

## Sir John A Macdonald Collegiate Institute

<b>Course Name</b>	Learning Strategies 1: Skills for Success in Secondary School	<b>Grade</b>	9
<b>Course Code</b>	GLS 108	<b>Credit Value</b>	1
<b>Prerequisite</b>	NONE	<b>Or Recommended Prerequisite</b>	
<b>Type of Course</b>	Open (Compulsory)		

TEXTBOOKS

REPLACEMENT COST (if lost or damaged)

ADDITIONAL RESOURCES/LEARNING MATERIALS

REPLACEMENT COST (if lost or damaged)

### Course Description

(this information is available in the Course Profiles or at <http://www.curriculum.org/> )

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.

### Curriculum Strands/Categories (this may differ depending on discipline and level)

**Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

**Thinking:** The use of critical and creative thinking skills and/or processes

**Communication:** The conveying of meaning through various forms

**Application:** The use of knowledge and skills to make connections within and between various contexts

### Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Evaluation Task	Achievement Chart Focus
Unit 1	Learning Skills <ul style="list-style-type: none"> <li>- Managing your Learning</li> <li>- Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>- Homework Planner</li> <li>- Learning Skills Assignment</li> <li>- Reflection</li> </ul>	Knowledge Application Thinking Communication
Unit 2	Personal Knowledge and Management Skills <ul style="list-style-type: none"> <li>- Decision-making skills</li> <li>- Focus on goals and developing action plans</li> <li>- Dealing with stress</li> <li>- Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>- Discovery Wheel</li> <li>- SMART Goal Assignment</li> <li>- Reflection</li> </ul>	Knowledge Application Thinking Communication
Unit 3	Interpersonal Knowledge and Skills <ul style="list-style-type: none"> <li>- Understanding diversity</li> <li>- Effective communication, teamwork and leadership</li> </ul>	<ul style="list-style-type: none"> <li>- The Team and Me</li> <li>- Diversity and Equity Activity</li> <li>- Effective Communications</li> <li>- Reflection</li> </ul>	Knowledge Application Thinking Communication
Unit 4	Explorations of Opportunities <ul style="list-style-type: none"> <li>- making connections between learning, work and community</li> </ul>	<ul style="list-style-type: none"> <li>- Planning worksheets</li> <li>- Transferable Skills Activity</li> <li>- Setting Future Goals</li> </ul>	Knowledge Application Thinking Communication
Culminating Activity	Independent Study Project/Culminating Activity	Personal Learning Profile Planning My Future	30%

## Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories			
Knowledge and Understanding	15-20%	Communication	15-20%
Thinking	15-20%	Application	15-20%

Please see your school agenda regarding Evaluation Policies (including academic dishonesty and missed assignments).

**Assessment and Evaluation Strategies:** the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

→Assignments                      →Quizzes                      →Written Reflections                      →Activities & Worksheets  
→Calendar and Planning Tools

### CALCULATION OF FINAL MARK

→ 70% for evaluations conducted throughout the course  
→ 30% for a Culminating Activity – the C/A will occur in at the end of the course