

Lambton Kent Composite School

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J. Keane, Principal

M. McGrail, Curriculum
Leader

Course: Leadership & Peer Support

Course Code: GPP30

Grade: 11

Teacher: T. Moynihan

Course Type: Open

Credit Value: 1

Prerequisite: None

Curriculum Document: *The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education (2006 revised)*

Curriculum Expectations: *As identified in The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education (2006 revised)*

Textbooks: No textbook is assigned for this course. All learning materials will be available on the school network and course website.

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.

Required Materials: As requested by Supervising Teacher (Mr. Moynihan) or Mentor Teacher (to be determined) depending on area of study. Students must bring iPads to class daily.

General Areas/Units of Study:

Personal Knowledge and Management Skills

- explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles;
- identify the characteristics of an effective leader and use these to evaluate their own leadership and peer support capabilities;
- 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.

Interpersonal Knowledge and Skills

- use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support;
- demonstrate effective use of communication skills in a variety of settings;
- apply theories related to group dynamics and leadership in various situations;
- explain how community dynamics affect leadership and peer support roles.

Exploration of Opportunities

- 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.

Evaluation: Students will be *assessed* on an ongoing basis using a variety of sources (for example: reviews, exercises, tests, projects). To assist students in improving their work feedback will be provided to show how well they are achieving the curriculum expectations.

Students will be *evaluated* throughout the semester. The mark assigned to school- work will reflect the quality of the work and will be used to determine the percentage grade.

Evaluation will include spelling and grammar. The final grade for this course will be determined as follows:

	Overall	Term	CA/Exam
Knowledge/Understanding	25%	17.5%	7.5%
Thinking /Inquiry	25%	17.5%	7.5%
Communication	25%	17.5%	7.5%
Application	25%	17.5%	7.5%
TOTAL	100%	70%	30%

Learning Skills: Student performance will also be evaluated under the following six categories of learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. Achievement letters will be given for each learning skill: N for needs improvement, S for satisfactory, G for good, and E for excellent.

Late Policy: Students are expected to submit all assignments within the time frame specified. While teachers will consider extenuating circumstances, late students are subject to mark deductions. If an assignment is late, a penalty of 10% per school day will be deducted, up to a maximum of 50%. Once assignments have been evaluated and returned to the class, late submissions may receive a mark of **zero**.

Attendance & Behaviour: There is a direct relationship between students' success in a course and their attendance. Every student has the expectation of an education without disruption, but also has the responsibility not to deny this right to others. Student attendance, behaviour policies, dress code, and technology policy are clearly outlined in the LKCS student handbook.

Teacher

The teacher can be reached by telephone at the school (519 683 4475) or by email.

Teacher: Mr. Tom Moynihan tom.moynihan@lkdsb.net

Curriculum Leader: Mr. Mike McGrail michael.mcgrail@lkdsb.net

Principal: Mr. Jim Keane jim.keane@lkdsb.net

I understand the above expectations and will return this form before I am placed with a Mentor Teacher. I am ready to commit to a successful semester.

STUDENTS NAME

STUDENT'S SIGNATURE

PARENT'S NAME

PARENT'S SIGNATURE

