

BA Learning Strategies 10

District Name: Kamloops/Thompson

District Number: 73

Developed by: Twin Rivers Education Centre

Date Developed:

School Name: Twin Rivers Education Centre

Principal's Name:

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Learning Strategies 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 100

Prerequisite:

Students will be identified through School Based Team, Learning Centre, and/or Counsellor

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies for successful reading, research, and writing across the curriculum. It will also explore study skill strategies, and organizational / time management strategies.

Learning Resources:

Since this course focuses on skills and strategies, a variety of teaching resources can be used. These could include the following:

Magazines

Newspapers

Short Stories

Textbooks across the curriculum

Novels

Anita Archer series

Listening and Speaking exercises
Reading Drills
Sentence and Paragraph Frameworks
Graphic Organizers
Reading 44
IRPs
Daily Planners
Video and audio tapes related to subject curriculum

RATIONALE:

To empower students to achieve optimum success in school, it is essential that they have an understanding of themselves as a learner. This course will enable students to become more effective and independent learners. It will enable students to become their own advocate, achieve their educational and career objectives as well as develop the flexibility to deal with change. It will be a foundation for successful graduation and life-long learning.

**CURRICULUM ORGANIZATION AND LEARNING OUTCOMES:
(Percentage of Time)**

1. Organization and Time Management Skills (25%):

It is expected that the student will:

- Manage time and stress
- Focus and pay attention to instruction
- Consistently use an agenda
- Keep track of all assigned work
- Take responsibility for missed assignments
- Organize projects in reasonable chunks
- Maintain organized binders
- Recognize time commitments
- Organize and effectively manage time to fulfill all commitments
- Schedule and set goals
- Make effective use of class time
- Seek help when needed
- Complete assignments on time
- Study for tests at home
- Organize an effective homework and study area at home
- Use visual organizers
- Use effective methods to address time management on tests

2. Learning and Study Skills (25%):

It is expected that the student will:

- Complete a Learning Style Inventory
- Complete a Multiple Intelligence Inventory
- Understand his/her own strengths and challenges as a learner
- Set realistic goals
- Reflect on progress often
- Know who he/she is as a learner
- Be a self-advocate
- Exhibit behaviours that demonstrate accountability
- Contribute to classroom discussions
- Demonstrate a commitment to personal goals
- Seek help from subject teachers
- Use effective problem-solving skills
- Resolve conflict constructively
- Develop effective listening skills
- Use active listening skills
- Develop effective speaking skills
- Make and use effective study guides
- Effectively use reference materials (library, dictionary, internet etc.)
- Effectively use textbook features such as table of contents, glossary, appendices, visual aids etc.
- Use the Cornell Method of taking notes
- Understand test anxiety and ways to overcome it
- Use effective test preparation and test taking strategies
- Understand the various types of test questions (eg. Multiple choice, True and False, Matching, Short Answer, Essay)
- Understand vocabulary commonly used on tests
- Learn how physical factors such as nutrition, sleep habits, exercise affect memory and learning
- Use effective memory strategies such as Mnemonics

3. Reading and Writing Skills (50%):

It is expected that the student will:

- Develop prereading strategies
- Learn to read critically
- Read for enjoyment
- Comprehend what is read
- Improve comprehension skills
- Use context cues for understanding
- Use the KWL Strategy (what do you know; what do you think you'll learn; what did you learn)
- Take effective notes from a textbook
- Take effective notes from a lecture or video
- Use the SQ3R reading method (survey, question, read, recite, review)
- Use other strategies to increase comprehension (eg. RAP, Multipass, SNIPS, PQ4R, REAP, PARTS)

- Understand vocabulary across the curriculum
- Understand low level and high level questions
- Use effective questioning strategies
- Know the basics of written assignments (eg. Prewriting and drafts, revising, proofreading)
- Use graphic organizers in writing
- Write with the reader in mind
- Understand and use transitional words and phrases
- Use effective proofreading skills
- Write a five-paragraph essay
- Articulate the difference between the expository and persuasive essay
- Research and write effective papers
- Understand and avoid plagiarism
- Write effectively

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

EVALUATION:

Assessment methods could include:

- teacher observation based on established rubrics / rating scales
- student self evaluation
- rubrics
- student reports
- written assignments
- student conferences
- group work assessment
- progress checks (eg. Binders, daily planner, assignments)
- checklists

- student log
- rating scales
- tests, quizzes
- application of skills and strategies

Weighting:

Formative Assessment: 75%

Summative Assessment: 25%