



Learning Strategies 12

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School Name: Porter Creek Secondary School	Superintendent Signature
Committee Approval Date: June 7 2019	Committee Chair Signature:
Course Name: Learning Strategies 10-12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Department Authorized Prerequisite(s):

n/a

Special Training, Facilities or Equipment Required:

n/a

Course Synopsis:

This course is designed to assist students in becoming more effective and successful in their academic coursework. Strategies are provided and taught that empower students with the necessary learning tools that are applicable to a wide variety of tasks, situations and courses. Learning Strategies 10-12 promotes self-esteem, self-responsibility and independence. Essentially, Learning Strategies 10-12 is helping students learn to learn.

Students will be introduced to a variety of academic learning strategies that are designed to enhance their readiness for learning and studying. Strategies are practiced and reinforced in their content area assignments and in preparation for tests. Individual student programs vary in scope and are managed in a way that best facilitates strategies most pertinent to each student.

Goals and Rationale:

Goal 1 – Students will develop their own personal learner profile.

Goal 2 – Students will explore a range of learning strategies and determine the best method for them.

Goal 3 – Students will complete a Learning Strategies Checkpoint inventory.

Goal 4 - Students will be develop their own self-advocacy skills in relation to their academic subjects.

While many subjects ask students to study, manage their time, organize their work, rarely are students discretely taught these skills. Learning Strategies 10-12 is a course designed to directly teach these skills and allow students the opportunity to develop a personal learner profile. Through this course we aim to lead students into their own metacognitive processes in order that they may apply skills across their high school subjects. Lessons and games addressing time management and organization skills have very real and direct real-world applications, not only for student's other subjects, but for life beyond the school context.

Yukon First Nations Views and Perspectives:

Learning Strategies 10-12 will have an emphasis on identity that is in line with Yukon First Nations ways of knowing, doing, and being. This emphasis on identity will be learner-centered as it focuses on the individual student's learner profile and how they can develop their own skills for success at school. Learning Strategies 10-12 would draw upon the use of traditional Yukon First Nations stories as teachings to help students with their academic studies. Finally, the experiential activities within Learning Strategies 10-12 will align to Yukon First Nations ways of knowing, doing and being.

BIG IDEAS

Strategies and skills we learn in high school contribute to our life-long learning.	Self-advocacy requires planning, reflecting, adapting and collaborating.	Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our goals.	Achieving our learning goals requires effort and perseverance.
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Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> • Solve problems using different learning styles • Use a variety of study skills to demonstrate learning • Use a variety of time management strategies • Communicate ways to seek assistance • Solve problems and make decisions • Communicate information and expertise to a variety of audiences • Advocate for beliefs and rights in a variety of situations • Use critical thinking and communication to solve problems and communicate results • Demonstrate how technology can assist with evaluating information • Demonstrate how technology can assist with solving problems • Demonstrate metacognition to identify strengths and needs • Identify personal strengths, needs, and interests • Use critical thinking and problem-solving skills to monitor and track progress • Describe personal goals and strategies to reach and monitor these goals • Identify learning strategies to meet personal goals • Develop a personal learner profile 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Different learning styles • Study skills • Time management strategies • Organization strategies • Test taking strategies • Metacognition • Prioritization • Problem solving skills and strategies • Learning profile

Curricular Competencies – Elaborations

- **Learning Styles** – visual (preference to pictures, images and spatial understanding), aural (preference to sound and music), verbal (preference to words, both in speech and writing) and physical (preference to body, hands and sense of touch). For activities see Content elaboration.
- **Study skills** – include mnemonics strategies for improving memory, graphic organizers, study sheets, mind maps, SQ3R, Slant Strategy, Five-step plan to solve a problem, Spark, COPS, Word webbing, Character Mapping, Listen.
- **Time management strategies** – Complete a Time Management Skills inventory, Research time management tips. Make a schedule that works. Keep a monthly calendar (including all academic, extracurricular and family activities). Sarah Ward time management techniques.
- **Communication** – creation of a learner portfolio, student will interview to speak to their profile as a learner.
- **Critical Thinking** – Analysis, communication, creativity, open-minded, problem solving. Access Ted-Ed for online Critical Thinking lessons.
- **Technology** – Study Blue app, digital agenda
- **Evaluating information** – how students engage with course content in other subjects, study for tests/exams and summarize course content.
- **Metacognition** – students think about their thinking, teach students that their brain are wired for growth (Growth Mindset), have students keep a learning journal where they reflect weekly on how they learned rather than what they learned.
- **Problem-solving skills** – Conference with student in relation to management of their academic subject course load. Emphasis on organization, time management and self advocacy.
- **Learning strategies** – academic independence (organization, time management, motivation), initiative (inquiry, self-advocacy), cooperative learning (responsibility, willingness to accept help), organizational skills (study habits and strategies, LA preparedness) and problem solving (application, strategies and skills).

Content – Elaborations

- **Learning styles** – Complete Inventories and research strategies related to Left/Right brain, Modality Strengths (Learning Styles) and Multiple Intelligences. Personalize research related to strategies to your own learner profile.
- **Study skills** – Complete a Study Habits Inventory. Research Study Habit's and assess which habits could be developed to make learning more individualized. Create goals for your own study. Learn about different styles of Note-Taking Skills, Abbreviations,
- **Time management strategies** – Complete 'My Time Management Skills' (1997 SUNBURST Communication) or similar inventory.
- **Organization strategies** – Organizational skills questionnaire, create a checklist of school supplies, discuss and maintain an organized binder
- **Test taking strategies** – complete a test-taking skills inventory, learn some test-taking tips, learn about symptoms of test anxiety and strategies to help stop this, learn about strategies for before and during test-taking.
- **Metacognition** - students think about their thinking
- **Prioritization** – relates to time management and organization. Practice creation of TO-DO lists and use to prioritize the most important things first. Practice daily, weekly and monthly TO-DO lists.
- **Problem solving skills and strategies** – Learn about concentration and active listening.
- **Learning Profile** – academic independence, metacognition, and organizational skills

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer- assessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and,
- make learning visible, open, and transparent.

Sample activities

- Inventories
- Readings
- Videos
- Goal setting worksheets
- Games
- Using calendars
- Graphic organizers
- Note taking strategies
- Study prescription worksheet
- Study smart vocabulary
- Assignment tracking sheets
- Use of an agenda
- Study habits inventory
- Self-assessment of modality strengths
- Learning styles inventory

Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning e-book](#) and [Principles of Quality Assessment](#)

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete proficiency-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student proficiency is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback. At the end of the course, a percentage grade will be communicated with the overall proficiency grade.

Suggested Summative Assessment Activities

- Creation of a Learner Profile
- Completion of Learning Strategies Checkpoint Inventory
- Observation
- Interview to discuss Learner Profile and Checkpoint Inventory.

Suggested Learning Resources:

- Learning to Learn (Freder, G)
- Life Strategies for Teens Workbook (McGraw, J)
- Smart but Scattered Teens (Guare, R., Dawson, P. and Guare, C)
- Boosting Executive Skills in the Classroom (Cooper-Kahn, J & Foster, M)
- The Organized Student; Teaching children the skills for success in school and beyond (Goldberg, D)
- The Growth Mindset Coach (Brock, A & Hundley, H)
- Visible Learning for Literacy (Hattie, J)