Course Outline

School Name: Keewaytinook Internet High School

Department Name: Guidance and Career Studies

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

Grade Level: *9*

Ministry Course Code: *GLS1O*

Teacher's Name: Kathleen Koostachin

Developed by: Angela Batsford-Mermans

Date: September, 2013

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

Text: None

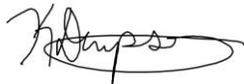Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval:

Approval Date: September 11, 2017

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 and 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
1. Becoming a Self-Directed Learner: Personal Knowledge and Management Skills	18
2. Becoming a Reflective Learner: Learning and Thinking Skills	26
3. Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning	18
4. Becoming an Effective Learner: Literacy and Numeracy	26
5. Becoming a Collaborative Learner: Working in Groups and Learning Through the Community	22
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

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Direct instruction – online lecture
- Small group cooperative learning
- Guided internet searches
- Multimedia presentations
- Oral presentations
- Small group discussions
- Problem-based learning
- Choice in the development of student products (e.g., projects)
- Opportunities for practice
- Graphic organizers (e.g., venn diagrams, mind maps, tables)

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting %
Term Work (70%)	Knowledge/ Understanding	Describe the knowledge and skills needed for working effectively in groups or teams. Identify and describe learning theories and the learning and thinking skills.	13
	Thinking	Explain how their competencies and interests affect their learning.	19
	Communication	Use interpersonal and teamwork skills effectively in learning environments. Identify and define the personal management skills, habits, and characteristics required for success in high school.	19
	Application	Describe and evaluate the ways they learn best. Demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.	19
Final Assessment (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment for learning and assessment as learning is obtained through a variety of means, including the following:

- self/peer assessment
- conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding (synchronous and asynchronous)
- self-reflection on experiences, plans for improvement, and goal-setting
- informal teacher observation
- anecdotal comments with suggestions for improvement

Evidence of student achievement (assessment of learning) is collected from various sources, including the following:

- portfolio entries
- conversations with students in online forum
- presentation
- quizzes
- final exam
- ongoing observations of most consistent work, with consideration given to most recent work

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

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

Government of Canada. (2007) Eating well with Canada's food guide: First Nations, Inuit, and Metis. Retrieved from https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/eating-well-with-canada-food-guide-first-nations-inuit-metis.html

Ontario Ministry of Education. (2010)*. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2017). *Indigenous education strategy.* Retrieved from http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements.* Retrieved from

http://edu.gov.on.ca/eng/document/policy/os/index.html

Ontario Ministry of Education. *Catholic Course Profile, Leaning Strategies 1: Skills for Success in Secondary School, Grade 9, Open.*

Program Planning

This course is offered to Indigenous 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 may also receive support from the First Nations Student Success Program staff and the Special Education program staff.

Students are presented with instruction/activity via the internet. 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. Indigenous and local content is used throughout the course in the instructional materials and in the face-to-face mentoring that students receive in order to best meet student needs. Consideration is given to different learning preferences, and adjustments to instruction, resources, and support can be made in response to the different student needs.