

Program Area	Special Education and Student Success
Course Title	Advanced Learning Strategies: Skills for Success After Secondary School
Credit Value	1.0
Prerequisite(s)	Recommendation of Principal
Date of Revision	September 2021
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Course Description

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Course Content

Unit	Topic	Dates	Content
1	Understanding My Learning Profile	September 13 - October 1	<ul style="list-style-type: none"> - Who am I- introducing yourself to the rest of the class - How do I learn? Exploring learning skills and styles - review IEP and learning strengths/weaknesses - goal setting and planning for senior grades and post-secondary
2	Science and Psychology of Learning	October 12 - 29	<ul style="list-style-type: none"> - understanding how our brains work to learn new information - understanding and applying psychological theories toward learning and memory
3	Skills for Success in the Senior Grades	November 8 - 12 +ongoing	<ul style="list-style-type: none"> - literacy, numeracy, and study skills require for success in grades 11, 12, and postsecondary
4	Stress Management and Self Advocacy	November 22 - December 10	<ul style="list-style-type: none"> - stress management and self advocacy skills that can be used in grades 11, 12, and postsecondary
5	Planning and Financing My Future	January 3 - 21	<ul style="list-style-type: none"> - creating a plan for postsecondary study and life after school - costing and budgeting for this plan - additional financial skills for life after school

**Note: The above is meant to be a guideline only. Content, dates, and topics may change according to student need as the quad progresses.*

Assessment and Evaluation

- The primary purpose of assessment and evaluation is to improve student learning.
- **Assessment** is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- **Evaluation** refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

This chart describes how you will be evaluated in this course:

Category	Strand	Description	Weight
Term Work* 100% of your overall grade in this course <i>*This is subject to change based on changing TDSB policies around culminating activities and exams.</i>	Knowledge and Understanding	This strand describes what you have learned and how well you understand course content.	25%
	Thinking and Inquiry	This strand describes how you ask and answer your own questions about what you have learned in the course.	25%
	Application	This strand describes how you take what you have learned in this course and use it in new situations.	25%
	Communication	This strand describes how you tell others about what you have learned in this course.	25%

Learning Skills

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Self Regulation
- Teachers report achievement on the five Learning Skills using letter symbols:

- E = Excellent
- G = Good
- S = Satisfactory
- N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

Academic Honesty

- Students are expected to submit only their own original work on evaluations done in class, out of class, and as part of our online learning.
- Plagiarism is the passing off of ideas or writings of another as one's own.
- Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation by the teacher and communication with the student and their caring adult(s). The teacher may also involve school administration in the matter.
- The student may receive a mark of zero for the plagiarized work.
- Whether the student has an opportunity to demonstrate their learning in another assignment will be at the discretion of the teacher and/or school administration.
- This applies to all student contributions to this course made in class, at home, and in our online classroom/Zoom meetings.

Program Expectations and Planning Considerations

- Attendance and Participation → Students are expected to attend all classes in person. If you are scheduled as a virtual student, you may access our class simultaneously via Zoom.
- Students are also expected to complete all assignments on time. Should you need to miss a class, or require an extension for an assignment, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our [Google Classroom](#) on a regular basis. This tool will be used to supplement our in class instruction. Links for the simultaneous virtual class will be posted here. All student work will be collected through our Google Classroom.
 - *All course materials will be posted on Google Classroom. As the COVID-19 pandemic progresses, we may be required to move to online learning at any time. In this event, please check our Google Classroom regularly for communication from your teacher regarding this course. Students must also check their TDSB email and TDSB Connects App multiple times daily for important course, school, and board updates as the pandemic progresses.*
- English as a Second Language → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

Curriculum Expectations

- Overall and specific expectations for this course can be found beginning on page 40 of

the [Ministry Curriculum Document](#) for this course.