Course Description:

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in variety of community and school settings. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Ministry Course Overall Expectations:

• explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles;
• identify the characteristics of an effective leader and use these to evaluate their own leadership and peer support capabilities;
• identify and apply the personal-management skills and characteristics required to succeed in leadership and peer support roles;
• identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles.
• use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support;
• demonstrate effective use of communication skills in a variety of settings;
• apply theories related to group dynamics and leadership in various situations;
• describe, on the basis of research, the range of leadership and peer support opportunities in the school and the community, and identify those to which they are most suited;
• demonstrate the ability to design and implement a plan or program that addresses needs identified in the school or the community;

Course Units and Learning Goals

Unit 1 Self Development
- Interpersonal relationships as they pertain to leadership and/or peer support
- Team building
- Personal management
- Self reflection

Unit 2 Leadership
- Styles of leadership
- Famous leaders
- Communication
- Self reflections

Unit 3 Helping others
- Roles in the community
- Peer mentoring
- Self reflection

Unit 4 Culminating Activity

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting 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(e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, and peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for 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) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Course Weighting	
Term	**70%**
Knowledge	20
Thinking	10
Communication	20
Application	20
Final Exam/ Summative	**30%**

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	**Thinking/Inquiry**	**Communication**	**Application**
-Knowledge of content(e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts

EVIDENCE OF LEARNING		
OBSERVATIONS	**CONVERSATIONS**	**PRODUCTS**
• Homework • Checklist • Group Work • Presentations • Creation of Visual Aids • Team building • Committing to activities	• Group Work Records • Student-Teacher Conferences • Class Discussion • Group Discussion • Final products	• Quizzes • Projects • Community project s • Song assignment • Speeches • Reflections/journals

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined on page 28 of the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outline on page 29 in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.