



# Academic Resource Department Cardinal Leger Catholic Secondary School

**Course Code:** GLE301  
**Course Name:** Learning Strategies  
**Level:** Open  
**Teacher:**

**Student Name:** \_\_\_\_\_

**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.

**Overall Course Expectations or Strands:**

Strand	Overall Expectations
Learning Skills	1) evaluate learning skills and strategies that contribute to success in various settings; 2) apply appropriate literacy and numeracy skills and strategies to support learning and planning for postsecondary choices.
Personal Management Skills	1) identify and apply the personal-management skills and strategies that contribute to success in a variety of settings; 2) explain the impact of personal factors on achievement and apply strategies for personal improvement; 3) apply the interpersonal skills and strategies required to achieve success in reaching goals in a variety of settings.
Exploration of Opportunities	1) identify and describe the learning environments and resources available to support lifelong learning; 2) apply research and career-exploration strategies to identify postsecondary options; 3) demonstrate knowledge of selected workplace trends in order to make decisions about postsecondary choices and pathways.
Preparation for Transitions and Change	1) evaluate their own transition skills and strategies, and identify those requiring improvement; 2) demonstrate the skills and strategies needed to prepare for the work search process.

**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 those in other learning and work environments.
- 3) Reflect on their learning styles and understand their learning needs for training programs, postsecondary education and the workplace.
- 4) Develop stress management techniques and resources to support learning.
- 5) Develop ways of thinking and behaving that support successful adjustments to new situations and environments.

## **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:**

<b>Knowledge/Understanding</b>	<b>25%</b>
<b>Application</b>	<b>25%</b>
<b>Communication</b>	<b>25%</b>
<b>Thinking/Inquiry</b>	<b>25%</b>

**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!**