



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

EDUCATION COMMITTEE NOTES

Held on Wednesday, February 27th, 2019 from 2:30-4:00 p.m.
At the School Board Office, Gibsons, B.C.

PRESENT: TRUSTEES: Amanda Amaral (Committee Chair), Pammila Ruth, Sue Girard,
Tonya Ste. Marie (via conference call), Stacia Leech

STAFF/OTHERS: Patrick Bocking, Superintendent; Vanessa White, Director of
Instruction; Paul Bishop, Director of Instruction; Glen Smith, Principal; Erica
Reimer, Executive Assistant (Recording Secretary)

REGRETS: Carolyn Spence, Principal; Jacquie Shelemey, SCTA President

The meeting was called to order at 2:35 p.m.

1. Goal 1.c. – Math

Our students will achieve the mathematical skills required for academic and life success.

Glen Smith, Principal at Madeira Park Elementary and co-chair to the district's math committee, provided a report and demonstrated ways in which math is taught at the primary level. Principal Smith reported that the district math committee has established four goals:

- To increase the number of students/educators/parents who have positive attitudes and experience with mathematics,
- To explore ways to further extend math into the community (i.e.: place based learning, field trips, parents & community guests, etc.),
- To continue to build a math culture intensely focused on improving math results,
- To improve students' ability to understand and communicate mathematical skills and concepts.

2. Goal 2.f. – Leaders

Our staff will be leaders in their field.

Superintendent Bocking, Director White and Director Bishop reported on the many ways that staff display leadership by:

- Taking on leadership roles as committee chairs,
- Representing the district at educational forums,
- Providing support to colleagues,
- Initiating new projects and ideas, and
- Creating a culture of care.

3. Board / Authority Authorized Courses:

- a. Psychology 11
- b. Psychology 12
- c. Applications for Learning 11
- d. Applications for Learning 12

Director Bishop presented the BAA courses for review. After reporting on timelines, Director Bishop noted that the ministry has recently required that boards' review their existing BAA courses and revise as needed to meet the new curriculum. These courses present the last of those being reviewed. The courses have been re-written and reflect the changes to the curriculum for grades 11 and 12, including core competencies.

RECOMMENDATION:

"That the following Board / Authority Authorized (BAA) Courses be approved:

- Psychology 11,
- Psychology 12,
- Applications for Learning 11, and
- Applications for Learning 12."

4. Regulation for Review:

a. Regulation 2020 – Cell Phone Use (to be repealed)

The regulation is being repealed as the use of cell phones while operating a vehicle is prohibited under the *Motor Vehicle Act*. The Fleet Safety and Maintenance Plan also clearly prohibits the use of cell phones, including hands free and other electronic devices, while operating a vehicle on behalf of the district.

b. Regulation 1310 – Student Reporting

Superintendent Bocking spoke to the ministry's reporting order, which has been included verbatim in the updated Student Reporting regulation. Superintendent Bocking described the ministry's reporting requirements, which offer teachers two options for reporting on student achievement. Superintendent Bocking noted that, for certain grades, teachers who choose to report using an alternative methods (i.e.: FreshGrade) must provide a letter grade if a parent requests one.

c. Regulation 3290 – Weapons (to be repealed)

Language specific to weapons in schools has been included in the updated version of Regulation 3060 – Emergencies, which was reviewed at the Operations Committee meeting taking place in February. As such, regulation 3290 – Weapons is being repealed.

The meeting adjourned at 4:04 p.m.



**Board/Authority Authorized Course Framework Template
Psychology 11**

School District/Independent School Authority Name: Sunshine Coast School District #46	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Glen MacPherson	Date Developed: January, 2019
School Name: Elphinstone Secondary	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None.

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, regular student access to internet-connected computers.

Course Synopsis: Psychology 11 presents an introduction to the history of Psychology, the science of human behaviour and experience, its key concepts, procedures, findings and theories. This course samples the field of psychology with an overarching goal of introducing students to the how and why of human thought and behaviour with an emphasis on regularly connecting what they have learned to their daily lives.

