



Connect Learner Strategies 10/11/12

Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Ms. Chelsea Prince	Date Developed: May 2019
School Name: Pleasant Valley Secondary School	Principal's Name: Mr. Abbas El Gazzar
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Connect Learner Strategies	Grade Level of Course: 10/11/12
Number of Course Credits: 2/4	Number of Hours of Instruction: 60/120

Board/Authority Prerequisite(s): There are no prerequisites for this class. However:

- Students must be recommended by the School Based Team
- Students are aiming to achieve a Dogwood Diploma
- Students must be identified as being academically at risk

Special Training, Facilities, or Equipment Required:

Ideally, the teacher would have a background in learning assistance, alternate education, or behavioural support.

Course Synopsis:

Some students struggle with success in school for a number of reasons – these may include social-emotional needs, learning disabilities, lack of home support, behavioural challenges, mental health, or poor work habits. This course is designed to both mitigate and teach students to deal with these struggles, and to learn how to be the driving factor in their own success. It will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. This course 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 will provide a foundation for successful school completion and

lifelong learning. This course could be delivered as a block within the timetable, or a program that is followed outside of the timetable with the support of a teacher and mentor.

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 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:

Connect Learner Strategies 10/11/12 are educational programs designed to assist academically at-risk students working towards a Dogwood Diploma.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors – Connect Learner Strategies builds capacity in students to be self-advocates and contributing members of the community.
- Learning involves recognizing the consequences of one's actions – Connect Learner Strategies helps students to take responsibility for their own actions and to recognize that their behaviour has an impact on both themselves and others.
- Learning involves patience and time – Connect Learner Strategies helps students to recognize that we all learn at our own rate, and that sometimes we need to be patient with ourselves as we learn new ideas and concepts.
- Learning is embedded in memory – Connect Learner Strategies requires students to work on their memory skills.
- Learning requires exploration of one's identity – Throughout the Connect Learner Strategies courses, students must learn about themselves – their learning styles, their abilities or disabilities, their strengths and growth areas, and their skills.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship:
 - Taking part in this course requires students to work closely with their teachers and mentors.
- Emphasis on Identity:
 - These courses provide repetitive opportunities for students to reflect on and learn about their identities.

Assessment and Evaluation may include:

- Gaining certification such as Food Safe and First Aid
- Journals and Portfolios (reflective journals, gratitude journals, photo/art journals, goal setting)
- Self-Regulation Goals (sleep, eating, strategies, exercise)
- Meetings with mentor (regular interviews, check-ins, portfolio sharing)
- Self-Assessment

Connect Learner Strategies 10/11/12 Self and Teacher Core Competency Assessment

	Emerging	Satisfactory	Proficient	Extending
Communication	<ul style="list-style-type: none"> • I communicate clearly, using a variety of techniques. • In discussions and collaborative activities, I am an engaged listener—I ask clarifying questions. • I share my ideas and try to connect them with others' ideas. • I contribute to planning and adjusting a plan, and help to solve conflicts. • I am able to represent my learning, and connect it to my efforts. • I give and receive constructive feedback. 	<ul style="list-style-type: none"> • I communicate confidently and show attention to my audience. • I contribute positively to discussions and collaborations, and help to organize and monitor the work. • I ask thought-provoking questions, support others, and manage conflicts. • I offer detailed descriptions of my own efforts and experiences. • I give, receive, and act on constructive feedback. 	<ul style="list-style-type: none"> • I communicate effectively. • In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. • I offer both leadership and support; I am flexible and have a variety of strategies/experiences to draw on. • I am able to represent my learning/ goals, and help others to reflect on their own learning/goals. • I accept constructive feedback and use it to move forward. 	<ul style="list-style-type: none"> • I am intentional and strategic in my communication with peers, including those who are not easy to work with • I can take leadership in a discussion or collaboration, and focus on deepening our thinking. • I seek consensus, and focus on collective results. • I can articulate a keen awareness of the strengths/goals of myself and others • I offer detailed analysis of my progress, work and goals.
Personal Awareness and Responsibility	<ul style="list-style-type: none"> • I can recognize my strengths and use strategies to set, focus, and accomplish my goals as a learner with support. • I can be focused and determined. • I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. 	<ul style="list-style-type: none"> • I recognize my strengths and use strategies to accomplish my goals as a learner. • I am usually focused and determined in class. • I can help others to set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I manage stressful situations in class using a range of self-regulating strategies. 	<ul style="list-style-type: none"> • I can recognize my value and advocate for my rights. • I take responsibility for my choices, my actions, and my achievements. • I can set priorities; implement, monitor, and adjust a plan; and assess the results. • I take responsibility for my behaviour in class and set goals for improving my achievement as a learner. • I have valuable ideas to share; I can help others. 	<ul style="list-style-type: none"> • I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. • I am responsible for making ethical decisions. • I can take ownership of my goals, learning, and behaviour; • I recognize the implications of my choices and how others may be affected by my decisions. • I reflect on my experiences as a way of enhancing my well-being.
Social Responsibility	<ul style="list-style-type: none"> • I contribute to group activities that make my classroom and school a better place. • I can identify things I can do that could make a difference to others. • I can consider others' views and express a different opinion in a peaceful way. • I can identify problems and compare potential problem-solving strategies. • I can demonstrate respectful and inclusive behaviour. • I can identify when others need support and provide it. 	<ul style="list-style-type: none"> • I can take purposeful action to support others. • I can identify how my actions and the actions of others affect the classroom environment. • I can clarify problems, consider alternatives, and evaluate strategies. • I respect differences, and demonstrate respectful and inclusive behaviour. • I can advocate for others. • I am aware of how others may feel and take steps to help them feel included. 	<ul style="list-style-type: none"> • I can initiate change for others. • I can identify and explain complex social issues. • I can clarify problems, generate strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and human rights, and can identify how diversity is beneficial for my classroom. • I build and sustain positive relationships with diverse people. • I show empathy for others and adjust my behaviour to accommodate their needs. 	<ul style="list-style-type: none"> • I can initiate change for others. • I can analyze complex social issues from multiple perspectives. • I can clarify problems, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my classroom. I build and sustain positive relationships with diverse people. • I show empathy for others and adjust my behaviour to accommodate their needs.

