
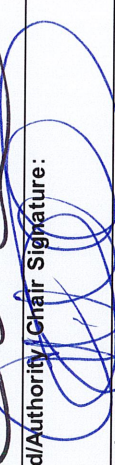




School District No. 27
(CARIBOO - CHILCOTIN)

Board/Authority Authorized Course: Learning Strategies 11

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 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Students must have a Special Education category, ELL 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 liaison 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.
- This course is designed to encourage students to focus on independence and goal setting for successful academic completion.
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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 (eg. “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.

Learning how to learn prepares us to be lifelong learners who can adapt to change.

Self-advocacy, independent learning skills and self-reflection can prepare us for success.

Learning Standards

Curricular Competencies

Students are expected to do the following:

- Evaluate and explain strategies for promoting mental well-being and balance.
- Explore the mind-body connection and its importance
- Explore various aspects of **self-regulation** in its definition and application.
- Create and evaluate strategies for managing physical, emotional, and social changes.
- Utilize **organizational skills** and strategies
- Focus on **personal strengths** to assess which strategies are successful
- Assess who they are as learners
- Apply knowledge from previous **learning inventories** and theories
- Identify supports required for areas of personal strength and need
- Build **self-efficacy** in a secondary area of strength
- Expose themselves to a variety of resources and strategies that will help to build skills for effective studying.
- Gain knowledge to assist them with successful completion of their academic courses.
- Practice **self-advocacy** on a daily basis with monitoring

Content

Students are expected to know the following:

Organizational Skills and Strategies:

- Identify areas where organization will lead to more academic success
- Identify key components to becoming an organized student at the secondary level.
- Survey a variety of organizational strategies to address each student's organizational concerns
- Choose one or more organizational strategies to try and evaluate

Learning Profile, Study Skills and Strategies:

- Identify various learning styles and identify own
- Identify benefits of note taking and what effective note taking looks like
- Survey various types of note taking strategies and identify effective note taking strategies for the individual
- Identify and evaluate effectiveness of current strategies
- Determine benefits of studying effectively and survey different study strategies
- Identify the benefit of collaboration with others
- Identify one or more effective strategies for studying
- Put into practice information regarding positive study environment as learned in the organization unit
- Survey and identify effective test taking strategies

Advocacy:

- Discuss learning needs and self-advocate for what their needs are

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. Understanding how the brain learns, the function of stress, and ways to manage stress are important when trying to change behaviours and maximize learning.

• **Life-long learning** – the commitment to acquiring knowledge throughout one's life

Self-advocacy, independent learning skills and self-reflection can prepare us for success Students should know their strengths and their stretches to identify and articulate one's views or needs to others Recognizing their own learning profile and stretches can help target skill acquisition and ultimately lead to greater success both inside and outside the classroom

Curricular Competencies – Elaborations

- **Self-regulation** – governing oneself without outside assistance or influence
- **Organizational skills** – use of tools and time through the implementation of effective strategies
- **Personal strengths** – areas of talent, knowledge, or skill
- **Learning inventories** – tools to survey and determine one's own personal learning style
- **Self-efficacy** – people's beliefs about his/her capabilities
- **Self-advocacy** – to identify and articulate one's views or needs to others

Content – Elaborations

- Post-graduation goals and plans – as per the 2018 graduation requirements, and applicable post-secondary plans
- Preparation – personal graduation requirements, personal financial planning, etc.
- Transferable skills – includes essential career skills and employability skills

Recommended Instructional Components:

- Direct instruction (teacher-directed) – group and 1:1 – subject specific work
- Indirect instruction (student-directed)
- Modelling of learning strategies
- Experiential learning
- Role-playing
- 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: myBlueprint; Ministry of Education BC Graduation Handbook; Mindtools.com, Anxiety BC; Mindsift.ca; Mindcheck.ca; foundrybc.ca etc.)
- Guest speakers and/or community members
- Shelley Moore blogsomemoore
- Study Smarter, Not Harder by Kevin Harder
- Growth Mindset by Carol Dweck <https://mindsetonline.com>
- Work BC; CLBC; CSCL;
- Post-Secondary accessibility services and websites
- Service BC