

SOUTH CARLETON HIGH SCHOOL

Ottawa-Carleton District School Board

STUDENT OUTLINE**GPP30**

Peer Tutoring

Credit Value: 1.0

Hours: 110

Prerequisite: none

Course Overview

This course prepares and motivates students to provide leadership and assistance to their school and community. This experiential learning experience will enhance students' skills in communication, coaching, leadership, teamwork and teaching. By the end of the course students will demonstrate an understanding of their own learning style, multiple intelligences and those of their students; develop their knowledge and awareness of interpersonal and intrapersonal issues; design and teach a lesson or prepare a presentation and submit a reflection paper about their experiences as a Peer Tutor.

Specific Expectations

Unit Title	Specific Expectations	Approximate Timelines
What is a Peer Tutor? Roles, Responsibilities Reflections & Expectations, and provide assistance within the classroom	Students will demonstrate an understanding of confidentiality and professionalism within a classroom setting.	70 hrs
What's my Learning style and the Learning styles of my students?	Students will demonstrate knowledge and understanding about their own learning styles and those of their students.	20 hrs
Multiple Intelligences:	Students will apply their knowledge of multiple intelligences to best assist their students learning environment.	10 hrs
Teaching a Lesson: Exploring the Learning Cycle.	Students will demonstrate an understanding of the learning cycle and complete a lesson plan.	5 hrs
Summative and Reflections of being a Peer Tutor	Students will complete a summative assignment consisting of a reflection paper that relates to their role in the classroom or an alternative assignment reflecting the program expectations.	5 hrs

Accommodations for Exceptional Students

The Guidance department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

South Carleton students are required to attend classes regularly, participate in class activities and submit all assignments on time. Peer tutors are expected to attend all classes with their supervising teacher as well as instructional and reflective seminars with their coordinating teacher.

A combination of several methodologies will be used to assess and evaluated student performance including weekly log sheets, homework assignments, projects, master binder, reflection papers and a summative assignment.

Resources/Textbooks/Technological Integration

Students will meet for a series of in-house workbooks and have access to electronic resources.

Evaluation

Term reports	Final Report	
<i>Categories for each assessment tool including approximate percentages.</i>	Term	70 %
Knowledge & Understanding	Summative task*	30 %
Thinking/Inquiry/Problem Solving		100%
Communication		
Application		
<i>Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</i>	<i>* may include an in-class task towards the end of term ** will evaluate whole term's work</i>	

Information on South Carleton High School's policy on Assessment and Evaluation and on Academic Integrity can be accessed on our **school website, www.southcarleton.ocdsb.ca**. Please see **Student Planner** for policies on punctuality, absenteeism, and other student responsibilities.