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a formal research study which includes: reading and presenting the background to the topic, reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings
- Understand modern approaches to memory, learning, testing, and intelligence
- Develop an understanding of adolescent psychological development
- Develop an understanding of effective coping and wellness strategies for dealing with stress, anxiety, and depression
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of consciousness, including sleep, dreaming, meditation, and hypnosis
- Provide an overview of Social Psychology and its key variables and features

Psychology 11 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 11 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

BIG IDEAS

Understanding and approaching the study of Psychology as a unique and evolving **social science**.

Understanding the application and benefit of Psychology to one’s life and relationships.

Understanding the causes, manifestations, and treatments of **mental disorders**.

Understanding the stages and cyclical nature of the **research process**.

Understanding that stress, anxiety, and maladaptive functioning can be ameliorated through psychotherapy and lifestyle changes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following::</i></p> <ul style="list-style-type: none"> • Define Psychology, state its scientific underpinnings and discuss its history, development, and applications • Use the scientific method to distinguish science from pseudo-science, and to investigate hypotheses and speculations. • Discuss major issues in memory, learning, and psychological testing • Assess the effects that biological and environmental factors can have on socio-emotional development • Demonstrate a working knowledge of major mental disorders, including their complexity, causes, and treatments • Discuss major components of childhood and adolescent development • Provide an overview of Social Psychology, including its major features and variables • Conduct a formal psychological research study 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify techniques used to gather information about behaviour and how to analyze the information • States of consciousness in psychology • Understand psychoactive drugs and their effects • Types of memory and memory techniques • Types of intelligence and intelligence testing • Understand the stage theories of developmental, cognitive, psychosocial, and moral theories • Understand social dimensions of behaviour, group processes, and social influence. • Understand common characteristics of abnormal behaviour and their major categories.

Big Ideas – Elaborations

social science: Psychology is the science of behaviour and mind. It is a unique amalgam of the classical Scientific Method and careful observation of human behaviour, informed by social, cultural, and historical norms. It recognizes the massive complexity and unpredictability of human beings and the changing societies in which they live.

mental disorders: - an examination, guided by the DSM 5 and peer-reviewed research, of the major mental disorders affecting members of society, with an emphasis on depressive-related and anxiety-related disorders. Includes causes, manifestations, and treatments.

research process: - the formation of research questions, reliance on evidence-based research literature, research design, the gathering and analysis of data, and the presentation of knowledge claims.

Curricular Competencies – Elaborations

- **applications:** the applications of Psychology include psychotherapy, vocational and aptitude testing, relationship counselling, school counselling, identifying learning disabilities, and institutional wellness
- **pseudo-science:** the use of scientific-sounding language and trappings to masquerade as legitimate science
- **adolescent development:** includes the physical, sexual, and emotional development of the adolescent phase of life
- **Social Psychology:** the study of the forces and features in human groupings, with an emphasis on conformity, propaganda, and groupthink
- **formal psychological research:** includes the formation of research questions, the evaluation of evidence-based, peer-reviewed research, research ethics, the gathering and analysis of data, and the presentations of the final research product

Content – Elaborations

- **consciousness:** our state of awareness and its qualities; includes sleep, dreaming, sleep disorders, meditation, hypnosis, and stress reduction methods
- **drugs:** substances taken medically or recreationally that affect the typical functioning of the mind and body, including, but not limited to: anti-depressants, anti-anxiolytics, alcohol, cannabis, caffeine and stimulants in general, barbiturates, and opiates.
- **memory:** includes discussion short-term and long-term memory, amnesia, automaticity, and specific techniques for memorization including word chunking, mnemonics, visual association, and over-learning
- **intelligence:** includes the history of intelligence testing, multiple intelligences, the abuses and misuses of IQ testing, and emergent conceptions of intelligence
- **abnormal behaviour:** includes maladaptive function and behaviours that negatively impact social, financial, and familial life - stemming from primary mental disorders and/or personality disorders

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations
- Educational Games

Recommended Assessment Components:

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer

communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and ultimately summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

Learning Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The Canadian Psychological Association Website.

