

**Riverdale Collegiate Institute -- Toronto District School Board
EVALUATION POLICY AND COURSE OUTLINE 2012-2013**

**Riverdale Collegiate Institute
Course of Study**

LEARNING STRATEGIES: GLE 409

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at:

- <http://edu.gov.on.ca/eng/curriculum/secondary/guidance1112curr.pdf>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), 2011 located at:

- <http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

1. Course Details

- Program Area: Special Education
- Curriculum Leader: C. Chang
- Course title: Learning Strategies, GLE 409 Credit value: 1.0
- Prerequisite(s): GLE 309 (*A decision to waive the prerequisite may be made if a student shows both need and motivation*)
- Textbook(s) and resource materials that are essential to the course: handouts, worksheets, videos, internet research and assistive technology will be used. Although there is no specific course textbook, *Learn Smart: Strategies to Succeed in School and Life* will be included (as needed).

2. Overall Goals

- Course description:

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Overall Expectations

By the end of this course, students will:

- evaluate learning skills and strategies that contribute to success in various settings;
- apply appropriate literacy and numeracy skills and strategies to support learning and planning for postsecondary choices;
- analyse their learning skills and styles to determine their learning strengths and needs, and develop strategies to maximize their learning while in secondary school and throughout their lives.

Units/Topics	Timing
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Application and support in subject courses	Throughout course
Time management and organization	Throughout course
Study skills	Throughout course
Literacy	Throughout course
Self advocacy and responsibility	Throughout course
Focus in GLE 409:	
• Preparing for Post-secondary pathways	Term 1
• Post-secondary exploration, assistive technology	Term 2
• Transitions and personal management skills	Term 3
Culminating Activity	end of April/May

EVALUATION PLAN

As required by the Ministry of Education and Training, each student is evaluated according to the four achievement categories: **Knowledge/Understanding, Thinking and Investigation, Communication and Application.**

	Knowledge/Understanding	Thinking/Inquiry	Communication	Application
Term: 70%	30	30	20	30%

Culminating Activity: 30%	This evaluation is cumulative, containing material from all units and will evaluate all 4 achievement categories.
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70% Term Work

Students must demonstrate achievement of all the overall expectations of the course.

Unit	Task	Achievement Category Focus	Date Due
Application/support in subject courses	effective use of time	Application	Throughout course
Time management and organization	effective use of time management/organization	Application	Throughout course
Study skills	effective use of time	Application	Throughout course
Literacy	application of reading/writing strategies	Knowledge, Thinking Communication, Application	Throughout course
Self advocacy and responsibility	effective use of time Self advocacy work	Knowledge, Thinking, Communication, Application	Throughout course
Preparing for Post-secondary pathways	videos, various post-secondary resources	Knowledge, Thinking, Communication, Application	Term 1

Post-secondary exploration and assistive technology	videos, individual research and assignments	Knowledge, Thinking, Communication, Application	Term 2
Transitions and personal management skills	individual research, assignments and group work	Knowledge, Thinking, Communication, Application	Term 3

In addition to the evaluations listed above, individual teachers may include other evaluations.

REPORTING

Four Report Cards will be issued during the year. All reports will give a numeric grade to each student calculated as indicated above. All reports are cumulative. The November, February and April report cards are snapshots of all course work until that point in time. They will be based on the most consistent level of achievement to that point in time.

LEARNING SKILLS

Learning skills are critical for achievement of the curriculum expectations. On each report card there are 6 learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report on the six Learning Skills using the following: E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement.

TEACHING/ASSESSMENT AND EVALUATION STRATEGIES

A range of teaching, assessment and evaluation strategies will be used to address the needs of students' learning styles and allow students a variety of methods to demonstrate their achievement of the expectations.

Teaching Strategies

To facilitate the learning of the various concepts, a variety of teaching strategies will be used and might include:

Activity Based Strategies

Examples: oral presentations, field trips, simulations, activity centres, Circle time

Cooperative Learning Strategies

Examples: group research, team activities, think-pair-share

Arts Based Strategies

Examples: drawing, creative work

Direct Instruction Strategies

Examples: Socratic dialogue, lecture, demonstration, conferencing, review, tutorial, use of resource materials

Independent Learning Strategies

Examples: independent reading and study

Inquiry/Research Models

Examples: inquiry process, research process, writing process

Technology Applications

Examples: internet websites, media presentation, assistive technology

Thinking Skills Strategies

Examples: brainstorming, lateral thinking, problem solving, concept formation, experimenting

Assessment

The primary purpose of assessment is to improve student learning. Assessment is ongoing, varied in nature and allows students to assess their own progress and determine next steps.

The following assessment strategies may be used at different times throughout the course:
quizzes, practice tests, conferencing, practical skill checks, written assignments, self-assessment
and/or peer-assessment, reflective summary

Evaluation

Evaluation is varied and is used to determine a student's achievement grade.

The following evaluation strategies may be used at different times throughout the course:
quizzes, tests, practical skill checks, written assignments, presentations, etc.