

COURSE OUTLINE – APPLICATIONS FOR LEARNING 8-10



Course Overview & Expectations:

The emphasis of this course will be placed on familiarizing yourself and implementing the skills required to be an effective learner. **Approaches to Learning (ATL)** are the tools that will help you recognize how you learn. Through lessons, activities, reflections and support you will build, strengthen and understand your own unique learning style.

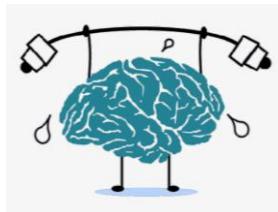
In addition, you will strengthen your ATL skills and make sure that you feel prepared and ready for all of your academic classes. We will be using activities and projects in this classroom to practice self-management, organization, communication, and problem solving skills, as well as developing individual programs that will help you develop your skills in all academic areas.

Learning:

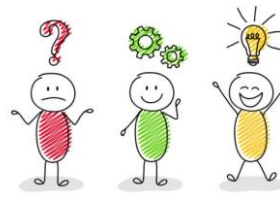
Through engaging with this course, students should UNDERSTAND...



Learning how to learn prepares us to be lifelong learners who can adapt to new opportunities



Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals



Understanding that success can be achieved if one knows what needs to be done in order to be successful



Learning effective habits and skills can support self-directed learning

Through engaging with this course, students will KNOW...

- What their learning profile is
- Why the learning process has been such a challenge for them
- What it is about a specific task/assignment that makes it more challenging for them
- What specific part(s) of a task/assignment need to be adapted for completion to be successful
- How they will get a task done, including any necessary adaptations, and how long it will take them to get the task done
- Develop the skills required to map out a step-by-step plan for completion for all assigned tasks
- Whether or not they are reaching the goal that has been established for them
- What it means to be a self-advocate and how to do it successfully within the confines of an educational setting
- How to work independently and in a group
- How they plan on reaching the goals/objectives that has been set for them
- Why they are using a certain strategy and have evidence of its effectiveness in the past

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	EXAMPLES
Executive Functioning	<ul style="list-style-type: none"> - Incorporate study skills, organization and time management strategies in regular classes - Keep track of all assigned work in some organizational nature (agenda book, app, cell phone) - Keep their binders organized - Complete work from the regular classroom - Prepare for the writing of quizzes and tests - Be assessed periodically to determine gains in use
Developing and learning about unique individual learning profile	<ul style="list-style-type: none"> - Develop an understanding of and describe their learning profile - Participate in setting personal goals and objectives - Implement strategies for personal development of skills in areas of learning that are of concern for them - Receive assistance utilizing these strategies - Recognize their unique learning style and how to “tap” into it - On a daily basis work on strategies to build and improve themselves in areas of weakness - Advocate for themselves and articulate what their learning profile looks like
Working in multiple environments	<ul style="list-style-type: none"> - Develop the ability to work both independently and cooperatively with all staff, peer tutors, students - Frequently communicate with their LAC teacher to keep him/her informed of how things are going - Ask for help from their classroom teacher when there is something they do not understand and/or to seek clarification
Reflection and self-assessment	<ul style="list-style-type: none"> - Learn to reflect on work that has been done and provide self-assessment on said work - Give their 100% best each class and reflect on this at the end of each class - Set realistic goals for themselves (short and long term) and self-assess when necessary - Reflect on their efforts towards reaching the goal(s) that has been established by them

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Category Skill indicator	Examples
Thinking skills	Lessons and activities specifically targeting the development of critical thinking, creative thinking, and problem-solving skills.
Social skills	Structured group activities, projects and games.
Communication skills	Targeted reading and writing interventions, workshops in utilizing assistive communication technologies,
Self-management skills	Daily goal setting and reflecting practice. Teaching organization and emotional-regulation strategies. Promotion of self-advocacy
Research skills	Passion projects, inquiry projects, explicit research practice activities.