Additional Information: None.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #46 (Sunshine Coast)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Glen MacPherson	Date Developed: January, 2019
School Name: Elphinstone Secondary	Principal's Name: John Brisebois
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): It is preferable that the student has taken an introductory course, such as Psychology 11 (BAA).

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, and regular student access to internet-ready computers.

Course Synopsis: Psychology is the science of mind, giving insight into our cognition, behaviour, and emotions. Psychology 12 builds on and extends the foundation created in Psychology 11, preparing students for the formal study of Psychology at the college and university level. The foci of this course are relationships and their dynamics, a rigorous examination of depression and anxiety-related disorders, the applications of psychology including psychotherapy, and the production of a formal piece of psychological research. This course aims to teach students how to use psychology to improve their lives and the lives of others.

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, major schools of thought and their important theorists, and significant scientific experiments.
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by conducting a formal research study which includes: formulating a research question, locating and reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings.
- Develop a comprehensive understanding of depression-related and anxiety-related disorders: their causes, manifestations, and treatment.
- Develop an understanding of relationship dynamics as they operate in platonic friendships, romantic partnerships, and familial groupings.
- Develop an understanding of how Psychology is applied in psychotherapy, experimental research, counselling, education, and in governmental and military contexts.
- Develop an understanding of how psychological research and practice can be applied to benefit individuals and society.

Psychology 12 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 12 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

Course Name:

Grade:

BIG IDEAS

Understanding **Relationship Dynamics** and how they affect friendships, family life, and partnered relationships.

Understanding how the **research process** generates knowledge claims in Psychology.

Understanding the causes, manifestations, and treatments of the most prevalent **mental disorders** affecting teenagers.

Understanding how the principles of Psychology inform the **applications of Psychology**

Understanding how **psychotherapy** can help individuals achieve higher states of functioning - emotionally, socially, and vocationally.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Research and the Scientific Method:

- Distinguish science from **pseudo-science**
- Evaluate the validity of knowledge claims by using the **Scientific Method** to design studies and experiments
- Use evidenced-based literature to design and generate an original and formal piece of psychological research

Relationships:

- Discuss the major features and variables involved in the dynamics of relationships: platonic, romantic, and familial
- Discuss the sources and statistics surrounding cohabitation, marriage, and divorce in Canada
- Discuss the principles of relationship counselling and conflict resolution

Mental Disorders:

- Provide a good working knowledge of the causes, manifestations, and treatments of depressive and anxiety-related disorders as described in the **DSM 5**.

Applications:

- Summarize the main applications of psychology: therapy, aptitude and career testing, advertising, experimental psychology, and governmental and military uses.

- Summarize the major **Schools of Psychology** - their fundamental assumptions, notable figures, and how they inform present day psychological treatment.

Students are expected to know the following:

- The signs and indicators of fraudulent knowledge claims and pseudo-science
- **Heuristics** for evaluating the quality of evidence-based research literature
- The stages of the **research cycle**
- The diagnostic criteria for **depressive** and **anxiety**-related disorders
- The important role of physical exercise and lifestyle changes in the treatment of mental disorders
- How conformity and propaganda can shape behaviour in beneficial and non-beneficial ways.
- How social groupings can result in social facilitation, social loafing, seeding, and attribution
- The main sources of conflict in relationships and methods used to reduce that conflict

Big Ideas – Elaborations

Relationship Dynamics refer to the formation of friendships and romantic partnerships, conflict resolution, goal setting, parenting, and the evolution of relationships throughout life.

research process: the formation of research questions, evaluation of extant research, qualitative and quantitative research design, searching full text databases, research ethics, and the presentation of completed research.

mental disorders: includes an overview of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5), the concept of maladaptive behaviours, and an overview of the major mental and emotional disorders affecting members of society.

