



School District No. 27  
(CARIBOO - CHILCOTIN)

## Board/Authority Authorized Course: Learning Strategies 10

School District/Independent School Authority Name: Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD #27
Developed by: Gail Gardner	Date Developed: March 2019
School Name: Lake City Secondary	Principal's Name: Gregg Gaylord
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 Strategies 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

### Board/Authority Prerequisite(s):

- Students must have a Special Education category, ELL designation or be recommended by the School Based Team
- Students are aiming to achieve a high school Dogwood Diploma
- Students must be identified as being academically at risk

### Special Training, Facilities or Equipment Required:

- Teachers should have experience/training in working with students with Special Needs and/or English Language Learners
- Facilities: access to computers and access to voice to text devices. Flexible work surfaces for groups or individuals and "active Seating". Dynamic workspace to accommodate multiple, and changing learning needs. An understanding that workspace needs to change depending on students emotional, physical, and academic needs. Access to consistent teaching space throughout the day.

### **Course Synopsis:**

This course has been developed to provide an opportunity for students to:

- Participate in learning strategies to assist in study skills, remedial academic skills and strategies for student's individual success.
- Become self-advocates with the knowledge and understanding of their personal goals relate to their learning needs and ability to access adaptations in order to become successful and independent learners.
- Access, participate in, and apply strategies to assist in general learning across the curriculum and in the community.
- Develop skills in social emotional well-being, organization, time management and self-advocacy.
- Access to teacher case manager for support with self-advocacy and liaise with classroom teacher.
- Access adaptations as needed.
- Work independently and cooperatively with EAs, staff and peer tutors.

### **Goals and Rationale:**

- This course will provide students with the opportunity to understand how to succeed in the classroom and become confident self-advocates in their learning.
- This course is designed to provide an opportunity for students to achieve their learning potential. It is designed to increase communication between students and classroom teachers.
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### **Aboriginal Worldviews and Perspectives:**

- Experiential Learning:
  1. Embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences
  2. Emphasize possible practical applications (e.g., "real world") when introducing abstract or theoretical concepts.
- Learning involves recognizing the consequences of one's actions.
- Learning Involves patience and time.
- Learning requires exploration of one's identity

## BIG IDEAS

Social-Emotional Wellness is foundational for learning.

Skills in executive function and organization are usually developing in adolescents.

Being able to work collaboratively with others is beneficial to learning

Students should understand Learning Needs and be able to advocate for themselves

Learning strategies are applicable across other learning contexts.

## Learning Standards

### Curricular Competencies

Students are expected to do the following:

- Identify their socio-emotional wellness and ways to maintain mental health.
- Be able to self-regulate
- Demonstrate an understanding of how the brain works and apply that understanding to personal learning
- Be aware of due dates for tests and assignments, keep track on paper and electronic resources, have binders and supplies ready and available.
- Be aware of their unique learning profile (may include IEP goals) and be able to advocate for themselves with classroom teachers and student support team.
- Experience a variety of learning strategies and select and use those that meet the needs of their learning profile in the classroom.
- Develop necessary social skills and self-awareness to be able to work with a variety of partners, in groups, and with adults in the building (EAs, teachers, counselors, etc.).
- Use assistive technology

### Content

Students are expected to know the following:

- Their unique learning profile and relevant adaptations
- Understand and apply independently a variety of learning strategies
- The brain-body responses to stress and management techniques.
- Set goals and reflect on them and adjust if needed over the course of a semester
- Use of organizational/planning tool(s) will improve executive functions/functioning.
- The assistive technology and tools which allow them to achieve their learning potential
- Demonstrate the ability to self-regulate emotions, appropriate use of technology, and general classroom behaviour.
- How to problem solve and seek help from the adults in their support network.
- Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place).

### Big Ideas – Elaborations

**Social Emotional wellness is foundational for learning:** It is an important prerequisite to learning. Students should be able to recognize stress levels and utilize methods to lower/manage stress so they can maintain optimal brain function for learning.

**Executive Function Skills and Organization:** Planning and organizational tools increase success in school. Some examples include but are not limited to: technology, agenda-use, google read and write, graphic organizers, flow charts, timelines, google excel spreadsheets for homework, strategies to improve memory, use of highlighters, dividers, sticky notes, tabs, flashcards, and mnemonic strategies.

**Being able to work collaboratively with others:** Working with a variety of adults and peers is important to achieving success. Students should feel comfortable with a number of different teaching and learning styles and be flexible in their ability to perform in different environments.

**Learning Profile and Self-Advocacy:** Students should know their strengths and their stretches. Recognizing their own learning profile and advocating for themselves will lead to greater success both inside and outside the classroom.

**Learning strategies are applicable across other learning contexts:** Students should be able to learn and apply a number of academic and study strategies to their other courses.

### Curricular Competencies – Elaborations

- Define social emotional wellness
- Identify stress/anxiety/depression levels and how they can be managed
- Be able to select tools to maintain mental health (journals, apps, supports such as counselling/mindfulness based stress reduction strategies like breathing, meditation, mindfulness practice, visualization, social thinking scripts, exercise, sleep hygiene)
- demonstrate appropriate use of cell phones and technology
- demonstrate an ability to recognize levels of energy/stimulation and be able to self-regulate
- Demonstrate an understanding of how the brain works and apply that understanding to their personal learning profile.
- Be aware of due dates for tests and assignments, keep track of paper and electronic resources, and have appropriate supplies.
- Identify and understand adaptations and learning strategies that fit their learning profile and be able to advocate for themselves in order to gain skills.
- Use assistive technology - Google Read and Write, Kurzweil, Word and co-writing software
- Develop necessary social skills and self-awareness to be able to work with a variety of partners, in groups, and with adults in the building (EAs, Teachers, Counselors.)

### **Recommended Instructional Components:**

- Direct Instruction (group and 1:1) of subject specific work
- Modelling of learning strategies
- Daily learning strategy instruction
- Peer-peer mentorship and instruction
- Reflective writing

### **Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Learning Logs
- Journaling
- Self-assessments
- Rubrics
- Checklists
- Teacher log
- Successful completion of timetabled courses (academics and electives) by using adaptations

### **Learning Resources:**

- LATABC.com / tiebc.com and colleagues
- Computer based writing and reading programs (Office365 Learning Tools; Kurzweil; Co-Writer etc.)
- Anita Archer: Skills for School Success
- Web based resources (ex: my Blueprint; Ministry of Education BC Graduation Handbook; Mindtools.com, Anxiety BC; Mindshift.ca; Mindcheck.ca; foundrybc.ca etc.)
- Guest speakers and/or community members
- Shelley Moore blogsommoore
- Study Smarter, Not Harder by Kevin Harder
- Growth Mindset by Carol Dweck <https://mindsetonline.com/>

