

High School Course Description for **Peer Assistance Training**

Course Title: Peer Assistance Training**Curricular Area:** General**Course Number:** ELC093**Length:** One year**Grade Level:** 10-12**Credits:** 10; may be repeated for up to 40 credits**Meets a UC a-g Requirement:** no**Prerequisites:** application process and approval**Meets High School Graduation Requirement for:**
Elective Credit**Meets NCAA Requirement:** no**Course Description**

This course is designed to support a peer assistance program that addresses the academic along with the social-emotional needs of underclassmen and how meeting them can positively contribute to school success. The aims of this peer assistance program are to increase rates of attendance; reduce truancies, tardies, and suspensions; reduce percentage of failing grades; and promote a positive, connected school culture.

The purpose of this course is to train students in the skills necessary to become peer assistants. Peer assistants participate in training to act as team leaders, motivators, role models, and peer facilitators who provide support to a small group of freshmen throughout the school year. They are assigned to work with their freshmen team to orient them to the high school culture, to build connections that will ensure their social and academic success, to encourage character development and healthy relationships, and to serve as mentors who help students clarify and resolve problems. The class will develop and implement a freshman orientation program, promote and provide school activities to connect students to school culture, and participate in community service projects. Individual students will interact weekly with their assigned team through various lessons, follow-up sessions, and support activities.

Alignment

This course is aligned with the 2008 Health Education Content Standards for California Public Schools and the Character Education Partnership's Eleven Principles of Effective Character Education.

Instructional MaterialsSuggested Texts and Readings

1. Link Crew Program Resources & Instructional Materials
2. *Seven Habits of Highly Effective Teens*. Sean Covey. Touchstone, 1998. ISBN-13: 978-0684856094
3. *Please Stop Laughing at Me: One Woman's Inspirational Story*. Jodee Blanco. Adams Media, 2010. ISBN-13: 978-1440509865

Supplemental Materials

4. *Administrative Intervention*. Boys Town Press.
5. *Effective Study Strategies for Every Classroom*. J. Mach et al. Boys Town Press, 2008. ISBN-13: 978-889332-94-9
6. *The Well Managed Classroom*. Boys Town Press, 2007.
6. *Character Counts: First Class Character Education Activities Program*. M. Koehler, K. Royer. Jossey-Bass, 2001 ISBN: 0-12-034-081-2

7. *Specialized Classroom Management: A Boys Town Approach, 3ed*. Boys Town Press, 1999
8. *Teaching Social Skills to Youth, 2ed*. T. Dowd, J. Tierney. Boys Town Press. 2005. ISBN-13: 978-1-889322-69-8

Websites

1. www.boystown.org
2. www.centerfor youthchoice.org
3. www.dosomething.org
4. www.whatkidscando.org

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Class participation	25%
Projects	25%
Practicum Portfolio.....	50%
Total:	100%

Development Team

This Course of Study was developed in 2012 by Pete Tasaka and Debbi Villegas.

Pacing Guide for Peer Assistance Training

SEMESTER ONE

Key Assignments:

- Freshmen Orientation Program participation
- Team support meetings
 - Support lessons
 - Newsletters
- Class interactive notebook
- Book Analysis: *The Seven Habits of Highly Effective Teens*
- Community service projects

Assessments—Portfolio:

- Freshmen orientation evaluations & surveys
- Self-evaluations
- Class notebook
- Book Analysis
- Team lessons
- Team member evaluations
- Team newsletters

First Quarter		
Unit	Standards/Objectives	Concepts/Content
<p>Weeks 1-9</p> <p>Unit—Team Building/Climate Building</p>	<ul style="list-style-type: none"> • 1.5.M—Describe how social environments affect health and well-being. • 1.8.S—Describe California laws regarding bullying, sexual violence, and sexual harassment. • 2.1.S—Analyze internal and external influences on personal, family, and community safety. • 3.1.M—Access school and community resources to help with mental, emotional, and social health concerns. • 5.1.P—Apply a decision-making process to a personal health issue or problem. • 5.3.P—Apply a decision-making process to a community or environmental health issue. • 7.4.M—Practice respect for individual differences and diverse backgrounds. • 7.5.M—Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement. • 7.6.M—Practice setting personal boundaries in a variety of situations. • 8.1.G—Encourage and support safe, respectful, and responsible relationships. 	<ul style="list-style-type: none"> • Focus: people who feel a sense of belonging and comfort will perform at a higher level. • Focus: serving and supporting freshmen by <ul style="list-style-type: none"> ○ intervention, ○ conflict resolution, ○ consensus building, and ○ building relationships. • Skills acquired: <ul style="list-style-type: none"> ○ written, inter/intrapersonal communication, ○ team building, ○ decision making, ○ presentation/facilitation, and ○ role modeling.