Applications of Psychology includes corporate, governmental, and institutional propaganda, early screening for learning disabilities, aptitude and ability testing, and military psychological warfare.

psychotherapy: an examination of the assumptions and traditions undergirding the major schools of psychology, the cognitive tradition, the role of psychotropic medication, and the increasing role of adjunct therapies and techniques.

Curricular Competencies – Elaborations

- **pseudo-science:** the use of scientific-sounding language and trappings to masquerade as legitimate science
- **Scientific Method:** testable versus non-testable claims, blind and double-blind controlled experiments, causation versus correlation, isolating variables, identifying confounding variables
- **DSM 5:** Diagnostic and Statistical Manual for Mental Disorders (DSM 5) - the primary legal and medical document surrounding the diagnosis and treatment of mental disorders
- **Schools of Psychology:** Behaviourism and Radical Behaviourism, Gestalt Psychology, Humanism, Cognitive Psychology, Adler, Psychoanalysis, and Functionalism

Content – Elaborations

- **Heuristics:** generalized approaches, methods, and “rules of thumb” for arriving at reasonably valid conclusions
- **depressive:** includes Major Depressive Disorder, Bipolar Disorder, Seasonal Affective Disorder (SAD), Postpartum Depression
- **anxiety:** includes Generalized Anxiety Disorder, Specific Phobia, Agoraphobia, Panic Disorder, Obsessive-Compulsive Disorder
- **research cycle:** formulating research questions, locating and evaluating evidence-based, peer-reviewed literature, design studies, gathering, analyzing, and presenting data, presenting conclusion, and returning to stage of formulating new research questions.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Brainstorming
- Reading and writing
- Written assignments
- Peer Teaching
- Experiential Learning
- Independent Research
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

Learning Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The American Psychological Association (APA) Website.

Additional Information: None.



**Board/Authority Authorized Course Framework Template
Applications for Learning 11**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:

This course may build on skills developed in Applications for Learning 10 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

“tap” into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district’s needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 11 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNEESC (First Nations Education Steering Committee) should be observed:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Students will understand and develop their own learning styles and study skills.

Students will develop skills in working cooperatively and independently.

Students will create goals and see them through to completion.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is “just showing up.” •Maintain the appropriate record-keeping tools to accurately record homework from each class with specific details •Keep binders and instructional material organized •Demonstrate appropriate work readiness and time management during Apps for Learning time •Utilize various study skills as presented in class (study techniques, online strategies, etc.) •Use graphic organizers and other remediation strategies learned to enhance demonstration of knowledge skills and abilities when necessary •Demonstrate the ability to follow daily routines. •Develop an understanding of and describe their learning disability/style •Describe how their own learning style affects their learning •Use appropriate language to describe their learning profile •Demonstrate the appropriate steps to become an effective self-advocate 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •How to set realistic goals in challenging areas of learning. •A variety of reading comprehension skills and strategies to help with their own reading •How to draft, edit and produce a final copy of written work •How to create a plan and show time management strategies for large project work •The definition of the term “self-advocate” •Their own learning style and how best to tap into their own mode of learning •Various study skills and learning strategies in regular classrooms •Know the difference between being assisted and enabled as a student

- Investigate how best to approach their learning style and record successful strategies.
- Work independently and collaboratively as a part of a group
- Plan for self-advocacy with subject and contact teachers, EA's, counselors, principals when necessary regarding their learning style
- Participate in setting personal goals and objectives in their IEP if applicable.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Use appropriate "think-pair-share" reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress
- Create opportunities to enhance their learning and to enrich their learning building on the skills they have acquired.

