



MISSISSAUGA SECONDARY SCHOOL
PEER AND LEADERSHIP SUPPORT
GPP30A



COURSE DESCRIPTION

The purpose of the Leadership and Peer Support course is to develop student leadership, as well as support student potential, styles, and skills. As such, this course prepares and motivates students to provide leadership and peer assistance, both in their school and in the local community. This course will equip students with the knowledge and skills they need to be successful in school, as well as develop the skills to make decisions, communicate effectively, and act as leaders throughout their lives.

Students will be given opportunities and learning experiences to develop, practice, and apply skills in the following areas:

Goal setting, problem solving, interpersonal relations, decision making, communication, self-directed learning, leadership/styles, delegation, team building/group dynamics, strategies for dealing with barriers, conflict management/mediation

The strands in the grade 11, Peer and Leadership Support Course are:

Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills, and Exploration of Opportunities

Overarching Learning Goals:

- Students will continue to develop their literacy and numeracy skills and learn how to apply them in practical and “real-life” situations.
- Students will develop/demonstrate appropriate social skills and positive social interactions with the school community
- Students will develop and apply different life skills, such as: money management (budgeting), domestic skills, basic meal preparation, etc.
- Students will prepare to transition from high school to their desired pathway
- Students will learn autonomy, and will live independently or in a community living environment

UNITS OF STUDY

The units of study have been designed to meet not only the current curriculum requirements, but also the needs of each individual student. The sequence in which units and topics are presented, vary throughout the semester.

Unit One: *Who Am I?*

- self assessments, multiple intelligences, the science of learning

Unit Two: *Leadership and Group Dynamics*

- barriers to learning, personal management, conflict resolution, interpersonal skills

Unit Three: *Helping Others*

- leadership opportunities, getting involved in the school and the community

EVALUATION POLICY

Students will be assessed by gathering, from a variety of sources, information that accurately reflects how well they are achieving the course expectations. Evaluation will occur by judging the quality of student learning on the basis of established criteria. **Assessment as learning, for learning, and of learning will be utilized throughout the course, with its primary purpose being to improve student learning.**

Key Terms & Definitions

Assessment for Learning: The ongoing process of gathering and interpreting	Assessment as Learning: The process of developing and supporting student meta-	Assessment of Learning: The process of collecting and interpreting evidence for
---	---	--

evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction.	cognition. Students are actively engaged in this assessment process, that is, they monitor their own learning, use assessment feedback from teacher, self, and peers to determine next steps, and set individual learning goals.	the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality (e.g. test, summative assignment).
---	--	---

Student's marks will be determined by evaluating process and product according to four categories and four levels.

Achievement Chart	Weight	Evidence of Learning: Observations, Conversations, and Products
Knowledge -Knowledge of content (e.g., terminology, vocabulary, information) -Understanding of content (e.g., leadership styles, concepts, conflict management skills, processes)	15%	-Character observations and conversations -Skills development (observations and conversations) -Journal entries/reflections -Discussions -Goal setting -Quizzes
Thinking – Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry) – Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions) – Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	15%	-Character observations and conversations -Critical thinking skills and investigations -Self-assessments -Advocacy (observations and conversations) -Journal entries/reflections -Goal setting -Quizzes -Discussions
Communication - Expression and organization of ideas and information in oral, visual, and written forms - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions and of appropriate vocabulary and terminology of the discipline in oral, visual, and written forms	20%	-Character observations and conversations -Advocacy (observations and conversations) -Use of technology (oral and visual presentations) -Use of assistive technology -Journal entries/reflections -Goal setting -Discussions
Application - Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts -Transfer of knowledge and skills to new contexts -Making connections within and between various contexts (e.g., between learning in school and learning in the workplace)	20%	-Character observations and conversations -Use of technology (oral and visual presentations) -Use of assistive technology -Journal entries/reflections -Employability Evaluations -Goal setting -Discussions -Quizzes
Summative (s)	30%	Group Presentation/Portfolio

Learning Skills and work habits allow students to know how to learn more effectively, develop their potential as independent learners, and to take ownership over their own learning. The learning skills and work habits include: **Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation**
 It is important to remember that the development and consistent practice of these skills will influence academic achievement.

STUDENT ASSESSMENT AND EVALUATION—PEEL POLICY 14

Late and Missed Assignments

Please see the Mississauga S.S. School Solutions Manual found on our school website.

Plagiarism and Cheating

Please see the Mississauga S.S. School Solutions Manual found on our school website.