

St. Clair Catholic District School Board

STUDENT INFORMATION SHEET / OUTLINE OF COURSE OF STUDY

School: Ursuline College

Department: Cooperative
Education
Ministry

Program Head: Mrs
L. DiCresenzo

Document: Guidance and
Career Education

Course Title: Leadership and
Peer Support

Course Type: Open

Grade: 11/12

Course Code: GPP
30

Credit: One

Prerequisite: Career
Studies, Grade 10

Teacher(s): A.B. Farquhar

Date: 09 2002

Course Description: This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communications, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others through their lives.

How This Course Supports the Ontario Catholic Graduate Expectations:

Throughout this course, students will reflect on their personal relationship with God and the role that this relationship plays when goal setting and planning for the future

How this Course Supports the competencies of Choices Into Action:

- Apply a variety of learning skills and strategies to a variety of situations
- Demonstrate the ability to respond appropriately and thoughtfully to directions from teachers, administrators and employers
- Use goal-setting and self-management skills in a variety of situations
- Use personal skills appropriately to encourage responsible behaviour in others in a wide range of situations
- Demonstrate appropriate behaviour at school, in the community, and with employers
- Apply skills to build positive relationships in diverse settings at school, in the community and in the workplace

1. Overall Expectations for Student Learning

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following Strands:

Strand:

Personal Knowledge and Management Skills

- Explain how their aspirations, competencies, talents, temperaments, and characteristics may affect their interactions with others
- Identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities
- Identify and effectively use the personal management skills and characteristics required to succeed in leadership and peer support roles
- Demonstrate an understanding of effective learning strategies for use in tutoring and mentoring roles
- Demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers

Strand:

Interpersonal Knowledge and Skills

- Demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships
- Demonstrate an understanding of and use theories and strategies related to effective communications
- Demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals
- Demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles

Strand:

Exploration of Opportunities

- **Demonstrate the effective use of data-gathering techniques and print, electronic, and human resources to identify leadership and peer support opportunities in the school and the community**
- **Demonstrate the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school**
- **Evaluate their own suitability for selected leadership and peer support opportunities**

2. Expectations re: Learning Skills

It is expected that students will also demonstrate the following: (this is not intended to be an exhaustive list)

- * Works Independently
- * Team Work
- * Organization of work, projects and presentations
- * Work and Study Habits
- * Initiative

Learning skills will be assessed accurately and rigorously according to criteria that have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown & Assessment and Evaluation Strategies

	Unit Title / Description	Assessment & Evaluation Strategies	Unit Planning Notes
Unit 1	Classroom Component	Assignments And Journals 20% And 20%	Assertiveness training Problem solving Communication techniques Learning styles Management skills Learning disabilities
Unit 2	Research Paper	ISU 20%	Assignment handout
Unit 3	Performance Appraisal	Teacher evaluation Mid term 10% Final 30%	Classroom teacher evaluations
Unit 4			
Unit 5			
Unit 6			
Final Evaluation			
Final Evaluation			

5. Key Dates, Special Events and Additional Considerations:

In-class days (reflective days) – Feb. 28
 Mar. 21
 Apr. 11
 May 2
 May 23
 June 9

Research Paper Due Date May 23

6. Teaching/ Learning Strategies:

This course may include the following:

Videos	Lectures
Computers	Presentations
Overheads	Guest Speakers
Handouts	Group Work

7. Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

CATEGORIES OF KNOWLEDGE, SKILLS AND VALUES	WEIGHTING (%)	
	TERM EVALUATION	FINAL EVALUATION ACTIVITY
Knowledge / Understanding	25	25
Thinking / Inquiry	25	25
Communication	25	25
Application / Making Connections	25	25
BREAKDOWN OF FINAL MARK	70%	30%
		=100%

8. Learning Resources:

As provided by teacher

9. School, Department and Classroom Policies:

The following policies apply to this course:

- Attend regularly and punctually
- Report all absences promptly to school and classroom teacher
- Complete all required assignments
- Maintain strict confidentiality
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(PLEASE DETACH & RETURN)

To the Student and Parent(s) or Guardian(s):

We have read and understood this Student Information Sheet / Outline of Course of Study.

Course Code: _____

Subject: _____

Student: _____

Parent/Guardian: _____

Date: _____

Date: _____