

# Course Profile

## **Learning Strategies 1: Skills for Success in Secondary School**

Grade 9

Open

• *for teachers by teachers*

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## **Acknowledgments**

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## Course Overview

### Learning Strategies 1: Skills for Success in Secondary School, Open, Grade 9

**School:****Department:** Guidance and Career Education**District:****Course Title:** Learning Strategies 1: Skills for Success in Secondary School**Grade:** Nine**Course Type:** Open**Development Date:** April 1999**Ministry Course Code:** GLS10  
GLE10 (Special Education)**Credit Value:** 1.0**Secondary Policy Document:** Guidance and Career Education, 1999**Description/Rationale:**

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn.

**Unit Titles**

Sequence	Unit Title	Time
Unit 1	Preparing for Learning	23 hours
Unit 2	Me! ... As a Learner	21 hours
Unit 3	Extending and Expanding My Learning	34 hours
Unit 4	Focussing My Learning for the Future	21 hours
Unit 5	Sharing My Learning	11 hours

**OSS Policy Applications**

- *Choices Into Action*, Guidance and Career Education Policy, 1999
- *Ontario Secondary Schools*, 1999

**Course Evaluation**

Indicators of the effectiveness of Learning Strategies 1 include students' growth and development in the strands/areas of learning of the course as well as the development of a positive approach and positive attitude towards learning. This information can be gathered through surveys (parents, teachers, students), anecdotal information provided by teachers and by accessing student academic records.

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## Unit Organization

### Unit # 1: Preparing for Learning

**Time: 23 hours**

**Description:** In this unit, students will develop a personal profile of their competencies and interests. Having investigated their learning preferences by completing a variety of inventories, students will be aware of their areas of strength and of the need to accommodate their learning challenges. Students will define success as the achievement of personal goals and then investigate and begin to apply the personal management skills and habits critical to success in high school.

**Strand(s):** Learning Skills, Interpersonal Knowledge and Skills, Personal Knowledge and Management Skills

**Overall Expectations:** LSV.01X, LSV.02X, PKV.01X, PKV.02X, PKV.03X, IKV.01X, IKV.02X

**Specific Expectations:** LS2.01X, LS1.02X, LS2.01X, LS2.02X, PK1.01X, PK1.05X, PK2.01X, PK2.02X, PK2.03X, PK2.04X, IK1.01X, IK1.02X, IK1.03X, IK1.04X, IK1.06X, LS2.03X, LS2.04X

### Unit # 2: Me! ... As A Learner

**Time: 21 hours**

**Description:** In this unit, students will begin the development of a portfolio that documents their learning in the areas of learning skills, personal management knowledge and skills and interpersonal knowledge and skills. Students will continue to update their personal profile and make plans for future growth. They will use the inquiry model to investigate a school or community based activity that is of potential interest to them. Results of the inquiry will be shared through small group presentations. Literacy skills will be further developed in a written report on the research.

**Strand(s):** Learning Skills, Personal Knowledge and Management Skills and Interpersonal Knowledge and Skills

**Overall Expectations:** LSV.01X, LSV.02X, LSV.03X, PKV.01X, PKV.02X, PKV.04X, PKV.05X, IKV.02X, IKV.04X.

**Specific Expectations:** LS1.01X, LS2.01X, LS2.02X, LS3.05X, LS2.07X, IK2.04, PK1.02X, PK1.03X, PK1.04X, PK2.04X, LS1.03X, IK1.04X

### Unit # 3: Extending/Expanding My Learning

**Time: 20 hours**

**Description:** In this unit, students will extend their learning beyond the classroom to the school and community to develop their skills in a variety of areas. Students will have the opportunity to job shadow, volunteer, investigate their interests and become involved in a variety of school and community activities. Students will track their growth in their portfolio and explore opportunities to apply their skills and knowledge in different contexts. Students will explore their personality types through a variety of inventories and relate this to their work in groups and teams.

**Strand(s):** Learning Skills, Interpersonal Knowledge and Skills

**Overall Expectations:** LSV.01X, IKV.02X

**Specific Expectations:** LS1.02X, LS1.03X, LS1.04X, LS2.02X, LS2.03X, LS2.04X, LS2.05X, IK2.02X, LS3.03X, LS3.08X, PK2.05X, PK3.01X, PK3.02X, IK1.04X, IK1.05X, IK2.01X

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## **Unit # 4: Focusing my Learning for the Future**

**Time: 30 hours**

**Description:** Students will identify future goals and develop an action plan outlining the necessary skills and knowledge required for achievement. Students will gain understanding of the types of secondary school courses and the destinations for which they are appropriate. They will identify and investigate resources that need to be accessed in view of their current achievement. Students will continue to refine their learning skills and strategies and the communication skills necessary to access information and assistance as they pursue their goals.

