



**Leadership and Community Engagement Syllabus  
CHS/PRCTC Family and Consumer Science Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**  
**Leadership and Community Engagement - 570**

**Subject Code: 091403**

Prerequisite: None

Elective

Grade: 9 -12

Graded Conventionally

Credit: 1/2

**Course Description:**

In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement.

**Required:** 120-150 hours per course

**Course Fee:** Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to

participation in activities outside the normal classroom. **\$20 for FCCLA Membership**

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3<sup>rd</sup> Quarter**
  - **Unit I Title: Career Development**
    - **Big Idea #1:** I can identify workplace personal and professional skills when setting career goals.
      - *Essential Question #1: List job related skills that are needed to be successful.*
      - *Essential Question #2: Explain how values relate to job satisfaction.*
      - *Essential Question #3: List and explain resources that would support your career goals.*
    - **Big Idea #2:** I can identify and explain how interests and talents affect my goals.
      - *Essential Question #1: Explain how relating career clusters to your interests and talents benefits your job search.*
      - *Essential Question #2: In what ways does your personal profile affect your career options?*
  - **Unit II Title: Global Environment**
    - **Big Idea #1:** I can identify my beliefs and values and their effect on personal goals.
      - *Essential Question #1: Explain how cultural understanding and cultural intelligence are interdependent.*
      - *Essential Question #2: Describe how cross-cultural relationships are barriers to achieving personal goals.*
      - *Essential Question #3: Explain biases, stereotypes and discrimination and their influence on self-worth and group dynamics.*
    - **Big Idea #2:** I can identify the influence of others' attitudes and behaviors and their influence on professional goals.

- *Essential Question #1: List ways we can understand and interpret different cultural prospective.*
    - *Essential Question #2: Explain how multicultural teaming and globalization raise new opportunities.*
  - **Unit III Title: Entrepreneurship**
    - **Big Idea #1:** I can identify attributes that can lead to professional and personal achievements.
      - *Essential Question #1: Describe what is needed to become a successful entrepreneur.*
      - *Essential Question #2: List various pathways to become an entrepreneur.*
      - *Essential Question #3: Explain preventative measures that lead to successful entrepreneurship.*
    - **Big Idea #2:** I can determine skills and knowledge needed to transition a strength into a business.
      - *Essential Question #1: List steps that are necessary to develop a competitive product or service.*
      - *Essential Question #2: Explain the different roles of nonprofit and for-profit businesses.*
      - *Essential Question #3: List resources that are available to entrepreneurs.*
- **2<sup>nd</sup> or 4<sup>th</sup> Quarter**
  - **Unit IV Title: Leadership Development**
    - **Big Idea #1:** I can recognize and develop leadership skills through the understanding of personal strengths and weaknesses.
      - *Essential Question #1: Explain leadership and what role it plays in achieving personal and professional success.*
      - *Essential Question #2: List and explain the various leadership styles and how one applies them in the workplace.*
      - *Essential Question #3: Describe characteristics that are needed to strengthen key relationships in the workplace.*
    - **Big Idea #2:** I can use leadership and team building skills to promote collaboration.
      - *Essential Question #1: List types of motivational strategies that are used to accomplish goals.*

- *Essential Question #2: Explain how interpersonal skills provide leadership, collaboration and team work.*
- **Unit V Title: Communication Techniques**
  - **Big Idea #1:** I can use communication skills to promote collaboration, leadership and teamwork.
    - *Essential Question #1: Explain ways can a person communicate efficiently and effectively.*
    - *Essential Question #2: List communication skills that are needed to communicate professionally.*
    - *Essential Question #3: List the types of communication techniques.*
  - **Big Idea #2:** I can use effective communication to share information in personal and professional settings.
    - *Essential Question #1: Explain how communication techniques enhance assigned takes.*
    - *Essential Question #2: Explain ways online etiquette guidelines are necessary when communicating.*
    - *Essential Question #3: List advantages and disadvantages involved with various means of communications.*
- **Unit VI Title: Community Engagement**
  - **Big Idea #1:** I can use leadership skills and communication techniques to improve personal and professional community engagement.
    - *Essential Question #1: List personal attributes needed to contribute to healthy families, community involvement and workplace productivity.*
    - *Essential Question #2: List support systems available to enhance growth and development within the community.*
  - **Big Idea #2:** I can be an active community member that inspires action and promotes positive change through leadership and community engagement.
    - *Essential Question #1: Explain ways to advocate for professional, ethical and legal behaviors.*
    - *Essential Question #2: List skills that are essential to achieve personal wellness and become an educated citizen.*

- *Essential Question #3:* List ways one can promote for public policies and regulations in the community.
- **END OF COURSE EXAM**
  - Completed by End of December/April

**Course Materials:**

- Google Chromebook

**Textbook:**

Bailey, A. (2007). *Discovering Life Skills*. New York: Glencoe.

**Supplemental Textbook(s):**

Ryan, J., & Ryan, R. (2005). *Preparing for Career Success*. Indianapolis: JIST Works.

**Electronic Resources:**

- Ohio Means Jobs ([www.ohiomeansjobs.com](http://www.ohiomeansjobs.com))
- United Way ([www.volunteerrosscounty.org](http://www.volunteerrosscounty.org))

**Course Expectations:**

- Students are expected to complete class assignments in a timely manner.
- Students should put forth their best effort every day.
- Students are expected to behave in a mature and respectful manner.
- Students are responsible for asking for any make up work.
- Students will answer the question of the day each class period
- Students are expected to complete a service project within the community.

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

### **Performance Based Section: Writing**

#### **Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

## **CHS Leadership and Community Engagement Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date:

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