

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	
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.)

