

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**  
**Senior Learning Strategies (GLE30/40): 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 309/409 Course Details**

- **Program Area:** Special Education and Student Success
- **Course title:** Advanced Learning Strategies, Open
- **Credit Value:** 1.0
- **Prerequisites(s) and co-requisite(s):** Recommendation by Principal
- **Date of Revision:** January 2019
- **Assistant Curriculum Leader:** Susan Honess
- **Teacher Developers:** Chana Boxer, Ian Fraser, Susan Honess

**2. 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.

**3. 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 literacy and numeracy skills and strategies to improve their practical application and to enhance planning and learning for postsecondary options;
- demonstrate an understanding of learning skills and strategies required for success in school and everyday contexts.

**Personal Knowledge and Management Skills:**

- apply knowledge of their personal skills and learning strengths to develop strategies for success in several contexts;
- identify and describe personal-management skills required for success, and explain their use to help maximize learning and achievement;
- demonstrate the use of personal-management skills and strategies to enhance learning and accomplish personal goals.

**Exploration of Opportunities**

- demonstrate knowledge of career options in order to assist students with decision making for postsecondary plans and life paths.
- demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs and explore postsecondary possibilities;
- Develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for postsecondary school and lifelong success.

**Preparation for Transitions and Change**

- examine personal transition skills and strategies, and identify areas that need growth;
- identify and demonstrate the skills and strategies essential to find work;
- demonstrate efficient decision-making, goal-setting, and action-planning skills that are necessary to prepare for transition to postsecondary studies.

**4. 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>

**5. 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 to be used in the course:

*7 Habits of Highly Effective Teens*

*Think Smart: Skills for Success after High School*

*Think Smart: Skills for Success after High School Workbook*

*Sean Covey*

*Essential Study Skills*

*Learning For Success*

**UNIT TITLES/THINK SMART THEMES:**

<b>UNIT #</b>	<b>Unit Title</b>	<b>Time</b>
<b>Unit 1</b>	<b>Goal Setting and Self Esteem (Theme 1: Me)</b> - You: Now and Then -- - Understanding Your IEP ← NOTE: this will happen later in semester 1 - Learning Styles and Multiple Intelligences - Goal setting/SMART Goals - Overcoming Obstacles and Problem Solving - Introduction to Read and Write Gold Chrome Extension	10-15 hours
<b>Unit 2</b>	<b>Factors Interfering with Learning (Theme 2: Exiting/ Theme 3: “Surviving”)</b> - Personal Factors - Social Factors - Stress Management - Steps to success	10-15 hours
<b>Unit 3</b>	<b>Organization and Study Skills (Theme 3: “Surviving”)</b> - Organizing course notebook and planning written work - Time management (course work/extra- curricular activities/part-time jobs) - Memorizing/Chunking Information in logical order - Improving your understanding - Note and test taking	10-15 hours
<b>Unit 4</b>	<b>Learning and Self (Theme 4: Relationships)</b> - Problem solving - Self Advocacy - Impact of lifestyles - Handling new situations	10-15 hours
<b>Unit 5</b>	<b>Work Place Preparation (Theme 5: Opportunities/Theme 6: Success)</b> - Resume writing - Cover letters - Completing job applications - The interview - Communication - Engage with your work - The employer and employee - Where to find a job in the community	10-15 hours
<b>Unit 6</b>	<b>Culminating Activity/Project</b> - Research/Present a viable career option/path (3-page report and presentation to class)	10-15 hours

## 6. 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. Additional assistance is available through the Special Education program.
- **The Role of Technology in the Curriculum:** Using information technology 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 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 English 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>

## 7. 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.

## 8. 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.

**9. Teaching Strategies:** Teachers use a variety of teaching strategies to maximize student learning. The following teaching 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.
- 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.

## **10. 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 reflects 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:

~ Written work, such as paragraph writing, journal writing, and essays

~ Oral presentations                      Posters                      Role playing exercises                      Tests/quizzes

**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	Applications	Thinking and Inquiry	Communication
20%	30%	20%	30%

### ***70% of a Student's 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:

- Worksheets on various aspects of the course
- Online questionnaires/quizzes about work habit
- Creation of study notes and textbook reading notes
- Posters and presentation on Multiple Intelligences and Career Opportunities
- Goal Setting Planner
- Quizzes

### ***30% of a Student's Final Grade 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.

- Culminating Activities in this course include:

**1) Post -Secondary Portfolio 20%**

**2) Portfolio Presentation 10%**

## **11. Determining Marks for the Midterm Provincial Reports in November and April**

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.

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

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

## **13. Teacher-Specific Information**

- Teachers are available for extra help upon request
- If you have any concerns or wish to know how your child is doing, please call Mrs. Honess (Assistant Curriculum Leader) at (416) 393-1860 Extension: 20155