

COURSE OUTLINE

Course Code/ Type/Title/: GLE2O Learning Strategies: Skills for Success in Secondary School	Grade/ Level: 10	Credit Value: 1.0	Division: High School
	Prerequisite: Recommendation of the Principal		
Course Developer: Nadine Nunes	Date Created: June 17, 2019	Developed From: The Ontario Curriculum Grade 9 & 10 Guidance and Career Education (2006)	
Course Reviser: Klaus Benker Dillon Spencer	Date Revised: August 22, 2024 June 27, 2023		
For Academic Year: 2025-2026	Total # of Weeks: 37	Total # of Hours: 112	Total # of Classes: 169

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 Expectations

1. Learning Skills and Strategies for Success

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.

2. Personal Management Skills and Strategies

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

3. Interpersonal Knowledge & 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.

4. 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.

COURSE CONTENT

Unit Title and Description	Dates	Number of Classes / Hrs.
1. Learning Skills and Strategies for Success In this strand, students develop learning and thinking skills and strategies. They discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Along with literacy and numeracy skills, they develop the habits and skills they need in order to become self-directed, lifelong learners. <i>Considerations for Program Planning in this module include: Students with special needs, Role of Information and Communication Technology, Social Skills Development, Anti-discrimination Education, Healthy Relationships</i> <i>Overall Expectations covered: 1.A., 1.B, 1.C, 2.A, 4.C</i>  BENKER GLE20 UNIT 1 PLAN - LEARNING SKILLS AND STRATEGIES FOR SUCCESS (2025-2026)	Sept. 2 – Oct. 17, 2025	31 classes / 20 hours
2. Personal Knowledge and Management Skills In this strand, students develop their ability to describe and assess their personal strengths and interests, and to use their knowledge of themselves to help them focus on education, career, and life goals. Students learn the components of effective decision making and apply them to develop plans, act on those plans, and evaluate and modify those plans as required. Students also develop the personal-management skills needed for success in work, learning, and life. <i>Considerations for Program Planning in this module include: Students with special needs, Role of Information and Communication Technology, Social Skills Development, Anti-discrimination Education, Healthy Relationships, Critical Thinking and Critical Literacy</i> <i>Overall Expectations covered: 1.C, 2.A, 2.B, 2.C, 4.C</i>  BENKER GLE20 UNIT 2 PLAN - PERSONAL MANAGEMENT SKILLS AND STRATEGIES (2025-2026)	Oct. 20 - Dec 19, 2025	42 classes / 28 hours
3. Interpersonal Knowledge and Skills In this strand, students develop the knowledge and skills necessary for effective communication, teamwork, and leadership. They learn how to get along with others at school, in the workplace, and in the community. They learn about the importance of understanding diversity and respecting others, and they become actively involved in contributing to their communities. <i>Considerations for Program Planning in this module include: Students with special needs, Role of Information and Communication Technology, Social Skills Development, Anti-discrimination Education, Healthy Relationships, Critical Thinking and Critical Literacy</i> <i>Overall Expectations covered: 1.C, 3.A, 3.B, 3.C, 4.C</i>  BENKER GLE20 UNIT 3 PLAN - INTERPERSONAL KNOWLEDGE AND SKILLS (2025-2026)	Jan 5 - Mar 6, 2026	42 classes / 28 hours
4. Exploration of Opportunities In this strand, students develop the skills needed to research information about learning, work, and community opportunities. Students make connections between these opportunities and their personal career goals and learn to plan for secondary school success. <i>Considerations for Program Planning in this module include: Students with special needs, Role of Information and Communication Technology, Social Skills Development, Anti-discrimination Education, Healthy Relationships, Critical Thinking and Critical Literacy, Education and Career Planning/The Ontario Skills Passport, Career Education</i> <i>Overall Expectations covered: 1.C, 4.A, 4.B, 4.C.</i>  BENKER GLE20 UNIT 4 PLAN - EXPLORATION OF OPPORTUNITIES (2025-2026)	Mar 23 - May 15, 2026	37 classes / 25 hours
5. Final Assessment / Culminating Activity – Learning Strategies and Skills Brochure, Personal Resume and Visual Portfolio Students will create a personal resume that highlights their own unique skills and strategies for personal and educational success. They will identify their individualized instructional, environmental, and assessment accommodations so their brochure can be an effective	May 19 - June 12, 2026	17 classes / 11 hours

