

**Application for  
Board Approved Course  
School District 20**

**Status:** Application  
**School Name:** Stanley Humphries Secondary  
**Course Name:** Strategies for Learning 12  
**Course Code:**  
**Category:** Other  
**Grade Level of Course:** 12  
**Number of Course Credits:** 4  
**Number of Hours of Instruction:** 120  
**Date Approved:**

**Course Synopsis:**

This course has been developed to provide review effective independent self-regulation and strategic learning for students with learning difficulties. Review will focus on skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas. **Strategies for Learning 12 will continue to develop skills in organization, social/emotional skills, learning strategies, and literacy skills. In addition, this course will introduce skills pertaining to Graduation transitioning. Specifically, students will learn to write effective resumes, and complete a thorough Graduation Transition Plan which will include work experience.**

**Additional Information:**

Specialized Training: A university degree with a minimum of 9 units in Special Education with at least one course (3 units) in learning disabilities and a minimum of 2 years of successful classroom teaching experience (Ministry of Education – Special Education Services: A Manual of Policies, Procedures and Guidelines, Section D) is recommended. University course work should include courses in:

- a. The characteristics and needs of students with learning difficulties
- b. Instructional strategies for working with students with learning difficulties.

Prerequisites:

**Strategies for Learning 11**

Student Profile

Students with learning difficulties or identified learning disabilities  
Students have difficulty learning course content  
Students who have been recommended through the School Based Team, Learning Centre and/or Counsellor

### Rationale

The program is designed to help meet the academic needs of students with learning difficulties. It provides review previous instruction in the effective learning skills and strategies needed to become independent, successful learners, especially in the areas of reading, writing, researching, organization and self-advocacy. **In addition, students will be required to use these skills to put complete a meaningful Graduation Transition Plan.**

The students will learn strategies to:

- Develop and maintain a sense of self worth
- Develop a sense of personal responsibility for decisions and actions
- Become an effective and independent life long learner
- Apply organizational and learning strategies in all course work
- Demonstrate increasing self advocacy skills
- **Develop & understand what is required to have a strong work ethic.**
- **Explore a variety of job situations during work experience opportunities.**
- **Investigate the level of support that is available at Selkirk College for them if they choose to continue with post-secondary education locally.**

### Continuation of Organizational Skills

It is expected that the student will develop organizational skills and apply them in both course work and life planning

*Materials: It is expected that the student will*

- Independently apply strategies for maintaining an agenda, ie: date, block, assignment, due dates, etc
- Independently keep track of all assigned work
- Maintain organized binders for each course, including dividers, correct filing system, etc
- Bring appropriate materials for each situation
- Take responsibility for missed assignments
- Independently make effective use of library resources
- Utilize school resource people such as career counsellors when appropriate

*Homework: It is expected that the student will:*

- Use effective homework/home study routine daily
- Complete homework assignments
- Study for tests/quizzes at home

*Time management: It is expected that the student will:*

- Recognize the length of time required to complete an assignment
- Prioritize tasks independently
- Make good use of class time

### Continuation of Social/Emotional Skills

*Responsibility: It is expected that the student will:*

- Exhibit behaviours that demonstrate accountability
- Self advocate – seek extra help or clarification from teachers
- Independently use problem solving strategies
- Use self-monitoring skills and strategies and manage emotional responses
- Use self evaluation plans

*Behaviour: It is expected that the student will:*

- Resolve conflict constructively, ie. Use anger management techniques
- Show respect for others ie property, rights, ideas, differences, etc
- Demonstrate appropriate classroom behaviour
- Independently work effectively with a peer or group of peers
- Demonstrate appropriate non-verbal communication

*Oral Communication: It is expected that the student will:*

- Use appropriate language for effective communication
- Show sensitivity to audience response
- Adjust rate volume and tone of speaking
- Use appropriate vocabulary
- Communicate ideas clearly

### Continuation of Learning Strategies

*Study Skills: It is expected that the student will:*

- Use appropriate strategy for each task
- Seek help from subject area teachers
- Make effective study guides
- Use study guides
- Independently use expanded review notes as a study tool
- Independently make use of reference materials, such as dictionary, library
- Independently make use of text features such as index, table of contents, bold text, etc.
- Make use of appropriate technology

*Test taking skills: It is expected that the student will:*

- Be prepared with necessary materials
- Recognize and respond appropriately to various test formats
- Utilize stress management techniques
- Independently apply proofreading strategies in test situations
- Prepare for writing final exams

*Memory skills: It is expected that the student will:*

- Apply strategies and skills (mnemonics, acronyms, etc)
- Explain how physical factors such as nutrition and sleep affect memory
- Define personal learning needs with respect to memory

