


Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Ian Hauen, Heather Ramsden and Tess Webber	Date Developed: April 2, 2018
School Name: Education Services	Principal's Name: Jacob Sol
Superintendent Approval Date (for School Districts only): April 6, 2018	Superintendent Signature (for School Districts only) 
Board/Authority Approval Date: June 20, 2018	Board/Authority Chair Signature:
Course Name: Skills for Success 10	Grade Level of Course 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

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

Special Training, Facilities or Equipment Required:

Current requirements met in SD36 qualification handbook.

Course Synopsis:

The course is designed to help students develop skills to become successful and engaged learners and adults. Students will use and transfer acquired skills to relevant post-graduation opportunities.

Goals and Rationale:

SFS 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.

SFS 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/PLP objectives and strategies.

SFS 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.

SFS 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 strategies and skills as applied to learning
- develop an understanding of study and learning techniques based on learning styles
- demonstrate 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
- receive support and monitoring for learning strategies and objectives in a personal learning plan or IEP/PLP
- develop goal setting skills

Aboriginal Worldviews and Perspectives:

(Referenced from “Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of BC

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. SFS 10 incorporates these views and perspectives within its course objectives.

- A positive learner-centered approach: SFS 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’ rather than on learning challenges (‘stretches’) and difficulties.
- Emphasis on identity: SFS 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 does he or she 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 SFS 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: SFS 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: SFS 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 SFS students to explore community integration options in order to become well-rounded citizens and, ultimately, contributing members of society.
- Connectedness and Relationships: There’s more involved to education and learning than just doing your homework. It’s about making meaning out of your life, finding value. SFS 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.

BIG IDEAS

<p>Learning Styles Everyone learns differently</p>	<p>Mindset ‘Fixed’ vs. ‘Growth’ Success is a process Learning doesn’t stop post-graduation</p>	<p>Social-Emotional Awareness Recognition and understanding of self-actualization is fundamental to growth</p>	<p>Cooperative Learning Everyone has a role in and a responsibility for building community connections</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 • Recognize the need for a healthy balance between school and other life activities • Demonstrate resilience when faced with challenges or obstacles • Develop fortitude and 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 • Accepting challenging feedback in difficult situations <p>Planning to Plan</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 	<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: kinesthetic, auditory, visual • Effective strategies that support different learning styles • Principles of effective self-advocacy • The definition of self-regulation and different strategies • That each person can have a different definition of ‘learning success’ • How to recognize and respond to various types of assessment questions and formats <p>Mindset</p> <ul style="list-style-type: none"> • Difference between ‘fixed’ and ‘growth’ mindset • How different mindsets have an impact on learning • That multiple steps are required to complete a task

- Investigate and gather information about post-secondary options to develop a plan

Learning Strategies and Skills

- Independently use problem-solving strategies
- Set realistic goals in challenging areas of learning
- Identify and implement strategies that support personal needs in the areas of:
 - organization
 - self-advocacy
 - test-taking
 - studying
 - personal planning
 - **self-regulation**
 - time management
 - demonstration of learning
 - **preparedness**

Cooperative Learning and Planning

- Showing 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

Communication

- Identify their learning profile
- Describe and independently use strategies that work best for their learning style
- **Self-advocate** with teaching staff and community contacts
- Enhance verbal and/or **nonverbal communication**
- Explain how physical factors such as nutrition and sleep affect participation and output in all areas
- Demonstrate professionalism and respect for all peoples and an ongoing openness to learn
- Evaluate and apply previously learned strategies
- Independently apply study strategies and skills

- How to follow the steps laid out by a teacher
- That what is learned today has importance for future learning