introductory tool given to future teachers in order to help support learning in the classroom. Students will create a personal resume that highlights their own unique education, work experiences and/or related experiences, and skills in order to help support learning in the classroom and for future employment. In an individual interview, students will reflect on their SMART goals and assess their development over the year and how their personal strategies have supported their achievements.  BENKER GLE20 UNIT 5 PLAN - FINAL ASSESSMENT/CULMINATING ACTIVITY (2025-2...		
<i>Deliberate attention will be paid to pacing in line with students' learning needs. Units and dates are thus subject to change or modification as required.</i>		Total = 169 classes/112 hours

Summary of Teaching and Learning Strategies		
- Self-inventory checklists and quizzes - Think/Pair/Share - Self and peer reflections/assessments - Four square activities - Video modelling - Chunking, highlighting, note taking strategies -Multi-sensory activities to promote mindfulness	- Class discussions - Group/collaborative activities - Reflective writing - Role play scenarios - Inquiry-based investigations - Agendas organization strategies -Meditation/deep breathing activities	- Graphic Organizers (compare and contrast, KWL charts, Venn diagrams) - PowerPoint/Keynote oral presentations - Guided Research - Case studies - Brainstorming - Journal writing -Interviewing

ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE
Assessment <i>for</i> Learning and <i>as</i> Learning Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. This occurs on an ongoing basis throughout the course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment <i>for</i> learning” and “assessment <i>as</i> learning”. As part of assessment <i>for</i> learning, students are provided with descriptive feedback and coaching for improvement. <i>Occurs before teaching, during teaching; ongoing, while students practice skills. Information gathered is used to:</i> ● <i>determine what students already know and can do with respect to the knowledge and skill identified in the overall and specific expectations;</i> ● <i>obtain information about their interests and learning preferences;</i> ● <i>monitor students' progress towards achieving the overall and specific expectations, and</i> ● <i>provide timely and specific descriptive feedback to students, and scaffold next steps.</i> Assessment <i>as</i> learning helps all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Assessment and evaluation encompasses not just student product, but observation and conversation. Students are offered many and varied opportunities to demonstrate learning and are involved in the process of co-constructing success criteria. Students are guided to become aware of their learning styles and strengths. <i>Occurs during teaching; ongoing, with support. Information gathered is used to:</i> ● <i>provide feedback to peers (peer assessment);</i> ● <i>monitor one's own progress (self-assessment), and</i> ● <i>reflect on learning and set individual goals.</i> Evaluation – Assessment of learning Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning. All curriculum expectations must be accounted for in instruction and assessment, but <i>evaluation focuses on students' achievement of the overall expectations.</i> Assessment and evaluation strategies support all students, including those with special education needs. Accommodations and/or Modifications are provided in accordance to each student's IEP. <i>Of learning occurs at or near the end of a period of learning (summative). Information gathered is used to:</i> ● <i>summarize quality of student learning at a given point in time, based on established criteria;</i> ● <i>determine grades, and</i> ● <i>communicate information about achievement to students, parents and others.</i>
Strategies for Assessment & Evaluation of Student Performance

Assessment activities are also learning activities. Assessment is ongoing throughout the units.

There is a summative performance activity and/or a summative pencil and paper test for each unit.

Assessment tools to be used throughout the course include: the four-level Achievement Chart to set standards for summative evaluation

- rubrics (both teacher-created and student-generated)
- checklists
- rating scales
- anecdotal comments
- teacher observation checklist
- oral assessment evaluations

Assessment/ Evaluation (Based on all 4 categories)	Achievement Chart Categories (Term + Final)	Details	Weighting (%)
Term Work (70%) + Final Culminating Activity: Learning Strategies and Skills Brochures (30%)	Knowledge/Understanding	Quizzes, inquiry-based investigations, SMART goals assignment	20%
	Thinking	Reflective journals, inquiry-based investigations, movie analysis, in-class assignments, quote analysis	25%
	Application	Reflective journals, oral presentations, quizzes, in-class assignments, role-play assignment, portfolio, SMART goals assignment, self awareness assessment	30%
	Communication	Reflective writing assignments, oral presentations, portfolio, group assignments, self awareness assessment, Freedom Writers journal	25%
100%			100%

Considerations for Program Planning

Students with special needs:

Instructional and assessment activities will take into account the strengths, needs, learning expectations and accommodations as identified in the student's IEP. It is anticipated that all students will require:

- Repetition of the tasks;
- Direct instruction on how to apply knowledge and skills;
- More time for learning and completion of tasks;
- The use of assistive technology where appropriate, and
- A variety of written, oral and performance tasks (Write-Say-Do).
- Regular communication of information about assignments and achievement to students, parents and others.

