



Teacher Information



Teacher Name: Pete Totoonchie

About Me:

My name is Pete Totoonchie. While I was born in LA County I was raised in Nevada County after moving here with my family at the age of 5. In the picture to the left you can see me and my family taking a

bite out of summer on one of our camping trips. My wife, Ashley, is a teacher at Lyman Gilmore and my children, Zeke and Aila, both attend Nevada Union and Lyman Gilmore as well.

I enjoy most activities outdoors and spend most of my free time running, mountain biking, playing soccer, and camping. As a graduate of NU I am extraordinarily happy to be back as a teacher and be able to spend my time there with you!

Professional Background:

After graduating from Concordia University, Irvine with a degree in English and the departmental Senior English Award, I spent a short time working there as the Coordinator of University Services before diving into the teaching world as a high school English teacher at Saddleback Valley Christian School in San Juan Capistrano. During my two years as SVC I also worked as the English Department Chair and Sophomore Class Advisor and working on earning my Clear Credential. After those initial teaching years, my wife and I moved back to Nevada County where I taught for two years at the county juvenile hall and another two years at Earl Jamison Court Community Day School. During those four years I earned VPSS certifications in Social Science, Math, and Science, and I also held the title of PE teacher for Sierra Mountain Independent Study. Finally, after all that, I made it back to Nevada Union as an Activities Director and English Teacher.

School Site: Nevada Union High School

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Course Description

Leadership is a class for students who are devoted to improving themselves, their school, and the role they play in creating culture in their community. Participants will be trained in team building, cooperative skill development, project planning and management, communication and discussion skills. They become leaders, motivators, role models, teachers, and mentors.

Essential Learning Outcomes (ELOs)**COMMUNICATION**

Standard 1: Written Communication

Written communication is the foundation of the student leadership program. Even when words are meant to be spoken (e.g., Homecoming script, auto-dialer message to families), it all begins with the written word.

2. The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly email.
4. The student leader uses appropriate tone and language when giving written feedback.
6. The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.
7. The student leader creates an invitation suitable for the occasion and audience.
10. The student leader creates eye-catching, effective posters and flyers.
11. The student leader creates eye-catching, effective social media messages.
13. The student leader creates and sends personalized thank you notes.

Standard 3: Public Speaking

Student leaders speak in the public arena in formal and informal settings. A variety of verbal and non-verbal factors ensure the success of their communication.

1. The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.
2. The student leader plans and executes accurate pace and timing.
3. The student leader utilizes standard microphone procedures.
4. The student leader uses appropriate volume, tone, emphasis, and diction.
5. The student leader utilizes effective body language and eye contact.
6. The student leader demonstrates a variety of techniques to connect with the audience and to maintain the audience's attention.
7. The student leader effectively incorporates a variety of media and/or realia into speech content when applicable.

Standard 4: Crowd Management

Effective group management requires good planning and an awareness of the location and composition of the group.

1. The student leader understands the importance of providing a safe location.
2. The student leader demonstrates knowledge of appropriate comments to encourage cooperation.
3. The student leader acknowledges when and who to talk to for questions and assistance.

Standard 5: Conflict Resolution

Managing groups requires developing and refining skills related to listening, advising, effectively communicating, and seeking outside support as needed.

2. In an individual conflict, the student leader utilizes active listening techniques, acknowledges their role in the conflict, and reaches mutual agreement on a path forward.
3. In a group conflict, the student leader identifies individuals' roles in the conflict, utilizes active listening techniques with the group, acknowledges their own role in the conflict, and reaches group consensus on a path forward.
4. The student leader seeks out adult (advisor, counselor, administrator) intervention when appropriate.
7. The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

Standard 6: Evaluation and Feedback

Effective leaders continually self evaluate and seek the feedback of outside observers in order to expand their leadership skills.

1. The student leader acknowledges the value of feedback for both personal and organizational growth.
2. Following an activity, the student leader reflects upon the activity's successes and areas for growth through an individual, small group, whole group, and/or whole school evaluation process.
3. The student leader uses appropriate tone and language to provide constructive written and oral feedback.
4. Periodically, the student leader evaluates the job performance of their leadership peers to provide both personal and organizational growth.

Standard 7: Interpersonal Skills

Strong leaders possess exceptional interpersonal skills that focus on active listening, taking initiative, and collaborating positively.

