

2021-2022 Leadership & Character Development Syllabus

Mrs. Blevins

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My office is located in the media center; please contact me via email to set up a time to meet as my schedule varies on a daily basis.

Course Overview

During this elective course, we will investigate traits and characteristics of leaders. We will study 18 different character and leadership traits along with styles of leadership.. The outcome of this class is for students to have a better understanding of leadership and be able to apply their learning to situations within their own lives.

Leadership & Character Development Standards

- *Demonstrate an understanding of character and leadership traits by drawing evidence from multiple informational sources to support analysis and reflection for personal growth.*
- *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

Course Objectives

- Improve communication and public speaking skills
- Develop critical thinking and decision-making skills
- Encourage students to demonstrate tolerance and respect for other people's viewpoints
- Build leadership abilities that will help them in school, relationships, and careers
- Afford students opportunity to apply class concepts to their own lives

Focus Topics

Attitude, Preparation, Perseverance, Respect, Honesty, Integrity, Courage, Appreciation, Leadership, Composure, Empathy, Gratitude, Tolerance, Sacrifice, Loyalty, Responsibility, Compassion,

Course Expectations

Students are expected to *Live the Creed* within this class. We will engage in collaborative, challenging work, and all students will be expected to be contributing members to the learning of all students within the class. All students will be held to high expectations in their own learning.

Jag Creed

- *Cares first for others*
- *Respects the diverse natures and opinions of their peers and teachers*
- *Pursues excellence through hard work*
- *Creates a welcoming environment so every person feels valued and important*
- *Brings honor to themselves and their school through character and integrity*
- *Collaborates with peers to accomplish common goals*

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment methods will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment:

Definitions

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

Grading Scale for Non-weighted Classes:

Letter Grade: A
Minimum Percent: 92.5

Letter Grade: A-
Minimum Percent: 89.5

Letter Grade: B+
Minimum Percent: 86.5

Letter Grade: B
Minimum Percent: 82.5

Letter Grade: B-
Minimum Percent: 79.5

Letter Grade: C+
Minimum Percent: 76.5

Letter Grade: C
Minimum Percent: 72.5

Letter Grade: C-
Minimum Percent: 69.5

Letter Grade: D+
Minimum Percent: 66.5

Letter Grade: D
Minimum Percent: 62.5

Letter Grade: D-
Minimum Percent: 59.5

Letter Grade: F
Minimum Percent: 59 and below