Assessment:

Throughout this course, students will demonstrate their learning...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment as learning, or assessment for learning. Formative assessments could include;	Summative assessment is assessment of learning. Summative assessments could include;
Organizational skills and attitudes towards work Collaborative skills Communication Information literacy Reflection Problem-solving and thinking skills Subject-specific and interdisciplinary conceptual understanding	Each term your grade will be based on your individual achievement and daily performance with the ATL lessons and activities. Activities and lessons will be based on the following criteria: Daily assessments, check-ins, evaluation of progress towards daily goals	year-end IEP meetings, interviews with students, student reflections

Assessment Rubrics:

Criterion A: Communication Skills & Social Skills

Collaboration, Communication, and Media & Information Literacy

Achievement Level	Proficiency Scale	Level Descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. Works in a limited way with peers and support staff. i. Minimally exchanges thoughts, messages and information through interaction. i. Inappropriately interacts with media.
3-4	Developing	i. Works adequately with peers, teachers, and support staff. i. Adequately exchanges thoughts, messages and information through interaction. i. Adequately interacts with media.
5-6	Proficient	i. Works competently with peers, teachers, and support staff. i. Exchanges thoughts, messages and information competently through interaction. i. Competently interacts with media.
7-8	Extending	i. Works effectively with peers, teachers and support staff. i. Exchanges thoughts, messages and information effectively through interaction. i. Perceptively interacts with media in a sophisticated manner.

Criterion B: Organizational Skills

Time, Task, and Materials Management

Achievement Level	Proficiency Scale	Level Descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. Rarely develops and implements time management strategies independently. ii. Minimally organizes academic tasks and rarely completes them independently. Tasks demonstrate a minimal degree of coherence and logic . iii. Rarely prepares materials and uses them with little independence.
3-4	Developing	i. Adequately develops and sometimes implements some time management strategies independently. i. Adequately organizes academic tasks and sometimes completes them independently with some degree of coherence and logic . i. Adequately prepares materials and uses them with some support.
5-6	Proficient	i. Competently develops and implements sufficient time management strategies independently. i. Competently organizes academic tasks and often independently completes them in a coherent, logical manner. i. Competently prepares materials and uses them competently with little support.
7-8	Extending	i. Perceptively develops and implements sophisticated time management strategies independently. i. Effectively organizes academic tasks and independently completes them in a sustained, coherent, and logical manner. i. Thoroughly prepares materials and uses them effectively without support.

Criterion C: Self-Regulation Skills

Self-Advocacy, Perseverance & Persistence, and Emotional Management

Achievement Level	Proficiency Scale	Level Descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. Rarely articulates learning needs. i. Rarely practices perseverance and persistence. i. Rarely manages emotions.
3-4	Developing	i. Sometimes articulates learning needs. i. Adequately practices perseverance and persistence. i. Sometimes manages emotions.
5-6	Proficient	i. Often articulates learning needs. i. Competently practices perseverance and persistence. i. Sufficiently manages emotions.
7-8	Extending	i. Consistently articulates learning needs. i. Effectively practices perseverance and persistence. i. Consistently manages emotions.

Criterion D: Thinking & Reflecting

Self-assessment, Development of ATL Skills, and Transfer Skills

Achievement Level	Proficiency Scale	Level Descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. Rarely identifies strengths and weaknesses of personal learning strategies independently. i. Rarely interacts with ATL skills independently. i. Makes little use of skills and knowledge.
3-4	Developing	i. Adequately identifies strengths and weaknesses of personal learning strategies with some support. i. Sometimes interacts with ATL skills with some degree of independence and evaluates their effectiveness. i. Makes use of skills and knowledge in some contexts.
5-6	Proficient	i. Thoughtfully identifies strengths and weaknesses of personal learning strategies, sufficiently independently. i. Competently interacts with ATL skills with a substantial degree of independence and sufficiently evaluates their effectiveness. i. Makes good use of skills and knowledge in multiple contexts.
7-8	Extending	i. Perceptively identifies strengths and weaknesses of personal learning strategies independently. i. Consistently interacts with ATL skills with a high degree of independence and perceptively evaluates their effectiveness. i. Makes excellent use of skills and knowledge in extensive multiple contexts.