

Technical Committee Report and Curriculum Guide

For

Idaho Family and Consumer Sciences

Leadership

IBEDS 22101



**Idaho Division of
Professional-Technical
Education**

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INTRODUCTION

The Leadership curriculum framework was developed by a team comprised of Idaho Professional-Technical Education staff and Idaho State University personnel. The curriculum team developed the Leadership framework from the National Standards for Family and Consumer Sciences Education, Idaho State recommended texts, other states' curricula, and a review of literature pertaining to curriculum content. A committee of selected Idaho teachers participated in the review process.

This statewide curriculum reflects the knowledge and skills recommended for 9th through 12th grade students. Students completing the Leadership course are better prepared for the challenges of living and working in today's society. The competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a cumulative record of student progress and provides documentation of competence.

The statewide Leadership curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should use an advisory committee to consider local and community needs.

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LEADERSHIP

COURSE DESCRIPTION

Leadership is designed to be offered to students in grades 9-12. The course is designed to allow students to explore character traits and to discover the characteristics that are needed to become an effective leader. Students are given an opportunity to apply the knowledge they gain of character and leadership through the planning and implementation of a community service project.

IMPORTANT INFORMATION

Delivery of the Leadership curriculum

The setting for the delivery of the Leadership curriculum should be in a setting that is appropriate for a variety of active hands-on experiences. Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well-being of self and others in the home and community.

Teacher Qualifications

The teacher of this course should be certified with an endorsement in Family and Consumer Sciences education. A vocational certification is also recommended.

Length and Level of this Program

This course is designed for adolescent in 9th through 12th grade. It can be adapted to be taught in a trimester, semester, or block schedule.

Recommended Text and Other Resources

Dynamic Leadership, *Family, Career and Community Leaders of America*.
Order at www.fcclainc.org

Leadership: Personal Development and Career Success, Second Edition by Cliff Ricketts from Delmar (2003). ISBN: 0-7668-2536-1.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2006

PROGRAM TITLE: Leadership

IDAHO CODE NUMBER: FC0205

IBEDS 22101

MAJOR CONCEPTS/CONTENT:

The purpose of this course is to develop character and leadership skills while serving your community. Leadership is a course that provides students an opportunity to develop these skills that they can use throughout their lives. The Leadership curriculum has been aligned with the Family and Consumer Sciences National Standards.

FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

1.0 CAREER, COMMUNITY, AND FAMILY CONNECTIONS

Integrate multiple life roles and responsibilities in family, work and community settings.

2.0 CONSUMER AND FAMILY RESOURCES

Evaluate management practices related to the human, economic, and environmental resources.

6.0 FAMILY

Evaluate the significance of family and its impact on the well-being of individuals and society.

7.0 FAMILY AND COMMUNITY SERVICES

Integrate knowledge, skills, and practices required for careers in family and community services.

12.0 HUMAN DEVELOPMENT

Analyze factors that impact human growth and development.

13.0 INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, workplace, and community.

CONTENT STANDARDS:

After successfully completing this course, the student will be able to:

1. Examine the Fundamentals of Leadership
2. Develop Knowledge of Self and Others
3. Develop Leadership Skills and Practices
4. Practice Leadership through Service

*SUGGESTED SCOPE AND SEQUENCE **

Leadership

**The suggested percentage of time should be adjusted for individual course schedules.*

1. Examine the Fundamentals of Leadership (20%)

- 1.01 Explore leadership.
- 1.02 Explore communication skills in leaders.
- 1.03 Examine problem-solving and critical thinking skills.
- 1.04 Recognize the importance of motivation in leading others.
- 1.05 Explore stress management techniques.
- 1.06 Explore time management.

2. Develop Knowledge of Self and Others (25%)

- 2.01 Examine the aspects of character.
- 2.02 Examine citizenship.
- 2.03 Examine the positive aspects of diversity.
- 2.04 Examine the role of attitude.

3. Develop Leadership Skills and Practices (20%)

- 3.01 Demonstrate personal skills needed to lead.
- 3.02 Demonstrate planning skills
- 3.03 Explore teamwork.
- 3.04 Practice leading individuals and groups.
- 3.05 Analyze the decision-making process..
- 3.06 Explore legal issues.

4. Practice Leadership through Service (35%)

- 4.01 Explore the components of service learning.
- 4.02 Identify critical issues within a community.
- 4.03 Demonstrate leadership skills necessary to organize a community service learning project.
- 4.04 Design and complete (a) community service project(s).

CURRICULUM FRAMEWORK

Leadership

1. CONTENT STANDARD: EXAMINE THE FUNDAMENTALS OF LEADERSHIP

1.01 COMPETENCY: EXPLORE LEADERSHIP

PERFORMANCE INDICATORS:

1. Define leadership.
2. Examine ethical leadership.
3. Describe various styles of leadership.
4. Identify personal leadership style.
5. Analyze leadership skills as they apply to individuals, families, careers, and communities.
6. List the requirements and responsibilities of various leadership positions.

1.02 COMPETENCY: EXPLORE COMMUNICATION SKILLS IN LEADERS

PERFORMANCE INDICATORS:

1. Define communication.
2. Demonstrate listening skills.
3. Express verbal and nonverbal communication skills.
4. Perform written communication skills for leaders.

