



## 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> 12
<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, be proactive in their learning process, and prepare and achieve post-graduation goals and plans. 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. Students will be confident in articulating their individual needs to adults in their world. Students will actively participate in providing information to their education and world network.
- Rationale: Learning Strategies 12 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
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

### BIG IDEAS

Building the skills of life-long 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	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Evaluate and explain strategies for promoting a home-work-school balance</li> <li>Document the ways of knowing research and decision making processes that help identify learning, personal career opportunities, and informed choices</li> <li>Explore personal, career, and life choices as an educated citizen</li> <li>Demonstrate <b>personal awareness and responsibility</b> through <b>diverse experiences</b> and make connections to community and <b>place</b></li> <li>Identify and provide evidence of learning experiences that represent achievement and inform future directions</li> <li>Use innovative thinking to solve problems inside and outside school</li> <li>Utilize strategies for managing physical, emotional, and social changes.</li> <li>Utilize <b>organizational skills</b> and strategies and apply knowledge from previous <b>learning inventories</b> and theories</li> <li>Focus on <b>personal strengths</b> to assess which strategies are successful</li> <li>Identify supports required for areas of personal strength and need</li> <li>Gain knowledge to assist them with successful completion of their academic courses.</li> <li>Practice <b>self-advocacy</b> on a daily basis</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Learning Profile:</b></p> <ul style="list-style-type: none"> <li>Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use</li> <li>Explore a variety of available tools (conventional and technology base) to assist with the building of additional skill areas.</li> </ul> <p><b>Study Skills and Strategies:</b></p> <ul style="list-style-type: none"> <li>Self-evaluate the effectiveness and usefulness of previously used strategies</li> <li>Implement a successful study skill and/or introduce a new strategy</li> <li>Utilize effective test taking strategies based on learner profile</li> </ul> <p><b>Advocacy:</b></p> <ul style="list-style-type: none"> <li>Discuss learning needs and self-advocate for what their needs are</li> <li>Articulate useful and non-useful supports</li> <li>Access the most successful support for the circumstance</li> </ul> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>Awareness that self-assessment and <b>preparation</b> are needed to achieve <b>post-graduation goals and plans</b></li> <li>Cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills.</li> <li><b>Transferable skills</b> and how they are gained through a variety of in-school and out-of-school experiences</li> <li>Understanding that prior learning can guide future career and life choices</li> <li>Awareness that learning and career choices may change with time and new experiences</li> <li>Current experiences can guide future choices</li> </ul>

### Big Ideas – Elaborations

- **Life-long learning** – the commitment to acquiring knowledge throughout one’s life
- **Transition** – the movement of one phase to another

### 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 ones own personal learning style
- **Self-advocacy** – to identify and articulate ones 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)
- 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; Ministry of Education BC Graduation Handbook; Mindtools.com, Anxiety BC; Mindshift.ca; Mindcheck.ca; foundrybc.ca etc.)
- Guest speakers and/or community members
- Work BC; CLBC; CSCL;
- Post-Secondary accessibility services and websites
- Service BC