Grade 9, Open, 1 Credit
Learning Strategies: Skills for Success in Secondary School
Ministry Course Code GLS1O

Relevant Ministry Document: is based on the Ministry of Education and Training Document:
Guidance and Career Education, 2006

Prerequisite(s): none

'Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)'

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010

Course Developed by: Jennifer Cowan
Date: July 2014

Revised March 2016 by Jennifer Cowan
Course Description

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 Outline

Unit 1: Learning Skills – 28 hours

Activity 1: Getting To Know Each Other
Activity 2: Classroom Survival - How to be a Successful Student
Activity 3: Reading, Writing and Speaking Strategies
Activity 4: Math In Everyday Life
Activity 5: How to Improve Your Study Skills and Test-Taking
Activity 6: Using Community Resources and Technology

Unit 2: Personal Knowledge and Management Skills – 27 hours

Activity 1 – My Personal Profile
Activity 2 – Self-Advocacy and Strategies for School Success
Activity 3 – Personal Management Skills
Activity 4 – Personal Lifestyle Strategies
Activity 5 – Applying My Skills

Unit 3: Interpersonal Knowledge and Skills – 23 hours

Activity 1: Teamwork Skills
Activity 2: Verbal and Non-verbal Communication Skills
Activity 3: Listening Skills
Activity 4: Conflict Resolutions Skills

Unit 4: Exploration of Opportunities – 32 hours

Activity 1 – Employability Skills
Activity 2 – My Learning Plan
Activity 3 – Resources in My School and Community That Can Help Me
Activity 4 – Education and Me
Activity 5 – Making Career Choices

Total Number of Hours: 110 Hours

Teaching and Learning Strategies

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgements of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.
Teaching Learning Strategies used in this Course:

The strategies used are varied to meet the needs and the range of learning styles encountered, and includes the following:

- Socratic Dialogue
- Demonstrations, Experiential, Presentation, – co-operative learning,
- Portfolio, conferencing
- Note making, time line, map
- Computer assisted instruction
- Independent reading, PowerPoint lecture, teacher reading to class
- Seminar/Tutorial, teacher modelling, direct instruction, role, playing
- Textbook use
- work sheet, Graphic organizer, charting
- whole group, Small group, independent work board work,
- 4 corners, think, pair, share, discussion, research, illustration, Diagram
- visual aid (lab), demonstration
- Visiting Guest Expert or Workshop, Field Trip

Lesson Success Criteria Tool Options:

- Rubric, Checklist, Exit Ticket, Notebook, observation (record), Homework practice Check
- Reflection, Peer Feedback

Assessment and Evaluation of Student Performance
(Observations, Conversations and Products must all be included)

Teachers will aim to provide students with a diversity of assessment tasks in order to give them maximum opportunities to demonstrate their understanding. In assessment for learning teachers will provide feedback that guides and informs student progress. In assessment as learning students will assess themselves and set their own goals. In assessment of learning students will be formally evaluated.

Assessment for Learning & Assessment as Learning
Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving both specific and overall curriculum expectations in a course. As part of assessment, teachers and peers will provide students with descriptive feedback that guides their efforts towards improvement (assessment for learning) as well as guides them in assessing their own progress (assessment as learning).

Assessment of Learning
Evaluation is based on assessment of learning and focuses on students’ achievement of the overall expectations. A single assessment of learning may include one or more of the four knowledge and skills categories. Assessment of learning in this course will be continuous throughout the year, will follow opportunities for students to improve their understanding, and will include a variety of
assessment methods. Assessment of each student’s learning is done independently and by the teacher.
# Evaluation 70%

## EXPECTATIONS

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Learning Skills</th>
<th>Personal Knowledge and Management Skills</th>
<th>Interpersonal Knowledge and Skills</th>
<th>Exploration of Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>B1</td>
</tr>
<tr>
<td><strong>P</strong> - product</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> - conversation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>O</strong> - observation</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

1. Writing Task
2. Reading Task
3. Oral Project
4. Numeracy Task
5. Math in Life Task
6. Unit 1 Test
7. Personal Skills
8. Management Skills
9. Management Project
10. Midterm
11. Teamwork Project
12. Emotional Intelligence T
13. Rights Task
14. Fundraiser Assignment
15. Unit 3 Test
16. Volunteering Task
17. learning needs Task
18. School Involvement Task
19. Self Assessment Task
20. Unit 4 Quiz

### Course Code: GLS10
### Department: Guidance and Career Education
## Final Evaluation Plan (30%)

<table>
<thead>
<tr>
<th>Achievement Chart Category</th>
<th>Assessment Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Cumulative Task</th>
<th>K U</th>
<th>Thinking</th>
<th>Communication</th>
<th>Application</th>
<th>Observation</th>
<th>Conversation</th>
<th>Product</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summative</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>15%</td>
</tr>
</tbody>
</table>

Additional Details
Summative is a learning strategies package of work compiled from the year. Final Exam is on the components of the entire course.
Evaluation
Evaluation is based on assessment of learning and focuses on students’ achievement of the overall expectations. A single assessment of learning may include one or more of the four knowledge and skills categories. Assessment of learning in this course will be continuous throughout the year, will follow opportunities for students to improve their understanding, and will include a variety of assessment methods. Assessment of each student’s learning is done independently and by the teacher.

