LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character & Social Resp
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Submitted By:

The Chinook's Edge School Division

Submitted On:

Nov. 6, 2020

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G10
15-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G10
25-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G11
25-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G11
35-3	62.50	09/01/2020	08/31/2021	Acquired	Authorization	G12
35-5	125.00	09/01/2020	08/31/2021	Acquired	Authorization	G12

Course Description

The emphasis of the course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible citizenship in the future. Unlike other leadership modules and courses, the focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual.

Student Need (formerly: Rationale)

Leadership, Character and Social Responsibility 15, 25, and 35 is designed to provide students with an opportunity to explore leadership, develop leadership skills and abilities, and, most importantly, to grow and develop as individuals while making a difference in their school and community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibility.

Students are passionate about making a difference within their leadership class, the school and the extended community. Within the class, student driven team-building develops trust, responsibility for, and commitment to each other. This positive, non-threatening environment provides the structure for students to be willing to take risks, giving them the confidence to make a difference in the community. This approach is unique as students are allowed to fail and learn from their experience, they have the freedom to grow in safety, and they are not penalized if their idea doesn't work.

Learning from experience, trial and error, and mentorship through the trial, students reach their own internalized understanding of leadership and citizenship. Within the school and community, leadership is demonstrated through a variety of spirit-building initiatives and community outreach mentoring programs with the elementary, junior high, and senior high schools. Leadership students identify the need and then develop strategies to meet the need; they make a commitment to volunteer their time to leadership initiatives outside of class. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

The scarce resource for the 21st Century is leadership. Business, governments, voluntary organizations, and communities all require experienced and committed leaders to thrive and prosper in a rapidly changing and challenging future. Organizations and communities without leadership will fail. They will be unable to instil trust, commitment and confidence, build teams and partnership, define goals and objectives, direct and manage change, and develop and inspire vision. In short, they will be unable to move forward creatively and effectively. It is a characteristic that needs to be developed and learned. It requires experience. Leaders need to experience the challenges of leadership in a variety of

settings. They need practice. Leadership, Character, and Social Responsibility 15, 25, and 35 provide that opportunity.

Scope and Sequence (formerly: Learner Outcomes)

The general outcomes span the three course levels - 15, 25, 35.

Guiding Questions (formerly: General Outcomes

1   Develop and demonstrate leadership skills in a variety of school and community situations.

2   Acquire and apply effective communication skills.

3   Acquire and develop the critical values, attitudes, and traits of effective leadership.

4   Develop skills that will help them become a more efficient and effective person.

5   Understand critical concepts of leadership style and apply these in practical situations.

6   Participate in practical activities with the intent to benefit others and build ones character and spiritual say.

Learning Outcomes (formerly: Specific Outcomes)

1 Develop and demonstrate leadership skills in a variety of school and community situations.	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Demonstrate an understanding of the diversity of leadership.	X	X				
1.2 Explore qualities and responsibilities of effective leadership and leaders.	X	X				
1.3 Manage a self-growth strategy that charts out the unique knowledge, skills and attitudes that need to be addressed in order to improve performance for that student in all areas of academics and day to day challenges of time management.	X	X				
1.4 Demonstrate an ability to make effective leadership decisions.	X	X				
1.5 Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions			X	X	X	X
1.6 Demonstrate an understanding of positive and negative value of public relations			X	X	X	X
1.7 Demonstrate an understanding of the value of parental involvement and volunteering			X	X		
1.8 Demonstrate an understanding of the value of teambuilding.	X	X				
1.9 Demonstrate an understanding of the meaning and importance of collaboration	X	X				
1.10 Demonstrate an understanding of what characterizes safe, developmentally appropriate activities and training environment, and processes	X	X	X	X	X	X
1.11 Explore and understand team assembly (eg. Team chemistry, morale, andgroup processes)					X	X
1.12 Explore conflict resolution strategies			X	X	X	X
1.13 Demonstrate an ability to establish and build team rapport	X	X				

	15-3	15-5	25-3	25-5	35-3	35-5
1.14 Demonstrate appropriate behaviors and attitudes regarding both success and failure				X	X	
1.15 Demonstrate an understanding of the skills associated with being an effective team builder	X	X				
1.16 Demonstrate team commitment through dedication to improving performance, taking an active role in team decision making and operation procedures, responsibility for expectation and commitments, punctuality for all functions, etc.			X	X	X	X
1.17 Conduct and assess leadership activities			X	X	X	X
1.18 Organize and conduct training activities			X	X	X	X
1.19 Conduct an activity analysis			X	X	X	X
1.20 Build an effective leadership team					X	X
1.21 Demonstrate familiarity with a variety of leadership techniques			X	X		
1.22 Explore and develop own leadership philosophy (eg. Communication, systems and strategies)					X	X
1.23 Conduct pre-event, event and post event analysis					X	X

2 Acquire and apply effective communication skills.	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Demonstrate effective communication skills (eg. Listening, public speaking)	X	X	X	X	X	X
2.2 Utilize effective communication skills to share ideas, experiences, and passion	X	X	X	X	X	X
2.3 Demonstrate an ability to recognize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.					X	X
2.4 Demonstrate an ability to recognize effective communication strategies using case study analysis			X	X	X	X
2.5 Understand the power of technology, its role in social media and the effectiveness of the social media.	X	X	X	X	X	X