Socioemotional Awareness

- The various sources of stress/anxiety and reducing worries through diet and lifestyle choices
- Possible setting **events and triggers** for anger and strategies to lessen anger
- Various items for a 'toolbox' to be used for stressor events: cue cards, journal, fidgets, etc.
- The correlation between positive, appropriate friendships and general well-being/ success
- Awareness personal safety: recognizing the warning signs of external threats to the personal safety of self and others (harassment, sexual/verbal abuse, etc.)
- Various skills or coping mechanisms toward internal stressors (e.g. suicidal thoughts, family loss)
- How to recognize various problems
- The importance of understanding of self and reflecting on who they are
- Various stress management techniques that support different needs
- **Self-regulation**

Cooperative Learning

- The benefits and challenges of cooperative learning
- Examples of various roles within a community
- Examples of various responsibilities of the roles within a community
- Various people, departments and organizations that share similar resources, interests and goals
- Characteristics and attributes that foster a cooperative learning and working environment

- 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

- The importance of allowing for individual strength based contributions
- How to recognize similarities and differences of others

Thinking

- Be aware 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**
- 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
- Identify 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-reflection to improve oneself and adapt to different situations

Big Ideas – Elaborations

Fixed Mindset: (Carol Dweck) the premise that learning is driven by intelligence and talent (fixed traits) and that these qualities alone create success without effort. Effort is seen as a weakness. Carol Dweck identifies ‘fixed mindset’ as a faulty way to view learning

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.

Self-actualization: Self-actualization is the final stage of development in Abraham Maslow's hierarchy of needs. This stage occurs when a person is able to take full advantage of his or her talents while still being mindful of his or her limitations.

Cooperative Learning: The instructional use of small groups of students so they can work together to maximize their own and each other's learning. This includes showing a respect, understanding and appreciation for others' contributions and needs in the learning process.

Curricular Competencies – Elaborations

- **Personalized Learning Plan (PLP):** 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):** 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”
- **Preparedness:** bringing necessary school supplies to school/class/work areas. Also the awareness of upcoming activities and the resources and information that will be needed to engage and learn
- **Self-Regulation:** the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.
- **Self-Advocacy:** taking control and being in charge of representing one's own abilities, interests and needs.

Content – Elaborations

- **Principles of effective self-advocacy:** strategies that identify effective practice when communicating with others about personal needs
- **Learning Styles:** visual, auditory and kinesthetic
- **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. Specific strategies are available to be taught: examples include 'mindfulness', 'zones of regulation', and the 'alert system'
- **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
- Interactive 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

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?
- 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 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:

- ***Teaching the Tiger*** by Marilyn Dornbush and Sheryl Pruitt
- ***Learning Disability Intervention Manual*** by Tephden McCarney and Angela Bauer
- ***Skillstreaming the Adolescent*** by Goldstein & McGinnis
- ***Learning to Learn*** by Gloria Frender
- ***“Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward”*** (2015) Province of British Columbia
- ***101 School Success Tools for Students with ADHD*** by Jacqueline Iseman, Stephen Silverman, and Sue Jeweler
- ***How to Differentiate Instruction in Mixed Ability Classrooms*** by Carol Ann Tomlinson
- ***“Planning and Support for Students with Autism Spectrum Disorder”*** POPARD
- ***Crash Course in Study Skills*** by Marty Soper
- ***Ready to Use Resources for Mindsets in the Classroom*** by Mary Cay Ricci
- ***Worksheets for Teaching Social Thinking and Related Skills*** by Michelle Garcia Winner
- ***Calm, Alert, and Learning: Classroom Strategies for Self-Regulation*** by Stuart Shanker
- ***Classroom Strategies for Interactive Learning*** by Doug Buehl
- ***Differentiating by Student Interest: Practical Lessons and Strategies*** by Joni Turville
- ***Growth Mindset*** by Carol Dweck
- ***Growth Mindset Coach: A Teacher’s Month By Month Handbook for Empowering Students to Achieve*** by Annie Brock and Heather Hundley
- ***Grade Smarter Not Harder*** by Myron Dueck

Additional Information:

This course has been adapted from BAA course: “Applications of Learning 10-12”, Maple Ridge (SD#42); 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.