



**GLE409 - Advanced Learning Strategies: Skills for Success After Secondary School**



**Toronto District School Board – Malvern Collegiate Institute**  
Guidance and Career Education ~ Special Education

|  |  |                     |      |
|--|--|---------------------|------|
| <b>Ministry Guideline(s):</b>                                | This course is <u>only</u> available to students with IEPs; identification through an IPRC is <b>not</b> mandatory.  |                     |      |
| <b>Textbook:</b>   | None   |                     |      |
| <b>Credit Value:</b>   | 1.0 (elective)   | <b>Prerequisite</b> | None |
| <b>Student Resources and Provisions for Student Success:</b> | <ul style="list-style-type: none"> <li>• Earbuds/headphones (We have a limited amount to provide to students.)</li> <li>• Laptop/tablet (We have a limited amount to provide to students.)</li> <li>• An organizational tool (paper or digital)</li> </ul> |                     |      |
| <b>Course Fees:</b>  | There may be a fee involved due to potential field trips.  |                     |      |
| <b>Instructors:</b>  | Ms. Catherine Alexander and Ms. Rebecca Sanderson<br>Catherine.Alexander@tdsb.on.ca and Rebecca.Sanderson@tdsb.on.ca (416) 393-1480 ext. 20085   |                     |      |

**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.

|                                      |  |
|--------------------------------------|--|
| <b>Strands of Study:</b>             |  |
| <b>Strand 1: Learning Skills</b>     | <b>Strand 3: Exploration of Opportunities</b>            |
| <b>Strand 2: Personal Management</b> | <b>Strand 4: Preparations for Transitions and Change</b> |

**Assessment and Evaluation**

- To promote student success, ongoing formative assessment and feedback will be given to students.
- Assessment and evaluation are divided into four categories of achievement – Knowledge/Understanding, Thinking, Communication and Application
- **Assessment for Learning:** Assessment activities used, as required at the beginning of a block of learning (i.e. course, unit), to determine students’ strengths and learning needs in order to plan, modify and adjust instruction or to provide alternative learning opportunities (e.g. quizzes, homework, diagnostic test).
- **Assessment as Learning:** Ongoing assessment during the learning process; used to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction (e.g. quizzes, performances, journals, homework).
- **Assessment of Learning:** Evaluation that occurs at the conclusion of a block of learning (e.g. unit, course, semester) and focuses on student achievement (e.g. journal portfolio, major presentation/performance, exam).

## Course Evaluation

This course will be taught and evaluated in a manner consistent with the [2006 Ontario Curriculum document for Grades 9 and 10 Guidance and Career Education](#), and with the 2010 *Growing Success* Assessment and Evaluation document. Student evaluation consists of three components:

### Learning Skills and Work Habits

Students are assessed on 6 learning skills and work habits. They are:

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources to complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S), and Needs Improvement (N) and reported on the report card. They are **NOT** included in the course mark.

### Coursework (Assessment of Learning)

#### 85% of Final Mark

Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four achievement chart categories

#### Knowledge and Understanding

##### 20%

Knowledge of facts and terms; understanding of concepts, principles, and relationships among concepts

#### Thinking

##### 25%

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information; forming conclusions

#### Communication

##### 25%

Communication of information and ideas, for different audiences, in various forms

#### Application

##### 30%

Synthesizing knowledge and understanding into new and familiar contexts; making connections between various contexts.

### Final Evaluations (Assessment of Learning)

#### 15% of Final Mark

- course culminating task

Final evaluations are assessed in the same four categories with the same weighting.

Knowledge and Understanding 20%

Thinking 25%

Communication 25%

Application 30%

Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark. See the Achievement Chart for [Guidance and Career Education \(2006\)](#) for more details.

**30% Summative Evaluation**

Appropriate accommodations will be provided for all students.

| Tasks   | Achievement Chart Focus | Weighting |
|---|-------------------------|-----------|
| Class-created culminating checklist of Learning Skills, Personal Knowledge & Management Skills and Interpersonal Knowledge & Skills (strands) | All categories          | 15%       |

**ON-GOING LEARNING STRANDS: Learning Skills and Personal Management**

**Curriculum Overall Expectations**

**LEARNING SKILLS:**

- 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 MANAGEMENT:**

- identify and apply the personal-management skills and strategies that contribute to success in a variety of settings;
- explain the impact of personal factors on achievement and apply strategies for personal improvement;
- apply the interpersonal skills and strategies required to achieve success in reaching goals in a variety of settings.

