

Sir Wilfrid Laurier Secondary School
Grade 11 Leadership and Peer Support (GPP30)
1.0 Credits
Course Outline

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, develop skills in communication, interpersonal relations, teamwork and conflict resolution and apply those skills in leadership and support roles. Students will study group dynamics and learn the value of diversity within groups and communities.

Strands

PERSONAL KNOWLEDGE AND MANAGEMENT SKILLS (aka Leadership Skills and Styles)

Students will:

- Explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles;
- Identify 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 (aka Communication, Group Dynamics and Conflict resolution)

Students will:

- 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 and context affect leadership and peer support roles.

EXPLORATION OF OPPORTUNITIES (aka Event Planning)

Students will:

- Describe, on the basis of research, the range of leadership and peer support opportunities 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 career and post-secondary options requiring skills in leadership and peer support

Evaluation

The final report card mark will be determined as follows:

Term Mark	70% of final grade
Summative Activities	30% of final grade

Guidelines for Missed Evaluations and Academic Fraud:

1. Upon missing a test or presentation, students will be required at the teacher's discretion, either to:
 - a) Complete the test or presentation immediately upon return to school; or
 - b) Make arrangements with the teacher for a make-up; or
 - c) Write the missed test Friday morning at 7:30 a.m. of that week.

Failure to complete it according to the negotiated schedule will result in a mark of zero.

Note: Certain forms of formal summative evaluations (exams, summative project presentations, etc.) are time sensitive. This means they must be completed at and within a specific time. Students must be present for these summative evaluations.

2. If an assignment is late or incomplete, a student will be provided with a second opportunity. Students who are provided with a second opportunity, **shall do so within five school days**. If no evidence is forthcoming after five days, a mark of zero will be assigned.
3. Copied, borrowed or stolen work provides no evidence of learning. Teacher will document and archive the work in question. Students may be given behavioural consequences before being allowed to resubmit the assignment. The teacher and administrator will define the parameters for the completion of this task.

Attendance Policy:

- You are responsible for catching up on class notes and completing any assignments for which you were absent
- Your parents are required to notify the office when you are absent
- End-of-course evaluations, (e.g. summative or examination) are time-sensitive. Attendance is mandatory for these evaluations. **Legitimate absences during summatives and examinations may only be excused with official documentation by the school administration**