1. The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.
2. The student leader understands the difference between passive and active listening.
3. The student leader practices active listening skills, including positive facial expression, eye contact, posture, summarizing, and eliminating distractions.
4. The student leader articulates their own point of view and utilizes active listening to hear others' points of view to arrive at a mutual decision.
5. The student leader treats others with compassion and empathy.
7. The student leader practices problem solving skills, including identifying the problem, soliciting possible solutions from members of the leadership team, and then implementing an agreed-upon solution.
8. The student leader utilizes a combination of traditional, non-traditional, and other creative approaches to idea generation, activity planning, and problem solving.

9. The student leader takes initiative by assessing where a need exists, and assisting without being asked, when appropriate.

10. The student leader acknowledges and celebrates the strengths and accomplishments of others.

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1: Group Dynamics

Effective leaders work collaboratively to create vision, purpose, and direction for their team. Particular emphasis on positive group dynamics leads to the best possible outcome for the team's mission.

1. The student leader acknowledges different personality types and how to work together in an all-inclusive group setting.

4. The student leader serves as a participating member of a group.

5. The student leader enlists others to share a common vision.

6. The student leader celebrates accomplishments and recognizes the contributions of others.

8. The student leader recognizes and utilizes various models of decision-making (e.g., authoritative, consensus, democratic, individual)

9. The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

10. Once made, the student leader supports decisions of the group.

Standard 2: Goal Setting, Feedback, and Evaluation

Identifying vision and a systematic plan for implementation of the team's goals leads to its ultimate success. The team should first identify why its mission is important and then set attainable goals to achieve its objectives.

1. The student leader sets short-term and long-term personal goals.

3. The student leader creates a plan of action for achieving goals.

4. The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.

5. The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.

6. The student leader gives feedback to peers in a positive and constructive manner.

Standard 3: Social and Emotional Learning

A harmonious environment where all leaders feel validated, accepted, and important is necessary to facilitate cooperation within the group. Individual leaders need to develop self awareness and an appreciation for the diversity of others in order to utilize their strengths and contribute positively to the group.

1. The student leader identifies emotions, thoughts, and values that impact behavior and self efficacy.
2. The student leader analyzes one's strengths and areas of improvement to develop a validated self-perception, self-competence, and growth mindset.
3. The student leader will practice self-management by regulating thoughts, emotions, and behaviors in various situations as they relate to stress, motivation, discipline, and impulse control.
4. The student leader makes informed decisions about behavior and social interactions that consider the consequences of one's actions and the well-being of oneself and others.
6. The student leader resists inappropriate social pressure.
7. The student leader negotiates conflict constructively.
8. The student leader seeks and offers help when needed.

CIVIC AND SERVICE LEARNING

Standard 1: Civic and Community Engagement

As the future leaders of our communities and world, our student leaders need the experience of working collaboratively with affiliated organizations to establish connections -- allowing all groups to achieve their highest potential.

1. The student leader develops partnerships with various student, school, parent, and community groups.
4. The student leader analyzes different forms of civic activism and ways in which citizens can effect change in society.

Standard 3: Community Service

Serving others creates connections and awakens a sense of responsibility for societal challenges. It also helps the leader identify needs within the community and fosters the development of empathy and compassion.

1. The student leader establishes relationships with community leaders and community groups to help address a community need.
2. The student leader participates in a service activity or project to serve a specific need of others.
3. The student leader experiences and recognizes the benefit of serving others.

GOVERNMENT

Standard 1: Authority and Governance

Student leadership offers our kids the opportunity to participate in the system of government and procedures that exist on their campuses. It also allows them to make comparisons

between student government and local, state, and national government systems and policies, and to experience the constraints within all government systems must operate.

3. The student leader learns the chain of command that exists within their school and their student body organization.
4. The student leader reviews and/or creates a constitution and bylaws for the student body.

Standard 4: Effective Meetings

The Business Meeting often serves as the backbone of the daily operation of student leadership organizations. The adult advisor, the president, the secretary, and each individual member all have a role to play in a productive meeting. By understanding the format and structure of an effective meeting, student leaders can give all stakeholders a voice and more quickly get to the planning and implementation of the programs and activities that create a positive school culture.

