



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: S.D. 67 Okanagan Skaha	School District 67
Developed by: Shaune Gowe	Date Developed: October 11, 2018
School Name: Penticton Secondary	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning Strategies	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 60 or 120

Board/Authority Prerequisite(s): Students who have been recommended through the School Based Team, Learning Centre, and/or Counsellor

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course has been designed to help meet the academic and social/emotional needs of students who need extra support to achieve success in school. Students in this course may be working intensively towards Individual Education Plan goals, or may demonstrate a need for a support program to reach their education goals. It provides direct instruction in the effective learning skills and strategies that are needed to become independent, successful learners.

Goals and Rationale:

Some students, either due to who they are as a learner, or due to the nature of their school program, benefit from a structured class to receive direct support to help reach their goals. Through this program, they will have a support teacher who monitors their progress, provides feedback and instruction, and helps them stay on course. Many aspects of this course tie into the BC Core Competencies, especially in the Personal and Social domain. The student will develop their self-identity and sense of ownership of their learning.

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

- Receive instruction in strategies to assist general learning in the regular classroom
- Receive assistance utilizing these strategies while doing subject work from regular classrooms
- Receive instruction in organizational/time management strategies
- Receive instruction in study skills strategies
- Receive instruction for remediation of academic areas of concern (Ex. reading, writing, math)
- Receive the extra time required to finish tests from regular classrooms
- Receive counseling in developing skills that enable them to deal effectively with staff and peers
- Receive counseling on how to effectively solve problems or conflicts
- Develop the skills needed to be effective self-advocates

Aboriginal Worldviews and Perspectives:

This course will include an approach that utilizes First Peoples Principles of Learning in its view of student growth. In particular, it will focus on:

- “Learning involves recognizing the consequences of one’s actions.”
 - Students will explore how their actions impact their success in school, their social relationships, and their learning.
- “Learning involves generational roles and responsibilities.”
 - Students will connect with supportive adults and mentors to help reach their goals.
- “Learning involves patience and time.”
 - Staff will provide the patience, understanding and time it takes for students to learn and grow.
- “Learning involves exploration of one’s identity.”
 - Students will learn about their strengths, interests and preferences.

(from www.FNESC.ca)

BIG IDEAS

Success in school requires organization and planning.

Proactive behavior leads to success.

Self-advocacy involves knowing when and how to ask for help.

Challenges are an opportunity to grow.

Work with the end in mind.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Personal Awareness and Responsibility</u></p> <ul style="list-style-type: none"> • Complete self-assessments and self-reflections to learn more about themselves as a learner • Develop a sense of self, their personal strengths, passions and interests • Exhibit behaviours that demonstrate accountability • Develop and utilize self-advocacy skills • Learn how to consciously use problem-solving strategies • Self-monitor and manage emotional responses • Seek help/guidance from support staff when needed • Work with support staff to develop personal goal setting • Explore options for post-secondary transition <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> • Learn how to resolve conflict with peers and adults • Show respect and empathy for others • Demonstrate appropriate classroom behaviour • Work effectively with peers • Show accountability and take ownership of their own behaviour • Seek help and utilize problem solving skills • Learn how physical factors such as nutrition, sleep habits, exercise affect memory and learning 	<p><i>Students are expected to utilize the following skills and strategies:</i></p> <ul style="list-style-type: none"> • Organization and time management strategies • Metacognitive skills • Self-advocacy • Self-regulation skills • Study skills • Problem-solving strategies • Growth mindset <p><i>Students are expected to know:</i></p> <ul style="list-style-type: none"> • What contributes to personal wellness? • Research methods to explore post-secondary options, including college and university programs • Research methods for post-secondary institution requirements, such as ACT, SAT, university entrance tests <p><i>It is expected that student will:</i></p> <ul style="list-style-type: none"> • Explore and pursue a wide range of courses to learn more about their interests and passions • Begin to develop a sense of direction for their post-secondary path • Develop a positive self-image • Develop a sense that they have control over their future outcome

