

T L KENNEDY SECONDARY SCHOOL

Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

| Department/ Grade | Guidance & Career Education Grade 11, Open | Ministry Course Code & Title | GPP3OR Leadership and Peer Support for Leadership students | Prerequisite | None |
|--|--|---------------------------------|---|--------------|------|
| Ministry Course Description | This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles. Students will examine group dynamics and learn the value of diversity within groups and communities. This Leadership and Peer Support course, offered in the Grade 11 Regional Leadership Program, incorporates an integrated leadership focus throughout the curriculum. | | | | |
| The Overarching Learning Goal | This course helps students develop the skills they will need to pursue leadership roles in the school and community. This course aims to ensure that all students acquire an understanding of their own personal characteristics and strengths while developing and practicing leadership, teamwork and personal management skills. | | | | |

ASSESSMENT AND EVALUATION GUIDELINES: *The primary purpose of assessment is to improve student learning.* Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations, conversations with the student and student products.**

Overall Expectations – According to Growing Success students must demonstrate their learning of all curriculum overall expectation during the term and again in the final evaluation. Please visit <http://www.edu.gov.on.ca/eng/> for all curriculum documents.

ASSESSMENT OF LEARNING SKILLS AND WORK HABITS

The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

| Learning Skills and Work Habits | Sample Behaviours | | |
|------------------------------------|--|-------------------------|------------------------------|
| Responsibility | <ul style="list-style-type: none"> ➤ completes/submits homework, and assignments according to agreed upon timelines ➤ takes responsibility for and manages own behaviour | | |
| Organization | <ul style="list-style-type: none"> ➤ develops a plan for completing work ➤ establishes priorities and manages time to complete tasks and achieve goals ➤ identifies, gathers, evaluates, and uses information, technology, and resources to complete task | | |
| Independent Work | <ul style="list-style-type: none"> ➤ uses class time appropriately to complete tasks ➤ follows instruction with minimal supervision | | |
| Collaboration | <ul style="list-style-type: none"> ➤ accepts various roles and an equitable share of work in a group ➤ responds positively to the ideas, opinions, values and traditions of others | | |
| Initiative | <ul style="list-style-type: none"> ➤ looks for and acts on new ideas and opportunities for learning ➤ demonstrates curiosity and interest in learning | | |
| Self-Regulation | <ul style="list-style-type: none"> ➤ sets individual goals and monitors progress towards achieving them ➤ perseveres through challenges, and seeks clarification or assistance when needed | | |
| E - Excellent | G - Good | S - Satisfactory | N - Needs Improvement |

The final grade (percentage mark) will be determined as follows:

| 70% Term Work | 30% Final Evaluation |
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| Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under “Term Assessment Projects”. | This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evaluation in order to demonstrate their learning. |

The final mark will be determined using the following achievement chart categories:

| Knowledge/ Understanding | Thinking | Communication | Application |
|--------------------------|----------|---------------|-------------|
| 25% | 25% | 25% | 25% |

| Course Units of Study | Term Assessment Projects (70% of the Final Mark) |
|-------------------------|---|
| Unit One: | Personal Knowledge and Management Skills <i>Approx. 8 weeks of course</i> <ul style="list-style-type: none"> major assessments include presentations, role plays, reports, projects, assignments and/or tests |
| Unit Two: | Interpersonal Knowledge and Skills <i>Approx. 6 weeks of course</i> <ul style="list-style-type: none"> major assessments include presentations, role plays, reports, projects, assignments and/or tests |
| Unit Three: | Exploration of Opportunities <i>Approx. 4 weeks of course</i> <ul style="list-style-type: none"> major assessments include presentations, role plays, reports, projects, assignments and/or tests |
| Final Evaluation | Students will have the final 4-6 weeks of the semester to create a final evaluation that demonstrates all the overall expectations in the course. Students' attendance is mandatory. According to Growing Success, students must complete a final evaluation. If a final evaluation is not complete, a credit will not be granted. As per Ministry Policy, teachers will use observations, conversations and product as well as their professional judgment to determine a grade. |

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| <p>Types of Assessment: <i>Students are responsible for demonstrating their learning</i></p> |
| <p>Assessment <u>as</u> learning: 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. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.</p> |
| <p>Assessment <u>for</u> 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. 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 <u>of</u> learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. 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> |

You must keep this course outline in the front of your course binder/notebook.

Print student name

Student Signature

Parent/Guardian Signature

Teacher Signature