

Course Overview

Learning Strategies 1: Skills for Success in Secondary School, Grade 9

Identifying Information:

School:	Ursuline College High School		
Department:	GUIDANCE/SPECIAL EDUCATION		
Program Head:	Elizabeth DiCrescenzo		
Ministry Document:	Guidance and Career Education		
Course Title:	Learning Strategies 1: Skills for Success in Secondary School, Grade 9		
Course Type:	Open	Grade:	9
Course Code:	GLE100		
Date:	2002/2003	Teacher:	Anne Brian

Course Description:

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiry, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn. Students will demonstrate the ability to use a variety of technologies/resources to find information about learning, work, and community involvement opportunities. This course will develop not only knowledge and skills for the learner, but also the values, attitudes, and actions that constitute a way of life rooted in the Christian call to discipleship and service.

How This Course Supports the Ontario Catholic Graduate Expectations:

Becoming a successful and effective learner is a lifelong journey in which the dignity and value of each person is affirmed through relationships with God, self, others and creation. Catholic education, understood within the context of Jesus Christ as the center from which relationships unfold, seeks to mold the very essence of learners as whole persons- both who they become and how they give witness to peace, justice, and the sacredness of human life in the world in which they live. This Learning Strategies course will focus on three interconnected strands: learning, personal development, and interpersonal relationships. Within these three strands, students will become more reflective thinkers, effective communicators, and self-directed responsible learners. Through the integration of body, mind, and spirit, rooted in Catholic values, beliefs, and traditions, they will become more

collaborative, caring and responsible members of their society.

Learning Skills

Overall Expectations:

By the end of this course, students will:

- **demonstrate and use an increasing variety of numeracy and literacy skills;**
- **identify and describe learning theories and the learning and thinking skills required for success in high school;**
- **demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills;**
- **demonstrate understanding of how the secondary school program is organized and describe requirements for graduation.**

Specific Expectations

Developing Literacy and Numeracy Skills

By the end of this course, students will:

- **demonstrate effective use of strategies to improve literacy (e.g., techniques to develop vocabulary, general knowledge, and language skills);**
- **demonstrate effective use of a variety of reading strategies to improve understanding of text;**
- **demonstrate effective use of a variety of writing forms (e. g., exposition, narrative, letter, essay) and use them effectively for a variety of purposes;**
- **identify and use a variety of methods for making calculations and for solving different types of problems.**

Developing Learning and Thinking Skills and Strategies

By the end of this course, students will:

- **demonstrate and understanding of different learning theories and concepts;**
- **use the inquiry/research process effectively;**
- **demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success;**
- **demonstrate effective use of note-taking strategies;**
- **demonstrate effective use of focus and memory strategies that improve concentration and retention of information;**
- **use effectively a variety of information technologies (e.g., CD-ROM resources, the Internet, calculators, software for organizing notes, file management software) to conduct research, organize information and acquire new skills;**
- **use word-processing, graphics, or presentation software effectively to enhance oral and written presentations.**

Planning for Learning

By the end of this course, students will:

- **explain the organization of the secondary school program, including types of courses and the destinations for which they are appropriate;**
- **explain their own high school course selection in the context of the requirements for secondary school graduation;**
- **demonstrate understanding of how volunteer activities (e.g., mentoring, tutoring, coaching, community service), part-time work, participation in school life can develop and enhance employability skills and strengthen one’s resume;**
- **describe opportunities for learning in all stages of life and in various contexts (e.g., evening courses, on-the-job training, workshops, presentations by guest speakers);**
- **demonstrate an ability to manage their own learning (e.g., through the use of study skills, organizational skills, time management, stress management, information management);**
- **describe a variety of possible internal and external barriers to learning and determine how these barriers may have affected their learning;**
- **describe strategies for overcoming internal and external barriers to learning;**
- **produce and evaluate learning plans that identify learning strengths, barriers, needs, goals, and strategies for success in high school and incorporate them into their annual education plans.**

Personal Knowledge and Management Skills

Overall Expectations:

By the end of this course, students will:

- **explain how their competencies and interests affect their learning;**
- **describe and evaluate the ways they learn best;**
- **identify and define the personal management skills, habits, and characteristics required for success in high school;**
- **demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school;**
- **demonstrate the effective use of personal management skills in a variety of settings.**

Specific Expectations

Developing Personal Knowledge

By the end of this course, students will:

