



Academic Resource Department Cardinal Leger Catholic Secondary School

Course Code: GLE/GLS101
Course Name: Learning Strategies
Level: Open
Teacher:

Student Name: _____

Course Description:

Through inquiry, students will learn strategies to help better become more independent learners. Students will learn how to develop and apply literacy skills, personal management skills, interpersonal skills, teamwork skills and various types of assistive technology to improve their learning and achievement in school, the workplace and the community. This course will help students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Overall Course Expectations or Strands:

Strand	Overall Expectations
Learning Skills	1) identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts; 2) demonstrate an understanding of learning skills and strategies required for success in school.
Personal Knowledge and Management Skills	1) apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school; 2) identify and describe personal-management skills required for success, and explain their use to help maximize learning; 3) demonstrate the use of personal-management skills and strategies to enhance learning.
Interpersonal Knowledge and Skills	1) identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork; 2) assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning; 3) demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.
Exploring Opportunities	1) apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan; 2) demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs;

Overall Catholic Graduate Expectations:

A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

Efforts will be made to meet the individual learning needs of students to promote student success with respect to meeting the expectations of this course.

My signature below indicates that I have read the Course Handout, and I am in agreement with its contents.

Parent's/Guardian's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Course Content:

Students will successfully be able to:

- 1) Apply digital citizenship skills to their everyday learning and personal management.
- 2) Apply effective communication skills to enhance their self-advocacy needs as well as their interpersonal skills with peers and teachers.
- 3) Reflect on their learning styles and understand their learning needs as a high school student.
- 4) Develop stress management techniques and resources to support learning.
- 5) Develop test/exam taking strategies required for success in school.

Resources:

The course will use a variety of resources which will be distributed to students during the course. Resources assigned to each student are the responsibility of the student.

Students are required to attend class daily and bring with them:

A binder
An agenda/day planner
Lined paper
Pencils/Pen
Ruler
Eraser

PEDs or Cell Phones will be used as a tool for organization and time management.

Evaluation Policies

1. Student marks will be determined by evaluating process & product according to 4 categories (see below) & 4 levels of the Achievement Chart as found in the Ministry Policy document for Mathematics.

Evaluation Structure:

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

Term Evaluations = 70% of the final mark

Final Evaluations = 30% of final mark (CPT = 30%, no exam)

2. Feedback will also be provided for student **learning skills**. Working independently, teamwork, organization, work habits/homework, and initiative are assessed apart from student achievement in the four categories outlined above and will conform to the coding:

E – Excellent G – Good S – Satisfactory N - Needs Improvement

3. **Assignments** submitted after the due date established by the teacher will receive a penalty in accord with our Board Assessment & Evaluation Policy Document as outlined in the student agenda.
4. Should a student miss an evaluation due to a legitimate absence, **in accord with our Board A&E Policy Document**, the student and teacher will make arrangements to address the missed evaluation in a timely manner. In the cases of **extended vacation** or **prolonged absence**, consultation with the appropriate administrator is required.
5. In the event that the student does not make up the missed evaluation(s), a zero may be assigned. If it is determined that the evaluation(s) has/have been missed as a result of a skip/truancy or has/have been plagiarized, a zero may be assigned.
6. For all other cases of absence and/or missed evaluations (including absence during the final examination period), please refer to our Board A&E Policy as outlined in the student agenda.

May God bless your efforts this semester!