Sir John A. Macdonald Collegiate Institute Course Brief

Course Name	Learning Strategies	Grade	11
Course Code	GLE3O	Credit Value	1
Prerequisite	Individual Education Plan (IEP)		
Type of Course	Open		

TEXTBOOKS   None

Assistive technology (Google Apps for Education and Read & Write Gold)

Course 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.

Curriculum Strands/Categories

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 contents

Learning Skills

Learning Skills	What Learning Skills Look Like in School	Assessment of Learning Skills
Responsibility	- Handing in work on time - Being on time - Coming to class prepared - Following directions	
Organization	- Keeping track of your work and materials - Prioritize work - Use your agenda	**E**= Excellent
Independent Work	- Try to problem-solve by yourself - Finishing your homework, tasks, assignments	**G**= Good
Collaboration	- Respect when working with others - Good communication and conflict resolution skills	**S**= Satisfactory **N**= Needs Improvement
Initiative	- Taking control of your behaviour, attitude, actions - Starting and finishing your work without supervision	
Self-Regulation	- Having control of yourself and your emotions - Waiting your turn; having patience - Performing as expected in school	

Units of Study and Topics for Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Assessment and Evaluation Tasks
Learning Skills	*By the end of this unit, students will develop skills related to:* ● Applying literacy skills to communicate professionally ● Creating a personal budget ● Using Google Apps for Education ● Literacy and numeracy (for example: making inferences and money math)	*Students will show what they know through:* ● Writing advocacy letter to access accommodations at post-secondary destination ● Creating online portfolio of student work demonstrating strengths, needs, and interests ● Student-teacher conferences
Personal Knowledge and Management Skills	*By the end of this unit, students will develop skills related to:* ● Applying knowledge of executive functioning skills to manage personal and academic challenges ● Using a Growth Mindset to overcome obstacles ● Self-advocacy in the community ● Understanding how personal factors affect achievement and well-being	*Students will show what they know through:* ● Self-advocacy IEP brochure ● Community engagement project ● Journals/reflections ● In-class assignments ● Student-teacher conferences
Preparation for Transition and Change	*By the end of this unit, students will develop skills related to:* ● Identify skills necessary for transition to post-secondary pathway ● Researching post-secondary and workplace opportunities ● Decision-making, goal-setting, and action-planning to prepare for transition to their first postsecondary destination.	*Students will show what they know through:* ● Applications for programs or services ● Professional communications with post-secondary destinations ● Student-teacher conferences ● Reflections
Exploration of Opportunities	*By the end of this unit, students will develop skills related to:* ● Researching changes and trends in the workplace ● Identifying opportunities for lifelong learning and professional development ● Seeking out academic and personal support in school and in community ● Prioritizing post-secondary pathways in relation to strengths, needs, and interests	*Students will show what they know through:* ● Research projects ● In-class assignments ● Surveys and related reflection

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.

Assessment and Evaluation Philosophy

"The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning."
(*Growing Success*, p. 28)

Reporting of Achievement

Weighting by Strands/Categories	
Application – 25%	Knowledge/Understanding – 25%
Thinking/Inquiry – 25%	Communication – 25 %

CALCULATION OF FINAL MARK
→ 100% of final mark is from assessments and evaluations conducted throughout the course