



Michigan Leadership
State Curricular Standards

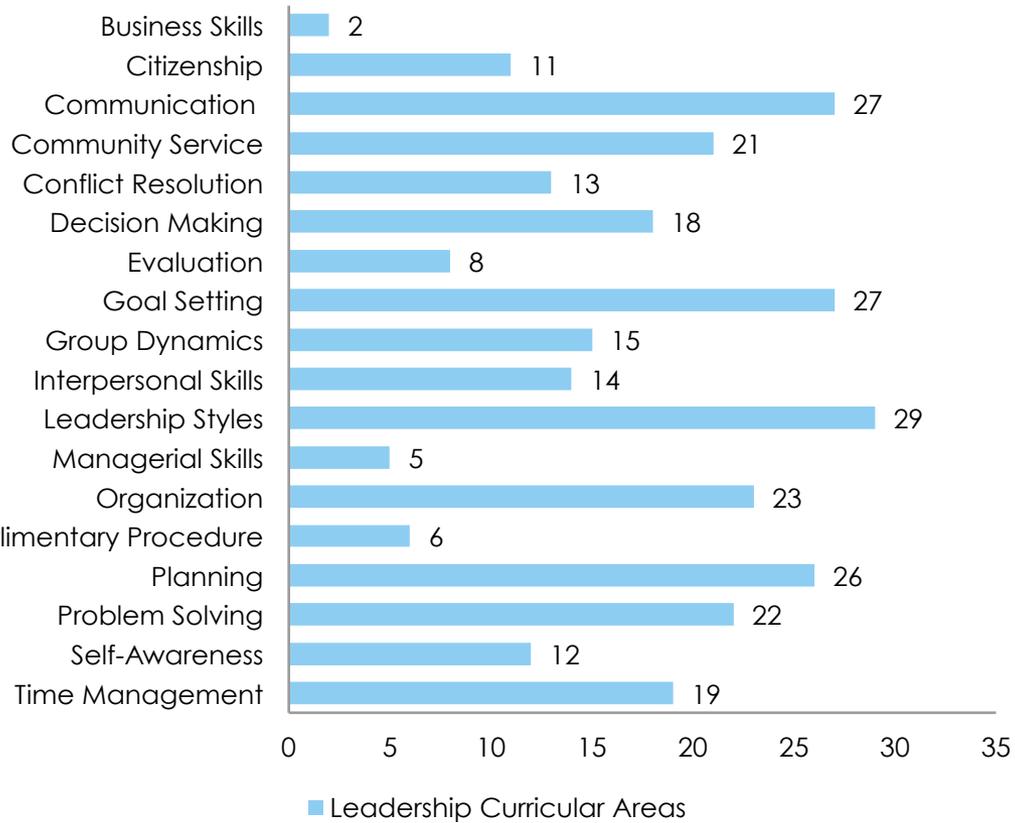
MASC/MAHS : Introduction

- This document is a compilation of work from the Michigan Association of Student Councils and Honor Societies, the MASC/MAHS Advisory board, the National Association of Student Councils, and multiple State Associations.
- The following curriculum guide is aligned with the Student Leaders Program of the NASC and with the Common Core College and Readiness Anchor Standards
- The following curriculum guide is not a state program, but a sponsored guide for local curriculum development.
- A special thank you to the Missouri Association of Student Councils and their work in leadership curricular studies.

MASC/MAHS : Introduction

- A survey of leadership curricular topics was conducted from participating Michigan advisers and Michigan teachers in the spring of 2015. After compiling the top categories from this survey, multiple state associations were contacted to compare our main areas, with other current state leadership programs. Michigan's main areas of focus matched almost identically to Missouri's State Leadership Curriculum proposal. With their help, Michigan has identified strands, standards and learning expectations that fit our advisers focus and student needs. All standards are tied back into the Common Core College and Career Readiness Standards.
- The following information contains the Michigan survey results, and the leadership curricular areas to be considered when designing a local leadership course syllabus.

Survey of Leadership Curricular Data from Michigan Advisers



Leadership Strands and Standards

Communication

Standard 1.1: Student communicates effectively in small and large groups.

Standard 1.2: Student writes effectively.

Standard 1.3: Student listens effectively.

Standard 1.4: Student communicates effectively in print, verbal, and electronic forms

Group Process

Standard 4.1: Student demonstrates an understanding of group dynamics

Standard 4.2: Student understands and uses problem solving and conflict resolution strategies appropriate for the group

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.

Leadership Styles

Standard 2.1: Student identifies traits of a good leader and justifies choices

Standard 2.2: Student identifies leadership styles and evaluates their effectiveness

Standard 2.3: Student identifies personal leadership style.

Decision Making

Standard 5.1: Student demonstrates the ability to set , work on and evaluate progress towards goals

Standard 5.2: Student employs ethical decision making practices

Standard 5.3: Student recognizes the impact of individual decisions on the group.

Organization and Managerial Skills

Standard 3.1: Student uses self-organization strategies

Standard 3.2: Student plans and implements events.

Standard 3.3: Student uses effective meeting skills

Standard 3.4: Student explains the role and functioning of a committee

Standard 3.5: Student explains the structure and processes of an organization.

Citizenship

Standard 6.1: Student takes responsibility for personal actions and acts ethically

Standard 6.2: Student demonstrates an understanding of community diversity and the individual rights of others

Standard 6.3: Student participates in service learning projects.

Strand | 1. Communication

Standard	Learning Expectations/Key skills (by the end of the course, students should be able to)
1.1: Student communicates effectively in small and large groups.	1.1a: respond formally and informally to a variety of topics. 1.1b: identify and understand non-verbal communication cues. 1.1c: respond appropriately to others' points of view. 1.1d: speak expressively, adjusting tone, <i>volume</i> and style of speech to audience and purpose. 1.1e: demonstrate fluency and accuracy in spoken communications.
1.2: Student writes effectively	1.2a: organize thoughts. 1.2b: select and use formats appropriate for audience and purpose. 1.2c: demonstrate fluency and accuracy in written communications. 1.2d: edit and proofread their own communications to meet conventional standards.
1.3: Student listens effectively	1.3a: summarize or paraphrase the main points of a discussion. 1.3b: demonstrate effective listening by making relevant comments. 1.3c: respond appropriately to others' points of view. 1.3d: check for understanding and accuracy by asking questions. 1.3e: demonstrate appropriate non-verbal listening habits (skills)
1.4: Student communicates effectively in print, verbal, and electronic forms	1.4a: speak expressively, adjusting tone and style of speech to audience and purpose. 1.4b: formulate and support a thesis or hypothesis. 1.4c: use a variety of technologies to produce communications for different audiences and purposes. 1.4d: plan and compose a variety of communications. 1.4e: create visual representations using technology. 1.4f: set goals for evaluating and improving future communications.

Strand | 2. Leadership Styles

Standard	Learning Expectations
2.1: Student identifies traits of a good leader and justifies choices.	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.
2.2: Student identifies leadership styles and evaluates their effectiveness.	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.
2.3: Student identifies personal leadership style.	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. 2.3d: demonstrate the ability to adapt leadership style to different situations and tasks.

Strand | 3. Organization and Managerial Skills

Standard	Learning Expectations
3.1: Student uses self-organization strategies.	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.
3.2: Student plans and implements events.	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 12 Ws of Project Planning, 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.
3.3: Student uses effective meeting skills	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.
3.4: Student explains the role and functioning of a committee	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.
3.5: Student explains the structure and processes of an organization.	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.

Strand | 4. Group Process

Standard	Learning Expectations
4.1: Student demonstrates an understanding of group dynamics	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.
4.2: Student understands and uses problem solving and conflict resolution strategies appropriate for the group.	4.2a: describe the steps to a problem solving method, such as the Seven Step Model or the Nine Step 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.
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.	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

Strand | 5. Decision Making

Standard	Learning Expectations
5.1: Student demonstrates the ability to set, work on and evaluate progress towards goals	5.1a: explain the importance and purpose of setting goals, both personal and for the organization. 5.1b: identify the parts of a SMART goal and use them to construct clear, precise goals. 5.1c: differentiate between short and long-term goals. 5.1d: write goals that align with individual philosophy and group mission. 5.1e: develop an action plan for meeting a goal. 5.1f: evaluate progress towards personal and group goals and identify contributors towards their success or failure. 5.1g: acknowledge and celebrate the achievement of goals.
5.2: Student employs ethical decision making practices	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. 5.2b: identify and explain the differences between decision making styles: autocratic, democratic, consensual and laissez-faire. 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) 5.2d: recognize and employ appropriate decision making style for a given situation. 5.2e: explain the importance of ethical decision making and be able to evaluate whether or not a decision is ethical. 5.2f: define "groupthink," identify who is vulnerable, list some symptoms, and explain its effects on group decision making.
5.3: Student recognizes the impact of individual decisions on the group.	5.3a: explain how power can be used positively in an organization or can be misused. 5.3b: explain how a variety of factors may influence an individual's decisions (social, economic, cultural, personal experiences, family)

Strand | 6. Citizenship

Standard	Learning Expectations
6.1: Student takes responsibility for personal actions and acts ethically.	6.1a: explain his/her rights and responsibilities as a part of a group and as part of a diverse community. 6.1b: practice ethical decision making and act with integrity. 6.1c: demonstrates personal responsibility: self confidence in abilities, acknowledgment of mistakes and acceptance of consequences. 6.1d: serves as a role model for others for personal responsibility and ethics. 6.1e: use social media responsibility to represent their school in a positive manner. 6.1f: understand the impact and ramifications their digital footprint has on college admissions and employment.
6.2: Student demonstrates an understanding of community diversity and the individual rights of others.	6.2a: acknowledge the individual rights of others. 6.2b: understands the role of and operates as a servant leader. 6.2c: act respectfully towards self and others. 6.2d: explain how cultural background may affect communication, interpersonal relations, and leadership styles 6.2e: describe diversity in his/her school and community, identify its value, and recognize challenges it may pose. 6.2f: 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. 6.2g: explain the cost to the individual, community, and nation when barriers, such as discrimination, stereotypes, and harassment, are present. 6.2h: plan events and projects that are inclusive.
6.3: Student participates in service learning projects.	6.3a: identify the needs of others in the school and community. 6.3b: differentiate between student council functions and those that are civic-based. 6.3c: compile a list of community sources and online sites that support civic engagement. 6.3d: define and give examples of activities that illustrate the three types of civic engagement: Interacting, Monitoring, Influencing. 6.3e: align service projects with identified needs. 6.3f: organize and participate in a civic service project that engages members of the student body.

Common Core - College and Career Readiness Anchor Standards

- The following tables showcases the crosswalk between each state standard and the Common Core State Standards Initiative.
- Both CCR Anchor Standards and common core initiatives standards are noted where applicable to the Michigan Student Leadership curriculum standards.

Common Core - College and Career Readiness Anchor Standards

CCRS – Anchor Standards for Language

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<http://www.corestandards.org/ELA-Literacy/CCRA/L/>

CCRS – Anchor Standards for Speaking and Listening

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

CCRS – Anchor Standards for Reading

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<http://www.corestandards.org/ELA-Literacy/CCRA/R/>

CCRS – Anchor Standards for Writing

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<http://www.corestandards.org/ELA-Literacy/CCRA/W/>

CCRS – Anchor Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

<http://www.corestandards.org/Math/Practice/>

Common Core State Standards

CCSS Anchor Standards

Michigan Leadership Standards

CCSS.ELA-LITERACY.CCRA.SL.1

MLSCS-1.1, 1.3, 1.4, 2.3, 4.1, 4.3, 6.2, 6.3

CCSS.ELA-LITERACY.CCRA.SL.3

MLSCS-1.1, 1.3, 6.2

CCSS.ELA-LITERACY.CCRA.SL.4

MLSCS-1.1, 1.4, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.3

CCSS.ELA-LITERACY.CCRA.SL.6

MLSCS-1.4, 3.4, 4.3, 6.2

Common Core State Standards

CCSS Anchor Standards

Michigan Leadership Standards

CCSS.ELA-LITERACY.CCRA.R.2

MLSCS-2.2, 3.3, 4.2, 6.3

CCSS.ELA-LITERACY.CCRA.SL.5

MLSCS-1.4, 5.1, 6.3

CCSS.ELA-LITERACY.CCRA.W.4

MLSCS-1.2, 2.1, 3.3, 4.1, 5.1, 5.2, 6.2
6.3

CCSS.ELA-LITERACY.CCRA.W.5

MLSCS-1.2, 1.4, 3.3, 5.1

Common Core State Standards

CCSS Anchor Standards	Michigan Leadership Standards
<u>CCSS.ELA-LITERACY.CCRA.L.3</u>	MLSCS-1.1, 1.3, 4.1, 5.1, 5.2, 6.2
<u>CCSS.ELA-LITERACY.CCRA.L.5</u>	MLSCS-1.3, 4.2, 5.1, 6.2
<u>CCSS.MATH.PRACTICE.MP1</u>	MLSCS-1.3, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.3
<u>CCSS.MATH.PRACTICE.MP2</u>	MLSCS-1.1, 1.3, 1.4, 2.1, 3.1, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Common Core State Standards

CCSS Anchor Standards	Michigan Leadership Standards
<u>CCSS.MATH.PRACTICE.MP3</u>	MLSCS-1.1, 1.4, 3.4, 4.2, 6.3
<u>CCSS.MATH.PRACTICE.MP5</u>	MLSCS-1.2, 1.3, 1.4, 3.2, 3.3, 4.2, 5.1, 6.3
<u>CCSS.MATH.PRACTICE.MP6</u>	MLSCS-1.2, 1.3, 3.2, 3.4, 3.5, 4.1, 5.1, 5.2, 6.3
<u>CCSS.MATH.PRACTICE.MP7</u>	MLSCS-1.2, 1.3, 3.1, 3.4, 3.5, 4.2, 5.1

Common Core State Standards

CCSS Anchor Standards

Michigan Leadership Standards

CCSS.MATH.PRACTICE.MP8

MLS-1.1, 1.4, 3.1, 3.2, 3.5, 4.3, 5.2, 6.1, 6.3

References

- 2015 Common Core State Standards Initiative. Developed by NGC Center/CCSSO <<http://www.corestandards.org/>>.
- Missouri Association of Student Councils <<http://www.masc1.org/>>.
- NASC Student Leader Step-by-Step Task Outline. NASC Student Leaders Program. National Association of Student Councils. Web. 2 July 2010. <<http://www.nasc.us/tabid/3368/default.aspx>>.