



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33
Developed by: Jeanette Craigie, Lynnette Van Winkle, Josh Sandberg	Date Developed: February 9, 2018; May 13, 2024 (update)
School Name: Chilliwack Secondary School, Sardis Secondary School, G.W. Graham Middle-Secondary School	Principal's Name: Brian Fehlauer, Dan Heisler, Chuck Lawson
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, 4	Number of Hours of Instruction: 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, be proactive in their learning process, and engage in their social, emotional and physical well-being. 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 11 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

Understanding the factors that influence our health, mental health, and learning empowers us to take action to improve it.

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"> • 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 	<p><i>Students are expected to know the following:</i></p> <p><u>Organizational Skills and Strategies:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Learning Profile:</u></p> <ul style="list-style-type: none"> - Identify benefits of note taking and what effective note taking looks like - Survey various types of note taking strategies - Identify effective note taking strategies for the individual - Evaluate usefulness of strategy and choose alternate if needed. - 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 - Attempt use of one strategy in academic classes - Evaluate usefulness of strategy and choose alternate if needed - Put into practice information regarding positive study environment as learned in the organization unit - Survey and identify effective test taking strategies - Evaluate usefulness of test taking strategy and choose alternate if needed <p><u>Study Skills and Strategies:</u></p> <ul style="list-style-type: none"> - Identify the benefits of note taking - Identify what effective not taking looks like - Survey various note taking strategies - “Test-drive” one strategy in an academic class <p><u>Advocacy:</u></p> <ul style="list-style-type: none"> - Discuss learning needs and self-advocate for what their needs are

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

- **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 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

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
- Rubrics
- Checklists
- Teacher log

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
- Hawthorne Educational Services (www.hawthorne-ed.com)
- Web based resources (ex: myBlueprint; Mindtools.com, Anxiety BC; Mindshift.ca; Mindcheck.ca; foundrybc.ca etc.)
- Guest speakers and/or community members