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## Earl Haig

Secondary School

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### GLE 1O9

##### Learning Strategies

**Special Education**

# **GLE 1O9**

**Evaluation Profile & Outline**

**Course Description/Rationale/Overview:** This credit course allows students who have an Individual Education Plan (IEP) to explore learning strategies, helps students become effective, more independent learners and assists them to increase their personal management skills, both in school and in other contexts. Students will also have the opportunity to receive assistance with their academic course work. The course will help them identify their learning styles and use this knowledge to increase their confidence, motivation and self advocacy skills.

**Assessment and Evaluation Strategies**

*Assignments, Independent Work, Journals, Self-Evaluation, Student/Teacher Conferences, Notebook/Agenda Checks, Overall Performance, Attitude and Participation*

**Assessment:**

*Observation, Self-regulation, Overall performance*

**Evaluation:**

*Journals, Class assignments, Independent work*

**Class Requirements:**

Course work is provided by the teacher.

Students are responsible for providing their own school agenda, paper, pens, pencils, calculator and any additional schoolwork with which they require assistance.

**Late and/or Missed Evaluation**

Our policy on late assignments and missed tests is in complete agreement with the school-wide policy.

**Subject-Specific/Department Information**

Resource Room 261

Resource Office 263

Phone number: (416)395-3210 ext. 20142

Please leave a brief message and your call will be returned as soon as possible.

**Learning Skills**

**Responsibility** – meets deadlines; takes responsibility for own learning

**Organization** – establishes priorities and manages time; uses information, technology and resources to complete tasks: overall time management

**Independent Work** – follows instructions with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance when needed; makes an effort to respond to challenges

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###### Final Mark

**Year’s Work 70%**

*Course assignments*

*Journals*

*Independent work*

**Final Summative Evaluation 30%**

*In class reflections and assignments*

**Achievement Categories and Weighting**

* **Knowledge / Understanding 25 %**: knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.
* **Application 25 %**: Applying personal learning styles and abilities to assignments and independent work
* **Thinking / Inquiry 25%:** Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information and forming conclusions

* **Communication 25%**:Communication of information and ideas, communication for different audiences, use of various forms of communication

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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**Course Outline/Curriculum Strands:**

**Strand 1: Study Skills/Personal/Time Management**

* Study techniques and note taking skills
* Assistive technology
* Learning styles, memory strategies and organizational skills
* Reading strategies
* Self advocacy
* Understanding personal strengths
* How to manage procrastination

**Strand 2: Test Taking and Examination Preparation**

* Managing test anxiety
* How to approach various types of test/exam questions (multiple choice, short answers, essay style responses)
* Reviewing notes and preparing for tests/exams

**Strand 3: Course Selection and Career Planning**

* Requirements for secondary school graduation
* Course selection options

**Strand 4: Assignment/Presentation Preparation**

* Research techniques
* How to present information in order to enhance oral or written assignments

**Strand 5: Preparation: EQAO Numeracy**

* Review of EQAO numeracy expectations and format
* Math sheets and exercises
* Sample tests

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