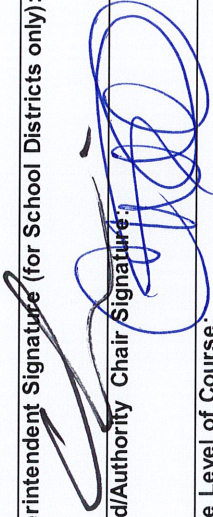





School District No. 27
(CARIBOO - CHILCOTIN)

Board/Authority Authorized Course: Learning Strategies 12

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 12	Grade Level of Course: 12
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 will provide students the opportunity to prepare and achieve post-graduation goals and plans.

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 experience
 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

Building the skills of lifelong learning can help us adapt and arrive as we transition to the world beyond high school

Well-being requires finding a balance of personal health, relationships, work, learning, and community engagement.

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 a home-work-school balance
- Explore personal, career, and life choices as an educated citizen
- Demonstrate **personal awareness and responsibility** through diverse experiences and make connections to community and place
- Identify and provide evidence of learning experiences that represent achievement and inform future directions
- Use innovative thinking to solve problems inside and outside school
- Utilize strategies for managing physical, emotional, and social changes – **self-regulation**
- Utilize **organizational skills** and strategies and apply knowledge from previous **learning inventories** and theories
- Focus on personal strengths to assess which strategies are successful
- Identify supports required for areas of **personal strengths** and needs
- Gain knowledge to assist them with successful completion of their academic courses.

Content

Students are expected to know the following:

Learning Profile:

- Potential short and long-term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use
- Explore a variety of available tools (conventional and technology base) to assist with the building of additional skill areas.

Study Skills and Strategies:

- Self-evaluate the effectiveness and usefulness of previously used strategies

Advocacy: - Discuss learning needs and self-advocate for what their needs are/articulate useful and non-useful supports

- Access the most successful support for the circumstance

Personal Development:

- Awareness that self-assessment and preparation are needed to achieve postgraduation goals and plans
- Cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills.
- Transferable skills and how they are gained through a variety of in-school and out-of-school experiences
- Understanding that prior learning can guide future career and life choices

• Practice self-advocacy on a daily basis

- Awareness that one's learning and career choices may change with time and new experiences

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.

Self-Advocacy and Independence: Recognizing their own learning profile and stretches can help target skill acquisition and ultimately lead to greater success both inside and outside the classroom

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

Transition – the movement of one phase to another, high-school to post-secondary or work.

Curricular Competencies – Elaborations

- **Personal awareness and responsibility** – includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations.
- **Diverse experience** – school, work, volunteer activities, athletic and artistic pursuits, travel, etc.
- **Place** – place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world
- **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-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: 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 blogsmemoore
- 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