**Learning Skills Focus:**

All learning skills.

| Tasks (subject to change)                                   | Achievement Chart Focus |
|---|-------------------------|
| Online Tools (diagnostic)                                   | T, APP                  |
| Assessment via in-class observations.                       | KU, T, COMM, APP        |
| Assessment via <i>Learning Strategy Fridays</i> activities. | KU, T, COMM, APP        |

**Examples of Mentimeter lessons (in-class) and *Learning Strategy Fridays* lessons (in-class and virtually):**

- Numeracy (*STRAND: Learning Skills*)
- Literacy (*STRAND: Learning Skills*)
- Interpersonal knowledge and skills (*STRAND: Personal Management*)
- Memory skills (*STRAND: Learning Skills*)
- Study strategies (*STRAND: Learning Skills*)
- Reading skills (*STRAND: Learning Skills*)
- Avoiding plagiarism (*STRAND: Learning Skills*)
- Prioritization, procrastination and focus (*STRAND: Personal Management*)
- Organization and planning (*STRAND: Personal Management*)
- School and community resources (*STRAND: Exploration of Opportunities*)
- Personal knowledge and management skills (*STRAND: Personal Management*)

- Self-advocacy skills (*STRAND: Personal Management*)
- Resilient thinking styles (*STRAND: Personal Management*)
- ....and more!

Assessment via enter, progress and exit tickets, etc.

T, COMM, APP

### Unit 1: Self-advocacy for post-secondary

#### Curriculum Overall Expectations

##### LEARNING SKILLS:

- evaluate learning skills and strategies that contribute to success in various settings;
- apply appropriate literacy and numeracy skills and strategies to support learning and planning for postsecondary choices;
- analyse their learning skills and styles to determine their learning strengths and needs, and develop strategies to maximize their learning while in secondary school and throughout their lives.

##### PERSONAL MANAGEMENT:

- identify and apply the personal-management skills and strategies that contribute to success in a variety of settings;
- explain the impact of personal factors on achievement and apply strategies for personal improvement

##### Learning Skills Focus:

All learning skills.

| Tasks (subject to change)                    | Achievement Chart Focus |
|--|-------------------------|
| Resource Transition Guide                    | KU                      |
| Transitioning from your IEP after graduation | KU, T, COMM             |
| Write a disclosure letter                    | KU, T, COMM, APP        |
| Financial aid                                | KU, T, COMM, APP        |
| Researching support services                 | KU, T, COMM, APP        |
| Workplace trends                             | KU, T, COMM, APP        |

### Unit 2: Adulting: Preparations for Transition and Change

#### Curriculum Overall Expectations

##### LEARNING SKILLS:

- evaluate learning skills and strategies that contribute to success in various settings;
- apply appropriate literacy and numeracy skills and strategies to support learning and planning for postsecondary choices;
- analyse their learning skills and styles to determine their learning strengths and needs, and develop strategies to maximize their learning while in secondary school and throughout their lives.

##### EXPLORATION OF OPPORTUNITIES:

- demonstrate knowledge of selected workplace trends in order to make decisions about postsecondary choices and pathways;
- apply research and career-exploration strategies to identify postsecondary options;
- identify and describe the learning environments and resources available to support lifelong learning.

**PREPARATION FOR TRANSITIONS AND CHANGE:**

- evaluate their own transition skills and strategies, and identify those requiring improvement;
- demonstrate effective use of decision-making, goal-setting, and action-planning skills and strategies to prepare for transition to their first postsecondary destination.

**Learning Skills Focus:**

All learning skills.

| Tasks (subject to change)  | Achievement Chart Focus | My Mark |
|--|-------------------------|---------|
| <b>The Mathematics of Mindfulness &amp; Well-being (inquiry project; assessments &amp; evaluation); OR</b> | <b>KU, T, COMM, APP</b> |         |
| <b>Education for All (inquiry project; assessments &amp; evaluation)</b>                                   | <b>KU, T, COMM, APP</b> |         |

**Attendance/Punctuality**

- Regular attendance is vital to the learning process.
- Students are responsible for all classwork, tests, or assignments missed during an absence
- It is the student’s responsibility to prepare adequately and to be in attendance for all evaluation dates.
- If a test or assignment is missed because of illness or an unexpected emergency, the student is required to bring a note from a parent/guardian on the day he/she returns to class, indicating that the parent/guardian is aware that a test or assignment was missed. Students who miss a test for a legitimate reason should be prepared to write the test on the day they return to school at a time that mutually suits the teacher and the student.
- Students who know they will be absent for a scheduled evaluation must make alternative arrangements in advance (i.e. for field trips, sporting events, appointments, etc.)

**Submission of Assignments**

- All students should develop good time-management skills. Timelines for the submission of assignments are established to encourage students to manage their time and to take responsibility for their learning. It is important, therefore, that students work toward completing all assignments and that teachers support them in the process.
- All students will be excused from the first missed assignment. Subsequent missed/late assignments may result in the following consequences:

**Plagiarism**

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own individual works. (*Growing Success* 2010, p.151)

- Students may be required to submit their assignments through [tdsb.elearningontario.ca](https://tdsb.elearningontario.ca) to facilitate academic honesty in students in addition to submitting a hard copy.

- When plagiarism/cheating is evident, the teacher will discuss the matter with the student and a mark of zero will be assigned. The parent/guardian and the Vice Principal will also be informed.

### **Education of Students with IEPs**

To meet the needs of Special Educationl students, teachers will provide *instructional* (e.g. changes in teaching strategy or use of assistive technology), *environmental* (e.g. preferential seating or headphones), and *assessment* (e.g. additional time for tests and assignments or oral responses to test questions) *accommodations* as set out in a student's Individual Education Plan.

### **Extra Help**

Additional help is always available upon request.