



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: SD #35 Langley	School District 35
Developed by: Foundations Department	Date Developed: March 07, 2019
School Name: Walnut Grove Secondary	Principal's Name: Balan Moorthy
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Learning For Success 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred by SST and/or School Based Team and/or Parental consent
- Student is on a “Dogwood” graduation track

Special Training, Facilities or Equipment Required:

Staff should be familiar with the Ministry of Education Special Education Manual of Policies, Procedures and Guidelines, BC secondary school curricular competencies and have training in supporting students with special needs. Training in the use of assistive technology to support students with learning challenges is also recommended.

Course Synopsis:

The course is designed to help students develop skills to become successful and engaged life-long learners. Students will apply their planning skills, organization skills, career research skills and self understanding to set goals. Students will use and transfer acquired skills to relevant post-graduation opportunities. Students will also develop an understanding of their rights and responsibilities as individuals in their transition to adulthood. Students will be expected to be effective self-advocates, develop personal support networks and become more independent in accessing community supports (post-secondary, employment, and health services).

Goals and Rationale:

Students with special educational needs often need explicit instruction in organization, planning (executive functioning), social thinking/self-awareness, literacy, numeracy and social responsibility in order to be successful, independent learners. The learning outcomes targeted in this course allow students to personalize their learning and apply learning theories that enhance their access to the rest of the regular curricula. *Learning For Success II (LFS)* has been developed to support the needs of struggling learners who face challenges in their efforts to engage and learn in the school setting and outside community; it typically supports students who have been identified by school support teams as needing support and instruction in this area.

LFS recognizes that students develop and learn differently. Many students in high school require targeted intervention and instruction to support learning needs, the development of metacognitive awareness and a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual support. The course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation to IEP/SSP objectives and strategies.

LFS provides direct and specific instruction to develop student knowledge, self-awareness and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and focuses on core competency development that will help learners demonstrate independence in use of skills and strategies that support learning and personal goal setting.

LFS is strongly linked to all of the core competencies. It teaches effective critical thinking skills, exercises and activities as students explore and assess learned techniques for effectiveness and personal preferences. Personal and social identity are also key components of the course as students will reflect on their strengths in the context of different learning situations; review, assess, and reflect on challenges and successes; and identify cause-and-effect relationships between how learning is engaged and the outcomes attained. Creative thinking is embedded in the learning of this course. Students will have the opportunity to problem solve and develop a personal inventory of effective strategies for learning and life post-graduation.

Goals:

- develop organization & time management strategies
- develop goal setting skills
- develop strategies and skills as applied to learning
- develop an understanding of study and learning techniques based on learning styles and multiple intelligences
- develop the ability to identify and describe personal learning strengths and stretches (self-awareness)
- develop skills to work both independently and cooperatively (self-advocacy, self-regulation, and communication)
- develop learning strategies and identify resources (eg. technology) to support reading, writing and numeracy
- develop understanding of self-monitoring for learning strategies and knowledge of objectives in a personal learning plan or IEP/SSP

Aboriginal Worldviews and Perspectives:

- Referenced from “Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of BC and Reclaiming Youth at Risk by Larry Bentro, Steve Van Bochern and Martin Brokenleg(2015)
- Aboriginal education for all learners is a strengths-based, learner-centered practice. This begins with educators knowing their students as individuals and adapting (providing ‘universal classroom supports’ and ‘essential supports’) instruction to connect with their interests and build on their strengths to bring about confidence and enjoyment in learning. LFS 10 incorporates these views and perspectives within its course objectives of achieving Belonging, Mastery, Independence, and Contribution for all students.
- A positive learner-centered approach: LFS emphasizes the need to place the student at the center of his or her learning and focuses on the development of self-awareness of what the learner ‘can do’ and how to utilize skills to augment “stretches” and difficulties.
- Emphasis on identity: LFS supports the development of identity -- making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self -- who is the student and where do they come from? Students will have the opportunity to explore their personal identity and how it shapes their learning.
- Learning environment and resources: The learning environment should be one which supports the diverse needs and is accessible to all LFS students. It is one that reflects the cultural values of aboriginal peoples and also stimulates further interest by providing relevant resources in these subject areas.
- Experiential learning: LFS ensures that students have the opportunity to “learn from real-life situations that will help them to learn practical life skills as a part of their daily work at school.”
- Flexibility: LFS emphasizes creative problem-solving to overcome challenges (‘stretches’). Students are encouraged to take risks in attempting to do things differently.
- Community engagement: It is incumbent upon LFS students to explore community integration options in order to become well-rounded citizens and, ultimately, contributing members of society.
- Connectedness and Relationships: Education and learning is not simply focused on the curricula. It’s about making meaning in life, and finding value. LFS emphasizes that students are encouraged to build on their strengths to find their passions and use those passions to further their self-confidence, and personal interests.

