Waterloo Region District School Board

Course of Study for Grade 11 Leadership

Course Title: Interdisciplinary Studies
Course Type: **(Academic/Applied/Essential/Practical)** Open
Grade: Eleven
Course Code: IDC3OX
Credit Value: 1
Pre-requisite/Co-requisite: none
Course Description: This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. This course will introduce students to basic leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of self awareness, communication, planning/goal setting, and leadership. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

Curriculum Policy Document: Interdisciplinary Studies – Ontario Curriculum grades 11 and 12
Board: Waterloo Region District School Board
School:
Department:
Department Head:
Developer(s) of Course of Study: Kathy Brook, Judy Johnson, Sue Tietz, Jeff Klinck
Date of Development: June 2002
Revision Date: September 2005

Textbooks: • 7 Habits of Effective Teens • Growing the Distance

Resources:

Information Binders

- Building Leaders for Life – A High School Leadership Class Curriculum
- CASAA – Student Activity Sourcebook
- CASAA – Leadership Handbook
- CASAA – Making it Work Workbook

Books

- NASSP – Resource Guide
- Leadership Lessons: 50 Lesson Plans for Teaching Leadership Concepts and Skills
- More Leadership Lessons
- The 7 Habits of Effective Teens – Sean Covey
- Activities that Teach — Tom Jackson
- Lions- Quest – Skills Bank – Service/Character/Citizenship/Responsibility
- Silver Bullets – Karle Rohnke
- Leadership 101 — Mariam Macgregor

Kits

- Building Character – poster set

Magazines and Newsletters

- LEADERSHIP magazine from NASC
- Above and Beyond (newsletter from CASAA)

Overall Curriculum Expectations:

By the end of this course, students will:

- Demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- Demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- Demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- Demonstrate the skills and strategies used to develop interdisciplinary products and activities.

- 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
- Implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies
- Analyze and describe the impact on society of interdisciplinary approaches and solutions to real-life situations.
- Evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- Analyse and describe ways in which interdisciplinary skills relate to personal development and careers.

Overall Expectations from other disciplines:

Leadership and Peer Support, Grade 11, Open GPP30, Guidance and Career Education

- 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
- Explain how their aspirations, competencies,, talents, temperaments and characteristics may affect their interactions with others
- Demonstrate an understanding of and use theories and strategies related to effective communication
- 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.
- Evaluate their own suitability for selected leadership and peer support opportunities

English, Grade 10, Applied ENG2P, English

- Use a variety of print and electronic sources to gather information and explore ideas for their written work
- Revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and coherence

- Use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly and competently for specific purposes and audiences
- Use listening techniques and oral communication skills to participation classroom discussions and more formal activities, such as storytelling, role playing, and reporting presenting for specific purposes and audiences.
- Use knowledge of a range of media forms, purposes, and audience to crate media works and explain their intended effects.

Course Content Outline:

(unit titles in the order in which they'll be studied, with approx. date range)

Unit One: Self Awareness

Unit Two: Communication

Unit Three: Leadership

Unit Four: Planning/Goal Setting

Teaching Strategies:

(e.g. think/pair/share, brainstorming, jigsaw groups, field trips, interviews, case studies, etc.)

Brainstorming, Group Work, Role Play, Independent Studies, Public Speaking, Presentations, Peer Helping

Assessment and Evaluation Strategies:

(e.g. tests/ quizzes (T/F, multiple choice, fill in blank, matching, constructed response), essays, role plays, conferences, portfolios, journals, instructional questions/answers, experiments, performances, video/audio tapes, projects, presentations, graphic organizer, debates, research report, etc.)

Questionnaires, Interviews, Response Checklists, Progress Reports, Observation Forms, Reports, Worksheets, Group Discussion, Open Meetings, Rubrics, Research, Real Life Application, Logs, Portfolio.

Knowledge	5%	Assignments
Thinking/Inquiry	5%	
Communication	10%	Logs, Reports
Application	50%	Portfolio, self evaluation, peer evaluation, teacher evaluation
Summative	30%	Assignment

Considerations for Program Planning:

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.
An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.
An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC. In planning courses in interdisciplinary studies, teachers should take into account the needs of exceptional students as set out in their IEPs.
The interdisciplinary studies curriculum reflects a wide range of areas of human knowledge and work and provides numerous opportunities for meeting the needs of exceptional students as set out in their IEPs. The diverse approaches to learning encouraged by interdisciplinary studies courses give students many opportunities to recognize and develop their personal learning styles, to practice applying concepts and skills, and to engage in learning that promotes personal growth. Exceptional students can learn how to create innovative products and enterprises that accommodate and may enhance their own circumstances. Students who use alternative technologies for collaboration and communication may find a venue for their technological talents in a variety of new interdisciplinary fields, such as online research and services. Teachers should make appropriate accommodations and modifications for the assessment of exceptional students.

The Role of Technology in the Curriculum. Students will be expected to use a variety of computer programs that have been developed to assist students, practitioners, and researchers both in specific disciplines and in interdisciplinary work. These include simulations, multimedia resources, databases, and computer-assisted learning modules.

