



**Ontario eSecondary School
Course Outline
2024-2025**

Ministry of Education Course Title: Learning Strategies 1: (GLS10/GLE10/GLE20) Skills for Success in Secondary School	
Ministry Course Code: GLS10	
Course Type: Open	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Guidance and Career Education	
Course developed by: Sarrah Beemer	Date: June 12, 2020 Revised: September 2023
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ul style="list-style-type: none"> 1. <i>Guidance and Career Education, The Ontario Curriculum, Grades 9 and 10, 2006</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i> 	

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
Total	110 Hours

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

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

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, T, C, A	20
Unit 1: Photo Slideshow and Presentation	Students will create a slideshow and demonstrate their presentation and communication skills.	K, T, C, A	
Unit 2: SMART Goals	Students will prepare their own SMART Goals.	K, T, C, A	10
Unit 3: Time Management Activities	Students will practice a time management activity.	K, T, C, A	10
Unit 4: Summary Paragraph	Students will write a summary in regards to a short story.	K,T,C,A	10
Unit 5: Why do we need math?	Students will create a number of job opportunities where you can use math.	K,T,C,A	20
Unit 5: Budgeting	Students will practice budgeting skills	K, T, C, A	

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Activity	Students will use what they have learned in the course to develop a community centre for their community. They will present a proposal advocating for the need of the space, a brochure discussing its amenities and youth supports, and a reflection paragraph connecting the assignment to course concepts learned.	K, T, C, A	30

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project (7.5K, 7.5T, 7.5C, 7.5A)	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.