

2017-2018

Leadership & Peer Support 11

GPP301

Grade 11

Open

Course of Study

School: As-Sadiq Islamic School

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Guidance Department

Course Developer: Ms. Zainab Rasool

Course development date: May 29th 2017



AS-SADIQ ISLAMIC SCHOOL
Course Outline – Grade 11 Leadership & Peer Support (Open) – GPP301

Course Title:	LEADERSHIP AND PEER SUPPORT
Course Code:	GPP301
Course Type:	Open
Grade:	11
Credit Value:	1
Prerequisites:	None
Co requisites:	None
Course Developer:	Zainab Rasool
Date:	May 29 th 2017
Curriculum Policy Document: Guidance and Career Education, The Ontario Curriculum, Grades 11 and 12, 2006. (Revised)	

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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. (Guidance and Career Education, *The Ontario Curriculum*, Grades 11 and 12, 2006. (Revised))

Overview of the course:

Strands	Overall Expectation
Personal Knowledge and Management Skills	<ul style="list-style-type: none">• A.1: analyze their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals.• A.2: maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience.• A.3: demonstrate an understanding of the personal-management skills, habits, and characteristics that could contribute to success in their selected postsecondary destinations and independent adult life.
Interpersonal Knowledge and Skills	<ul style="list-style-type: none">• B.1: use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support.• B.2: demonstrate effective use of communication skills in a variety of settings.• B.3: apply theories related to group dynamics and leadership in various situations.• B.4: explain how community dynamics affect leadership and peer support roles
Exploration of Opportunities	<ul style="list-style-type: none">• C.1: 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.• C.2: demonstrate the ability to design and implement a plan or program that addresses needs identified in the school or the community.• C.3: identify a range of careers and post-secondary options requiring skills in leadership and peer support.

(Career and Guidance Education, Ontario Ministry of Education, 2006)

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Outline of Course Content

Unit Title	Unit Description	Approximate Time
Personal Knowledge and Management Skills	The focus of this unit will enable the student to identify the personal strengths and skills that are needed to be effective in leadership and peer support roles. Through personal assessment and management exercises, the student will evaluate his/her strengths and weaknesses before entering a leadership or peer support role. The unit will focus on leadership styles, personal knowledge and personal management skills that include effective communication, decision making, problem solving, time and resource management skills, and spiritual growth.	35 Hours
Interpersonal Knowledge and Skills	Students will demonstrate an understanding of positive and healthy interpersonal relationships. Through group work and self-assessment activities they will identify and reflect on the relationships in their lives. The unit also provides the student with role-playing activities to allow for opportunities to demonstrate conflict resolution skills. Oral presentations and group work activities also will be used to have the student use communication skills and demonstrate the skills required to work with others effectively. The student also will examine selected leadership styles and strategies and assess how they affect group interactions. The student will participate in team building activities which will allow him/her to demonstrate an understanding of the theories and strategies related to leadership and group dynamics.	30 Hours
Exploration of Opportunities	This unit will focus on managing and assessing information and the trends and opportunities available for student leadership development. Through the effective use of print, electronic and human resources, students will demonstrate the ability to organize and operate an effective community or school activity. The student will also apply his/her skills and knowledge in a variety of peer support roles (tutoring, mentoring, student government, coaching, etc.) The student will identify how his/her leadership experience in the school will help him/her to become a more contributing member of his/her community now and in the future.	30 hours
Independent Study Unit		15 hours
Total # of hours:		110 Hours

Teaching & Learning Strategies

According to the Guidance and Career Education Curriculum document, students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Throughout the course, students will have opportunities to develop self-knowledge and make connections with the world around them. In order to ensure a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. The following strategies will be used throughout the course:

- Cooperative small group learning
- One-on-one teaching
- Personal reflection
- Case study analysis
- Role playing
- Presentations
- Experiential learning
- Independent Study

(Guidance and Career Education, *The Ontario Curriculum*, Grades 11 and 12, 2006. (Revised))

Strategies for Assessment & Evaluation of Student Performance

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality (Growing Success, Page 22).

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THE ACHIEVEMENT CHART

According to the Growing Success document, the achievement chart that follows identifies four categories of knowledge and skills in guidance and career education. The achievement chart is a standard province-wide guide to be used by teachers.

