Russell High School – Guidance Department

Upper Canada District School Board

Leadership & Peer Tutoring Course Outline - Grade 11 Open

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.

Teacher: Ms. J. Lebel

Overall Expectations in GPP30

Leadership = Leadership Styles, Leadership Skills, Group Dynamics and Teamwork Skills **Interpersonal Skills** = Intro to Communication, Non-Verbal & Two-Way Communication, Active Listening, Empathic Listening, Emotions and Communication, Barriers to Communication

Overall Expectations

- identify characteristics of an effective leader & use them to evaluate their own leadership & peer support capabilities;
- describe, on the basis of research, the range of leadership and peer support opportunities in the school and the 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 the community;
- identify a range of careers and postsecondary options requiring skills in leadership and peer support;
- demonstrate effective use of communication skills in a variety of settings.

Peer Tutoring/ Mentoring = Learning Styles, Learning Difficulties, Learning Strategies	Positive Relationships = Healthy vs. Abusive Relationships, Bullying, Sexual Harassment, Conflict Resolution		
Overall Expectations	Overall Expectations		
 explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles; identify and apply the personal-management skills and characteristics required to succeed in leadership and peer support roles; identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles. 	 use strategies that promote positive interpersonal relationships as they pertain to leadership &/or peer support; apply theories related to group dynamics and leadership in various situations; explain how community dynamics affect leadership and peer support roles. 		

Assessment/Evaluation

The ministry policy on assessment and evaluation requires that 70% of the final mark may be based on the term mark and 30% on a final evaluation, which may take a variety of forms. Assessment will be ongoing and students will be given feedback and opportunities to improve. Teachers will evaluate student work and will provide opportunities for self and peer evaluation to enhance learning.

The Ontario Curriculum identifies four major categories of knowledge and skills which are the basis for assessment and evaluation in this course. Level 3 represents the provincial standard. Each unit will include a variety of formative assessment activities from the four major categories that provide students with the tools and the practice required to demonstrate their learning in Summative Assessment activities that culminate each unit and form 70% of the final mark. A final Performance Task and/or examination which include the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication and Application will result in 30% of the final mark. Learning skills (Responsibility, Independent Work, Initiative, Organization, Collaboration, Self-Regulation) are assessed separately with a letter symbol: E, G, S, N.)

TRANSLATION: Your mark will be split – 70% of work in the regular year, and 30% at the end of the year. You will be marked many times throughout the year, given feedback from Ms. Lebel, your peers and yourself, which will help you learn.

Course Grading

		TERM WORK		SUMMATIVE WORK
Category		Task(s) – Students will have tests,	in-	Task(s) - Portfolio, project(s)
Knowledge	20%	class and out-class assignments		
Thinking/Inquiry	15%	and participate in different		
Communication	25%	activities		
Application	40%			
		70% Term Total	+	30% Summative Total

Assessment/Evaluation Strategies:

Weighting & Policies

The above areas will be assessed through the following categories: knowledge/understanding of course content, application of course content, communication of course material, and thinking/inquiry ability.

Note: The categories being assessed or evaluated will be clearly indicated and not all categories will be assessed in every evaluation.

Incomplete Student Work

Assessment

- It is the student's responsibility to ensure that he/she completes all homework; proper use of an agenda will make this an easy and manageable task. Homework is to help benefit the student to help consolidate understanding of the concepts and skills required in the course.
- Note that homework assigned on a day that the student is absent is still the student's responsibility. It is expected that he/she will collect and complete any missed work that will later contribute to unit and course assessments and evaluations.

Evaluation

- Late evaluations and final summative course evaluations will be dealt with in accordance with the Russell High School Assessment and Evaluation Policy.
- If a student is absent for a test of in-class evaluation a parental note should be provided. The evaluation will be written upon returning to school. The student is responsible for arranging this re-write outside of class time so as to not interfere with further class work.
- The credit may be withheld until satisfactory completion of the summative.

Contact Information

Please do not hesitate to contact me if you have any questions about this course and/or your child's progress. e-mail: jane.lebel@ucdsb.on.ca telephone: (613) 445-2659