



# GEORGE S. HENRY ACADEMY COURSE OUTLINE



## Learning Strategies 1: Skills for Success in Secondary School

<b>COURSE CODE</b>	GLE2O9	<b>GRADE</b>	10
<b>TEACHER(S)</b>	J. Brinder/Y.Kimm	<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	Guidance	<b>PREREQUISITE</b>	Recommendation of Principal

<b>COURSE DESCRIPTION:</b>	<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>Additional information can be found at: <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html">http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</a></p>
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<b>COMMUNICATION</b>
Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240.

CONCRETE LEARNING RESOURCES	DIGITAL LEARNING RESOURCES
Course materials will be provided from a variety of sources to meet student needs.	My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.

<b>GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY</b>
<p>For each evaluation, the teacher will inform students of the <b>due date</b> and the <b>ultimate deadline</b>. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.</p> <p><b>Strategies to assist students in meeting deadlines include:</b></p> <ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Using the school app</li> <li>• Using a personal agenda</li> <li>• Seeking extra help from teachers</li> <li>• Requesting for assistance with time management and organizational skills</li> <li>• Getting help from parents/guardians</li> <li>• Getting help from a caring adult in the school</li> </ul>

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

### ACHIEVEMENT CHART CATEGORIES

**Knowledge and Understanding (K & U):** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking (T):** The use of critical and creative thinking skills and/or processes

**Communication (C):** The conveying of meaning through various forms

**Application (A):** The use of knowledge and skills to make connections within and between various contexts

### COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
<b>K &amp; U</b>		<p><b>Knowledge of content</b> (e.g., terminology, vocabulary information) <i>Ex. Multiple Intelligence inventory</i></p> <p><b>Understanding of content</b> (e.g., theories, concepts, skills, processes) <i>Ex. Reading annotations</i></p>
<b>T</b>		<p><b>Use of planning skills</b> – understanding the problem (e.g., focusing research, identifying a problem) – making a plan for solving the problem (e.g., locating and gathering information, organizing an inquiry) <i>Ex. Mental health and well-being presentation</i></p> <p><b>Use of processing skills</b> – carrying out a plan (e.g., analyzing, reflecting, integrating) – looking back at the solution (e.g., synthesizing, evaluating, forming conclusions) <i>Ex. Opinion paragraph</i></p> <p><b>Use of critical/creative thinking processes</b> (e.g., reading process inquiry, decision making, research, problem solving) <i>Ex. Research project</i></p>
<b>C</b>		<p><b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, resumes, personal profiles, charts, reports, summaries) <i>Ex. Cover letter and resume</i></p> <p><b>Communication for different audiences and purposes</b> (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) <b>in oral, visual, and written forms</b> <i>Ex. Class discussions</i></p> <p><b>Use of conventions</b> (e.g., appropriate style and format for cover letters, applications, resumes, emails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual and written forms <i>Ex. Journal writing</i></p>
<b>A</b>		<p><b>Application of knowledge and skills</b> (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts <i>Ex. SMART goals</i></p> <p><b>Transfer of knowledge and skills</b> (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts <i>Ex. Group/class project</i></p> <p><b>Making connections within and between various contexts</b> (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace) <i>Ex. Community hours task</i></p>

**FINAL EVALUATION (30% of your overall grade)**

Type	Description	%
Culminating Task(s)	Self-Assessment/Reflection and Culminating/Exam Preparation	30%
Exam	N/A	

**UNITS OF STUDY/COURSE ROAD MAP (subject to change)****Unit 1: Me as a Learner**

In this unit students will acquire knowledge of themselves as a learner. They will investigate their areas of strength and need along with how they learn best. Students will also develop and improve specific strategies for success in the classroom. Personal inventories/quizzes, goal setting, organization and time management are some areas of focus for this unit. Possible activities include:

- Multiple intelligences and learning style inventories
- SMART goal setting activities
- Binder checks
- Personal reflections

**Unit 2: Developing Learning Skills**

During this unit, students will continue to develop learning skills for success in the classroom. Strategies for literacy, numeracy, studying, note-taking and decision-making are potential areas of focus. Possible activities include:

- Various reading tasks (using before, during and after reading strategies)
- Various writing tasks (using the writing process)
- Financial literacy assignment
- Research project

**Unit 3: Healthy Relationships**

For this unit, students will develop specific skills and strategies to develop and maintain healthy relationships. Areas of focus include interpersonal skills, conflict resolution, teamwork and leadership skills. Possible activities include:

- Group/class project
- Health and well-being presentation
- Role play
- Student voice assignment

**Unit 4: Exploration of Opportunities**

This unit focuses on exploring opportunities at the secondary level and how to make the most out of the high-school experience. Volunteer opportunities, co-curricular activities, employment and post-secondary pathways are some of the topics covered in this unit. Possible activities include:

- Community hours task
- Resume and cover letter writing
- Club and/or sports team investigation
- Workplace/college/university research

## GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

## GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

## SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences and Humanities ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )			1
Cooperative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity