



Rosseau Lake  
College

# Learning Strategies

**Course Code: GLS10**

**Department: Guidance**

## Course goals

- Learn to use different strategies to develop skills that help you accomplish personal goals.
- Understand how to approach planning for the future and develop a long-term goal with a comprehensive plan for achieving it.
- Practice interpersonal skills and strategies for effective communication in a variety of settings.

# Unit 1

## Skills and strategies

The first unit of the course involves the teaching of skills and strategies that contribute to successful learning and the accomplishment of goals. We will learn strategies for developing **executive functioning** skills, **literacy** skills, and **numeracy** skills.

Through self-assessments and practicing different strategies, we will identify specific skills to develop throughout this course. These targeted skills will form the basis of a personal action plan; this personal action plan outlines which strategies you will use to develop the targeted skill and it explains how you will use these strategies in everyday life. Successes will be monitored and you will work with your teacher to revise your action plan as necessary throughout the course.

**Executive Functioning Skills** These skills are the brain-based, cognitive skills that help us regulate our behaviour, make decisions, and set and accomplish goals. Executive functioning skills develop throughout our lives well into adulthood (until around the age of 25 for most people). These are the skills are required for everyday life and for achieving long and short term success.

**Literacy Skills** Language is a socially constructed system of communication and the skills that are required to interact with it and gain its benefits are known as literacy skills. These skills are those required to engage with language to acquire, construct, and communicate meaning. Literacy skills include reading, writing, speaking, and listening skills as well as the investigative skills required to determine whether or not information is valid..

**Numeracy Skills** The ability to reason and apply numerical concepts to real-life situations requires numeracy skills. These skills consist of being able to solve problems, reason, reflect, select effective tools and strategies, make connections, represent values, and communicate processes and conclusions.

### Summative A Personal Action Plan

The Personal Action Plan comes out of what you've learned about yourself from completing the self-assessments and practicing the different strategies taught in class. The goal of creating the Personal Action Plan is to design an effective path forward to develop your skills. The Personal Action Plan includes a list of skills to target as well as strategies that will be used to develop these skills. You will work with your teacher to decide how to monitor your progress and how you will define success. You will implement this Personal Action Plan throughout the rest of the semester and the progress will be tracked in the RLC Journal (to be submitted at the end of the semester).

## Unit 2

# Future planning & Managing Change

The second unit of the course involves understanding the process of planning a pathway through secondary school towards a specific long-term post-secondary goal. You will conduct research on future careers and then plan backwards from a career goal to map out a plan. You will gain an understanding of Ontario's graduation requirements and the implications of following specific curricular pathways. As a class, we will explore available resources and learning experiences and you will reflect on how these different resources and experiences can help you progress towards your long term goal by developing specific transferable skills. Everyone will create a Learning Plan that describes a pathway through the secondary curriculum towards a specific career goal that includes an explanation of how targeted skills will be intentionally developed through specific learning experiences and opportunities.

### Summative Learning Plan

Your Learning Plan aims to map out a potential pathway through the Ontario secondary curriculum in a way that leaves specific options open while also developing targeted skills. Your Learning Plan outlines the pathway that aims to provide the skills and experiences necessary to meet the requirements for your personal post-secondary goal. This plan includes resources available as well as potential learning experiences that can help you develop the skills required for this post-secondary goal.

## Unit 3

### Interpersonal communication

The third unit of the course focuses on the development of interpersonal skills that are critical for effective communication. As a class, we will learn different communication skills and how their development and use can help you succeed in a variety of different situations. We will explore different strategies for developing interpersonal skills and put them into practice in class. For the unit summative, each student will address a complex problem using their interpersonal skills by collaborating with others to develop a solution that considers multiple perspectives.

#### Summative Learning Plan

Your Learning Plan aims to map out a potential pathway through the Ontario secondary curriculum in a way that leaves specific options open while also developing targeted skills. Your Learning Plan outlines the pathway that aims to provide the skills and experiences necessary to meet the requirements for your personal post-secondary goal. This plan includes resources available as well as potential learning experiences that can help you develop the skills required for this post-secondary goal.

## Course summatives

The course summative tasks combine to be worth 30% of the final course grade. The summative grade will be made up of the RLC Journal and the Individual Student Strategies (ISS) as well as the semester's Discovery Week project. You will determine the weighting of the Discovery Week project compared to the RLC Journal and ISS in collaboration with your teacher on an individual basis.

**RLC Journal** The RLC Journal is started in the first unit of study when testing out different strategies and are identifying specific skills for further development. This information informs the Personal Action Plan. In the second and third unit of study, you implement the Personal Action Plan and track your progress in this RLC Journal. All of your work on developing targeted skills is tracked in the RLC Journal. The RLC Journal is submitted at the end of the course.

**Individual Student Strategies** The Individual Student Strategies (ISS) reflects your individual areas of strength and need and the preferred strategies you apply to address specific skills. The RLC Journal along with all your other course work informs the development of this ISS. The ISS is a comprehensive document that aims to communicate your individualized approach to learning and serves as a tool to help you self-advocate in an academic setting. You will be encouraged to share their ISS with your course teachers, coaches, teacher-mentor, etc.

**Discovery Week** The Discovery Week project requires the use of many of the different skills and strategies explored in this course. The Discovery Week project will be worth at least 5% of your final course grade; the Discovery Week project can be weighted more heavily depending on the explicit display of curricular learning through the Discovery Week process.