



## Ontario eSecondary School Course Outline 2022-2023

<b>Ministry of Education Course Title:</b> Learning Strategies 1: (GLS10/GLE10/GLE20) Skills for Success in Secondary School	
<b>Ministry Course Code:</b> GLS10	
<b>Course Type:</b> Open	
<b>Grade:</b> 9	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> None	
<b>Department:</b> Guidance and Career Education	
<b>Course developed by:</b> Sarrah Beemer	<b>Date:</b> June 12, 2020
<b>Length:</b> One Semester	<b>Hours:</b> 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"><li>1. <i>Guidance and Career Education, The Ontario Curriculum, Grades 9 and 10, 2006</i></li><li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li><li>3. <i>Learning for All (2013)</i></li></ol>	

## **COURSE DESCRIPTION/RATIONALE**

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.

## **OVERALL CURRICULUM EXPECTATIONS**

### **Learning Skills: Overall Expectations**

By the end of this course, students will:

- 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: Overall Expectations**

By the end of this course, students will:

- 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: Overall Expectations**

By the end of this course, students will:

- 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: Overall Expectations**

By the end of this course, students will:

- 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.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Learning How to Learn	30 hours
Unit 2: Goal Setting	12 hours
Unit 3: Study Skills	23 hours
Unit 4: Literacy	17 hours
Unit 5: Numeracy	18 hours
Culminating Activity	10 hours
<b>Total</b>	<b>*110 Hours</b>

## UNIT DESCRIPTIONS

### UNIT 1: Learning How to Learn

In this unit, students will begin by taking a look at themselves as a learner. Students will explore various learning styles and how this fits into their own learning. As well, students will learn about self-advocacy, stress management, digital citizenship, and their own personal management. Students will explore these areas in a manner that relates to their own experiences as they enter high school.

### UNIT 2: Goal Setting

In this unit, students will continue learning about themselves and starting to think about the importance of setting goals. The reality is that all of us set goals for ourselves, but many of us fail to achieve these goals. This is not because we do not have the skills and ability to accomplish them, rather that we are setting goals that do not follow a framework and structure that will give us guidance and keep us motivated along our journey. Students will expand their knowledge and make some SMART Goals of their own.

### UNIT 3: Study Skills

In this unit, students will begin to explore study strategies. This will include learning about organization skills, note-taking strategies, time management (and procrastination!) and finally study skills and test-taking strategies. Students will use the knowledge in this unit to help improve their own study strategies.

### UNIT 4: Literacy

In this unit, students begin to explore the world of literacy skills. Reading strategies are useful in all classes. As well, students will start to explore a few of the tasks on the Ontario Secondary School Literacy test which they write in Grade 10.

### UNIT 5: Numeracy

In this unit, students will explore some basic numeracy, language and skills. While this isn't an extensive look at numeracy and mathematics, it will provide students with an understanding of the language used in mathematical questions.

## TEACHING AND LEARNING STRATEGIES

### The students will experience a variety of activities:

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher-led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Reading** students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

**Reflection** for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Reflections
- Oral presentations & Active Listening
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

### TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: Self-Advocacy Letter	Students will write a letter to advocate for themselves.	K, I, C, A	10
Unit 1: Photo Slideshow and Presentation	Students will create a slideshow and demonstrate their presentation and communication skills.	K, I, C, A	10
Unit 2: SMART Goals	Students will prepare their own SMART Goals.	K, I, C, A	10
Unit 3: Time Management	Students will practice a time management activity.	K, I, C, A	10
Unit 4: Summary Paragraph	Students will write a summary in regards to a short story.	K,I,C,A	10
Unit 5: Why do we need math?	Students will create a number of job opportunities where you can use math.	K,I,C,A	10
Unit 5: Budgeting	Students will practice budgeting skills	K, I, C, A	10

### FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culminating Activity	This will be a portfolio activity.	SUM	30

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
<b>Final</b>	<b>30</b>
Culminating Project	30

## AFL/AAL/AOL Tracking sheet:

### Unit 1:

AAL	AFL	AOL
8 Habits of Highly Effective Students Worksheet	Course Expectations Reflection	Letter of Self-Advocacy Assignment
Learning Styles “Glyph”	Learning Style Inventory:	Photo Slideshow and Presentation
How Do You Deal with Stress?	Learning Style Inventory: Reflection Questions	
How Do you Deal with Stress	Attempts at Self Advocacy	
My Own Personal Management Skills	In Search of Success	
	End of Unit Conversation	

### Unit 2: Goal Setting

AAL	AFL	AOL
My Own Personal Management Skills	AFL: In Search of Success	Goal Setting Assignment
	SMART Goal Worksheet	
	End of Unit Conversation with Instructor	

### Unit 3: Study Skills

AAL	AFL	AOL
How Organized Am I? A Self Assessment	Note-taking Demonstration	Help Frank Manage His Time: Calendar Task
Are you a procrastinator? Quiz	Where is your Time Going?	Help Frank Manage His Time: Response Questions
	Test Taking Skills	
	Test Taking Words and Activity	
	End of Unit Conversation with Instructor	

### Unit 4: Literacy

AAL	AFL	AOL
	4.1.5 Summary and Main Idea Worksheet (AFL)	Three Little Pigs Summary Organizer/Paragraph
	End of Unit Conversation with Instructor	

### Unit 5: Numeracy

AAL	AFL	AOL
Numeracy Fun	End of Unit Conversation with Instructor	Why Do We Need Math (AOL)
		David’s Income & Expenses For the Month of May
		David’s Income & Expenses For the Month of May: Reflection and Rubric

Finals

AOL
Culminating Project

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.



- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.