



Link Crew Course IDC4U

Overall Curriculum Expectations

Link Crew Course IDC 4U Course Expectations

Leadership Skills

- analyse a variety of leadership styles;
- demonstrate an understanding of the group development process;
- demonstrate teamwork skills that achieve positive results;
- 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 the use of proper leadership techniques in a variety of situations;
- describe the elements of effective interpersonal relations and teamwork that contribute to success in postsecondary education and training, work, and community activities;
- demonstrate the ability to use effective interpersonal and teamwork skills in a community-based learning activity;
- identify ways in which they can make a contribution to their communities and ways in which the community can assist them;
- demonstrate and understanding of the key ideas and issues related to each of the subjects or disciplines studied.

Management Challenges	<ul style="list-style-type: none"> - demonstrate mentorship skills; - demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers; - analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities; - demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers; - demonstrate the effective use of learning and thinking skills and strategies; - apply theories of human behaviour to understand how individuals and groups function in the workplace; - apply teamwork and group dynamics to carry out projects and solve problems; - evaluate the strategies used by individuals and organizations to manage stress and conflict; - demonstrate the effective use of decision-making, goal-setting and action-planning strategies to prepare for their transition to their first postsecondary destination; - demonstrate an understanding of the different structures and organizations of each of the subjects or disciplines studied; - evaluate the quality of interdisciplinary endeavours, using a variety of strategies.
Self and Others	<ul style="list-style-type: none"> - use appropriate psychological and sociological terminology relating to human growth and development; - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information; - describe personal factors that may interfere with learning and thinking and identify strategies to reduce negative impacts; - demonstrate the effective use of learning and thinking skills and strategies - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best; - identify the learning skills and strategies they need to improve to ensure success in selected postsecondary settings; - evaluate their personal management skills, habits, and characteristics that contribute to success in education/training and work after high school and demonstrate the ability to use these effectively; - explain the positive and negative impacts of personal factors on achievement; - demonstrate an understanding of self-concept and its role in effective communication; - describe the role of “interpersonal intelligence” (i.e., the capacity for listening to and empathizing with others) in successful relationships; - demonstrate an understanding of the elements of communication; - describe techniques that lead to effective interaction with others; - demonstrate an understanding of the basic nature of conflict and identify ways in which conflict is resolved; - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships; - 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; - explain how their aspirations, competencies, talents, temperaments, and characteristics may affect their interactions with others;

	<ul style="list-style-type: none"> - demonstrate an understanding of the process of decision making in life situations; - identify the basic principles and techniques an individual would use in effectively managing personal resources, including talent, time, and money; - demonstrate an understanding of the multifaceted nature of and the various influences on child development; - identify and describe their interests, skills, personal characteristics, and achievements, using a variety of assessment strategies, and use this information to determine future goals; - create and maintain an effective, comprehensive personal portfolio that summarizes and documents a wide range of their knowledge, skills, interests, and achievements; - analyze and describe the impact on society of interdisciplinary approaches and solutions to real-life situations; - analyze and describe ways in which interdisciplinary skills relate to personal development and careers.
<p>Research and Inquiry Skills</p>	<ul style="list-style-type: none"> - demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes; - use a variety of print and electronic sources and telecommunications tools to research information effectively; - 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; - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately; - communicate the results of their inquiries effectively; - determine the validity of electronic information; - be able to plan for research, using a variety of strategies and technologies; - be able to access appropriate resources, using a variety of research strategies and technologies; - be able to process information, using a variety of research strategies and technologies; - be able to assess and extend their research skills to present their findings and solve problems.
<p>Presentation and Speaking Skills</p>	<ul style="list-style-type: none"> - identify and analyse the characteristics of effective presentations; - plan presentations for specific purposes and audiences; - communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations; - produce personal and critical responses to a variety of presentations; skills and strategies used to develop interdisciplinary products and activities; - implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies.



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Unit Outline

Unit Topic	Description
Getting to Know Our Grade Nines and School	Role of Link in the school and community, confidentiality and privacy rights, awareness of learning differences, multiple intelligences, social challenges and peer support opportunities.
Personality Profiling and Learning Styles	Studying teenage brain, human growth and development, learning styles and challenges, personal goal setting, interpersonal skills, personality profiling and self-assessment social science research
Management	Organization, time management, goal setting, idea generation, project planning, prioritization, post-secondary planning, group dynamics, stress management.
Leadership	Team building, positive climate building, leadership styles, effective leaders, group dynamics, group development, vision creation, working with different styles and strengths, problem solving.

Assessment and Evaluation of Student Achievement:

A variety of assessment strategies will be used throughout the course in order to communicate the expectations of the course to students and appropriate adjustments to teaching/learning strategies as required.

Leadership	10%
Management	10%
Self and Others	10%
Grade 9 Activities	10%
Grade 9 Initiative	15%
AFUs	15%
Summative Portfolio Assignment	15%
Summative Exit Interview	15%