3 Acquire and develop the critical values, attitudes, and traits of effective leadership.	15-3	15-5	25-3	25-5	35-3	35-5

3.1 Model Leadership and influence others to act accordingly			X	X	X	X
3.2 Understand the impact of attitudes and values on leadership			X	X	X	X
3.3 Develop effective self-discipline	X	X	X	X	X	X
3.4 Understand the role of ethics and integrity in leadership			X	X	X	X
3.5 Develop effective habits for leadership	X	X	X	X	X	X
3.6 Understand social responsibilities			X	X	X	X

4 Develop skills that will help them become a more efficient and effective person.	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Understand how positive habits and goals impact their lives, abilities, choices and others perception of them and their group	X	X	X	X	X	X
4.2 Understand the importance of goal-setting and prioritizing and apply to practical situations	X	X	X	X	X	X
4.3 Understand the importance of initiative and intuition in effective leadership	X	X	X	X	X	X
4.4 Develop essential decision-making and problem-solving skills	X	X	X	X	X	X
4.5 Develop understanding of spirituality in leadership			X	X	X	X

5 Understand critical concepts of leadership style and apply these in practical situations.	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Apply a personal vision to a leadership project			X	X	X	X
5.2 Build key relationships with others to complete a leadership project	X	X	X	X	X	X
5.3 Demonstrate the ability to motivate others and instill passion			X	X	X	X
5.4 Use knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group			X	X	X	X

6 Participate in practical activities with the intent to benefit others and build ones character and spiritual say.	15-3	15-5	25-3	25-5	35-3	35-5

6.1 Demonstrate strategic planning for a service project	X X X X X X
6.2 Demonstrate effective management skills	X X X X X X
6.3 Demonstrate effective interpersonal skills and trust among group members and community	X X X X X X
6.4 Demonstrate effective leadership qualities and awareness	X X X X X X

Facilities or Equipment

Facility

No special facilities or equipment

Facilities:

Equipment

No special facilities or equipment

Learning and Teaching Resources

Guests Speakers

Community leaders

Technology

Laptop, Activ Board, digital camera, cell phone apps

External resources such as guest speakers must be approved by school administra

All Off-site activities are organized according to Chinook's Edge Administrative Proc

Sensitive or Controversial Content

The emphasis in this course is on extending the abilities and opportunities for students in a wide range of leadership activities. This course provides students with an opportunity to expand their skills and pursue leadership opportunities in their community while encouraging a lifelong dedication to the service to others.

Occasionally issues of a sensitive or controversial nature may be encountered or explored. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Issue Management Strategy

Health and Safety

All off-campus activities will be required to meet Alberta Education and Golden Hills off-campus regulations.

Risk Management Strategy

Statement of Overlap with Existing Programs

The emphasis in this course is on extending the abilities and opportunities for students in a wide range of leadership activities with an emphasis on service to others and the development of character and social responsibility. This course provides students with additional interest and talent in leadership with the opportunity to expand their skills in their community while encouraging a lifelong dedication of service to others. There is also a focus on values, ethics, and spiritual issues not covered in the CTS modules available. There is no significant overlap with the leadership courses or modules.

Student Assessment

Assessment Standards

The purpose of evaluation of students is to inform the student, parents, and teachers regarding the student's progress toward clearly stated outcomes and expectations. This assessment should be consistent across students and school and be used to inform teacher practice while serving to motivate and support student success.

To assist the student in meeting the learning outcomes of Leadership 15, 25, 35 assessment should be an ongoing process. It should involve the students, be level appropriate and include identified and communicated criteria.

A variety of assessment, evaluations, and communication strategies may be utilized such as:

·   Leadership practicum (outside of instructional hours)

·   Practical Examinations

·   Assignments, projects and oral presentations

·   Self-assessment

·   Case studies

·   Goal setting

·   Portfolios, log books, journals

Group Leadership

Key Indicators

·   **Takes responsibility for group's ability to work together**

·   **Explains what is done and why**

·   **Shares viewpoints and experiences with others**

·   **Listens to others, understands why they think the way they do and respects their opinions.**

Performance Levels

Consistently (Distinguished Leaders)

·   **Invites others to talk and take part in the group, and helps the group to work effectively**

·   **Explains effectively what is done and why, so the group understands**

·   **Shares viewpoints, skills, and materials effectively in different ways and encourages others in**

working both alone and collaboratively

· **Listens to others, understands why they think the way they do, understands and respects opinions, beliefs, and values.**

Usually (Proficient Leader)

· **Invites others to talk; and helps the group to work smoothly**

· **Explains effectively what is done and why, so the group understands**

· **Shares viewpoints, skills, and ,materials effectively in different ways and encourages others in working both alone and collaboratively**

· **Listens to others; in different ways; understands and accepts opinions, beliefs and values**

In Familiar Situations:

