



Board/Authority Authorized Course: Learning Methods & Practices 10

<p>School District/Independent School Authority Name: School District 27 – Cariboo-Chilcotin</p>	<p>School District/Independent School Authority Number (e.g. SD43, Authority#432): SD 27</p>
<p>Developed by: Lisa Dugaro, Kyla Marten</p>	<p>Date Developed: Spring 2019</p>
<p>School Name: Peter Skene Ogden</p>	<p>Principal's Name: Geoff Butcher</p>
<p>Superintendent Approval Date (for School Districts only): April 23, 2019</p>	<p>Superintendent Signature (for School Districts only): </p>
<p>Board/Authority Approval Date: April 23, 2019</p>	<p>Board/Authority Chair Signature: </p>
<p>Course Name: Learning Methods & Practices 10</p>	<p>Grade Level of Course: 10</p>
<p>Number of Course Credits: 4</p>	<p>Number of Hours of Instruction: 120</p>

Board/Authority Prerequisite(s):

Students should have a special education category or be recommended by the School Based Team

Special Training, Facilities or Equipment Required:

Access to school district networked computers and printers for both student and teacher use

Course Synopsis:

This is a credit course for students to learn and reinforce personal strategies to develop literacy and numeracy for lifelong learning. This will improve resiliency and self-advocacy through planning, reflecting, adapting, and decision-making.

Goals and Rationale:

Students who have lagging skills and/or difficulty with self-direction and self-assessment of their needs for learning require assistance and direct instruction of learning skills such as planning, organization, as well as time and opportunity to practice these skills. These skills are transferable and applicable to students' other courses, lifelong learning, and careers.

Aboriginal Worldviews and Perspectives:

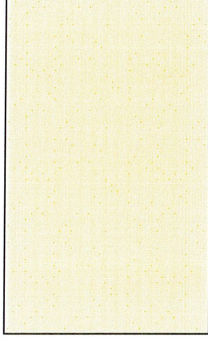
- Learning ultimately supports the well-being of the self
- Learning is holistic, reflexive, and relational
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time
- Learning requires exploration of one's identity

BIG IDEAS

Lifelong success is linked to self-advocacy and resilience

Lifelong learning requires ongoing strategies for improving literacy and numeracy

The learning process includes planning, reflecting, adapting, and decision-making



Learning Standards

Curricular Competencies

Students are expected to do the following:

- Organization
 - o Examine and evaluate methods for planning
 - o Develop a personal method for planning goals, tasks, assignments, etc
- Learning Inventories
 - o Self-assess personality and learning types
 - o Explore and evaluate career suggestions based on personal strengths
 - o Develop and apply study strategies for personal learning strengths
- Individual Education Plans
 - o Demonstrate understanding of school IEP process and rationale
 - o Evaluate, apply, and practice adaptations relevant to personal learning needs
- Learning Environments
 - o Examine and evaluate aspects of environment conducive to learning
 - o Apply control to personal learning environment and reflect on efficacy

Content

Students are expected to know the following:

- Organization
 - o Planner types
 - o Planner abbreviations & symbols
 - o Calendars
- Learning Inventories
 - o Myers-Briggs Type
 - o Learning inventories
 - o Related career options
- Individual Education Plans
 - o What is an IEP
 - o Adaptations
 - o Modifications
- Learning Environments
 - o Aspects of environment
 - o Ideal study environments

Recommended Instructional Components:

- Direct instruction (teacher-directed)
- Indirect instruction (student-directed)
- Modelling
- Role-playing
- Guiding and gradual release
- Reflective writing
- Modeling
- Practical Experience
- Group Work

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

Students' work in this course should be self-paced and self-directed. Students must complete four units each semester. Late work should not be penalized, and students should be allowed to make corrections as often as needed. Students will be expected to apply their learning in this course to their work for other courses, and should be marked according to planning, reflection, and problem-solving connected to these other assignments. Students should not be marked in this course for merely doing work for other courses, but for applying the Learning Strategies concepts to their coursework.

Learning Resources:

Self-paced work units developed at school level and digital copy available on common folder on School District computers.
Pegis, Jessica, and Marc Emond. *Learn Smart: Strategies to Succeed in School and Life*. Emond Montgomery Publications, Limited, 2007.
Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Incentive Publications, Inc, 2013.

Additional Information: