Locally Developed Course Outline

Learning Strategies 7-8-9 (2023)

Submitted:

March 2023

Course Description:

The focus and philosophy of the Learning Strategies course is to promote student growth and development *to be successful lifelong learners.*

This course is designed to provide students with the essential strategies necessary to begin and continue to develop the skills and attitudes required to engage in lifelong learning both in a school setting and in the broader community. The course strives to encourage students to become more active learners and discover their best learning, thinking and working styles. It is an opportunity to learn how to prepare for assessments, apply and demonstrate their knowledge and skills, become self-advocates, and work towards independence in their learning.

The outcomes of this course incorporate the competencies and Alberta Education's Ministerial Order on Student Learning (#028/2020), as well as supporting *students in gaining the knowledge and skills needed to form the foundations for successful and fulfilling lives, and to make meaningful contributions to their communities and the world.* (Alberta Education Guide to Education May 2023).

- Critical Thinking
- Problem Solving
- Managing Information
- Creativity and Innovation

- Communication Collaboration
- Cultural and Global Citizenship
- Personal Growth and Well-Being

Student Need:

Knowing how you learn, being open to learning new things, and having the ability to approach new opportunities with the tools and confidence to learn is the foundation of lifelong learning. This course gives students a flexible space to explore, refine, strengthen, and reflect on the learning process and make connections to how they learn best. Students will apply the tools and strategies learned in this course to enrich themselves academically and as lifelong learners. It will help students recognize their own strengths while discovering effective learning, thinking, and working styles. A key component of Learning Strategies is to foster accountability and give opportunities to be active participants in their own learning. Throughout the course students will build confidence and motivation to pursue opportunities for success.

Scope and Sequence (Learner Outcomes):

Learning Strategies 7: Learning Strategies 7 introduces students to the learning process and strategies to effectively develop habits that foster lifelong learning. Students will be supported in identifying positive learning environments, engage in a variety of strategies, and can practice them in their daily lives.

Learning Strategies 8: Learning Strategies 8 builds upon the skills from Learning Strategies 7 and allows students to create a plan that is more personal to their individual learning styles. This course encourages students to take a deeper look at who they are as learners and practice strategies that they have selected.

Learning Strategies 9: Learning Strategies 9 introduces students to the psychology behind learning. As students prepare to transition to high school, they will implement learning strategies to help create a successful transition plan and prepare for life beyond high school.

Guiding Questions (General Outcomes):

1. What is the learning process?
2. What is my role in understanding myself as a learner?
3. How do organization, time, and resource management impact learning?
4. How can digital tools and technologies enhance and support learning?

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Learning Outcomes (Specific Outcomes):

What is the learning process?	7	8	9
Explore and discuss different learning styles *(visual, auditory, reading/writing, kinesthetic)*	✔	✔	✔
Identify and evaluate the importance of applying different learning styles to different situations	✔	✔	✔
Explore factors that negatively impact learning (*mental, physical, behavioral, and environmental*)	✔	✔	✔
Explore factors that positively impact learning (*mental, physical, behavioral, and environmental*)	✔	✔	✔
Describe common learning vocabulary *(see appendix)*	✔	✔	✔
Explore the correlation between learning and brain development (*see appendix*)	✔	✔	✔
Describe the correlation between *motivation* and *selective attention* on learning		✔	✔
Define *neuroplasticity* and *metacognition* and the role each plays in learning			✔
Explore research that studied the learning process *(see appendix)*			✔

What is my role in understanding myself as a learner?	7	8	9
Identify and implement strategies that support each learning style *(visual, auditory, reading/writing, kinesthetic)*	✔	✔	✔
Identify factors that hinder individual learning (*mental, physical, behavioral, and environmental*)	✔	✔	✔
Identify and apply strategies to support individual learning (*mental, physical, behavioral, and environmental*)	✔	✔	✔
Identify communication skills that positively impact individual learning *(see appendix)*	✔	✔	
Implement the use of feedback as an essential tool to inform learning progress and set goals *(see appendix)*	✔	✔	✔
Identify and apply a variety of test taking strategies *(see appendix)*	✔	✔	✔
Create a skills inventory to identify individual strengths and areas of challenge		✔	✔
Create and implement an individual learning plan *(see appendix)*	✔	✔	✔

How do organization, time, and resource management impact learning?	7	8	9
Use organizational tools (*agendas and calendars*) to organize academic and social demands	✓	✓	✓
Explore and evaluate strategies for studying and learning *(see appendix)*	✓	✓	✓
Identify methods to find and manage information effectively *(see appendix)*	✓	✓	✓
Evaluate and implement a plan to positively impact individual learning *(organize notes, digital files, locker, in-class, and out-of-class time)*	✓	✓	✓
Demonstrate accountability for individual learning (*see appendix*)		✓	✓
Demonstrate effective application of strategies to individual course work	✓	✓	✓
Develop a transition plan to prepare for the next school year *(see appendix)*	✓	✓	✓

How can digital tools and technologies enhance and support learning?	7	8	9
Explore and apply the features of word processing programs to a enhance text-based product *(see appendix)*	✓	✓	✓
Explore and apply the features of presentation programs to enhance a visual product *(see appendix)*	✓	✓	✓
Explore various forms of assistive technology, including Read & Write for Google and Speech to Text *(see appendix)*	✓	✓	✓
Explore the use of digital spreadsheets to track, analyze, and visualize data	✓	✓	✓
Explore and evaluate the effectiveness of digital organizers (*calendar and agenda*)	✓	✓	✓

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Facilities or Equipment

Facilities

No special facilities are required.

Equipment

No special equipment is required for this course.

Learning and Teaching Resources

No specific learning and teaching resources are required for this course.

Learning Strategies 7-8-9 Appendix

Assessment Standards

Assessment practices will follow board policies (Administrative Procedure 360: *Learning Assessment*).

Suggested Categories and Weightings for Learning Strategies 7-8-9:

- Learning Processes – 25%
- Individual Strategies – 25%
- Resource and Time Management – 25%
- Digital Tools and Technologies – 25%

Sensitive or Controversial Content

There are no sensitive or controversial issues expected with this course.

Issue Management Strategy

Health and Safety

Classroom setting – no unique health and safety issues.

Risk Management Strategy

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Statement of Overlap with Existing Programs

Health and Life Skills 7-8-9

LIFE LEARNING CHOICES: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

L–7.1 develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style
L–7.2 practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations
L–7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community
L–8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest
L–8.2 examine learning priorities, and implement a learning plan
L–8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills
L–9.1 apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
L–9.2 relate the value of lifelong learning to personal success and satisfaction
L–9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
L–9.4 refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

Reasoning For LDC

Health and Life Skills 7-9 has many learning outcomes beyond Life Learning Choices and is often scheduled with not enough time to explore and practice these strategies beyond the health classroom.

Learning Strategies 7-8-9 allows for students to explore further and identify personal learning strategies, as well as the opportunity to practice and build upon these strategies by incorporating other subjects.

School Authority Monitoring and Evaluation

The school's principal will ensure that the outcomes of this course are being met. Teachers will ensure that they are meeting the guidelines under which the course was intended. Instructional Supports will regularly review this Locally Developed Course.

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