2. The student leader practices Parliamentary Procedure during formal business meetings.

BUSINESS AND FINANCE

Standard 4: Advertising

Advertising is one part of your marketing strategy, specifically designed to sell or promote a product or activity. Modern advertising blends the more traditional media of posters and flyers with video production, photography, and social media. An effective advertising begins with accurate and well-articulated information and comes to life with creativity and sensory appeal.

1. The student leader identifies a target audience for each advertisement.
2. The student leader makes sure each advertisement contains all necessary information for the product or event.
3. The student leader creates advertisements that are grammatically correct and visually appealing.
4. The student leader utilizes a variety of techniques and media to deliver the message to the target audience.
5. The student leader demonstrates creative ways to advertise.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Standard 1: Digital Workspace and Collaboration

It seems as though cloud technology was made for student leaders. The ability to collaborate on budgets, scripts, to-do lists, calendars, and surveys, just to name a few, helps student leaders to focus less on the back-and-forth of comparing different versions of documents,

and more on producing a better digital product to serve the student body. Comments, version tracking, editing/suggesting mode, in-document chat, and other features enhance the student leaders' ability to communicate and collaborate whether in the same room, on a home computer, or on their mobile device.

1. The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.
2. The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.
3. The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team.

Standard 2: Digital Citizenship

Whether on a shared classroom computer, at home, or on a mobile device, student leaders have the power to connect to each other and to the world in ways that we never did at their age. With this power comes the responsibility to understand their own digital footprint, as well as to treat others with kindness, dignity, and respect.

1. The student leader cultivates and manages their digital identity and reputation, and demonstrates awareness of the permanence of their actions in the digital world.
2. The student leader engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Standard 3: Audio/Visual Presentation

Student leaders are frequently called upon to not only use video and amplified sound in rallies, assemblies, and outdoor activities, but also to set up the technology needed for these events as well. The student leader should have the basic skills to set up this technology, as well as know how to get the right music started to set the tone for the event.

1. The student leader recognizes the positive role of audio/visual technology in the creation of school events.
2. The student leader creates an inclusive audio/visual environment that is accessible to all audience members.
4. The student leader selects music and other media that are appropriate for the nature of the event, as well as to the values of the school community and the audience present at the event.
5. The student leader demonstrates an understanding of the basic setup of an audio/visual presentation and can connect a video source to both an audio and a video projection system.

Standard 4: Video and Photography

As access to technology grows, student leaders are increasingly using visual/media arts to promote a positive culture and climate at their schools. These tools have the power to connect students to their school, but care must be taken to use these tools responsibly, and in a way that is always positive and inclusive.

1. The student leader recognizes the role of video and photography in the promotion of positive school culture.
2. The student leader demonstrates a basic understanding of video and photography skills as they relate to their role on the student leadership team.

Participation Expectations

- Students will be positive contributors to class goals and atmosphere.
- Students will be punctual and prepared for class and assignments.
- Students will communicate effectively with teachers and peers regarding schedules and assignments.
- Students will read and follow all directions for their assignments.
- Students will make effective and appropriate use of class time and materials.

Grading Policy

Grades for the class are broken into two categories:

- Assignments and Participation (70% of overall grade)
 - This category includes all written and presented work for both individual and group assignments
- School and Community Service (30% of overall grade)
 - -4 Hours of Community Service work - per semester
 - -6 Hours of "Extra Duty" work - per semester (rallies, ticket sales, election help, decorating for dances Homecoming prep., etc.)
Babysitting and "family chores" DO NOT meet the requirements for community service hours.
 - If the events of the COVID Pandemic prevent this service, we will not include them in the grade calculations

Student Absences

In the case that a student will be absent, it is that student's job to communicate (in advance when possible) with the teacher the reason for their absence and their return date. The student and teacher will then schedule due dates for work that may be made up.

Late Work Policy

Due to the nature of our program there are two kinds of work to be completed. First, there are individual studies and assignments that are related to an individual's personal development. The second kind of work we do is considered school service which involves program and event planning and hosting for our school community.

Work that is completed/received after the due date will be treated as follows

- Individual studies and assignments that are late will receive no more than 70% of the total possible score
- School service assignments that are late will receive a score of 0%(missed deadlines for these assignments cannot be made up after the fact and can have catastrophic effects on our efforts to improve school culture).