· **Invites others to talk and helps group work smoothly**

· **Explains clearly what is done an why**

· **Share viewpoints, skills, and materials in different ways in working alone with others**

· **Listens to others, tries to find out about their opinions, beliefs, and values.**

With some Support:

· **Invites others to talk and helps group work smoothly**

· **Explains what is done an why**

· **Shares ideas, skills, and materials with others alone and collaboratively**

· **Listens to others**

With Consistent Support:

· **May Invite others to talk, may help the group with work**

· **May Explain what is done and why**

· **May share viewpoints, ideas, and materials in different ways both alone and collaboratively**

· **May listen to others**

Rubric: Personal Development

Key Indicators

· **Works towards quality and personal excellence**

· **Goal setting**

· **Takes responsibility and ownership of learning and actions**

Performance Levels

Consistently (Distinguished Leaders)

· **Sets high standards and works towards personal excellence**

· **Reflects on personal performance and effectively identifies actions to enhance future performances**

· **Takes outstanding responsibility and ownership to enhance learning and positive role model.**

Usually (proficient Leader)

· **Sets high standards and works hard to achieve**

· **Reflects on personal performance and effectively identifies actions to enhance future performances**

· **Takes good responsibility and ownership to enhance learning and demonstrate appropriate behaviour.**

In familiar situations: (Developing Leader)

· **Sets acceptable standards and tries to achieve**

· **Reflects on personal performance and identifies some actions to enhance future performances**

· **Takes responsibility and ownership to enhance learning and behave appropriately.**

With Some Support: (Emerging Leader)

· **Sets some acceptable standards and tries to achieve**

· **Reflects on personal performance and identifies some actions to enhance future performances**

· **Takes some responsibility and ownership to enhance learning and behave appropriately.**

With Consistent Support: (Novice Leader)

· **May set some acceptable standards and may try to achieve.**

· **May reflect on personal performance and may identify some actions to improve future performance.**

· **May take some responsibility and ownership to enhance learning and behave appropriately.**

Rubric: Communications

Key Indicators

· **Expresses ideas and demonstrates understanding using movement, words, and expressions**

Performance Levels

Consistently (Distinguished Leaders)

·   **Communicates effectively for the situation**

Usually (proficient Leader)

·   **Communicates for the situation in an appropriate manner.**

In Familiar Situations:

·   **Communicates using a comfortable modality for the situation**

With Some Support:

·   **Communicates using a previously learned modality in a structured setting**

With Consistent Support:

·   **May communicate using a previously learned modality within a very controlled setting**

COURSE EVALUATION

Performance Character & Skills

35%

1.   **Includes written work comprising of personal reflections with a focus on deeper exploration of course material and personal application.**

2.   **In class activities**

Leadership Development

40%

1.   **Leadership/Mission Statement- is an individual statement that indicates the personal perspective of each student's emerging leadership style and a mission statement that identifies each student's future life goals.**

2.   Leadership Discussion- is an opportunity for each student to take a topic with a specific leadership focus, personally explore it, and present it to the class. This assignment will also include a written component from the student and the creation of an assignment for his/her fellow students.

3.   Portfolio Development- is a compilation of materials produced both in the course and outside of the formal instruction which represent the best of the student.

Character in Leadership

25%

1.   Consists of teacher assessment in class based on the attached rubric

2.   Overall growth of each individual on each of the areas on the supplied rubric at the end of the team.

CHARACTER AND LEADERSHIP RUBRIC

Criteria
Points

4
3
2
1

Responsibility for Actions Taken

Student **always** takes responsibility for the actions taken by the group and personally.
Student **usually** takes responsibility for the actions taken by the group and personally.
Student **rarely** takes responsibility for the actions taken by the group and personally.
Student **never** takes responsibility for the actions taken by the group and personally.

Level of Engagement in Class

Student proactively contributes to class by offering ideas and asking questions **more than once** per class.
Student proactively contributes to class by offering ideas and asking questions **once** per class.
Student **rarely** contributes to class by offering ideas and asking questions.
Student **never** contributes to class by offering ideas and asking questions.

Drawing conclusions based on evidence

Student **always** critically examines the evidence at hand and uses it as a basis for conclusions, instead of making unsupported assumptions.

Student **usually** critically examines the evidence at hand and uses it as a basis for conclusions, instead of making unsupported assumptions.

Student **frequently** makes unsupported assumptions and **rarely** critically examines the evidence at hand.

Student **always** makes unsupported assumptions and **never** critically examines the evidence at hand.

Listening Skills

Student listens when others talk, both in groups and in class. Student **incorporates or builds off** the ideas of others

Student **listens** when others talk, both in groups and in class.

Student **does not** listen when others talk, both in groups and in class.

Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak.

Behaviour

Students **never** displays disruptive behaviour during class

Students **rarely** displays disruptive behaviour during class

Students **usually** displays disruptive behaviour during class

Students **almost always** displays disruptive behaviour during class

Preparation

Student is **almost always** prepared for class with assignments and required class material.

Student **usually** prepared for class with assignments and required class material.

Student is **rarely** prepared for class with assignments and required class material.

Student is **never** prepared for class with assignments and required class material.

Course Approval Implementation and Evaluation