



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD #33
<b>Developed by:</b> Jeanette Craigie, Lynnette Van Winkle, Josh Sandberg	<b>Date Developed:</b> February 9, 2018; May 13, 2024 (update)
<b>School Name:</b> Chilliwack Secondary School, Sardis Secondary School, G.W. Graham Middle Secondary School	<b>Principal's Name:</b> Brian Fehlauer, Dan Heisler, Chuck Lawson
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Learning Strategies	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 2, 4	<b>Number of Hours of Instruction:</b> 100 Hours – 4 credits 50 Hours – 2 credits

### Board/Authority Prerequisite(s):

- Students are aiming to achieve a high school Dogwood Diploma
- Students must be identified as requiring or benefitting academically from the course

### Special Training, Facilities or Equipment Required:

- Teachers should have experience relevant to supporting student academics and strategies to succeed academically in a secondary setting, and preferably have experience with students with a variety of special needs. Teachers should be involved in ongoing professional development with regards to student learning and/or Special Education. Teachers need to be willing to attend various workshops focused on enhancing student success.
- 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. Access to quiet spaces. An understanding that workspace needs to change depending on students emotional, physical, and academic needs. Accessibility to natural

lighting is preferable, but adjustable lighting and heating for physical needs are essential. Access to counselling and administration is an asset. Access to an outside phone line. Access to a consistent teaching space.

**Course Synopsis:**

- This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting, combined with addressing study skills and organizational techniques related to literacy and numeracy, will provide a foundation for successful school completion and lifelong learning.

**Goals and Rationale:**

- Goals: Students will identify their learning profile. Students will develop effective study skills and habits to be able to successfully graduate from high school and become lifelong learners.
- Rationale: Learning Strategies 10 is an educational program designed to academically assist students who are working towards a high school Dogwood Diploma.

**Indigenous Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time
- Learning is embedded in memory
- Learning requires exploration of one's identity

### BIG IDEAS

A network of family, friends, & community members can support and broaden our learning strategy skills

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	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Familiarize themselves with a variety of <b>organizational skills</b> and strategies</li> <li>• Identify organizational strategies that are effective</li> <li>• Practice using these organizational strategies in their academic classes</li> <li>• Focus on <b>personal strengths</b> to assess which organizational strategies to try</li> <li>• Identify who they are as learners</li> <li>• Survey <b>learning inventories</b> and theories</li> <li>• Identify areas of personal strength and need</li> <li>• Build <b>self-efficacy</b> in an area of strength</li> <li>• Expose themselves to a variety of resources and strategies that will help to build skills for effective studying.</li> <li>• Gain knowledge to assist them with successful completion of their academic courses.</li> <li>• Understand the process of <b>self-advocacy</b> and its importance to them.</li> <li>• Take ownership of their learning and self-advocate with their teachers.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b><u>Organizational Skills and Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Identify areas where organization will lead to more academic success</li> <li>• Identify key components to becoming an organized student at the secondary level.</li> <li>• Survey a variety of organizational strategies to address each student’s organizational concerns</li> <li>• Choose one or more organizational strategies and evaluate their effectiveness</li> </ul> <p><b><u>Learning Profile:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Self-assessment</b></li> <li>• Identify the benefit of collaboration with others</li> <li>• Put into practice information regarding positive study environment as learned in the organization unit</li> <li>• Survey and identify effective test taking strategies</li> <li>• Evaluate usefulness of test taking strategy and choose alternate if needed</li> </ul> <p><b><u>Study Skills and Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Identify benefits of note taking and what effective note taking looks like</li> <li>• Identify and evaluate effective note taking strategies for the individual</li> <li>• Determine effective study strategies</li> <li>• Survey various note taking strategies</li> <li>• “Test-drive” one strategy in an academic class</li> </ul> <p><b><u>Advocacy:</u></b></p> <ul style="list-style-type: none"> <li>• Identify learning needs and self-advocate what their needs are</li> </ul>

## Big Ideas – Elaborations

- **Lifelong learner** – the commitment to acquiring knowledge throughout one’s life
- **Self-advocacy** – to identify and articulate ones views or needs to others

## Curricular Competencies – Elaborations

- **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 ones own personal learning style
- **Self-efficacy** – people’s beliefs about his/her capabilities
- **Self-advocacy** – to identify and articulate ones views or needs to others

## Content – Elaborations

- **Self-assessment** – includes learning preference inventories and skills; identify personal attitudes, values, and interest checklists

### Recommended Instructional Components:

- Direct instruction (teacher-directed)
- Indirect instruction (student-directed)
- Modelling
- Experiential learning
- Role-playing
- Guiding and gradual release
- Reflective writing

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

- Learning Logs
- Journaling
- Self-assessments
- Anita Archer: Skills for School Success

### Learning Resources:

- LATABC.com / tiebc.com and colleagues
- Computer based writing and reading programs (Office365 Learning Tools; Kurzweil; Co-Writer etc.)

- Rubrics
- Checklists
- Teacher log
  
- Hawthorne Educational Services ([www.hawthorne-ed.com](http://www.hawthorne-ed.com))
- Web based resources (ex: myBlueprint; Mindtools.com, etc.)
- Guest speakers and/or community members