



<p>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.</p> <p>Ministry Course Overall Expectations: Personal Knowledge and Management Skills</p> <ul style="list-style-type: none"> • 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. <p>Interpersonal Knowledge and Skills</p> <ul style="list-style-type: none"> • 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; <p>Exploration of Opportunities</p> <ul style="list-style-type: none"> • 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; 	<p>Course Objectives and Learning Goals</p>	
	<p>Theoretical Components</p> <p><u>Understanding Myself</u></p> <ul style="list-style-type: none"> • Multiple Intelligences • Personality Characteristics • Learning Styles • Personal Management Skills <p><u>Understanding Others</u></p> <ul style="list-style-type: none"> • Relationships • Conflict Resolution • Anger Management • Effective Communication • Group Work • Diversity <p><u>Exploring Opportunities</u></p> <ul style="list-style-type: none"> • Leadership Styles • Peer Mediation • Project Planning 	<p>Practical Components</p> <ul style="list-style-type: none"> • Goals and Mission Statement • Personal Reflections • Journal Entries • Portfolio and Resumes • Small Group Activities • Leader research/presentations • Reflections for guest speakers/field trips/movies • Planning/Running School Projects
<p>Assessment and Evaluation - Key Terms and Definitions</p> <p>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.</p> <p>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).</p> <p>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.</p>		

Course Weighting		Final Exam/Summative will be in 2 parts:
Term	70%	
Knowledge	10	
Thinking	20	
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, 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
<u>EVIDENCE OF LEARNING</u>			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Homework • Checklist • Group Work • Presentations • Creation of Visual Aids • Team building • Committing to activities 	<ul style="list-style-type: none"> • Group Work Records • Student-Teacher Conferences • Class Discussion • Group Discussion • Final products 	<ul style="list-style-type: none"> • Quizzes & Tests • Projects • Song assignment • Speeches • Reflections/journals • Research and presentations • Journals & Portfolios 	

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 the school website.

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outlined on the school website.

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.