



GEORGE S. HENRY ACADEMY COURSE OUTLINE



Advanced Learning Strategies: Skills for Success After Secondary School

COURSE CODE	GLE3O9, GLE4O9	GRADE	11, 12
TEACHER(S)	J. Brinder/Y.Kimm	CREDIT VALUE	1.0
DEPARTMENT	Guidance	PREREQUISITE	Recommendation of Principal

COURSE DESCRIPTION:	<p>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.</p> <p>Additional information can be found at: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html</p>
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COMMUNICATION

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.

GEORGE S. HENRY ACADEMY’S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. 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.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

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
K & U		<p>Knowledge of content (terminology, vocabulary information) <i>Ex. Learning styles inventory</i></p> <p>Understanding of content (theories, concepts, skills, processes) <i>Ex. IEP analysis</i></p>
T		<p>Use of planning skills – 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. Career investigation</i></p> <p>Use of processing skills – carrying out a plan (e.g., analyzing, reflecting, integrating) – looking back at the solution (e.g., synthesizing, evaluating, forming conclusions) <i>Ex. Opinion essay</i></p> <p>Use of critical/creative thinking processes (e.g., reading process inquiry, decision making, research, problem solving) <i>Ex. Financial literacy project</i></p>
C		<p>Expression and organization of ideas and information (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. Self-advocacy letter</i></p> <p>Communication for different audiences and purposes (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms <i>Ex. Role play</i></p> <p>Use of conventions (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. Job applications</i></p>
A		<p>Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts <i>Ex. SMART goals task</i></p> <p>Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) to new contexts <i>Ex. Employment trends research</i></p> <p>Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace) <i>Ex. Employability skills activity</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: Learning Skills**

In this unit, students develop learning and thinking skills and strategies. They discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Literacy skills, numeracy skills, and habits and skills to become self-directed, lifelong learners are areas of focus for this unit. Possible activities include:

- Learning style inventories
- IEP Analysis
- Personal reflections

Unit 2: Personal Management

During this unit, students will work on developing their abilities to describe and assess their personal strengths and interests and to draw on their knowledge of themselves when exploring and deciding on work and life goals. Students develop an awareness of their needs and learn the skills required to ensure that they get the resources and support they need. Strategies to interact positively and effectively with others in school and in the community, resiliency, teamwork, and management of resources required to complete tasks and achieve their goal are potential areas of focus. Possible activities include:

- SMART goal setting
- Self-advocacy letter
- Group project

Unit 3: Exploration of Opportunities

For this unit, students develop the skills needed to research information about learning, work, and community opportunities. Students make connections between these opportunities and their personal career goals. They learn about trends in the workplace, in the local and global economy, and in society. Students learn the benefits of having a broad range of skills to meet the demands of the changing global market. Possible activities include:

- Employment trends research
- Employability skills activity
- Career investigation

Unit 4: Preparation for Transitions and Change

This unit focuses on students' ability to anticipate and respond to change. They develop knowledge, skills, and strategies that can smooth the transitions between different stages and roles in life. They prepare themselves for postsecondary learning and for the challenges of finding and creating work opportunities. They also develop their ability to make effective decisions, set goals, plan, act on plans, and evaluate and modify plans in response to changes. Possible activities include:

- Role play
- Post-secondary project
- Self-assessment

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
TOTAL	9	9	9

*Contextualized Learning Activity