Teacher: Fazeel Siddiqui **Phone: 416-752-7754** **Extra Help Availability: Tuesday: 3:30 – 4:15 pm** **Classroom: 116** **Office Room # 114**	**Course Code: GPP3O** **Credit Value: 1.0** **Prerequisites: None** **Divisional Head: Nusrat Sacranie**

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 – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Units of Study:

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

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighted as follows:

Knowledge & Understanding	20%
Communication	20%
Application	30%
Thinking	30%

Assessment and Evaluation:
70% of final grade will be based on evaluations conducted throughout the course.

-30% will be based on final evaluations administered towards the end of the course
(Refer to Assessments of Learning)

Assessments of Learning
Evaluations Throughout Semester: 70% of final grade
(Subject to change with advance notice given)

Assessment Type:	Categories Assessed:
→ Assignments (40%)	K/U, C, A, T
→ Quizzes (15%)	K/U, C, A, T
→ Leadership Logs (15%)	K/U, C, A, T

Final Evaluation: **30% of final grade**
- → Practical – Design Project (20%)
    - o Proposal (5%)
    - o Project Implementation (10%)
    - o Project Analysis (5%)
- → Final Evaluation (10%)
    - o Leadership/Support Learning Summary (Portfolio, Folder or Status Report)
      OR
    - o Learning Summary Explanation (oral or written)

Materials/Resources

Various texts related to Leadership Theories and Practices

Assessment, Evaluation and Communication of Student Learning and Achievement: The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning. Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal-setting and teaching in the classroom. The data gathered as **Assessment *as* Learning** and **Assessment *for* Learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher and the student about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits: Responsibility, organization, independent work, collaboration, initiative, self-regulation will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations, in addition to contributing to the development of positive life and work skills for the future.

Timely Completion and Submission of Assignments for Evaluation: Students are responsible for providing evidence of their learning within established timelines. For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For a student who does not approach the teacher PRIOR to the due date for the assignment, OR a student who misses performance assessments (presentations, demonstrations, tests), the following interventions may be applied to address late and missed assignments where, in the teacher's professional judgement, it is appropriate to do so:

1. Talking with the student to determine why s/he was absent.
2. Completing a "Student Request for Extension Form". The student agrees to complete and submit the same or an alternative assignment or performance task on the newly negotiated date/time.
3. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
4. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, ESL, Student Success and Administration to further prepare the student for the assessment.
5. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.
6. Deducting up to 10% from the final mark of a late assignment/performance.

Note: A mark of zero is recorded for missing assignments/performances if the student still does not submit evidence of learning after interventions have been applied/offered. Special circumstances may be discussed with teachers/administrators.

Academic Honesty: Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Students must provide original evidence of their learning and appropriately acknowledge the work of others. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. **Cheating** is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes to complete a test without the approval of the teacher, obtaining/stealing a copy of a test, etc.) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent plagiarizing and cheating. Please refer to the student agenda for more details.

Attendance and Punctuality: Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that s/he speak with the teacher **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning assignment/task, it is expected that the parent/guardian or the student notify the classroom teacher.

Technological Devices: IFS supports the use of technology to enhance learning. Students are expected to use technology respectfully at all times. However, students are not allowed to use their personal devices in the classroom without teacher permission or disrupt the learning environment when teacher-directed instruction is occurring. Working together we can ensure the appropriate use of technology by all members of our school community. There are consequences for students who choose to disrupt the learning environment and parents/guardians will be contacted.

I have read and understood the above guidelines.

Student Name: (please print) _____   Student Signature: _____

Parent Signature: _____   Date: _____

The above guidelines were informed by the YRDSB document, *Assessment, Evaluation and Communication of Student Learning and Achievement*, 2011' and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Ontario Ministry of Education, 2010.'