

**Guelph Collegiate Vocational Institute
Upper Grand District School Board**
Course Outline



Department: English

Course Title: Peer Tutoring

Course Type: Interdisciplinary Studies

Grade: 12

Course Code: IDC4UT

Credit Value: 1

Department Head: M. Krete

Teachers: K. Lawrenson

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Date of Development: 2015

Curriculum Document:

<https://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary1112curr.pdf>

Course Prerequisites/Corequisites:

Any university or university/college preparation course; completion of Grade 10 year

Course Description:

This course provides students the opportunity to mentor junior students in areas such as literacy, numeracy, organization, and study skills. Additionally, students will support junior students in subject area work. Through conversations with their tutee, tutors will identify goals and provide individualized programming based on these goals and any other areas of need. Students will also assess and reflect on their own learning and learning strategies, apply general skills in both familiar and new contexts, create engaging activities, and communicate knowledge.

Note: For additional information, see the course outline for GLS10; Learning Strategies.

Term Work (70% of the final mark)

Unit Title, Big Ideas, and Unit Culminating Tasks

Unit 1: Principles of Effective Tutoring (Tutor Training)

Big Ideas: Learning About Learning

- The Value of a Tutoring Program
- Introduction to Learning Styles and Types of Learners
- Strategies for Success in Fluency and Comprehension
- Introduction to Literacy and Numeracy
- Organizing Ideas
- Study Skills and Organizational Strategies

Culminating Tasks: Presentation, Test

Unit 2: Peer Tutoring

Big Ideas: Individualized Programming for Success
Metacognition at Work

Culminating Tasks: Informal Reading Assessment and Report, Mid-term Exam (prepared for tutee), Daily Practice Assessment (2), Reflection Journals

Culminating Tasks/Exams (30% of the final mark)

Course Culminating Task/Exams and Description

Task 1: Culminating Assignment (prepared for tutee) and Report, 20%

Task 2: Final Exam, 10%

Based on the range of students' learning needs, a selection from the strategies listed below may be utilized. Refer to [list of teaching and assessment strategies](#).

Teaching Strategies:

Differentiated Instruction

Scaffolding

Anchor Charts

Explicit Instruction

Modelled Programming

Modelled Practice

Guided Practice

Feedback

Assessment and Evaluation strategies:

Formative and Summative Assessments:

Quizzes, Presentations, Evaluation Activities, Test, Reports, Journals, Midterm Exam (prepared for tutee), Culminating Activity (prepared for tutee), Assessments for Daily Practice, Final Exam

Textbooks/Learning Resource Materials (align with Policy 603)

Tutoring Adolescent Readers

Think Literacy

Divergent (Option)

Shattered (Option)

Borderline (Option)

Fees for Learning Materials/Activities

None

Please refer to the [GCVI Student Handbook](#) for our school policies on:

- academic integrity
- late and missed assignments