It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to: provide a common framework that encompasses all curriculum expectations for all courses outlined in this document; guide the development of quality assessment tasks and tools (including rubrics); help teachers to plan instruction for learning; assist teachers in providing meaningful feedback to students; provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows: Planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry). Processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions). Critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving).

Communication. The conveying of meaning through various oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries).

Application. The use of knowledge and skills to make connections within and between various contexts. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

((Guidance and Career Education, *The Ontario Curriculum*, Grades 11 and 12, 2006. (Revised))

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Achievement Chart: Guidance and Career Education, Grades 9-12

Achievement Chart – Guidance and Career Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., terminology, vocabulary, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., theories, concepts, skills, processes)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

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Achievement Chart: Guidance and Career Education, Grades 9-12 cont'd...

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

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Assessment/Evaluation Strategies

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conferences • Essays • Response Journals • Demonstrations • Interviews • Quizzes • Tests • Exams • Observation • Question & Answers • Self-Assessment 	<ul style="list-style-type: none"> • Checklists • Exemplars • Rubrics • Self & Peer Assessment • Anecdotal Notes

Level of Achievement

Level 1	Level 2	Level 3	Level 4
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(Growing Success, Page 18)

As per the Growing Success Document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Level	Percentage
4+	95 – 100
4	87 – 94
4	80 – 86
3+	77 - 79
3	73 – 76
3-	70 – 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 -56
1-	50 – 52

(Growing Success Page 40)

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Credit Earned

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 9 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success Page 42).

Learning Skills

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning. (Page 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> ▪ Fulfills responsibilities and commitments within the learning environment. ▪ Completes and submits classwork, homework and assignments according to agreed upon timelines. ▪ Takes responsibility for and manages own behaviour 	<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates and uses information, technology and resources to complete tasks. 	<ul style="list-style-type: none"> ▪ Independently monitors, assesses and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values and traditions of others. ▪ Builds healthy peer relationships through personal and media assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources and expertise and promotes critical thinking to solve problems and decisions. 	<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks Clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs and interests. ▪ Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges.

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Academic Criteria

<u>Term – 70%</u>	<u>Final- 30%</u>	<u>Final Report Card Grade- 100%</u>								
<p style="text-align: center;"><u>Term Breakdown</u> Performance Standards Categories</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Unit Tests</td> <td style="text-align: center; padding: 2px;">20%</td> </tr> <tr> <td style="padding: 2px;">Quizzes</td> <td style="text-align: center; padding: 2px;">10%</td> </tr> <tr> <td style="padding: 2px;">Assignments</td> <td style="text-align: center; padding: 2px;">30%</td> </tr> <tr> <td style="padding: 2px;">Participation</td> <td style="text-align: center; padding: 2px;">10%</td> </tr> </table>	Unit Tests	20%	Quizzes	10%	Assignments	30%	Participation	10%	<p style="text-align: center;"><u>Final Evaluation Breakdown</u></p> <p style="text-align: center;">Independent Study Project-10 %</p> <p style="text-align: center;">Final Exam 20%</p>	<p style="text-align: center;"><u>Term Total 70%+ Final Total 30%</u></p>
Unit Tests	20%									
Quizzes	10%									
Assignments	30%									
Participation	10%									
<p style="text-align: center;">KTCA-Term Evaluation:</p> <p>Knowledge/understanding-25% Thinking/Inquiry-25% Communication-25% Application-25%</p>	<p style="text-align: center;">KTCA-Final Evaluation:</p> <p>Knowledge/understanding-25% Thinking/Inquiry-25% Communication-25% Application-25%</p>	<p style="text-align: center;"><u>=Report Card Mark</u></p>								

Considerations for Program Planning:

Planning for Experiential Learning and Cooperative Education:

In courses within the guidance and career education program, there is a specific emphasis on experiential learning as a key method of instruction – that is, learning acquired wholly or in part through practical experiences inside and outside the classroom. Thus this course will incorporate a broad range of experiential learning opportunities (e.g., information interviews, worksite visits, community involvement, and virtual or simulated work experience) that are intended to meet the needs of students at various stages of readiness for work. These experiences will also influence the direction students take in their career exploration and educational planning. Furthermore, students can also learn about active and responsible citizenship through opportunities to make contributions to their communities and schools. Their personal, interpersonal, and learning development can be enhanced and supported through connections with community service agencies, postsecondary institutions, and the broader community. For all these reasons, strong connections with the community outside the school, including partnerships with employers and community organizations, are essential to the delivery of an effective guidance and career education program. All experiential learning opportunities and cooperative education programs will be provided in accordance with the ministry’s policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*. (Guidance and Career Studies, 2006, Page 19-20)

Antidiscrimination Education in Guidance and Career Education:

This course is designed to help students acquire the habits of mind essential in a complex democratic society characterized by rapid technological, economic, political, and social change.