*Note that the Core Competency descriptions have been altered to fit the Connect Learner Strategies course.

Course Name: Connect Learner Strategies 10

BIG IDEAS

Building the skills of lifelong 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">• Explain strategies for promoting a home-work-school balance• Document decision making processes that help identify learning, personal career opportunities, and informed choices• Explore personal, career, and life choices• Demonstrate personal awareness and responsibility through diverse experiences• Identify evidence of learning experiences that represent achievement• Use innovative thinking to solve problems at school• Utilize strategies for managing physical, emotional, and social changes.• Utilize organizational skills and strategies• Focus on personal strengths to identify strategies• Identify supports required for areas of personal strength and need• Gain knowledge to assist them with successful completion of their academic courses.• Practice self-advocacy frequently	<p><i>Students are expected to know the following:</i></p> <p>Learning Profile:</p> <ul style="list-style-type: none">- Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use <p>Study Skills and Strategies:</p> <ul style="list-style-type: none">- Self-evaluate the effectiveness and usefulness of previously used strategies- Implement a successful study skill- Utilize effective test taking strategies based on conversations with mentor <p>Advocacy:</p> <ul style="list-style-type: none">- Learning needs and self-advocacy for what their needs are- Useful and non-useful supports- Some supports based on the circumstance <p>Personal Development:</p> <ul style="list-style-type: none">- Awareness that self-assessment and preparation are needed to achieve goals- Cultivation of interpersonal, intercultural, collaborative, and social skills.- Transferable skills and how they are gained through a variety of in-school experiences- Understanding that prior learning can guide future choices- Awareness that learning and choices may change with time and new experiences- Current experiences can guide future choices

Course Name: Connect Learner Strategies 11

BIG IDEAS

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

Course Name: Connect Learner Strategies 12

BIG IDEAS

Building the skills of lifelong 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">• Evaluate and explain strategies for promoting a home-work-school balance• Document and apply the ways of knowing research and decision making processes that help identify learning, personal career opportunities, and informed choices• Explore personal, career, and life choices as an educated citizen• Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and the workplace• Identify and provide evidence of learning experiences that represent achievement and inform post-graduation directions• Use innovative thinking to solve problems inside and outside school, and anticipate future potential issues• Utilize strategies for managing physical, emotional, and social changes, especially in the post-graduate world• Utilize organizational skills and strategies and apply knowledge from previous learning inventories and theories• Focus on personal strengths to assess which strategies are successful• Identify supports required for areas of personal strength and need• Gain knowledge to assist them with successful graduation and transition to the workplace• Practice self-advocacy whenever necessary	<p><i>Students are expected to know the following:</i></p> <p>Learning Profile:</p> <ul style="list-style-type: none">- Potential short and long term consequences of health decisions including those involving mental wellness, sleep routines, potential abuse of drugs, and technology use- a variety of available tools (conventional and technology based) to assist with the building of additional skill areas, and how to use these tools in the post-graduate world <p>Study Skills and Strategies:</p> <ul style="list-style-type: none">- The effectiveness and usefulness of previously used strategies- A successful study skill and/or introduce a new strategy- Effective test taking strategies based on learner profile and self-knowledge <p>Advocacy:</p> <ul style="list-style-type: none">- Learning needs and self-advocacy for what their needs are- Articulation of useful and non-useful supports- The most successful support for the circumstance <p>Personal Development:</p> <ul style="list-style-type: none">- Awareness that self-assessment and preparation are needed to achieve post-graduation goals and plans- Cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills.- Transferable skills and how they are gained through a variety of in-school and out-of-school experiences- Understanding that prior learning can guide future career and life choices- Awareness that learning and career choices may change with time and new experiences- Current experiences can guide future choices without support at school

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