

T. L. KENNEDY SECONDARY SCHOOL

Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

Department	ELL Department	Ministry Course Code & Title	GLS 40L Learning Strategies	Prerequisite	None
Ministry Course Description	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.				
Overarching Learning Goals	Students will... 1. identify and use a variety of literacy, numeracy and learning skills useful in everyday and school contexts 2. reflect and build on personal skills and strengths as a learner 3. reflect and build on interpersonal and teamwork skills and strategies 4. understand how to leverage school and community resources to support personal goals				

ASSESSMENT AND EVALUATION GUIDELINES: *The primary purpose of assessment is to improve student learning.* Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations, conversations with the student and student products.**

Overall Expectations – According to Growing Success students must demonstrate their learning of all curriculum overall expectations during the term and again in the final evaluation. Please visit <http://www.edu.gov.on.ca/eng/> for all curriculum documents.

ASSESSMENT OF LEARNING SKILLS AND WORK HABITS

The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

Learning Skills and Work Habits	Sample Behaviours		
Responsibility	<ul style="list-style-type: none"> ➤ completes/submits homework and assignments according to agreed upon timelines ➤ takes responsibility for and manages own behaviour 		
Organization	<ul style="list-style-type: none"> ➤ develops a plan for completing work ➤ establishes priorities and manages time to complete tasks and achieve goals ➤ identifies, gathers, evaluates, and uses information, technology, and resources to complete task 		
Independent Work	<ul style="list-style-type: none"> ➤ uses class time appropriately to complete tasks ➤ follows instruction with minimal supervision 		
Collaboration	<ul style="list-style-type: none"> ➤ accepts various roles and an equitable share of work in a group ➤ responds positively to the ideas, opinions, values and traditions of others 		
Initiative	<ul style="list-style-type: none"> ➤ looks for and acts on new ideas and opportunities for learning ➤ demonstrates curiosity and interest in learning 		
Self-Regulation	<ul style="list-style-type: none"> ➤ sets individual goals and monitors progress towards achieving them ➤ perseveres through challenges, and seeks clarification or assistance when needed 		
E - Excellent	G - Good	S - Satisfactory	N - Needs Improvement

The final grade (percentage mark) will be determined as follows:

70% Term Work	30% Final Evaluation
Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under “Term Assessment Projects.”	This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evaluation and demonstrate their learning.

The final mark will be determined using the following achievement chart categories:

Knowledge/ Understanding	Thinking	Communication	Application
25%	25%	25%	25%

Course Units of Study	Term Assessments (70% of the Final Mark)
Learning Skills	<ul style="list-style-type: none"> • Teacher Conferencing • Literacy and Numeracy Portfolio • Goal-setting Task
Personal Knowledge & Management	<ul style="list-style-type: none"> • Who Am I as a Learner task
Interpersonal Knowledge & Skills	<ul style="list-style-type: none"> • Interpersonal Skills Inventory • Teacher Conferencing
Exploration of Opportunities	<ul style="list-style-type: none"> • Portfolio • Interview
Final Evaluation (30% of Final Mark)	<ul style="list-style-type: none"> • Reflective Writing Task • Exit Interview

Types of Assessment: *Students are responsible for demonstrating their learning*

Assessment as learning: Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment for learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment *for* learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

You must keep this course outline in the front of your course binder/notebook.

Print student name

Student Signature

Parent/Guardian Signature

Teacher Signature and Date