Information technology is especially important to interdisciplinary studies. Students must be able to readily locate and access information, and to use a variety of traditional and emerging technologies to help them develop innovative approaches to inquiry and research, project-based planning, and assessment. Students will benefit from using graphic-organizer applications as part of their systems-thinking approaches, as well as from accessing learning organizations (e.g., academic, professional, corporate) that develops and share information and models. Students can also use electronic communication to compare their results and analyses with those of other students, as well as to consult experts throughout the world. Through online public-access catalogues, Internet websites, and CD-ROM technology, students can access primary, secondary, archival, and virtual resources. Students' technological knowledge and skills, which are highly sought-after in many careers, will be enhanced through their application across many disciplines.

Teachers should work collaboratively within and across disciplines to plan for the effective integration of computer and information technologies into interdisciplinary studies. School library programs can also promote the development of information literacy skills among all students by coordinating and supporting the collaborative planning and implementation of interdisciplinary research and technological applications.

English As a Second Language and English Literacy Development (ESL/ELD). Interdisciplinary studies courses can provide a wide range of opportunities to address the needs of ESL/ELD students. Teachers who are planning and implementing interdisciplinary studies courses collaboratively must value students' diversity, interdependence, and independence. They must recognize the interdisciplinary experience, skills, and knowledge that all students bring to the classroom and build on these strengths. Teachers should approach with sensitivity the increased emphasis on communication and real-life applications in interdisciplinary studies, especially in cooperative learning settings, so that difficulties with language do not inhibit the participation of ESL/ELD students and hinder their success. Students should be encouraged to communicate and compare their understandings in both oral and written form, using the language conventions of both interdisciplinary studies and the constituent disciplines. Where possible, teachers should use visual and interactive methods, including arts-based activities and innovative technologies, to help students make connections among specific disciplines and to help them apply interdisciplinary insights confidently in everyday life.
The courses offered in interdisciplinary studies call for extensive reading and research. In interdisciplinary studies, teachers should promote a variety of resources and technologies appropriate to the reading level of individual students. Teachers should also make appropriate accommodations and modifications for the assessment of ESL/ELD students.

Career Education. Courses in the interdisciplinary studies program help prepare students for a wide range of occupations and postsecondary programs. New interdisciplinary fields, coupled with rapidly evolving technologies, have resulted in an exciting environment in which innovation thrives and new career opportunities abound. Today's employers seek independent, life-long learners who can demonstrate skills and knowledge across many disciplines. To meet present and future career challenges, all interdisciplinary studies courses emphasize the acquisition of such general knowledge and skills as information literacy, research and inquiry skills, the ability to apply technology, creative- and critical-thinking skills, problem-solving skills, the ability to apply systems approaches to familiar and new situations, and the ability to work cooperatively in a team. Teachers can help students explore current and emerging careers and identify ways in which their involvement in interdisciplinary studies will enhance their suit-ability for a wide range of occupations.

Cooperative Education and Other Workplace Experiences. A cooperative education program and/or a work experience opportunity in the community will allow students to apply and develop the skills and knowledge they acquire in their interdisciplinary studies course or program. Whether a student plans to enter the workforce directly after secondary school or go on to postsecondary education or training, an experiential learning opportunity can help students make career decisions and develop the knowledge, skills, and attitudes essential in today's society. Experiential learning may take a number of different forms to match the needs of an individual student. For example, a student enrolled in an interdisciplinary studies Applied Journalism course could participate in a one-to-four-week work experience placement with an editor or copywriter at the local newspaper. Alternatively, the student's work experience could be structured as a "virtual" work experience in which all tasks and communication among the student, teacher, and placement supervisor take place electronically. This "work experience" would be a component of the student's 110-hour credit course in Applied Journalism. A student wanting a more extensive experience could enroll in a cooperative education program and earn an additional one or two credits.

Students can combine a single-credit interdisciplinary studies course with a work experience component or a cooperative education course in either the private or public sector. For example, students taking Studies in Education could be placed in a child-care centre or school for a four-week work experience; those in Information Management for Successful Living could participate in a virtual work experience that links them with a manager of an event-planning or marketing firm; and those in Architectural Studies could be given a cooperative education placement in an architectural firm or municipal urban planning office.
Students taking an interdisciplinary studies package of courses worth from two to five credits

could enhance their learning with a placement that reflects the integration of the expectations for each of the individual subjects. For example, students taking Community Environmental Leadership could be placed in an eco-tourism firm; those taking Biotechnology could work in a hospital or industry laboratory; those in Arts Administration could be placed with a museum or arts council; and those in Hospitality Management could be placed in a hotel or tourist bureau.

Interdisciplinary programs worth more than one credit could also form the basis of a school–work transition program for a student entering the workforce directly after high school. School–work transition programs consist of a package of courses and experiential learning opportunities that prepare students to meet the requirements of a specific occupation or apprenticeship

Health and Safety. In planning learning activities to help them achieve curriculum expectations, teachers must ensure that students have opportunities to consider health, safety, and security issues and personal responsibility relevant both to specific disciplines and to interdisciplinary areas of work. They must follow safe practices and communicate safety expectations to students in accordance with school board and ministry policies. In diverse interdisciplinary activities, students must be able to demonstrate knowledge of the equipment used and the procedures necessary for its safe use. Interdisciplinary activities often take the teacher and students out of the predictable classroom environment and into new settings. Teachers must preview and plan expeditions carefully to protect students' health and safety. Health and safety issues must also be addressed when learning involves cooperative education and other workplace experiences, in accordance with the guidelines outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 200*0. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students understand the importance of health and safety issues in the workplace, as well as acquire the knowledge and skills needed for safe participation. Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to put into practice all the safety precautions that may be required at the placement. They must also ensure that any workplace accommodations needed to ensure students' safety are in place.