

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Guidance and Career Studies

Ministry of Education Course Title: *Learning Strategies 1:
Skills for Success in Secondary School*

Grade Level: 9

Ministry Course Code: *GLS10*

Teacher's Name: Claire Hutchings

Developed by: Edward Kenny Date: September 2006

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Developed from: Ontario Curriculum, Careers and Guidance, Grades 9 and 10,
2006

Profile Name: Catholic Course Profile, Learning Strategies 1: Skills for
Success in Secondary School, Grade 9, Open

Text: None

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval:

Approval Date:

Course Description/Rationale

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 Curriculum Expectations

Learning Skills

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

Personal Knowledge and Management Skills

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.

Interpersonal Knowledge and Skills

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 their ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments

Exploration of Opportunities

apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan;

demonstrate an understanding of school 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 exploration that are necessary for planning a pathway for secondary school success.

Course Content

Unit	Length
<i>1. Becoming a Self-Directed Learner: Personal Knowledge and Management Skills</i>	18 hours
<i>2. Becoming a Reflective Learner: Learning and Thinking Skills</i>	26 hours
<i>3. Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning</i>	17.5 hours
<i>4. Becoming an Effective Learner: Literacy and Numeracy</i>	26.5 hours
<i>5. Becoming a Collaborative Learner: Working in Groups and Learning Through the Community</i>	22 hours
Total	110 hours

Unit Descriptions

Unit 1 – Becoming a Self-Directed Learner: Personal Knowledge and Management Skills

In this unit, students identify and use self-knowledge to develop a personal learning profile of individual strengths, needs, and strategies for learning through the completion of personal assessments, interest inventories, surveys, and self-reflections. Students also demonstrate an understanding of how communication, problem solving, conflict resolution, and teamwork contribute to becoming self-directed learners through case studies, role playing, and group activities.

Unit 2 – Becoming a Reflective Learner: Learning and Thinking Skills

In this unit, students identify and demonstrate an understanding of various learning theories and concepts through inquiry, research, and class discussions. Students demonstrate effective use of learning strategies to support them in their academic work. Students also develop effective writing and research skills through appropriate use of resources and technologies.

Unit 3 – Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning

In this unit, students demonstrate their understanding and use of personal management skills, competencies, and preferred learning styles through activities involving the planning and selection of school programs and the development of a learning plan. Students demonstrate study skills, organizational skills, and the

management of time, stress, and information. They are able to identify and explain how these can affect them in a variety of situations and settings, as well as utilizing available school and community resources to support their learning needs.

Unit 4 – Becoming an Effective Learner: Literacy and Numeracy

This unit is ongoing throughout the entire course and is integrated into all activities. Students demonstrate effective literacy and numeracy skills through the process of writing for a variety of purposes, reading strategies, computation, and problem solving. Students further develop their learning and thinking strategies to enhance their oral and written presentations through the use of appropriate resources and technologies.

Unit 5 - Becoming a Collaborative Learner: Working in Groups and Learning Through the Community

In this unit students gain an understanding of group dynamics, as well as the skills required for positive group involvement. Students identify roles in groups and reflect on the role that they traditionally adopt in group activities. Using personal inventories, role playing, and reflection papers, students demonstrate their knowledge of effective communication, teamwork, and leadership skills. Students examine obstacles to their learning and develop strategies to remove such obstacles.

An understanding of conflict resolution is acquired through group presentations using the jigsaw method and small group discussions. In addition, students explore to understand the importance of volunteer work, community involvement, and participation in school life to enhance their employability skills, strengthen their resumes, and enrich their lives for the common good.