**Strand(s):** Learning Skills, Interpersonal Knowledge and Skills

**Overall Expectations:** LSV.03X, LSV.04X, IKV.02X, IKV.03X

**Specific Expectations:** LS2.02X, LS2.06X, LS2.07X, LS3.01X, LS3.03X, LS3.04X, PK3.04X, PK3.05X, IK2.03X, LS3.02X, PK3.03X, LS3.06X, LS3.07X

## **Unit # 5: Sharing My Learning**

**Time: 16 hours**

**Description:** In this unit, students will create a summary of what they have learned in all aspects of the course as well as the contexts in which it has been applied. As a culminating activity, 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.

**Strand(s):** Learning Skills, Interpersonal Knowledge and Skills

**Overall Expectations:** LSV.01X, LSV.03X, IKV.02X, IKV.04X

**Specific Expectations:** LS1.01X, LS2.02X, LS2.07X, IK2.05X

### **Accommodations:**

The following considerations apply to each of the units in this course.

1. Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.
2. Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs.
3. Instructional and assessment activities must take into account the strengths, needs, learning expectations and accommodations as identified in the Individual Education Plan whether students are formally identified or not. (Regulation 181/98)
4. Accommodations to curriculum, instruction, assessment and evaluation may include but are not limited to:
  - Simplified tasks and activities
  - Expanded expectations and opportunities for enrichment
  - More time for learning and completion of activities
  - Use of specialized equipment and assistance
  - Modified work load
  - Use of available adaptive technologies to assist students (computer assisted learning)
  - Varied assessment strategies.
5. Some students with an IEP may require selected expectations to be modified to meet the students' needs. As outlined in Ontario Secondary School, 1999, the principal will determine whether achievement of these modified expectations warrants successful completion of the course.



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## **Coded Expectations: Learning Strategies 1, Open Grade 9**

### **Learning Skills**

#### **Overall Expectations**

##### **LSV.01X**

- demonstrate and use an increasing variety of numeracy and literacy skills

##### **LSV.02X**

- identify and describe learning theories and the learning and thinking skills required for success in

##### **LSV.03X**

- demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills;

##### **LSV.04X**

- demonstrate understanding of how the secondary school program is organized and describe requirements for graduation.

### **Specific Expectations**

#### **Developing Literacy and Numeracy Skills**

##### **LS1.01X**

- demonstrate effective use of strategies to improve literacy (e.g., vocabulary, general knowledge, and language development techniques);

##### **LS1.02X**

- demonstrate effective use of a variety of reading strategies to improve understanding of test;

##### **LS1.03X**

- demonstrate effective use of a variety of writing forms (e.g., expository, narrative, letter, supported opinion) and use them effectively for a variety of purposes;

##### **LS1.04X**

- identify and use a variety of methods for making calculations and for solving different types of problems.

### **Specific Expectations**

#### **Developing Learning and Thinking Skills and Strategies**

##### **LS2.01X**

- demonstrate an understanding of different learning theories and concepts;

##### **LS2.02X**

- use the inquiry/research process effectively;

##### **LS2.03X**

- demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success;

##### **LS2.04X**

- demonstrate effective use of note-taking strategies;

##### **LS2.05X**

- demonstrate effective use of focus and memory strategies that improve concentration and retention of information;

##### **LS2.06X**

- use a variety of information technologies effectively to conduct research, organize information, and acquire new skills (e.g., CD-ROM resources, the Internet, calculators, software for organizing notes, file management software);

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**LS2.07X**

- use word processing, graphics, or presentation software effectively to enhance oral and written presentations.

**Specific Expectations  
Planning for Learning****LS3.01X**

- explain the organization of the secondary school program, including types of courses and the destinations for which they are appropriate;

**LS3.02X**

- explain their own high school course selection in the context of the requirements for secondary school graduation;

**LS3.03X**

- demonstrate understanding of how volunteer activities (e.g., mentoring, tutoring, coaching, community service), part-time work, and participation in school life can develop and enhance employability skills and strengthen one's resume;

**LS3.04X**

- describe opportunities for learning in all stages of life and in various contexts (e.g., evening courses, on-the-job training, workshops, speakers);

**LS3.05X**

- demonstrate an ability to manage their own learning (e.g., study skills, organizational skills, time management, stress management, information management);

**LS3.06X**

- describe a variety of possible internal and external barriers to learning and determine how these barriers may have affected their learning;

**LS3.07X**

- describe strategies for overcoming internal and external barriers to learning;

**LS3.08X**

- produce and evaluate learning plans that identify learning strengths, barriers, needs, goals, and strategies for success in high school and incorporate them into their annual education plans.

