

GLE20 COURSE OUTLINE MODIFIED SEMESTER TIMETABLE 2021-2022

COURSE NAME	Learning Strategies: Skills for Success in Secondary School	GRADE	10
COURSE CODE	GLE20	CREDIT VALUE	1.0
TEACHER	Alex Moore alex.moore@tdsb.on.ca	DEPARTMENT	Guidance & Career Education
PREREQUISITE	Recommendation of the Principal		

Course Description	<p>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.</p> <p>Source: The Ontario Curriculum, Grades 9-10, Guidance & Career Education: 2006 Revised</p>
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Overall Expectations	<p>Learning Skills <i>By the end of this course, students will:</i></p> <ul style="list-style-type: none"> • 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. <p>Personal Knowledge and Management Skills <i>By the end of this course, students will:</i></p> <ul style="list-style-type: none"> • 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. <p>Interpersonal Knowledge and Skills <i>By the end of this course, students will:</i></p> <ul style="list-style-type: none"> • 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. <p>Exploration of Opportunities <i>By the end of this course, students will:</i></p> <ul style="list-style-type: none"> • 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 <p>Source: The Ontario Curriculum, Grades 9-10, Guidance & Career Education: 2006 Revised</p>
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Resources

- [My Blueprint](#)
- [YouCubed Online Student Course](#)
- [Setting Goals - Study Skills](#)
- [SkillsZone - Ontario Skills Passport \(OSP\)](#)
- [The Application Service for Ontario's Public Colleges](#)
- [Welcome to Ontario Universities' Info](#)
- [Apprenticeship in Ontario](#)
- [Secondary Program: Adaptive and Remote Models](#)

ASSESSMENT FOR/AS/OF STUDENT ACHIEVEMENT:

- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating 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 order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

Assessment for/as/of student achievement is based on the following categories from the achievement chart as outlined in Growing Success.

Categories	Weighting
Knowledge	25%
Thinking	25%
Communication	25%
Application	25%

Current understanding is that there is no exam this year, and the full final course mark will be based on term work.