Community Partnerships:

Mentorship within classes, school and community

Leadership and training opportunities

School improvement initiatives

Local partnerships in the community

Intergenerational interactions

BIG IDEAS

<p>A sense of belonging is crucial to feeling accepted, and influences how we learn.</p>	<p>Skills are built incrementally and require practice.</p>	<p>Empathy and an understanding of self influence relationship development</p>	<p>A sense of self-worth, self-awareness, and positive identity, contribute to personal well-being</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal/Self-Awareness</p> <ul style="list-style-type: none"> • Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and place • Develop a healthy balance between school and other life activities • Demonstrate resilience when faced with challenges or obstacles • Demonstrate fortitude and the ability to overcome negative self-talk • Demonstrate self-regulation when faced with adversity • Participate in healthy pursuits independently and with others • Overcome personal struggles and roadblocks • Exhibit behaviours that demonstrate accountability • Accept challenging feedback in difficult situations <p>Executive Functioning</p> <ul style="list-style-type: none"> • Make good use of class time • Develop a multi-step plan and follow through to the end • Organize self, using time management strategies • Organize and be prepared with necessary materials • Investigate and gather information about post-secondary options to develop a plan <p>Learning Strategies and Skills</p> <ul style="list-style-type: none"> • Independently use problem-solving strategies • Set realistic goals in challenging areas of learning • recognize and respond to various types of assessment questions and formats • Identify and implement strategies that support personal needs in the areas of: <ul style="list-style-type: none"> ○ organization 	<p><i>Students are expected to know the following:</i></p> <p>Learning Styles</p> <ul style="list-style-type: none"> • The three learning styles, personality profile and inventories • Effective strategies that support different learning styles and personality profiles <p>• Principles of effective self-advocacy</p> <ul style="list-style-type: none"> • The definition of self-regulation and decision making matrix • Individual definition of learning success <p>Mindset</p> <ul style="list-style-type: none"> • Impact of mindsets on Individual learning • That multiple steps are required to complete a task • How to follow the steps In a sequence • Impact of learning stages on Individual knowledge growth <p>Socioemotional Awareness and Self-Regulation</p> <ul style="list-style-type: none"> • Sources of stress/anxiety • Diet and lifestyle choices • Triggers for anger • Strategies to lessen anger • Stressor relaxation tools: cue cards, journal, fidgets, etc. • Influences of behaviours on relationships • Awareness of personal safety: • The warning signs of external threats to the personal safety of self and others (harassment, sexual/verbal abuse, etc.)

Curricular Competencies	Content
<ul style="list-style-type: none"> ○ self-advocacy ○ test-taking ○ studying ○ personal planning ○ self-regulation ○ time management ○ demonstration of learning ○ preparedness <p>Social Learning and Planning</p> <ul style="list-style-type: none"> • Show patience, caring, empathy when working with others • Consider the impact of personal choices on themselves and others • Show recognition and respect for different perspectives and people <p>Communication</p> <ul style="list-style-type: none"> • Identify their learning profile • Describe and independently use strategies that work best for their learning style • Self-advocate respectfully with teaching staff and community contacts • Demonstrate effective verbal and/or nonverbal communication • Explain how physical factors such as nutrition and sleep affect participation and output in all areas • Demonstrate respect for all peoples and an ongoing openness to learn • Evaluate and apply previously learned strategies • Independently apply study strategies and skills • Demonstrate awareness of the length of time required to complete an assignment • Use study skills specific to curricular pursuits • Be open to more than one way to proceed with research and investigation <p>Thinking</p> <ul style="list-style-type: none"> • Recognize that personal interests and strengths can benefit their school and outside community • Develop mastery in differentiating the difference between facts, opinions, and judgments • Use feedback to demonstrate self-reflection and improvement • Set realistic goals for their IEP /SSP or individual planning • Prioritize tasks independently • Develop clear short term and long term visions and goals for the school year and into the future • Identify community and post-graduation support agencies and organizations and develop a contact list • Evaluate effectiveness of strategies being used 	<ul style="list-style-type: none"> • Coping mechanisms toward internal stressors (e.g. suicidal thoughts, family loss) • Strategies to recognize problematic situations • Sources of Information for understanding of self and reflecting on who they are • Stress management techniques that support different individual needs <p>Social Learning</p> <ul style="list-style-type: none"> • The benefits and challenges of cooperative learning • Roles within a community • Responsibilities of roles within a community • People, departments and organizations that share similar resources, interests and goals • Characteristics and attributes that foster a collaborative learning and working environment • The importance of allowing for individual strength based contributions • The similarities and differences of others

Curricular Competencies	Content
<ul style="list-style-type: none">• Develop the aptitudes, attitudes, and achievements that should be represented in their post-graduation goals and plans• Reflect on plans at different steps and make changes when necessary• Recognize the different roles within the school community and how they play a role within the larger school community• Engage in continuous self-evaluation to improve strategies and adapt to different situations	

Big Ideas – Elaborations

Fixed Mindset: (Carol Dweck) This is the premise that learning is driven by fixed traits and that these qualities alone create success without effort. Effort is seen as a weakness. Individuals with a “fixed mindset” believe in the myth that everybody is born with basic qualities (intelligence, various talents) and these cannot be further developed. These individuals tend to avoid challenges, give up easily and maintain a rigid attitude toward success.