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These involve respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship. Learning activities used to implement the curriculum should be inclusive in nature, reflecting diverse points of view and experiences. They should enable students to become more sensitive to the experiences and perceptions of others and to understand and respect themselves. The critical thinking and analytic skills acquired in this course will allow students to recognize barriers, biases, and stereotypes that may be exhibited in social interactions and in the workplace, and to develop the skills needed to deal with these situations effectively. Students will learn about the importance of cultural diversity and the value of a broad range of skills and knowledge needed to be successful in a global economy. Antidiscrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image. It is particularly important that students from all backgrounds and experiences learn that they can aspire to a full range of careers. Both male and female students should be encouraged to consider any non-traditional careers to which their aptitudes, skills, and interests are well suited. (Guidance and Career Studies, 2006, Page 23)

Literacy, Numeracy, and Inquiry/Research Skills:

The activities and tasks students undertake in course will require students to draw upon their written, oral, and visual communication skills. Thus this course, will encourage students to use language with greater care and precision so that they are able to communicate effectively. With use of materials created by the Ministry of Education to support literacy instruction across the curriculum this course will draw up the following documents:

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Guidance and Career Education: Subject-Specific Examples (Learning Strategies, Grade 9; Career Studies, Grade 10), 2006*

Statistical information is used in in the course courses is designed to help students understand trends in society and the economy. Furthermore, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, diagrams and charts, and electronic sources. (Guidance and Career Studies, 2006, Page 24)

The Ontario Skills Passport and Essential Skills:

This course will draw upon information and materials from the bilingual web-based resource to enhances the relevancy of classroom learning for students and strengthens school-work connections. The OSP will be used promote the development of essential skills such as reading,

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writing, computer use, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. Furthermore, student will become exposed to important work habits, such as working safely, being reliable, and providing excellent customer service. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do. For further information on the OSP and essential skills, visit <http://skills.edu.gov.on.ca>. (Guidance and Career Studies, 2006, Page 24)

The Role of Technology in Guidance and Career Education:

Information and communication technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in guidance and career education. These tools include online assessment tools, career exploration programs, simulations, multimedia resources, databases, and computer-assisted learning modules. ICT tools and resources will be used to help support and meet diverse student needs. ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access resources that provide current labour market information, statistics and trends, occupational data, community agency information, apprenticeship information, and a host of options for exploring work, learning, and career opportunities locally, nationally, and internationally. ICT resources allow students to conduct more far-ranging and authentic. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred. (Guidance and Career Studies, 2006, Page 25)

Health and Safety in Guidance and Career Education:

In addition to taking all possible and reasonable steps to ensure the physical safety of students, this course will address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act and be able to function in an environment free from abuse and harassment. They need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. Students will be informed about school and community resources and school policies and reporting procedures with regard to all forms of abuse and harassment.

Because experiential learning is an important component of the guidance and career education curriculum, students taking guidance and career education courses are often engaged in activities in the community. Thus, this course and its learning activities will be designed to ensure that students are prepared for these community-based activities, paying particular attention to health issues and safety procedures in the workplace. In addition, students need to understand how matters relating to work ethics and work attitudes contribute to a healthy, positive work environment. In designing this course, both administration and educators will be aware of their responsibility and potential liability in terms of students' health and safety. Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on

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placements of more than one day. (A one-day job shadowing or job twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*. (Guidance and Career Studies, 2006, Page 26)

Policies and Procedures:

See Code of Conduct in Course Calendar for policies on Student Attendance, Student Responsibility, and Plagiarism.

Course Materials & Resources

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

(Guidance and Career Education, *The Ontario Curriculum*, Grades 11 and 12, 2006. (Revised))

Covey, Sean. *The 7 Habits of Highly Effective Teens*. Franklin Covey Co., Published by Simon & Schuster, 1998. ISBN 0-684-85609-3 (A text for student leaders; a student journal and workbook are also available.)

Career Development

www.contactpoint.ca

Interpersonal Communication Test

https://www.queendom.com/tests/access_page/index.htm?idRegTest=2288