



# MISSISSAUGA SECONDARY SCHOOL LEARNING STRATEGIES—SKILLS FOR SUCCESS GLE30A



## COURSE DESCRIPTION

All students have unique learning needs. Some students utilize specific strategies that help them achieve success. This course explores learning strategies and helps students become better, more independent learners while improving their personal management skills, both in school and 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. As students improve in these areas, their confidence, motivation, and ability to learn tends to increase.

The purpose of the Learning Strategies course is to help students develop as independent, self-directed, responsible, confident, motivated, and effective learners.

The strands in the Grade 11 Learning Strategies Course are:

### ***Learning Skills, Personal Management, Exploration of Opportunities, and Preparation for Transitions and Change***

#### **Overarching Learning Goals:**

- Students will continue to develop their literacy and numeracy skills and learn how to apply them in practical and “real-life” situations.
- Students will develop/demonstrate appropriate social skills and positive social interactions with the school community
- Students will develop and apply different life skills, such as: money management (budgeting), domestic skills, basic meal preparation, etc.
- Students will prepare to transition from high school to their desired pathway
- Students will learn autonomy, and will live independently or in a community living environment

## UNITS OF STUDY

The units of study have been designed to meet not only the current curriculum requirements, but also the needs of each individual student. The sequence in which units and topics are presented may vary throughout the semester.

### Unit One: Student Success – Preparing for Learning

- Class routines, Getting organized, Using graphic organizers, Memory skills, Getting motivated, Time management skills, Developing study skills, Developing test taking skills, Developing numeracy/literacy

### Unit Two: Me As A Learner

- Understanding Myself (Exploring my I.E.P.), Special Education Terms, Advocacy, Coping with Stress and Anxiety, Resiliency

### Unit Three: Focus On The Future

- Transitions, Goal Setting, The World of Work, Skilled Trades, College vs. University, Graduation

## EVALUATION POLICY

Students will be assessed by gathering, from a variety of sources, information that accurately reflects how well they are achieving the course expectations. Evaluation will occur by judging the quality of student learning on the basis of established criteria. **Assessment as learning, for learning, and of learning will be utilized throughout the course, with its primary purpose being to improve student learning.**

## Key Terms & Definitions

<p><b>Assessment for Learning:</b> The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction.</p>	<p><b>Assessment as Learning:</b> The process of developing and supporting student meta-cognition. Students are actively engaged in this assessment process, that is, they monitor their own learning, use assessment feedback from teacher, self, and peers to determine next steps, and set individual learning goals.</p>	<p><b>Assessment of Learning:</b> The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality (e.g. test, summative assignment).</p>
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Student's marks will be determined by evaluating process and product according to four categories and four levels.

Achievement Chart	Weight	Evidence of Learning: Observations, Conversations, and Products
<p><b>Knowledge</b> -Knowledge of content (e.g., terminology, vocabulary, information) -Understanding of content (e.g., theories, concepts, skills, processes)</p>	15%	<ul style="list-style-type: none"> <li>-Character observations and conversations</li> <li>-Skills development (observations and conversations)</li> <li>-Journal entries/reflections</li> <li>-Discussions</li> <li>-Goal setting</li> <li>-Quizzes</li> </ul>
<p><b>Thinking</b> -Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information) -Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions) -Use of critical/creative thinking processes</p>	15%	<ul style="list-style-type: none"> <li>-Character observations and conversations</li> <li>-Critical thinking skills and investigations</li> <li>-Self-assessments</li> <li>-Advocacy (observations and conversations)</li> <li>-Journal entries/reflections</li> <li>-Goal setting</li> <li>-Quizzes</li> <li>-Discussions</li> </ul>
<p><b>Communication</b> - Expression and organization of ideas and information in oral, visual, and written forms - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions and of appropriate vocabulary and terminology of the discipline in oral, visual, and written forms</p>	20%	<ul style="list-style-type: none"> <li>-Character observations and conversations</li> <li>-Advocacy (observations and conversations)</li> <li>-Use of technology (oral and visual presentations)</li> <li>-Use of assistive technology</li> <li>-Journal entries/reflections</li> <li>-Goal setting</li> <li>-Discussions</li> </ul>
<p><b>Application</b> - Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, technology, goal setting, planning) in familiar contexts -Transfer of knowledge and skills to new contexts -Making connections within and between various contexts (e.g., between learning in school and learning in the workplace)</p>	20%	<ul style="list-style-type: none"> <li>-Character observations and conversations</li> <li>-Use of technology (oral and visual presentations)</li> <li>-Use of assistive technology</li> <li>-Journal entries/reflections</li> <li>-Employability Evaluations</li> <li>-Goal setting</li> <li>-Discussions</li> <li>-Quizzes</li> </ul>
<p><b>Summative (s)</b></p>	30%	<p>Apprenticeship Newsletter, Famous People with Learning Disabilities, The Great Debate, Personal Budget</p>

Learning Skills and work habits allow students to know how to learn more effectively, develop their potential as independent learners, and to take ownership over their own learning. The learning skills and work habits include: **Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation**  
It is important to remember that the development and consistent practice of these skills will influence academic achievement.

## STUDENT ASSESSMENT AND EVALUATION—PEEL POLICY 14

### **Late and Missed Assignments**

Please see the Mississauga S.S. School Solutions Manual found on our school website.

### **Plagiarism and Cheating**

Please see the Mississauga S.S. School Solutions Manual found on our school website.