Growth Mindset: (Carol Dweck) The premise that learning occurs on a continuum and that success is viewed through a lens of effort instead of outcome. Learners who are not successful have not failed...learning has ‘not yet’ happened. This view emphasizes that resilience in learning is a great accomplishment that leads to improved engagement and success. These learners believe that their most basic abilities can be further developed through dedication and hard work. They accept challenges, analyze their mistakes, are confident in their ability to learn new things and are inspired by other’s successes.

Self-actualization: Self-actualization is the final stage of development in Abraham Maslow's hierarchy of needs. Self-actualization represents the growth of an individual towards fulfillment and full potential, by knowing their core strengths while still being aware of their own limitations ,b y staying focused, and having a personal vision.

Social Learning: People learn from one another through observation, imitation and modeling. It encompasses attention, memory and motivation. Individuals learn new behaviours, values and attitudes through small group instruction and working together. This includes showing respect, understanding and appreciation for others’ contributions and needs in the learning process.

Curricular Competencies – Elaborations

- **Student Support Plan (SSP):** An SSP identifies the strengths and needs of a learner and strategies that can be implemented to support learning. Can be used for students who do not have an IEP (see below).
- **Individualized Education Plan (IEP):** An IEP a plan designed to support learning activities for a student (identified through the Ministry of Education) as having special needs. See “Ministry of Education: Special Education Policy Manual”
- **Executive Functioning :** A set of skills that impact social and academic success. These include bringing necessary school supplies to school/class/work areas. As well, these include an awareness of upcoming activities and the resources and information that will be needed to engage , learn and contribute. Some key executive functions are the ability to manage impuse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization.
- **Self-Regulation:** Self-regulation is the ability to monitor and control one’s own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.
- **Self-Advocacy:** Self- Advocacy is taking control and being in charge of representing one’s own abilities, interests and needs. It includes the ability to speak up for oneself and for things that are important for an individual .

Content – Elaborations

- **Principles of effective self-advocacy:** strategies that identify effective practice when communicating with others about personal needs. Self-advocacy means developing an understanding one's strengths and limitations, developing personal goals, learning how to be assertive (standing up for oneself), and making decisions.
- **Learning Styles:** visual, auditory and kinesthetic, eight types of intelligence
- **Self-regulation** strategies are any techniques that address the needs of the five senses ('sensory diet') and/or assessment of personal elevation or de-escalation needs. Self-regulation involves learning strategies and techniques that address the needs of the five senses; assessment of personal elevation/de-escalation needs; strategies to de-escalate such as mindfulness, zones of regulation, and alert systems.
- **Setting events and triggers:** events that happen before the trigger for the challenging behaviour. They are more global types of events (ex. lack of sleep, illness, medication fluctuations, personal afflictions, poor diet, divorce, death etc).

Recommended Instructional Components:

- Direct teacher based instruction
- Multi-media instruction
- Application and assessment of strategies in relevant subject areas
- Student handouts
- Student learner profile development (facilitated and scaffolded)
- Support and/or IEP program objective and strategies
- Self Assessments

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative 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?
- How 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 assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- *Study Skills for Learning Disabled and Struggling Students* by Stephen Strichart and Charles Mangrum
- *The Teacher's Resource Guide* by Stephen McCarney and Angela Bauer
- *Building Resilience in Children and Teens: Giving Kids Roots and Wings* by Kenneth Ginsburg
- *Whole Schooling and the Circle of Courage* by Michael Peterson and Patricia Taylor
- *Teaching Teens with ADD, ADHD & Executive Function Deficits* by Chris Dendy
- *“Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of British Columbia*
- *How to Differentiate Instruction in Mixed Ability Classrooms* by Carol Ann Tomlinson
- *“Planning and Support for Students with Autism Spectrum Disorder” POPARD*
- *Think Social* by Michelle Winner
- *Reclaiming Youth at Risk* by Larry Bentro, Steve Van Bochern and Martin Brokenleg
- *Strategy Instruction for Students with Learning Disabilities* by Robert Reid and Torri Lienemann
- *SOAR Study Skills Program* by Susan Kruger
- *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* by Stuart Shanker
- *Classroom Strategies for Interactive Learning* by Doug Buehl
- *Teachers Guide to ADHD* by Karen Harris and Steve Graham
- *Strong Teens A Social and Emotional Learning Curriculum* by Kenneth Merrell
- *Growth Mindset* by Carol Dweck
- *Smart but Scattered Teens* by Richard Guare, Peg Dawson, and Colin Guare
- *Grade Smarter Not Harder* by Myron Dueck
- *Scattered Minds* by Gabor Mate

Additional Information:

This course has been adapted from BAA course: “Applications of Learning 10-12”, Maple Ridge (SD#42); 2018 and by the BAA course: “Skills for Success 10-12”, Surrey (SD#36); 2018. Its organizational, instructional and assessment components have been adapted and revised in consideration of the opportunities presented through the redesigned curriculum language and structure.