



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Leadership and Peer Support	Course Code:	GPP 301
Course Type:	Grade 11 Open	Credit Value:	1.0
Teachers(s):	Mr. E. Stevens		

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.

Course Overall Expectations:

Strand	Overall Expectations
Personal Knowledge and Management Skills	<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, learning strategies and resources to help others through leadership and support roles.
Interpersonal Knowledge and Skills	<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; Explain how community dynamics affect leadership.
Exploration of Opportunities	<ul style="list-style-type: none"> Describe, on the basis of research, the range of leadership and peer support opportunities in the school and 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 community; Identify a range of careers and postsecondary options requiring skills in leadership and peer support.

Assessment and Evaluation:

Unit	Overview	Assessment and Evaluation Methods
Personal Knowledge and Management Skills	Before students can really understand and help others, they must work toward a clear understanding of their strengths and areas for improvement. It is through self-assessment activities in the classroom and course assignments that the students will evaluate and reflect on their skills. Students will use this knowledge throughout the year in their roles as Peer Leaders in the Grade 9 classrooms and in the implementation of various leadership and/or peer support initiatives.	<ul style="list-style-type: none"> Teacher evaluation Learning logs/journals Round table discussion Portfolio
Interpersonal Knowledge and Management Skills	In order to help other students and to become competent leaders, students in this course will learn and practice effective listening and communication skills. Students will investigate group dynamics and collaboration. Students will apply these skills with their action within our classroom as well as with the Grade 9 students.	<ul style="list-style-type: none"> Teacher evaluation Learning logs/journals Mini-presentations Portfolio Round table discussion

Exploration of Opportunities	Students will investigate information about opportunities within the school community for leadership and /or peer support. Students will make connections with these opportunities and their own personal leadership goals. The students will independently research leadership methods and styles and develop a report for the class.	<ul style="list-style-type: none"> • Research project • Seminar • Portfolio
Course Culminating Activity	in conjunction with the course teacher, students will plan and implement a leadership initiative of their own choosing within the school or community. Students will present their leadership initiative to the class. Students will reflect on their leadership initiative in their portfolios.	<ul style="list-style-type: none"> • Portfolio • Project • Class Presentation

Assessment and Evaluation Categories and Weights:

Achievement Category	Percentage
Personal Knowledge and Management	35
Interpersonal Knowledge and Skills	35
Exploration of Opportunities	30

Evaluation/Weight of Marks	Percentage
Term Work	70
Summative Evaluation	30
Project	(10)
Presentation	(10)
Reflection/Portfolio	(10)

Note: The four areas of knowledge and skills (Knowledge and Understanding, Thinking, Communication and Application) are used in a balanced fashion to develop quality assessment tasks and tools, plan for learning, and provide meaningful feedback to students (*Growing Success*)

Learning Skills and Work Habit Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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| <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work | <ul style="list-style-type: none"> • Collaboration • Initiative • Self-Regulation |
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Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies (e.g. observation, student-teacher conference, self-reflection, check lists, exit cards etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent; G – Good; S – Satisfactory; N- Needs Improvement.

Academic Dishonesty – Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and evaluations which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments – Student Roles and Responsibilities:

Students are expected to:

- Be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- Understand that there will be consequences for not completing assignments for evaluation and/or for submitting these assignments late;
- Use class time productively;
- In extenuating circumstances, request an extension from the teacher before the due date.

The leadership events are considered to be major assessment areas for this course. As per TVDSB assessment policy, marks may be deducted should students not participate in these events (without prior notification from parents/guardian).

References: TVDSB Assessment and Evaluation Policy; student planner and school website.