Social Skills Development:

- Develop and strengthen self-regulation strategies
- Take Perspective
- Identify personal triggers and coping strategies
- Examine and implement effective communication strategies
- Promote mindfulness and personal wellness
- Facilitate and promote conversations and other interactions with peers
- Examine appropriate behaviour in various scenarios

Role of Information and Communication Technology:

- Accessibility
- Organization
- Literacy
- Potential to extend and enrich instructional strategies
- Training and access to online learning through - Google Classroom, Google MEET, etc. plus Kami or DocHub for submitting assignments

Career Education:

- Self awareness
- Opportunity awareness
- Decision learning
- Transition learning

Equity and Inclusive Education:

- Open-mindedness and tolerance
- Respect for self and others
- Culturally diverse resources and narratives
- Perspective taking
- Anti-discrimination education

Anti-discrimination Education:

- Students are expected to show respect, tolerance and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment.
- Show understanding of the importance of protecting the rights of others and taking a stand against racism and other expressions of hatred and discrimination
- Curriculum activities to strengthen students' abilities to recognize bias and stereotypes in contemporary as well as in **historical** portrayals, viewpoints, representations, and images

Healthy Relationships:

- Create safe, caring learning environment based on respect, caring, empathy, trust and dignity

Critical Thinking and Critical Literacy:

- Question, predict, analyze, synthesize
- Examine options
- Identify values and issues
- Detect bias
- Distinguish between alternatives
- Read for implicit as well as overt meaning
- Detect negative bias and stereotypes in literary texts and informational materials
- Metacognition

Literacy, Mathematical Literacy, and Inquiry/Research Skills:

- Use language to understand sources
- Analyse and evaluate arguments and evidence
- Present findings in oral, visual and written forms

Ethics:

- Follow ethical guidelines in developing and implementing research plans
- Identifying plagiarism

Education and Career Planning/ The Ontario Skills Passport:

- Investigate Essential Skills and Work Habits
- Apply Essential Skills and Work Habits to both school and workplace scenarios
- Investigate strengths and track development of skills
- Identify opportunities for growth
- Utilize strengths and interest to determine potential education and career paths

Key Resources needed for this Course (incl. texts, workbooks, technology, equipment, materials, supplies...)

- Google Classroom + Google MEETS, Kami, DocHub
- *Learn Smart – Strategies to Succeed in School and Life* (Emond Montgomery Publications Limited, 2007)
- *Learning Strategies – Strategies for Success Course Profile* Catholic District School Board Writing Partnership, 1999
- www.myblueprint.ca
- Learning to Learn By Gloria Frender. (Incentive Publications, 2014)
- Ontario Skills Passport (OSP) <http://www.skillszone.ca/>
- *The Anxiety Workbook for Teens* By Lisa M. Schab, LCSW (New Harbinger Publications Inc., 2008)
- *The ADHD Workbook for Teens* By Lara Honos-Webb, PH.D (New Harbinger Publications Inc., 2010)
- *Social Skills Activities for Secondary Students with Special Needs* - Second Edition By Darlene Mannix (Jossey-Bass, 2009)
- [TVO Learn](http://www.tvo.org)
- Barankin, T., Khanlou, N. (2007). *Growing Up Resilient: Ways to Build Resilience in Children and Youth*. Center for Addiction and Mental Health.
- Pegis, J. et al. (2007). *Learn Smart. Strategies to Succeed in School and Life*. Emond Montgomery Publications, Ltd.

Revisions

2024

- Updated titles and timelines
- Added Considerations for Program Planning in the modules and Overall Expectations covered
- Revised Final Assessment / Culminating Activity
- Added Anti-discrimination educational statement

2023 - Updated course topics, timelines, and resources

2022 - Added resources