



MISSISSAUGA SECONDARY SCHOOL  
LEARNING STRATEGIES—SKILLS FOR SUCCESS  
GLE/GLS 300



## COURSE OVERVIEW

This course of study is adapted from The Learning Strategies Skills for Success in Secondary School Curriculum and course profile. It is designed to meet the diverse needs of exceptional students while fulfilling the requirements of the Ontario Secondary Curriculum, Guidance and Career Education.

## COURSE DESCRIPTION

Students with specific learning and/or behavioural needs often learn differently from their peers. They need to learn and to utilize strategies that help them address their specific learning needs. This course explores learning strategies and helps students become better, more independent learners while improving their personal management skills, both in school and other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. As students improve in these areas, their confidence, motivation, and ability to learn tends to increase.

The purpose of the Learning Strategies course is to help students develop as independent, self-directed, responsible, confident, motivated, and effective learners. The critical areas of learning identified to help students achieve this goal are:

1. Application of research and inquiry process
2. Building self-knowledge
3. Knowing and using learning skills
4. Problem solving
5. Knowing and using personal management skills
6. Knowing and using interpersonal skills
7. Goal setting, decision making, and action planning

## UNITS OF STUDY

The units of study have been designed to meet not only the current curriculum requirements, but also the needs of each individual student.

### **Unit 1—Student Success – Preparing for Learning**

- Class routines
- Getting organized
- Using graphic organizers – memory skills
- Getting motivated – time management skills
- Developing study skills
- Developing test taking skills
- Developing numeracy/literacy skills

**Unit 2—Me As A Learner**

Understanding Myself  
Self Advocacy

**Unit 3—Focus On The Future**

Transitions  
Goal Setting  
The World of Work  
Resume Writing  
Graduation Requirements

**Unit 4—Culminating Activities**

Essay Writing  
Transition Journals  
Marketing a Product

**EVALUATION POLICY**

Students will be assessed and evaluated according to the work produced and the skills displayed. Methods of providing feedback will include assessing work in process and evaluating completed assignments, journals, tests, co-operative learning activities, simulations, and presentations. Peer and self-evaluations will be utilized. Student's marks will be determined by evaluating process and product according to four categories and four levels.

Knowledge and Understanding	15%	(Tests, quizzes, skill development)
Thinking and Inquiry	15%	(Reflections, critical thinking skills, research skills, investigations)
Communication	20%	(Journals, oral presentations, participation, writing assignments)
Application	20%	(Daily preparation, notebook, employability evaluation, homework, time management, agenda)
Culminating Activities (2)	30%	(Essay/Transitions, Marketing)

**A FINAL THOUGHT FROM MR. KLIMITZ**

**REMEMBER THAT HELP, SUPPORT, AND/OR ASSISTANCE IS ALWAYS AVAILABLE**