Achievement Chart – Guidance and Career Education, Grades 9–12

<table>
<thead>
<tr>
<th>Categories</th>
<th>50–59% (Level 1)</th>
<th>60–69% (Level 2)</th>
<th>70–79% (Level 3)</th>
<th>80–100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding <strong>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</strong></td>
<td>The student: demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Knowledge of content (e.g., terminology, vocabulary, information)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of content (e.g., theories, concepts, skills, processes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student: demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough understanding of content</td>
<td></td>
</tr>
<tr>
<td>Thinking <strong>The use of critical and creative thinking skills and/or processes</strong></td>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry) Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions) Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)</td>
<td>– uses planning skills with limited effectiveness</td>
<td>– uses planning skills with considerable effectiveness</td>
<td>– uses planning skills with a high degree of effectiveness</td>
<td>– uses planning skills with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>– uses processing skills with limited effectiveness</td>
<td>– uses processing skills with considerable effectiveness</td>
<td>– uses processing skills with a high degree of effectiveness</td>
<td>– uses processing skills with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>– uses critical/creative thinking processes with limited effectiveness</td>
<td>– uses critical/creative thinking processes with considerable effectiveness</td>
<td>– uses critical/creative thinking processes with a high degree of effectiveness</td>
<td>– uses critical/creative thinking processes with a high degree of effectiveness</td>
</tr>
<tr>
<td>Communication <strong>The conveying of meaning through various forms</strong></td>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and organization of ideas and information (e.g., clarity of</td>
<td>– expresses and organizes ideas</td>
<td>– expresses and organizes ideas</td>
<td>– expresses and organizes ideas</td>
<td>– expresses and organizes ideas</td>
</tr>
</tbody>
</table>
expression, logical organization) in oral, visual, and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms
Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual, and written forms

<table>
<thead>
<tr>
<th>Communication for different audiences and purposes</th>
<th>with limited effectiveness</th>
<th>with some effectiveness</th>
<th>with considerable effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>– communicates for different audiences</td>
<td>– communicates for different audiences and purposes with limited effectiveness</td>
<td>– communicates for different audiences and purposes with some effectiveness</td>
<td>– communicates for different audiences and purposes with considerable effectiveness</td>
</tr>
<tr>
<td>and information with limited effectiveness</td>
<td>– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</td>
<td>– uses conventions, vocabulary, and terminology of the discipline with some effectiveness</td>
<td>– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</td>
</tr>
</tbody>
</table>

Application The use of knowledge and skills to make connections within and between various contexts

<table>
<thead>
<tr>
<th>Application of knowledge and skills</th>
<th>in familiar contexts</th>
<th>with limited effectiveness</th>
<th>with some effectiveness</th>
<th>with considerable effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning</td>
<td>– applies knowledge and skills in familiar contexts with limited effectiveness</td>
<td>– transfers knowledge and skills to new contexts with limited effectiveness</td>
<td>– makes connections within and between various contexts with limited effectiveness</td>
<td></td>
</tr>
<tr>
<td>in new contexts</td>
<td>– applies knowledge and skills in familiar contexts with some effectiveness</td>
<td>– transfers knowledge and skills to new contexts with some effectiveness</td>
<td>– makes connections within and between various contexts with some effectiveness</td>
<td></td>
</tr>
<tr>
<td>in various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)</td>
<td>– applies knowledge and skills in familiar contexts with considerable effectiveness</td>
<td>– transfers knowledge and skills to new contexts with considerable effectiveness</td>
<td>– makes connections within and between various contexts with considerable effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

The student:

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>in familiar contexts</th>
<th>with limited effectiveness</th>
<th>with some effectiveness</th>
<th>with considerable effectiveness</th>
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<td>– applies knowledge and skills in familiar contexts with limited effectiveness</td>
<td>– transfers knowledge and skills to new contexts with limited effectiveness</td>
<td>– makes connections within and between various contexts with limited effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– applies knowledge and skills in familiar contexts with some effectiveness</td>
<td>– transfers knowledge and skills to new contexts with some effectiveness</td>
<td>– makes connections within and between various contexts with some effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– applies knowledge and skills in familiar contexts with considerable effectiveness</td>
<td>– transfers knowledge and skills to new contexts with considerable effectiveness</td>
<td>– makes connections within and between various contexts with considerable effectiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning)
Program Planning Descriptions

Teachers who are planning this course must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning can be found on the Ministry of Education Website in full detail.

- **Preparedness.** Students are expected to maintain an organized binder and notes. Students are also expected to be on time for class with all required materials and pens, ready for the day’s work. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will have classroom privileges revoked.

- **Supplies/Cleanliness.** Supplies are provided and it is expected that any student using school supplies will do so in a responsible manner. This includes signing out/in materials, properly cleaning them and cleaning the workspace prior to the end of class.

- **Students who miss class are expected to get that day’s assignment from another student, the website, or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.

- **Plagiarism.** Familiarize yourself with the school’s Plagiarism Policy. I do check student work on a regular basis and plagiarism will at the very least result in a zero on a plagiarized assignment even if it is just one paragraph!

- **General Rules.** RESPECT – for self and others, No phones are permitted in the room. No food, drink, hats, or sunglasses are allowed, either. Personal music players may be used during non-instructional time.

- Please see Astolot policy in the Course Calendar or student handbook for ESL learners, Accommodations, modification, etc.
Resources

- *What Colour is Your Parachute?* Richard N. Bolles, 2002
- *Learn Smart Student Workbook* Publisher: Emond Montgomery, 2009

assigned newspaper article reading