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Second Quarter		
Unit	Standards/Objectives	Concepts/Content
Weeks 10-13 Unit— Organization	<ul style="list-style-type: none"> • 7.5.M—Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement. • 8.1.G—Encourage and support safe, respectful, and responsible relationships. • 8.1.M—Support the needs and rights of others regarding mental and social health. • 8.2.M—Promote a positive and respectful environment at school and in the community. 	<ul style="list-style-type: none"> • Focus: “students helping students succeed” <ul style="list-style-type: none"> ○ Develop student-centered management style ○ develop strong organizational skills necessary to carry out and implement successful projects and commitments. • Skills acquired: <ul style="list-style-type: none"> ○ Team building, ○ goal setting, ○ decision making, ○ agenda setting, ○ time management, ○ project management, ○ consensus building, ○ prioritization, and ○ evaluation/reflection.
Weeks 14-18 Unit— Leadership	<ul style="list-style-type: none"> • 1.4.M—Describe qualities that contribute to a positive self-image. • 1.5.M—Describe how social environments affect health and well-being. • 4.1.G—Analyze how interpersonal communication affects relationships. • 7.4.M—Practice respect for individual differences and diverse backgrounds. • 7.5.M—Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement. • 7.6.M—Practice setting personal boundaries in a variety of situations. • 8.1.G—Encourage and support safe, respectful, and responsible relationships. • 8.1.M—Support the needs and rights of others regarding mental and social health. • 8.2.M—Promote a positive and respectful environment at school and in the community. 	<ul style="list-style-type: none"> • Focus on what it means to be a leader in the eyes of the freshmen, peers, and adults on campus. <ul style="list-style-type: none"> ○ How to be a positive role model on and off campus. ○ principles of basic leadership in which the student will be challenged to look within themselves. <ul style="list-style-type: none"> ▪ concept of leadership vs. management, ▪ leadership styles, ▪ levels of leadership, ▪ mission statements, ○ group development, ○ goal setting, ○ bringing about change • Skills acquired: <ul style="list-style-type: none"> ○ problem-solving, ○ written communication, ○ non-verbal communication, ○ inter/intra personal communication, ○ presentation/facilitation, ○ evaluation/reflection, and ○ role modeling.

Pacing Guide for Peer Assistance Training

SEMESTER TWO

Key Assignments:

- Freshmen Orientation Program participation
- Team support meetings
 - Support lessons
 - Newsletters
- Class interactive notebook
- Book Analysis: *Please Stop Laughing at Me: One Woman's Inspirational Story*.

• Community service projects
Assessments—Portfolio:

- Freshmen orientation evaluations & surveys
- Self-evaluations
- Class notebook
- Book Analysis
- Team lessons
- Team member evaluations
- Team newsletters

Third Quarter

Unit	Standards/Objectives	Concepts/Content
<p>Weeks 1-5</p> <p>Unit—Communication</p>	<ul style="list-style-type: none"> • 2.1.S—Analyze internal and external influences on personal, family, and community safety. • 4.1.G—Analyze how interpersonal communication affects relationships. • 4.1.P—Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health. • 7.5.M—Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement. • 8.2.M—Promote a positive and respectful environment at school and in the community. 	<ul style="list-style-type: none"> • Focus: communication is an integral part in the development of leaders. • Focus on three types of communication <ul style="list-style-type: none"> ○ Interpersonal-one on one/small groups, ○ Intrapersonal-reflection on one’s own learning and creating clear thoughts about action/direction, ○ Presentation skills-performing large group presentations. • Skills acquired: <ul style="list-style-type: none"> ○ Inter/intrapersonal communication, ○ presentations, ○ decision making, ○ effective speaking & listening, ○ persuasiveness, ○ phone skills, ○ multi-media and technological presentations, and ○ the coaching model.
<p>Weeks 6-9</p> <p>Unit—Academic Follow-ups:</p>	<ul style="list-style-type: none"> • 1.1.M—Describe the benefits of having positive relationships with trusted adults. • 1.4.M—Describe qualities that contribute to a positive self-image. • 3.1.M—Access school and community resources to help with mental, emotional, and social health concerns. • 7.4.M—Practice respect for individual differences and diverse backgrounds. • 7.6.M—Practice setting personal boundaries in a variety of situations. • 8.1.M—Support the needs and rights of others regarding mental and social health. • 8.2.M—Promote a positive and respectful environment at school and in the community. 	<ul style="list-style-type: none"> • Focus: academic follow ups • Focus: how to teach a lesson. • Skills acquired: <ul style="list-style-type: none"> ○ Presentation (large and small groups), ○ discussion leading techniques, ○ story-telling, ○ classroom management, ○ non-verbal communication, ○ coaching, ○ process observation (pre-observation, observation, post observation).

Pacing Guide for Peer Assistance Training

Fourth Quarter

Unit	Standards/Objectives	Concepts/Content
Weeks 10-14 Unit—Personal development	<ul style="list-style-type: none"> • 2.1.S—Analyze internal and external influences on personal, family, and community safety. • 7.6.M—Practice setting personal boundaries in a variety of situations. • 8.1.G—Encourage and support safe, respectful, and responsible relationships. • 8.3.M—Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation. 	<ul style="list-style-type: none"> • Focus: Personal growth & development. • Skills acquired: <ul style="list-style-type: none"> ○ evaluation/reflection, ○ health and balance, ○ balancing priorities, and ○ learning how to reflect.
Weeks 15-18 Unit—Learning Styles	<ul style="list-style-type: none"> • 8.1.G—Encourage and support safe, respectful, and responsible relationships. • 8.1.M—Support the needs and rights of others regarding mental and social health. • 8.2.M—Promote a positive and respectful environment at school and in the community. 	<ul style="list-style-type: none"> • Focus: unifying team and collaboration models. <ul style="list-style-type: none"> ○ personality styles, ○ learning styles, and ○ personality traits. • Skills acquired: <ul style="list-style-type: none"> ○ Analyzing individual dynamics, ○ Analyzing group dynamics, ○ Identifying and addressing misconceptions, ○ Understanding learning theories, ○ Understanding personality theories.

Instructional Guide for Peer Assistance Training

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

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