

**FOREST HILL COLLEGIATE INSTITUTE COURSE OF STUDY:  
Course of Study and Evaluation Statement  
Learning Strategies (GLE10/20): Open  
September 2019**

***Please Note:***

- 1) All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>
- 2) Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

**GLE 109/209 Course Details**

- **Program Area:** Special Education and Student Success
- **Course title:** Grade 9/10 General Learning Strategies, Open
- **Credit Value:** 1.0
- **Prerequisites(s) and co-requisite(s):** None
- **Date of Revision:** September 2019
- **Assistant Curriculum Leader:** Susan Honess
- **Teacher Developers:** Susan Honess, Chana Boxer

**1. Course Description**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**2. Overall Expectations**

**Learning Skills:**

- identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts;
- identify and use a variety of numeracy skills and strategies to improve their practical application of mathematics in everyday contexts;
- demonstrate an understanding of learning skills and strategies required for success in school.

**Personal Knowledge and Management Skills:**

- apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school;
- identify and describe personal-management skills required for success, and explain their use

- to help maximize learning;
- demonstrate the use of personal-management skills and strategies to enhance learning.

**Interpersonal Knowledge and Skills:**

- identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork;
- assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning;
- demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.

**Exploration of Opportunities:**

- apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan;
- demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs;
- develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for secondary school success.

**3. Specific Curriculum Expectations:**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

**4. Course Content:**

The following are unit titles in the sequence in which the material will be studied and a suggested timeframe in hours as best as known at the time of printing. Textbook(s) and resource materials which may be used in the course: *Learn Smart*      *Literacy Power*      *Essential Study Skills*  
*Learning Strategies: A Foundation for Lifelong Learning How to Improve Your Study Skills, Second Edition*

**UNIT TITLES/LEARN SMART THEMES:**

	<b>Unit Title</b>	<b>Approximate Amount of Time Spent</b>
<b>Unit 1</b>	<b>You As A Learner</b> - Who are you? - Understanding Your IEP ← NOTE: <i>this will happen later in sem. 1</i> - SMART Goal Setting	10 hours
<b>Unit 2</b>	<b>What It Means To Be A Successful Learner</b> - Learning styles - Multiple intelligences - Left brain versus right brain - Self-Advocacy Skills: how and where to access support - The importance of taking responsibility for your own learning - Introduction to Read and Write Gold Chrome Extension	10 hours

<b>Ongoing</b>	<b>Introduction to, and preparation for the grade 9 EQAO math test and/or the grade 10 OSSLT</b>	Ongoing throughout the course
<b>Unit 3</b>	<b>PART A: Managing Your Work</b> Effective Strategies for: - organization      - taking notes      - taking tests - studying      - managing your time      - presenting in class <b>Grade 9: Infographic Assignment</b> <b>Grade 10: Practical, Digital Portfolio Assignment</b>	20 hours
<b>Unit 4</b>	<b>Learning in Groups</b> - Roles people play - Active listening in class - Effective Communication skills: communicating clearly and effectively with both peers and adults <b>The Classroom of the Future: What Will Education Look Like?</b>	10 hours
<b>Unit 5</b>	<b>Factors That Affect Learning</b> - How to Handle Stress - Wellness <b>Grades 9: Brain Food Cafe Assignment</b> <b>Grade 10: Wellness Assignment</b>	10 hours
<b>Unit 6</b>	<b>Culminating Assignment &amp; Presentation</b> Exam Preparation	15 hours 10 hours

*\*NOTE: Even though GLE 109 and GLE 209 are granted a credit each, both courses together make up the GLS 109 curriculum. Students taking GLE have approximately half the class time to seek assistance for other subjects taken concurrently in the same semester.*

#### **5. Program Planning Considerations:**

- **Individual Education Plan:** Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program.

**The Role of Technology in the Curriculum:** Google Classroom will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- **English as a Second Language (ESL):** Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help the ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- **Career Education:** Expectations in the Special Education program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post-secondary destination, all students need to realize that literacy skills are employability skills.

- Cooperative Education and Other Workplace Experiences: The knowledge and skills students acquire in this course will assist them in their senior level cooperative education and work-experience placements related to this course. General information about cooperative education courses can be found at: <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

## 6. Learning Skills

Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are

**Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation.**

Teachers report achievement on the five Learning Skills using letter symbols:

**E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.**

Learning Skills clearly affect levels of achievement, but they are not part of the evaluation of achievement and are not included in the midterm mark or final course mark.

## 7. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

**8. Teaching Strategies:** Teachers use a variety of teaching strategies to maximize student learning. The following strategies will be used in this course:

- Helping students become self-directed, lifelong learners is the fundamental aim of this course. Teaching must not only convey the knowledge and skills of the subject, but also provide students with a process for effective learning that they can use throughout their lives.
- In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experimental learning.
- Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.
- Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs.
- Instructional and assessment activities must take into account the strengths, needs, learning

expectations, and accommodations as identified in the Individual Education Plan.

- Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.

## 9. Assessment and Evaluation Strategies

### Assessment and Evaluation of Student Achievement:

The primary purpose of assessment and evaluation is to improve student learning. **Assessment** is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement. **Evaluation** refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Assessment and evaluation strategies planned for this course are the following:

- ~ Written work, such as paragraph writing
- ~ Digital presentations
- ~ Oral presentations
- ~ Role-playing exercises

**Achievement Chart:** The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels. In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge and Understanding	Application	Thinking and Inquiry	Communication
20%	30%	20%	30%

### 70% of the Final Mark is Based on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

- Components of course work include, but are not restricted to:
  - ~ Inquiry writing about a multitude of topics throughout the course
  - ~ Online questionnaires/quizzes about work habits
  - ~ Poster and presentation
  - ~ Reading comprehension activities
  - ~ Infographics
  - ~ Quizzes
  - ~ Planning/ graphing

### 30% of the Final Mark is Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities

is included in the FHCI evaluation policy as printed in the Student Agenda Book.

- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

#### **10. Determining Marks for Midterm Provincial Reports in November:**

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

#### **11. Determining the Mark for the Final Report Card**

The mark for the final report card will be the sum of the 70% mark and the 30% mark.

#### **11. Teacher-Specific Information**

- Teachers are available for extra help upon request
- Student grades are recorded on MarkBook software
- If you have any concerns or wish to know how your student is doing, please call Mrs. Honess (grade 9 GLE) at (416) 393-1860 extension 20155, or Ms. Boxer (grades 9 and 10 GLE) at (416) 393-1860 extension 20140