1.03 COMPETENCY: EXAMINE PROBLEM-SOLVING AND CRITICAL THINKING SKILLS

PERFORMANCE INDICATORS:

1. Identify the elements of problem-solving.
2. Evaluate problem-solving strategies.

1.04 COMPETENCY: RECOGNIZE THE IMPORTANCE OF MOTIVATION IN LEADING OTHERS

PERFORMANCE INDICATORS:

1. Describe motivation.
2. Explore motivation as it applies to leadership.
3. Analyze what motivational strategies.

1.05 COMPETENCY: EXPLORE STRESS MANAGEMENT TECHNIQUES

PERFORMANCE INDICATORS:

1. Define stress.
2. Identify stress management techniques.
3. Analyze strategies for stress management.

1.06 COMPETENCY: EXPLORE TIME MANAGEMENT

PERFORMANCE INDICATORS:

1. Identify time management strategies.
2. Practice time management skills.

2. CONTENT STANDARD: DEVELOP KNOWLEDGE OF SELF AND OTHERS

2.01 COMPETENCY: EXAMINE THE CONCEPT OF CHARACTER

PERFORMANCE INDICATORS:

1. Define character.
2. Explore positive character traits and values.
3. Analyze scenarios that exhibit aspects of character.
4. Perform self-evaluation.
5. Explore the role of self-efficacy in character development.

2.02 COMPETENCY: EXAMINE CITIZENSHIP

PERFORMANCE INDICATORS:

1. Define citizenship.
2. Explore the aspects of servant leadership.
3. Express how citizenship impacts people, schools, and communities.
4. Examine ways to be an active citizen.

2.03 COMPETENCY: EXAMINE THE POSITIVE ASPECTS OF DIVERSITY

PERFORMANCE INDICATORS:

1. Identify diversity.
2. Evaluate the effects of diversity.
3. Examine ways to improve personal tolerance.

2.04 COMPETENCY: EXAMINE THE ROLE OF ATTITUDE

PERFORMANCE INDICATORS:

1. Define attitude.
2. Evaluate scenarios that exhibit aspects of attitude.
3. Describe how attitude impacts people, schools, and communities.
4. Examine ways to improve personal attitude.

3. CONTENT STANDARD: DEVELOP LEADERSHIP SKILLS

3.01 COMPETENCY: DEMONSTRATE PERSONAL SKILLS NEEDED TO LEAD

PERFORMANCE INDICATORS:

1. Identify your strengths and weaknesses.
2. Reflect on personal leadership skills.
3. Explore components of professionalism.

3.02 COMPETENCY: DEMONSTRATE PLANNING SKILLS

PERFORMANCE INDICATORS:

1. Examine organizational strategies.
2. Analyze the goal setting process.
3. Develop and maintain a timeline.
4. Identify resources needed to accomplish goals
5. Demonstrate appropriate methods of contacting resources.
6. Identify components of successful meeting organization (including agenda, public relations, resources, materials, facilities).

3.03 COMPETENCY: EXPLORE TEAMWORK, COLLABORATION, AND COOPERATION

PERFORMANCE INDICATORS:

1. Recognize and value differences in individuals.
2. Determine the best interests of a group.
3. Analyze conflict and appropriate responses.
4. Identify the importance of collaborating with key individuals.

3.04 COMPETENCY: PRACTICE LEADING INDIVIDUALS AND GROUPS

PERFORMANCE INDICATORS:

1. Practice public speaking.
2. Demonstrate an understanding of Parliamentary Procedure.
3. Develop critical reflection strategies for individual and group performance.
4. Realize the worth of individuals.

3.05 COMPETENCY: ANALYZE THE DECISION-MAKING PROCESS

PERFORMANCE INDICATORS:

1. Identify the components of a good decision.
2. Evaluate the decision making process.
3. Evaluate progress toward accomplishing objectives.
4. Analyze feedback.

3.06 COMPETENCY: EXPLORE LEGAL ISSUES

PERFORMANCE INDICATORS:

1. Examine liabilities.
2. Explore privacy and confidentiality issues.
3. Address safety and sanitation needs.
4. Discuss full-disclosure, as it relates to leadership.

4. CONTENT STANDARD: PRACTICE LEADERSHIP THROUGH SERVICE

4.01 COMPETENCY: EXPLORE THE COMPONENTS OF SERVICE LEARNING

PERFORMANCE INDICATORS:

1. Define service learning.
2. List opportunities for service in your community.
3. Examine the scope of community service.
4. Demonstrate altruistic behavior.

4.02 COMPETENCY: IDENTIFY CRITICAL ISSUES WITHIN A COMMUNITY

PERFORMANCE INDICATORS:

1. Analyze community issues.
2. Brainstorm community needs and ways to address them.
3. Employ the decision making process to select a community need to address.

4.03 COMPETENCY: DEMONSTRATE THE LEADERSHIP SKILLS NECESSARY TO ORGANIZE A SERVICE LEARNING PROJECT

PERFORMANCE INDICATORS:

1. Identify key resources within communities.
2. Demonstrate appropriate methods to contact community resources.
3. Implement teamwork skills.
4. Employ delegation skills/practices.
5. Demonstrate proper record-keeping.

4.04 COMPETENCY: DESIGN AND COMPLETE (A) SERVICE LEARNING PROJECT(S)

PERFORMANCE INDICATORS:

1. Use the FCCLA Planning Process to set goals.
2. Create a list of tasks to be completed along with a time frame for completion.
3. Identify and obtain resources for (a) service learning project(s).
4. Complete (a) service learning project(s).
5. Evaluate (a) service learning project(s).