- produce a personal file of their competencies and interests and explain how these affect their attitude towards learning;**
- identify and describe their learning preferences by using a variety of assessment strategies;**
- describe their most effective ways of demonstrating learning (writing, oral presentation, performance, graphical presentations) and identify those they need to improve;**
- identify how the ways of learning with which they are successful are required in a variety of learning situations, and describe how they adapt to these situations;**
- identify their learning strengths and challenges by analyzing past learning successes and failures.**

Developing Personal Management Skills

By the end of this course, the student will:

- describe a variety of personal management skills (eg. stress management), habits (eg. maintaining a personal planner), and characteristics (eg. assertiveness) that contribute to success in high school;**
- demonstrate understanding of the value of effective personal management skills, habits, and characteristics by analyzing their use in daily life and their impact on academic, work, and life success;**
- explain how intrinsic and extrinsic motivation affect learning performance;**
- describe and document their own personal management strengths and challenges;**
- identify the personal management skills that they need to improve in order to become more effective learners, and describe ways of improving those skills.**

Applying Personal Management Skills

By the end of this course, the student will:

- use effective personal management skills (eg. goal setting, time management, project management skills) to improve their results in selected school environments;**
- demonstrate understanding of the impact of emotions on learning and describe strategies for managing emotions effectively (eg. anger management);**
- demonstrate behaviours that reflect self-motivation (eg. persistence in completing work they find difficult or boring, overcoming procrastination);**
- explain how stress can positively and negatively affect learning performance,**

- and effectively use techniques for managing stress to maximize performance;
- demonstrate effective use of time management strategies to accomplish school, family and community responsibilities.

Interpersonal Knowledge and Skills

Overall Expectations

By the end of this course, the student will:

- describe the knowledge and skills needed for working effectively in groups or teams;
- use interpersonal and team work skills effectively in learning environments;
- evaluate their interpersonal and teamwork skills and identify those requiring further development;
- demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs.

Specific Expectations

Working in Groups

By the end of this course, the students will:

- explain how effective group processes can promote individual learning and the achievement of group goals;
- describe the interpersonal and teamwork skills (eg. active listening, responding appropriately to feedback, using courtesy) necessary for effective group work at school and in the workplace;
- demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences;
- use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities (eg. on a sports team, in clubs, at work);
- describe and understand how to use conflict resolution strategies effectively to resolve problems in learning situations (eg. completing group assignments, discussing homework with parents);
- identify the interpersonal and teamwork skills they need to improve.

Learning Through the Community

By the end of this course, the students will:

- identify school and community resources available to support learning and explain how and when to access the;

- identify individuals or programs that can assist with their specific learning needs (eg. Peer tutors, homework rooms, remedial help);
- use effective communication skills to gather information and request assistance for their learning needs from peers, teachers and/or school and community programs;
- explain the role of the mentor and the benefits of having a mentor to support learning and decision making;
- explain how individual learning can be enhanced through community-based learning experiences.

Unit Titles:

1. Learning Styles and Preferences
2. Organization and Time Management Skills
3. Note-taking Skills
4. Memory Retention and Study Skills
5. Test/Exam Preparation
6. Inquiry and Research Skills

Course Assessment/Evaluation:

The effectiveness of this course in Learning Strategies will be assessed in a variety of ways:

- ongoing monitoring of the changes in student success rate in a variety of subjects
- students evaluation of the course re: how it helped them, where it might have helped them more
- Teacher’s review of course effectiveness with other subject teachers, guidance teacher- counselors, Youth Worker, and school administration

Expectations re; Learning Skills

It is expected that students will also demonstrate the following: (this not intended to be an exhaustive list)

- Works Independently
- Team Work
- Organization of work, projects and presentations
- Work and Study Habits
- Initiative

The student’s demonstrated learning skills in each course will be evaluated using the four point scale (E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement) and will be separated from the reporting of achievement.

Supports for Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

Exceptional students will benefit from the curriculum's emphasis on acquiring self-knowledge, developing effective learning and personal management skills, getting along with others, exploring career/life opportunities, and building competencies that prepare students to deal effectively with change and lifelong learning.

School, Department and Classroom Policies:

The following policies apply to this course:

- Wearing of school uniform at all times**
- Care and proper use of computers and all other assistive devices in classroom**
- Respect for each other and teacher at all times**
- Use of day planner on a daily basis for recording assignments/homework**