

Sir Wilfrid Laurier Secondary School

Learning Strategies: GLE10/GLS10 – 1.0 credit

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. This course helps students build confidence and motivation to pursue opportunities for success in high school and beyond.

Strands and Overall Expectations

Learning Skills

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

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

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

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.

Evaluation

The final report card mark will be determined according to the **student's overall achievement of all of the course expectations** as set out in The Ontario Curriculum Mathematics documents. Students will be given **multiple and varied opportunities to demonstrate their achievement of the expectations within each strand** throughout the term as well as in a summative activity administered towards the end of the course.

The student demonstrates, in **all** of the overall expectations, specified knowledge and skills with:

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|---------------------------------------|--|---|
| a high degree of effectiveness | Level 4 (80-100) | Achievement surpasses the provincial standard. |
| considerable effectiveness | Level 3 (70-79) | Achievement represents the provincial standard . |
| some effectiveness | Level 2 (60-69) | Achievement is approaching provincial standard. |
| limited effectiveness | Level 1 (50-59) | Achievement falls much below the provincial standard. |
| | Below Level 1 (49 and below) | *Student does not achieve at least <i>limited effectiveness</i> in <u>all</u> overall expectations. |

PURPOSE

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will help to increase students' confidence, motivation, and ability to learn.

COURSE UNITS

Unit 1 Orientation to School

Unit 2 Literacy

Unit 3 Numeracy

Unit 4 Communication and Team Building

Unit 5 Goal Setting

Unit 6 Learning Styles

Unit 7 Study Skills

Unit 8 Test Taking

Unit 9 Summative

CURRICULUM DOCUMENT Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: Guidance and Career Education.* 1999.

EXPECTATIONS AND SCHEDULING

As part of their day to day experience with this class, students should be aware of the following:

Notebooks

Students will be required to keep a separate binder for their Learning Strategies notes. This notebook must be present for each English class and it must contain the following: all handouts given in class, all notes taken, all homework assignments, and all tests and written assignments. Notebooks should be neatly organized and they should use dividers for each section. The divider sections are introductory information, literacy, numeracy, grammar, study skills, and communication. Notebooks will be checked and evaluated on a regular basis.

Supplies

In addition to their agenda, a binder with the appropriately labelled dividers and paper, students will be required to have a pen, pencil, ruler, 2 colours of high lighters, a silent reading novel, and a calculator in class each day. Students are also expected to bring any other supplies specifically required to facilitate their personal learning.

Independent Reading

Each week, at least one day during the first part of the class will be set aside as an opportunity for you to read. Each student is expected to arrive at class with an appropriate reading selection. We have an excellent library and the world is full of great books. Students can do a great deal to improve their reading skills if they use this time wisely. Students are to have a silent reading book with them each day to be used during spare time.

Warm Up Exercises

When they enter class each day, students will engage in warm up activities including journal writing, sentence writing, sentence combining, individual reading, reading aloud, grammar, and math skills.

Journal Writing

At least once a week, the first part of the class will be set aside as an opportunity for you to write. Students are expected to date the page, indicate what they are writing about, and write in complete sentences. This response must be at least 5 sentences, double spaced.

Agenda

Students will be given an agenda during homeroom, which must be present during every class. Learning to organize your time is essential for success. As such, students will be required to record their homework in their agenda each day use it to plan long term assignments. Agendas will be checked daily to ensure use in all subject classes as part of their class.

The Portfolio Program

The student-led conference is a key aspect of our program at Rideau. Students will complete a literacy based portfolio which they will present this work to their parents. Creating the portfolio will develop the students' capacity to organize their work and enhance the students' pride and responsibility. This will be evaluated in the Communication category.

EVALUATION

Marks will be assigned in the following categories. Students will be aware of their average as they progress through the course.

Course Work

*70% Learning Skills, Personal Knowledge and Management
Interpersonal Knowledge and Skills, Exploration of
Opportunities*

Summative Assessment

*30% All components of this section are important to the student's
success (Review Sheets, Summative Task, and/or Final Exam)*