

Robert F. Hall – Guidance and Career Education

LEARNING STRATEGIES 1: Skills for Success in Secondary School

Grade 9, Open

Course Evaluation and Description

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. (*Ministry of Education, Ontario Curriculum, Revised 2006*)

In this course, students will enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students develop language skills that allow them to communicate with sensitivity, fluency, and accuracy.

Units of Study

Unit 1 Learning and Management Skills

Unit 2 Goal Setting and Exploration of Opportunities

Unit 3 Personal Knowledge and Strategies for Success

Unit 4 Culminating Activity

For both of these units, students will be using the textbook Learn Smart: Strategies to Succeed in School and Life. Covered in Grade 9 are:

Chapter 1 – It's Your Style

Chapter 2 – The Manager of You Is You

Chapter 3 – Out There

Chapter 6 – Stand Up, Speak Up

Strands – Overall Expectations

Learning Skills

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

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

Exploration of Opportunities

By the end of this course, student will:

- apply their knowledge of school, work, 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 career exploration that are necessary for planning a pathway for secondary school success.

Learning Skills and Work Habits

There are six categories of skills used to evaluate students, as they demonstrate them throughout the semester.

- **Independent Work** - self-directed, persistent
- **Collaboration** - co-operative, responsible, encouraging
- **Organization** - use of time, planning, information management
- **Self-Regulation** - class work, home work
- **Initiative** - approach to learning, resourcefulness, inquisitive
- **Responsibility** – taking ownership of one's role in the learning process

The following levels will be used on the report card to assess student progress:

E = excellent **G** = good **S** = satisfactory **N** = needs improvement

Learning Skills				
Criteria	Needs Improvement	Satisfactory	Good	Excellent
Works Independently	Needs repeated directions to clarify and begin assignments	Needs some directions to clarify and begin assignments	Rarely needs directions to clarify and begin assignments	Does not need directions to clarify or begin assignments
Teamwork	Rarely demonstrates participation with classmates by attending or reading chats and threaded discussions	Sometimes demonstrates participation with classmates by attending or reading chats and threaded discussions	Often demonstrates participation with classmates by attending or reading chats and threaded discussions	Consistently demonstrates participation with classmates by attending or reading chats and threaded discussions
Organization	Limited organization and time management skills Does not meet deadlines	Some organization and time management skills Sometimes meets deadlines	Good organization and time management skills Frequently meets deadlines	Exemplary organization and time management skills Consistently meets deadlines
Work Habits / Homework	Homework is frequently incomplete. No motivation evident.	Homework is occasionally complete. Some motivation evident.	Homework is regularly complete. Considerable motivation is evident.	Homework is always complete. Student is highly motivated.
Initiative	Rarely extends thinking beyond material presented	Sometimes extends thinking beyond material presented	Often extends thinking beyond material presented	Consistently extends thinking beyond material presented

Assessment and Evaluation - Achievement Categories

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills (refer to the list below). Progress will be monitored on an on-going basis using a variety of assessment tools including written work, tests, quizzes, teacher-student communication, observations, discussions, and projects.

Evaluation will be based on the following four categories:

Knowledge/Understanding 25%

- subject-specific content acquired in the course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking 25%

- the use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes

Application 25%

- the use of knowledge and skills to make connections within and between various contexts

Communication 25%

- the conveying of meaning through various forms

The Final Grade

To successfully complete this course, students must make an effort on all assignments, come to class prepared to listen attentively, and to participate actively.

The final grade in this course will be divided into two components as follows:

70% of the grade will be based on the summative assessments completed during the term. Rubrics for each summative task will be distributed based on the achievement charts and learning skills outlined by the Ministry of Education. Other assignments are diagnostic or formative in nature, rooted in the four categories of achievement.

30% of the grade will be based on a culminating activity. The process of this activity and the task will be completed during the final unit of the course.

Final Grade Breakdown

Percent	Level	Description
80-100%	4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	3	A very high level of achievement. Achievement is at the provincial standard.
60-69%	2	A moderate level of achievement. Achievement is below, but approaching provincial standards.
50-59%	1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	0	Insufficient achievement of curriculum expectations. A credit is not granted.

Required Text

All resource materials will be supplied in class, online, or available through online resources. Students may access supplementary resources at their own discretion in consultation with their teacher.

Materials

- medium sized 3-ring binder
- divider tabs for each unit
- lined paper
- pencils, pens, eraser, ruler and highlighters

School Policies and Student Responsibilities

Students are expected to be in full uniform for every class.

(Student Handbook, Student Dress Code, p. 13-15)

Students are expected to be punctual and to attend all classes.

(Student Handbook, Attendance Policy, p. 17-19)

Students are expected to have proper materials for class and to complete all class work and assignments in a timely fashion.

(Student Handbook, Dufferin-Peel, Assessment and Evaluation Policy, p. 14-18)

Students are expected to respect the opinions and rights of others in the classroom. Please avoid insults and remarks that could be taken as harassment or bullying. As a courtesy to the class, please direct any personal comments, questions, or concerns to me before or after class time.

(Student Handbook, Dufferin-Peel, Catholic Code of Conduct, p. 2-4)

Students are expected to submit their own original work for evaluation. Please do not plagiarise. A mark of zero will be assigned for any work that has been identified as copying from another source. Avoid copying internet sites into your own work.

(Student Handbook, Dufferin-Peel, Academic Honesty, p. 14-15)

Students are allowed to use the school computers and their own PED's to support educational opportunities and instructional activities and should be appropriately supervised when doing so.

(Student Handbook, Appropriate Use of Computers, p. 10-11 and Dufferin-Peel, Ethical and Responsible Use of Technology, p.4-7)