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites

time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

study skills – test taking strategies, online study tools, small study groups, etc.

graphic organizers – venn diagram, chart, divided pages, concept map, story map, web diagram etc.

learning profile - identifying and noting their strengths, weaknesses, and preferences

self-advocate – the ability to ask for help with and promote one's own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one's own learning

Recommended Instructional Components:

- Direct teacher based information
- One on one peer and teacher based instruction
- Collaborative group work

- Modeling
- Brainstorming
- Video/audio recordings
- Computer research
- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative – 50% - practical application – working in LC classroom or library, computer assisted learning, assignments

Summative – 50% - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- assessments on reports
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills
- application of skills and strategies in daily work and tests

- application of skills and strategies in other subject areas
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports
- student-teacher conferences
- feedback for demonstrated self-advocacy
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs
- binder/homework etc. checks

Learning Resources:

Textbooks and other resources by subject

Video and audio materials related to subject curriculum

Google accessibility apps

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access

Additional Information:



**Board/Authority Authorized Course Framework Template
Applications for Learning 12**

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 12
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:

This course may build on skills developed in Applications for Learning 11 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

“tap” into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district’s needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 12 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNEESC (First Nations Education Steering Committee) should be observed:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.

Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.

Students will understand and develop their own learning styles and study skills.

Students will develop skills in working cooperatively and independently.

Students will create goals and see them through to completion.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> •Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is “just showing up.” •Maintain the appropriate record-keeping tools to accurately record homework from each class with specific details •Keep binders and instructional material organized •Demonstrate appropriate work readiness and time management during Apps for Learning time •Utilize various study skills as presented in class (study techniques, online strategies, etc.) •Use graphic organizers and other remediation strategies learned to enhance demonstration of knowledge skills and abilities when necessary •Demonstrate the ability to follow daily routines. •Develop an understanding of and describe their learning disability/style •Describe how their own learning style affects their learning •Use appropriate language to describe their learning profile •Demonstrate the appropriate steps to become an effective self-advocate 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •How to set realistic goals in challenging areas of learning. •A variety of reading comprehension skills and strategies to help with their own reading •How to draft, edit and produce a final copy of written work •How to create a plan and show time management strategies for large project work •The definition of the term “self-advocate” •Their own learning style and how best to tap into their own mode of learning •Various study skills and learning strategies in regular classrooms •Know the difference between being assisted and enabled as a student

- Investigate how best to approach their learning style and record successful strategies.
- Work independently and collaboratively as a part of a group
- Plan for self-advocacy with subject and contact teachers, EA's, counselors, principals when necessary regarding their learning style
- Participate in setting personal goals and objectives in their IEP if applicable.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Use appropriate "think-pair-share" reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress
- Create opportunities to enhance their learning and to enrich their learning building on the skills they have acquired.

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites

time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.

study skills – test taking strategies, online study tools, small study groups, etc.

graphic organizers – venn diagram, chart, divided pages, concept map, story map, web diagram etc.

learning profile - identifying and noting their strengths, weaknesses, and preferences

self-advocate – the ability to ask for help with and promote one's own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one's own learning

Recommended Instructional Components:

- Direct teacher based information
- One on one peer and teacher based instruction
- Collaborative group work

- Modeling
- Brainstorming
- Video/audio recordings
- Computer research
- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative – 50% - practical application – working in LC classroom or library, computer assisted learning, assignments

Summative – 50% - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input
- Assignment/test completion
- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work
- independent work
- self-assessment

Other:

- assessments on reports
- assessment of successful application of study skills
- thoroughness of organization and recordkeeping
- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills

- application of skills and strategies in daily work and tests
- application of skills and strategies in other subject areas
- self-monitoring of skills and strategies
- self-advocacy

Assessment Methods:

- teacher observation
- student reports
- student-teacher conferences
- feedback for demonstrated self-advocacy
- checklists
- rubrics, teacher and student gathered
- rating scales
- teacher logs
- binder/homework etc. checks

Learning Resources:

Textbooks and other resources by subject

Video and audio materials related to subject curriculum

Google accessibility apps

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access

Additional Information: