

Northview High School Peer Leadership Course Syllabus

Teacher: Mr. Mathews (333) mathewsc@fultonschools.org

COURSE DESCRIPTION/OVERVIEW

Freshman Peer leadership Purpose

Competency and Skill Development: preparing students with essential competencies and skills that weather the demands of the ever-changing complexity of the workplace and post-secondary environment.

Freshman Peer Leadership Course

3DE provides a continuum of relevant and authentic academic experiences that take students from discovery to full immersion into the world of possibilities. Freshman year students will work through one case study and five case challenges. Throughout the year, they will practice the six 3DE competencies.

Peer Leadership Workflow

The Peer Leadership experience creates a bridge from the structured middle school and high school environments to the post-secondary and work environments, which require more independence, self-direction, and where students demonstrate higher-order thinking skills. Strategic thinking is central to the 3DE experience. Thus, the process involves working through case studies, case challenges, deep dive activities, research, collaborating, ideating, probing real-life problems, and coming up with their own impactful and real solutions.

3DE BY JUNIOR ACHIEVEMENT

THROUGH WORKING WITH BUSINESS AND INDUSTRY, STUDENTS WILL DEVELOP COMPETENCIES IN THE FOLLOWING AREAS:

- CREATIVITY AND INNOVATION
- CULTURAL AGILITY
- SELF-DIRECTION
- EFFECTIVE COLLABORATION
- ENGAGING COMMUNICATION
- CRITICAL AND ANALYTICAL THINKING

Assignment Categories

10%: Practice (checkpoints, practicing, reflections, feedback)

35%: Minor Assessments (activities that build on analytical tool/ competencies)

55%: Major Assessments (Case Challenges, Projects, Presentations)



PHASES OF THE Peer Leadership

Unit 1: Self-Direction

Behavioral Indicator: Setting

Analytical Tool: SMART Goals

Standards:

- 1.1: Students understands the process of setting and achieving goals.
- 1.2: Student identifies types of goals
- 1.3 Student employs the skills necessary to evaluate goals.

Unit 2: Effective Collaboration

Behavioral Indicator: Leadership

Analytical Tool: Collaboration Map

Standards:

- 2.1 Student interacts in groups effectively.
- 2.2 Student understands how individual differences affect group processes.
- 2.3 Student understands and utilizes strategies for problem solving and conflict resolution.
- 2.4 Student understands decision-making processes.

Unit 3: Critical and Analytical Thinking

Behavioral Indicator: Objective Analysis

Analytical Tool: Decision Tree

Standards:

- 3.1 Student uses effective research data skills.
- 3.2 Student understands logic and intuition are part of decision making.
- 3.3 Observe, evaluate, reflect.

Unit 4: Cultural Agility

Behavioral Indicator: Interpersonal Skills

Analytical Tool: Simple Survey

Standards:

- 4.1 Student takes responsibility for personal actions and acts ethically (e.g., demonstrate honesty, fairness, integrity)
- 4.2 Student respects himself/herself and others.
- 4.3 Student participates in service to others.

Unit 5: Engaging Communication

Behavioral Indicator: Effective Communication

Analytical Tool: Communication Model

Standards:

- 5.1 Student communicates effectively in large and small groups.
- 5.2 Student writes effectively.
- 5.3 Student listens effectively.
- 5.4 Student effectively uses various mediums of communication.

Unit 6: Creativity and Innovation

Behavioral Indicator: Generative Thinking

Analytical Tool: 2x2 Matrix

Standards:

- 6.1 Original thoughts and approaches to create or disrupt status
- 6.2 Contently looking for improvements and advancements
- 6.3 Divergent strategies to generate multiple approaches to solve problems and propose solutions