Teaching/Learning Strategies

The strategies used meet the needs of a variety of learners:

- **Direct Instruction – On-Line Lecture**
- **Small Group Co-operative Learning**
- **Guided Internet Searches**
- **Multimedia Presentations**
- **Oral Presentations**
- **Small Group Discussions**
- **Report, Letter, Application, and Resumé Writing**
- **Choice in the Development of Student Products (e.g., projects)**
- **Opportunities for Practice and Frequent Feedback**
- **Graphic Organizers (e.g., venn diagrams, mind maps, tables)**
- **Opportunities for the Use of Information Technologies (e.g., computers, video and digital cameras, scanners, internet).**

Teaching and learning strategies that help students transfer skills and knowledge to other contexts:

- **Inquiry (e.g., generate questions and communicate findings in a variety of ways)**
- **Problem Solving**
- **Individual and Group Research**
- **Problem-Based Learning**
- **Explicit Teaching and Use of Thinking Skills and Strategies**
- **Explicit Use and Teaching of Self-Assessment and Reflection**
- **Interviews**
- **Portfolio, Case Studies, Role Playing**
- **Community-Based Learning**

Evaluation

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

- Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' most consistent level of achievement throughout the course, although special consideration should be given to the more recent evidence of achievement.
- Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and / or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of assessment	Category	Details	Weighting (%)	
Formative (70%)	<i>Knowledge/ Understanding</i>	<ul style="list-style-type: none"> - describe the knowledge and skills needed for working effectively in groups or teams - identify and describe learning theories and the learning and thinking skills required for success in - demonstrate understanding of how the secondary school program is organized and describe requirements for graduation. 	13%	
	<i>Thinking/Inquiry</i>	<ul style="list-style-type: none"> - demonstrate and use an increasing variety of numeracy and literacy skills - explain how their competencies and interests affect their learning 	19%	
	<i>Communication</i>	<ul style="list-style-type: none"> - use interpersonal and teamwork skills effectively in learning environments; - demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs - identify and define the personal management skills, habits, and characteristics required for success in high school - demonstrate the effective use of personal management skills in a variety of settings 	19%	
	<i>Application</i>	<ul style="list-style-type: none"> - describe and evaluate the ways they learn best; - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school; - produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development - demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills 	19%	
Summative	<i>Culminating Activity (20%)</i>	<i>Students will design an exhibition or presentation of this learning for peers and / or parents. Part of the presentation will deal with next steps and plans for continued learning. Students will determine what contributions they have made to the class, school and community and outline potential future areas of interest and involvement.</i>	<i>Knowledge/ Understanding</i>	3%
			<i>Thinking/Inquiry</i>	4%
			<i>Communication</i>	4%
			<i>Application</i>	4%
	<i>Final Examination (10%)</i>	<i>Students will write a final exam consisting of longa and short answer questions.</i>	<i>Knowledge /Understanding</i>	3%
			<i>Thinking/Inquiry</i>	4%
			<i>Communication</i>	4%
			<i>Application</i>	4%

		<i>TOTAL</i>	<i>100%</i>
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Assessment/Evaluation Strategies

The assessment plan will include the following:

- Personal Communication
 - self/peer assessment
 - student-teacher conferences (on-line and/or video conference)
 - ongoing verbal feedback
 - critique
 - record reflections on experiences, plans for improvements, recommendations for changes
- Test (On-line)
 - ongoing quiz, self/peer rubric
 - final evaluation (rubric, tests)
- Teacher Observation
 - formal/informal
- Performance Assessment
 - research project
 - assigned artwork
 - portfolio entries
 - drawing journal
 - presentation
- Assessment tools will include:
 - checklists
 - marking schemes
 - rubrics
 - anecdotal comments with suggestions for improvement.

Where possible, assessment tasks are designed in “real world” contexts so that students see the learning in Learning Strategies as meaningful and relevant, and are motivated to apply their learning into their study and assessment situations.

Resources listed in Bibliographical style

Butler, S., and J. Misener. Expanding Your Horizons . Toronto, McGraw-Hill Ryerson Limited, 1998.

Fleet, J., F. Goodchild, and Zajchowski. Learning For Success: “Skills and Strategies for Canadian Students”. Harcourt Brace & Co., 1994.

Sebranek, P., V. Meyer, D. Kemper, and J. Van Rys. School To Work, A Student Handbook. Boston: D.C. Heath and Company, 1996.

Any other **key** resources (software, texts, websites, etc)

University of Victoria. Study Tactics Checklist.

<http://www.coun.uvic.ca/learn/program/hndouts/chklist.html>

Ontario Ministry of Education. Career Gateway.

<http://www.edu.on.ca/eng/career/explore.html>

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.