**Personal Knowledge and Management Skills****Overall Expectations****PKV.01X**

- explain how their competencies and interests affect their learning;

**PKV.02X**

- describe and evaluate the ways they learn best;

**PKV.03X**

- identify and define the personal management skills, habits, and characteristics required for success in high school;

**PKV.04X**

- demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school;

**PKV.05X**

- demonstrate the effective use of personal management skills in a variety of settings.

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## **Specific Expectations Developing Personal Knowledge**

### **PK1.01X**

- produce a personal profile of their competencies and interests and explain how these affect their attitudes toward learning;

### **PK1.02X**

- identify and describe their learning preferences by using a variety of assessment strategies (e.g., formal and informal inventories);

### **PK1.03X**

- describe their most effective ways of demonstrating learning (e.g., writing, oral presentation, performance, graphical presentation) and identify those they need to improve;

### **PK1.04X**

- identify how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations;

### **PK1.05X 1**

- identify their learning strengths and challenges by analysing past learning successes and failures.

## **Specific Expectations Developing Personal Management Skills**

### **PK2.01X**

- describe a variety of personal management skills (e.g., stress management), habits, (e.g., maintaining a personal planner), and characteristics (e.g., assertiveness) that contribute to success in high school;

### **PK2.02X**

- demonstrate understanding of the value of effective personal management skills, habits, and characteristics by analysing their use in daily life and their impact on academic, work, and life success;

### **PK2.03X**

- explain how intrinsic and extrinsic motivation affect learning performance;

### **PK2.04X**

- describe and document their own personal management strengths and challenges;

### **PK2.05X**

- identify the personal management skills that they need to improve in order to become more effective learners and describe ways of improving those skills.

## **Specific Expectations Applying Personal Management Skills**

### **PK3.01X**

- use effective personal management skills (e.g., goal setting, time management, project management skills) to improve their results in selected school subjects;

### **PK3.02X**

- demonstrate understanding of the impact of emotions on learning and describe strategies to manage emotions effectively (e.g., anger management);

### **PK3.03X**

- demonstrate behaviours that reflect self-motivation (e.g., persistence in completing work they find difficult or boring, overcoming procrastination);

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**PK3.04X**

- explain how stress can positively and negatively affect learning performance and effectively use techniques for managing stress to maximize performance;

**PK3.05X**

- demonstrate effective use of time management strategies to accomplish school, family, and community responsibilities.

**Interpersonal Knowledge and Skills  
Overall Expectations****IKV.01X**

- describe the knowledge and skills needed for working effectively in groups or teams;

**IKV.02X**

- use interpersonal and teamwork skills effectively in learning environments;

**IKV.03X**

- produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development;

**IKV.04X**

- demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs.

**Specific Expectations  
Working in Groups****IK1.01X**

- explain how effective group processes can promote individual learning and the achievement of group goals;

**IK1.02X**

- describe the interpersonal and teamwork skills (e.g., active listening, responding appropriately to feedback, using courtesy) necessary for effective group work at school and in the workplace;

**IK1.03X**

- demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences;

**IK1.04X**

- use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities (e.g., on a sports team, in clubs, at work);

**IK1.05X**

- describe and understand how to use conflict resolution strategies effectively to resolve problems in learning situations (e.g., completing group assignments, discussion homework with parents);

**IK1.06X**

- identify the interpersonal and teamwork skills they need to improve.

**Specific Expectations  
Learning Through the Community****IK2.01X**

- identify school and community resources available to support learning and explain how and when to access them;

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**IK2.02X**

- identify individuals or programs that can assist with their specific learning needs (e.g., peer tutors);

**IK2.03X**

- use effective communication skills to gather information and request assistance for their learning needs from peers, teachers, and/or school and community programs;

**IK2.04X**

- explain the role of the mentor and the benefits of having a mentor to support learning and decision making;

**IK2.05X**

- explain how individual learning can be enhanced through community-based learning experiences.