Learning and Study Skills

- Seek help from subject teachers to clarify understanding
- Make and use effective study guides
- Effectively use reference materials (library, textbook, internet, etc.)
- Explore and utilize a variety of note-taking techniques
- Explore how technology can support learning
- Use effective test-taking strategies
- Demonstrate a commitment to personal goals
- Pursue individualized targeted skill development in reading, writing, or math skills

Organization

- Explore systems for keeping track of assigned work, managing both school and personal time commitments
- Maintain organized binders and materials
- Take responsibility for missed assignments
- Make effective use of class time to complete homework, study, and seek help when needed
- Develop the habit of completing assignments & studying for tests at home
- Complete homework assignments on time

Assignment & Testing Support

- Students will receive support and individual instruction on assignments from other classes.
- Students will receive adaptations to course content in accordance with their I.E.P.

- Develop a sense of ownership of their learning

Students may target specific academic skill areas to build their own level of proficiency:

- Reading skills (comprehension, fluency, decoding)
- Writing skills (grammar, spelling, sentence & paragraph)
- Numeracy skills (numeracy fluency, concept review)

Big Ideas – Elaborations

Big questions to explore:

- Who am I as a learner?
- What are my goals?
- What are my strengths and interests?
- Where do I need to grow?
- What strategies will help my learning?
- How do I monitor my progress as a learner?

Curricular Competencies – Elaborations

Some questions students can explore:

Personal Awareness and Responsibility

- Who am I as a learner?
- What are my strengths and interests?
- Where do I need to grow?

Self-regulation

- How do I build and sustain positive relationships with peers and adults?
- How does my behavior impact my learning?
- How do I monitor and control my behaviour and emotions?

Learning and Study Skills

- What learning strategies do I find helpful for learning in my classes?
- What strategies are effective for studying for tests?
- How do I create a homework routine?

Organization

- What methods or tools are there for helping to manage my time?
- How does using time management strategies help me be proactive?

Content – Elaborations

- **Metacognitive skills**
 - Knowledge of one's own cognition:
 - Awareness of one's own learning needs
 - Knowledge of different types of strategies
 - Knowing what strategy to use for a specific learning situation
 - Regulation of one's own cognition:
 - Setting personal goals
 - Monitoring and controlling learning
 - Monitor my progress
- **Self-advocacy**
 - Recognize your needs as a learner
 - Learn to communicate those needs to others
 - Learn to generate solutions to obstacles to learning with others
- **Self-regulation skills**
 - Managing feelings and emotions
 - Persevere with challenging tasks
 - Adjust a plan and assess the results
 - Take ownership of my goals, learning and behaviour
- **Study skills**
 - Note-taking methods, Cornell notes
 - Study reviews
 - Learning strategies
 - Graphic organizers
 - Mnemonics
 - Study schedule
- **Problem-solving strategies**
 - Identify problems
 - Consider possible solutions with support
- **Growth mindset**
 - Plan and try new approaches
 - Recognize the value of challenges
 - Look for opportunities to build skills and knowledge
 - Change language from "I can't" to "I am learning to..."

Content – Elaborations

- What contributes to **personal wellness**?
 - Physical health
 - Emotional health
 - Life balance
 - Sleep, diet

Recommended Instructional Components:

- Direct instruction
- One to one conferencing
- Practical Experience
- Modeling
- Personal inquiry and growth plans

The student will be exposed to a variety of learning experiences which promote application and transfer of learning strategies and study skills to other courses, independent learning and goal setting. The application of these learning strategies will be determined by individual needs.

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

Formative Assessment:

- Self-assessments,
- Self-reflections,
- Teacher observation
- Subject teacher reports
- Student conferences
- Progress checks : binders, assignments, classroom marks
- Checklists

Summative Assessment:

- Rubrics, self-assessments, self-reflections, review meetings with teacher (including IEP reviews)

Learning Resources:

- BC Core Competencies self-assessment
- *Seven Habits of Highly Effective Teens* by Sean Covey
- Possible exploration of technology tools such as Google Read & Write, Google Suite
- *My Blueprint* website to explore personal attributes, career exploration, post-secondary options

Additional Information: None