*Application: It is expected that the student will:*

- Independently apply previously learned strategies
- Communicate individual learning strengths and weaknesses
- Independently apply appropriate adaptations necessary for successful learning
- Independently use effective learning strategies in both course work and life planning
- Demonstrate metacognition through self monitoring
- Demonstrate commitment to personal goals

## Continuation of Literacy Skills

*Comprehension: It is expected that the student will:*

- Refine skimming and scanning techniques such as SQ3R, key words, etc
- Use visual cues
- Use oral and/or written paraphrasing
- Use context cues
- Use text features
- Use alternate text sources as appropriate

*Vocabulary: It is expected that the student will*

- Use context/picture cues
- Use course specific vocabulary appropriately in assignments
- Use dictionary and/or thesaurus
- Demonstrate vocabulary growth in written work

*Writing: It is expected that the student will:*

- Use structured writing process independently (brainstorm, outline, draft, edit, proofread, revise, publish)
- Refine technology skills
- Use the appropriate format for a variety of writing purposes eg: expository essay, journal response, lab write-up, research, note-taking
- Show understanding of the elements of quality work

*Listening Skills: It is expected that the student will:*

- Refine listening skills
- Use critical listening skills
- Demonstrate empathetic listening skills with peers

*Thinking Skills: It is expected that the student will:*

- Evaluate oral and written communication with guidance
- Identify and monitor personal goals and values
- Continue to use higher level thinking skills

*Computer Skills: It is expected that the student will*

- Use basic computer skills such as word processing, formatting, inserting graphics, internet access
- Use the computer for assignments or studying where appropriate
- Use the internet effectively
- Demonstrate increasing skills of keyboarding

*Numeracy Skills: it is expected that the student will:*

- Bring and use a calculator
- Use math vocabulary and symbols correctly
- Paraphrase problems and extract relevant information
- Show understanding of problems, e.g. writing out steps, show work
- Self monitor and clarify understanding of concepts
- Recognize problem requirements and use correct process

### Introduction of Personal Health

*It is expected that students will:*

- **Demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by**
  - **Engaging, from Grade 10 to Grade 12, in at least 80 hours of moderate to vigorous physical activity in addition to PE 10**
  - **Developing a long-term personal healthy living plan appropriate to their lifestyle that describes**
    - **sound nutritional habits**
    - **regular exercise routines**
    - **emotional health management (e.g. ways to manage stress)**
    - **positive health choices**

### Introduction of Community Connections

*It is expected that students will:*

- **demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers by**
  - **participating in at least 30 hours of work experience and/or community service**
  - **describing the duties performed, the connections between the experience and employability/life skills, and the benefit to the community and to the student.**

### Introduction of Career and Life

*It is expected that students will:*

- **demonstrate the confidence and competency needed to be self-directed individuals, by**
  - **developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school, which includes**
    - **completion of transition activities that are relevant to and support their career, life, and learning goals**
    - **identification and communication of achievements that reflect the development of the attributes of a BC graduate**
    - **identification and communication of costs and funding sources associated with education, career, and life options after graduation**
  - **presenting selected components of their transition plan to members of the school and/or community.**

**Instructional Components:** The student will be exposed to a variety of learning experiences which promote application and transfer of learning strategies and study skills to other courses, independent learning and goal setting

- The application of these learning strategies will be determined by individual needs

The teacher may use:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modeling
- Brainstorming
- Group work
- Audiovisual resources

**Assessment Components:** Student evaluation is based on the student meeting the learning outcomes. It is done on an on-going basis and includes student and teacher assessment of:

- In-class acquisition and use of organizational and learning skills and strategies
- Application of skills and strategies in daily work or tests
- Performance in other subject areas
- Self monitoring of skills and strategies
- Self advocacy

*Assessment methods could include:*

- Teacher observation
- Student reports
- Reports from other teachers and/or parents
- Student conferences
- Feedback of demonstrated self advocacy
- Checklists
- Rubrics
- Rating scales
- Teacher logs
- Weekly/daily assessments
- Performance methods could include:
  - Agenda, binder, homework, etc. checks
  - Daily work, assignments
  - Exams, tests, quizzes
  - Articulation or demonstrated use of skills and strategies
  - Articulation of personal strengths and needs
  - Preparation for tests

Resources:

1. Kootenay-Columbia School District #20 Graduation Transition Plan  
([www.sd20.bc.ca](http://www.sd20.bc.ca))
2. Tour of Selkirk College and meeting with Student Support Services staff.
3. Resume packages such as [www.canadavisa.com](http://www.canadavisa.com) and [www.BCjobs.ca](http://www.BCjobs.ca)

\*\*Note: Resources listed for Strategies for Learning 11 will be utilized as part of the review with students.\*\*