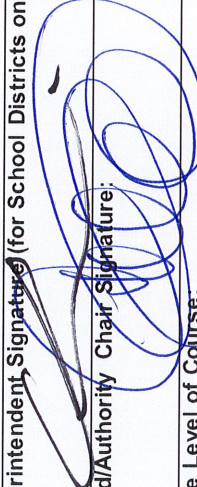
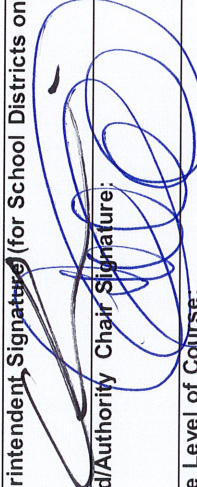




Board/Authority Authorized Course: Learning Methods & Practices 11

School District/Independent School Authority Name: School District 27 – Cariboo-Chilcootin	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD 27
Developed by: Lisa Dugaro, Kyla Marten	Date Developed: Spring 2019
School Name: Peter Skene Ogden	Principal's Name: Geoff Butcher
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature: 
Course Name: Learning Methods & Practices 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students should have a special education category or be recommended by the School Based Team

Special Training, Facilities or Equipment Required:

Access to school district networked computers and printers for both student and teacher use

Course Synopsis:

This is a credit course for students to learn and reinforce personal strategies to develop literacy and numeracy for lifelong learning. This will improve resiliency and self-advocacy through planning, reflecting, adapting, and decision-making.

Goals and Rationale:

Students who have lagging skills and/or difficulty with self-direction and self-assessment of their needs for learning require assistance and direct instruction of learning skills such as planning, organization, as well as time and opportunity to practice these skills. These skills are transferable and applicable to students' other courses, lifelong learning, and careers.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self
- Learning is holistic, reflexive, and relational
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time
- Learning requires exploration of one's identity

BIG IDEAS

Lifelong success is linked to self-advocacy and resilience

Lifelong learning requires ongoing strategies for improving literacy and numeracy

The learning process includes planning, reflecting, adapting, and decision-making

Learning Standards

Curricular Competencies

Students are expected to do the following:

- Time Management
 - o Record and reflect on personal daily activities
 - o Record and reflect on personal screen time (use of devices)
 - o Record and reflect on use of class time in Learning Strategies class
 - o Identify barriers to effective time management
 - o Propose solutions to improve time management
- Notes and Study Materials
 - o Demonstrate effective note-taking from multiple sources
 - o Demonstrate effective note-taking in multiple organizational styles
 - o Apply and reflect on methods of use for notes after note-taking
 - o Reflect on barriers to effective note-taking and listening skills and propose solutions
- Study Skills
 - o Examine effective methods for binder & paper organization
 - o Examine and evaluate study tips
 - o Practice effective note-taking
- Test-Taking Skills
 - o Explore strategies for test preparation
 - o Explore and practice strategies for test-taking
 - o Identify barriers to optimal test performance
 - o Propose solutions to correct poor test performance
 - o Identify symptoms of test anxiety
 - o Develop and practice proactive solutions for test anxiety

Content

Students are expected to know the following:

- Time Management
 - o Time Log
 - o Screen Time
 - o Learning Strategies Log
 - o Time Management
- Notes and Study Materials
 - o Note-taking Skills
 - o Listening Skills
 - o Note-taking Systems: Cornell, Outline Style, T-Chart
 - o Note-taking by Source: Textbook, Lecture, Video
 - o After Note-taking: Five R's, Flashcards, Graphic Organizers
- Study Skills
 - o Binder Organization
 - o Study Skills
 - o How to Get Good Grades
- Test-Taking Skills
 - o Test Preparation
 - o Strategies for Test-taking: Multiple Choice, True/False, Essay Strategies
 - o Practice test
 - o Correcting Poor Performance
 - o Test Anxiety

Recommended Instructional Components:

- Direct instruction (teacher-directed)
- Indirect instruction (student-directed)
- Modelling
- Role-playing
- Guiding and gradual release
- Reflective writing
- Modeling
- Practical Experience
- Group Work

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students' work in this course should be self-paced and self-directed. Students must complete four units each semester. Late work should not be penalized, and students should be allowed to make corrections as often as needed. Students will be expected to apply their learning in this course to their work for other courses, and should be marked according to planning, reflection, and problem-solving connected to these other assignments. Students should not be marked in this course for merely doing work for other courses, but for applying the learning strategies concepts to their coursework.

Learning Resources:

Self-paced work units developed at school level and digital copy available on common folder on School District computers.

Pegis, Jessica, and Marc Emond. *Learn Smart: Strategies to Succeed in School and Life*. Emond Montgomery Publications, Limited, 2007.
Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Incentive Publications, Inc, 2013.

Additional Information: