</p> <p>5.1b: identify the parts of a <i>SMART</i> goal and use them to construct clear, precise goals.*</p> <p>5.1c: differentiate between short and long-term goals.</p> <p>5.1d: write goals that align with individual philosophy and group mission.*</p> <p>5.1e: develop an action plan for meeting a goal.</p> <p>5.1f: evaluate progress towards personal and group goals and identify contributors towards their success or failure.</p> <p>5.1g: acknowledge and celebrate the achievement of goals.</p>
	Standard 5.2: Student employs ethical decision making practices. (<i>Goal 4, FACS Process Skill Competencies</i>)	<p>5.2a: explain the five steps to a good decision making process: 1) Define the decision, 2) Review values and resources, 3) Identify more than one solution, 4) Pick the best solution for the situation, 5) Review the decision periodically.**</p> <p>5.2b: identify and explain the differences between decision making styles: autocratic, democratic, consensual and laissez-faire.**</p> <p>5.2c: describe ways a group may make a decision and explain advantages and disadvantages of each**: consensus, negotiation/compromise, majority vote, decision by leader, arbitration.</p> <p>5.2d: recognize and employ appropriate decision making style for a given situation.</p> <p>5.2e: explain the importance of ethical decision making and be able to evaluate whether or not a decision is ethical.</p> <p>5.2f: define “groupthink,” identify who is vulnerable, list some symptoms, and explain its effects on group decision making.**</p>
	Standard 5.3: Student recognizes the impact of individual decisions on the group. (<i>Goal 3, Goal 4, FACS Process Skill Competencies</i>)	<p>5.3a: explain how power can be used positively in an organization or can be misused.</p> <p>5.3b: explain how a variety of factors may influence an individual’s decisions (social, economic, cultural, personal experiences, family, etc).</p>

* NASC Student Leaders Program, Section A Part 2, Goal Setting

** NASC Student Leaders Program, Section A Part 4, Decision Making

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS <i>By the end of the course, the student should be able to:</i>
6. Citizenship	Standard 6.1: Student takes responsibility for personal actions and acts ethically. (<i>Goal 4, SS4, SS6, FACS Process Skill Competencies</i>)	<p>6.1a: explain his/her rights and responsibilities as a part of a group and as part of a diverse community.</p> <p>6.1b: practice ethical decision making and act with integrity.</p> <p>6.1c: demonstrates personal responsibility: self confidence in abilities, acknowledgment of mistakes and acceptance of consequences.</p> <p>6.1d: serves as a role model for others for personal responsibility and ethics.</p>
	Standard 6.2: Student demonstrates an understanding of community diversity and the individual rights of others. (<i>Goal 4, CA7, SS2, SS4, SS5, SS6</i>)	<p>6.2a: acknowledge the individual rights of others.</p> <p>6.2b: act respectfully towards self and others.</p> <p>6.2c: explain how cultural background may affect communication, interpersonal relations, and leadership styles</p> <p>6.2d: describe diversity in his/her school and community, identify its value, and recognize challenges it may pose.</p> <p>6.2e: define and explain concepts that are barriers to individual and group success (e.g. discrimination, bias, stereotyping) and propose strategies to address them within the school and/or community.</p> <p>6.2f: explain the cost to the individual, community, and nation when barriers, such as discrimination, stereotypes, and harassment, are present.</p> <p>6.2g: plan events and projects that are inclusive.</p>
	Standard 6.3: Student participates in service learning projects. (<i>Goal 4, SS4, FACS Career and Family Leadership Competencies</i>)	<p>6.3a: identify the needs of others in the school and community.*</p> <p>6.3b: differentiate between student council functions and those that are civic-based.*</p> <p>6.3c: compile a list of community sources and online sites that support civic engagement.*</p> <p>6.3d: define and give examples of activities that illustrate the three types of civic engagement: Interacting, Monitoring, Influencing.*</p> <p>6.3e: align service projects with identified needs.</p> <p>6.3f: organize and participate in a civic service project that engages members of the student body.*</p>

* NASC Student Leaders Program, Section C, Civic Engagement

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