Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Guidance and Career Studies

Ministry of Education Course Title: Learning Strategies 1: Skills for Success in Secondary School

Grade Level: 9

Ministry Course Code: GLS1O

Teacher's Name: Patrick Coutu

Developed by: Angela Batsford-Mermans   Date: September, 2013

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 9 and 10: Guidance and career education.* Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:

Approval Date: September 14, 2021

Course Description/Rationale

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.

Overall Curriculum 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 Knowledge and Management Skills
- Apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school;
- Identify and describe personal-management skills required for success, and explain their use to help maximize learning;
- Demonstrate the use of personal-management skills and strategies to enhance learning.

Interpersonal Knowledge and Skills
- identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork;
- assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning;
- demonstrate their ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.

Exploration of Opportunities
- Apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan;
- Demonstrate an understanding of school and community involvement opportunities to develop a personal learning plan;
- Demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs;
- Develop a portfolio of documents pertaining to self-assessment, research, and exploration that are necessary for planning a pathway for secondary school success.

Course Content

Unit	Length
1. Becoming a Self-Directed Learning: Personal Knowledge and Management Skills	18 hours
2. Becoming a Reflective Learning: Learning and Thinking Skills	26 hours
3. Becoming a Lifelong Learning: Applying Personal Management Skills and Planning for Learning	18 hours
4. Becoming an Effective Learning: Literacy and Numeracy	26 hours
5. Becoming a Collaborative Learning: Working in Groups and Learning Through the Community	22 hours
Total	110 hours

Unit Descriptions

Unit 1 – Becoming a Self-Directed Learning: Personal Knowledge and Management Skills
In this unit, students identify and use self-knowledge to develop a personal learning profile of individual strengths, needs, and strategies for learning through the completion of personal assessments, interest inventories, surveys, and self-reflections. Students also demonstrate an understanding of how communication, problem solving, conflict resolution, and teamwork contribute to becoming self-directed learners through case studies, role playing, and group activities. Consideration is given to each individual students' home and community circumstances and the services and supports available to them locally.

Unit 2 – Becoming a Reflective Learning: Learning and Thinking Skills
In this unit, students identify and demonstrate an understanding of various learning theories and concepts through inquiry, research, and class discussions. Students demonstrate effective use of learning strategies to support them in their academic work. Students also develop effective writing and research skills through appropriate use of resources and technologies.

Unit 3 – Becoming a Lifelong Learning: Applying Personal Management Skills and Planning for Learning
In this unit, students demonstrate their understanding and use of personal management skills, competencies, and preferred learning styles through activities involving the planning and selection of school programs and the development of a learning plan. Students demonstrate study skills, organizational skills, and the management of time, stress, and information. They are able to identify and explain how these can affect them in a variety of situations and settings, as well as utilizing available school and community resources to support their learning needs.

Unit 4– Becoming and Effective Learning: Literacy and Numeracy
This unit is ongoing throughout the entire course and is integrated into all activities. Students demonstrate effective literacy and numeracy skills through the process of writing for a variety of purposes, reading strategies, computation, and problem solving. Students further develop their learning and thinking strategies to enhance their oral and written presentations through the use of appropriate resources and technologies.

Unit 5 – Becoming a Collaborative Learning: Working in Groups and Learning through the Community
In this unit students gain an understanding of group dynamics, as well as the skills required for positive group involvement. Students identify roles in groups and reflect on the role that they traditionally adopt in group activities. Using personal inventories, role playing, and reflection papers, students demonstrate their knowledge of effective communication, teamwork, and leadership skills. Students examine obstacles to their learning and develop strategies to remove such obstacles.

An understanding of conflict resolution is acquired through group presentations using the jigsaw method and small group discussions. Students consider how conflicts are resolved in their homes and communities. In addition, students explore to understand the importance of volunteer work for local organizations and services, community involvement, and participation in school life to enhance their employability skills, strengthen their resumes, and enrich their lives for the common good.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course

consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies are used in the online delivery of this course. Some instructional strategies include:

- Direct instruction – online lecture
- Small group cooperative learning
- Guided internet searches
- Multimedia presentations
- Oral presentations
- Small group discussions
- Problem-based learning
- Choice in the development of student products (e.g., projects)
- Opportunities for practice
- Graphic organizers (e.g., venn diagrams, mind maps, tables)

Learning goals are discussed at the beginning of each assignment and success criteria is provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation
The final grade will be determined as follows (Ontario Ministry of Education, 2010):
- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Describe the knowledge and skills needed for working effectively in groups or teams. Identify and describe learning theories and the learning and thinking skills.	13
	Thinking	Explain how their competencies and interests affect their learning.	19
	Communication	Use interpersonal and teamwork skills effectively in learning environments. Identify and define the personal management skills, habits, and characteristics required for success in high school.	19

	Application	Describe and evaluate the ways they learn best. Demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	**100**

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:
- Self-assessment
- Peer assessment
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding (synchronous and asynchronous)
- Self-reflection on experiences, plans for improvement, and goal-setting
- Mentor observations
- Anecdotal comments with suggestions for improvement

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:
- Portfolio entries
- Conversations with students in online forum
- Presentation
- Quizzes
- Ongoing observations with consideration given to most consistent and most recent work
- Exam

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Dodds, J. & Jewinski, J. (2001). *The ready reference handbook: Writing, revising, editing.* Pearson, Canada.

Government of Canada. (2007). *Eating well with Canada's food guide: First Nations, Inuit, and Métis.* Retrieved on September 30, 2020, https://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html

Ontario Ministry of Education. (n.d.). *Indigenous education strategy.* http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 9 and 10; Guidance and career education.* Toronto ON: Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* Toronto ON: Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario.* Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements.* http://edu.gov.on.ca/eng/document/policy/os/index.html

Sebranek, P., Meyer, V., Kemper, D., & Van Rys, J. (1996). *School to work: A student handbook.* D.C. Heath and Company.

Toulouse, P.R. (2016). What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement. https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner,

with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.