

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

Status: Application
School Name: Stanley Humphries Secondary
Course Name: Strategies for Learning 11
Course Code:
Category: Other
Grade Level of Course: 10 & 11
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved:

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching 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.

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

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 direct 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.

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

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

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

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

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

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. Building Writing Skills series (McGraw-Hill)
2. Reading Engagement series (Mark Twain Media/Carson-Dellosa Publishing Company)
3. Six Minute Solution - A Reading Fluency Program (Adams, Gail)
4. Saddleback Math Series - life skills math program
5. Crash Course for Study Skills (LinguiSystems)
6. Test Smart! Ready-to-Use Test-Taking Strategies & Activities for Grade 5-12 (Abbamont, Gary W, Brescher, Antoinette)
7. Study Smart! Ready-to-use reading study skills activities for Grades 5-12 (Abbamont, Gary W, Brescher, Antoinette)
8. Study Skills - Saddleback Publishing Inc.
9. Study Skills 2 - Saddleback Publishing Inc.