Board/Authority Authorized Course: **Learning Strategies 10**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Linda Maslen	**Date Developed:** April 30, 2019
School Name: Cowichan Secondary School	**Principal's Name:** Alison Keple
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 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120
Course Category: Personal Awareness	**Course Code:** YPA-0A

Board/Authority Prerequisite(s):

Placement at suggestion of School Based Team or student request.

Special Training, Facilities or Equipment Required:

Staff should be familiar with Ministry of Education Special Education policies, have specialized training or experience working with and teaching students with diverse needs, and be familiar with secondary school curriculum.

Course Synopsis:

This course was developed to support students who are not achieving their potential in the classroom due to their diverse needs. High school academic courses can be especially stressful for those learners who have specific learning needs; in identifying those needs and exploring strategies for support, learners will be empowered and will develop the academic self-confidence to become successful life-long learners.

The course will provide an opportunity for students to:

- Fully understand their learning styles and unique needs
- Develop self-advocacy skills with regards to their unique learning challenges
- Receive individualized, remediation of academic skills of concern, as reflected by a psycho-educational assessment or school based team recommendation
- Receive instruction in strategies to assist general learning in the classroom;
- Receive instruction in organization and time management strategies;
- Receive instruction and classroom support for academic adaptations as outlined the their Individual Educational Plan or Learning Plan;
- Work both independently and cooperatively with all staff, peer tutors, students, and educational assistants.

Indigenous Worldviews and Perspectives:

During the course the following First People's Principles of Learning will be implicitly and explicitly taught:

Learning ultimately supports the well-being of self, family, the community, the land, the spirits, and the ancestors.

The students will be taught that that there are many ways of being and doing, and that each unique way is valuable and builds a strong diverse community. The course will explicitly use teaching strategies that allow for choice and personalization and build a sense of belonging.

Learning involves patience and time.

In the classroom the teacher will create flexible scheduling and allow learners the time to know and understand the concepts being taught. Time and space will be given to allow students to discover the tools they need to bridge their learning needs with strategies for success.

Learning requires exploration of one's identity.

As the students taking this course have many diverse needs, strategies to help build strong relationships with both teachers and other students will be explicitly taught. A safe environment for all learners will be emphasized.

Learning involves recognizing the consequences of one's actions:

The students will be provided with appropriate levels of autonomy and choice in their learning. For example, this course will include choice in how they learn, and in how they represent what they have learned.

The students will learn that they are in charge of their own learning and are responsible to self-advocate for their needs.

BAA Course Framework: Learning Strategies 10

BIG IDEAS

There are many **ways of knowing** and we are part of a **dynamic learning community**.	Knowing ourselves is a process that takes time, exploration, and practice.	There are many tools available to assist our learning.	**Explicit** skill practice is necessary to be able to transfer learned skills.	We are in charge of our own learning and are responsible to **self-advocate** for our needs.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*

Understanding Complex Needs:
 	
• Explore individual learning needs, focusing on personal learning needs
• Identify individual learning diversity
 	
Successful Student Skills:
• Survey and identify which **adaptations** are appropriate to use
• Choose which adaptations to use and become **proficient** through practice in the course
• Practice **self advocacy** and be able to advocate for personal needs in the appropriate academic classes
• Collaborate with a case manager in completing personal Individual Education Plan or Learning Plan
• Identify and practice **executive functioning skills** to increase success in the classroom:
   o Record keeping – homework, assignments, deadlines
   o Goal setting – daily, weekly, long term learning and **personal growth plans**
   o Demonstrate appropriate work readiness and time management in class
   o Recognize importance of good attendance
	• Understand a variety of **learning styles** and identify their unique learning styles
	• Understand that every learner has a unique **learning profile**
	• Understand the importance of being aware of learning needs
	• Strategies that support individual learning needs
	• How to set appropriate goals for personal and educational growth
	• How to advocate for one's needs with peers and adults
	• How to increase independence as a learner
	• Understanding the importance of regular practice of skills to their development
	• Understanding the importance of regular attendance and participation in their learning
	• How setting goals affects learning efficiency and **efficacy**

◦ Explore and practice various technological adaptations available and identify and use those that are appropriate for learning needs. **_Building Academic Capacity_** • Identify when and where additional academic support is required • Practice applying strategies to course work, both in classes and in the Learning Strategies class. • Explore intensive academic instruction, as needed and as indicated in IEP/LP.	

Big Ideas – Elaborations

Ways of Knowing: Indigenous worldviews see the whole person (physical, emotional, spiritual, and intellectual) as interconnected to land and in relationships to others (family, communities, nations). This is called a holistic or wholistic view.

Learning Community: is a group of people who share common academic goals and attitudes.

Explicit: stated clearly and in detail, leaving no room for confusion or doubt.

Self-Advocate: the action of representing oneself or one's view or interests.

Curricular Competencies – Elaborations

Adaptations: make suitable for a new use or purpose

Proficient: competent or skilled in doing or using something.

Executive Functioning Skills: is responsible for a number of skills, including: paying attention, organizing, planning and prioritizing, starting tasks and staying focused on them to completion, understanding different points of view, regulating emotions, self-monitoring.

Personal Growth Plan: is the process of creating an action plan on awareness, values, reflection, goal-setting and planning for personal development within the context of a career, education, or relationship or for self-improvement

Content – Elaborations

Learning Styles: A learning style is a student's consistent way of responding to and using stimuli in the context of learning.

Learning Profile: Includes information on student interests, learning preferences and styles, and differences related to gender, culture and personality. It also might include information on student learning strengths, needs and types of supports that have been successful in the past.

Efficacy: the ability to produce a desired or intended result.

Recommended Instructional Components:

- Direct instruction: whole class and individualized

- Peer instruction/interactive instruction

- Small group and individual research

- Modeling and role playing

- Video/on line tutorials

- Brainstorming

- Guest speakers, field trips

Core Competency Components:

Personal Awareness and Well Being:

The students will reflect on aspects of their personal well-being, make ethical decisions and take responsibility for their actions and how those actions impact themselves and others, and develop and increase their personal self-regulation strategies.

Recommended Assessment Components. Ensure alignment with the Principles of Quality Assessment:

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction

- Student is involved in assessment and feedback

- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding

- Assessment provides ongoing descriptive feedback to students

Assessment will be ongoing, and will include:

- Level 'B' assessment (as needed) to ensure IEP/LP is current and reflects abilities and needs;

- Self assessment;

- Daily learning conversations;

- Descriptive feedback

- Goal development and reflection;

- Demonstration aligned to strengths (visual, oral, video, etc.);

- Quizzes;

- Portfolio management;

- With support of the teacher, students will co-create and manage their personalized Individual Education Plan or Learning Plan.

Suggested Learning Resources:

Various print and online learning style inventories, personality explorations and career quizzes.

"The Anxiety Workbook for Teens: Activities to help you deal with anxiety and worry" Lisa M. Schab

B.C. Ministry of Education Inclusive Education Resources: https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teachingtools/inclusive-education