

Applications of Learning 11

District Name: Coquitlam

District Number: 43

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School Names: Port Moody Secondary, Pinetree Secondary,
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Principal’s Name: Maureen Dockendorf (Assistant Superintendent)

Board/Authority: Coquitlam Board of Education

Approval Date: June 24, 2008

Board/ Authority Signature: _____

Course Name: Applications of Learning

Grade Level of Course: 11 A & B

Number of Course Credits: up to 4

Number of Hours of Instruction: 100 hours

Prerequisite(s): Learning Resource student as identified by the School Based Resource Team/ Student Support Services and/or having been identified as meeting ministry criteria for special education services, and/or having achievement testing indicating the presence of significant personalized learning challenges requiring additional educational support beyond those provided in the content-based classroom.

Staff in-service on role of course and awareness of their role in supporting self-advocacy for students with identified learning challenges. In-service for teachers working with these students regarding the content strategies is highly recommended to facilitate by the part of the classroom teacher and greater transference and generalization of strategies by the student.

Appropriate for students in grade 9-12. Flexible model, student may not earn the credit until grade 12 and students may earn credit for Applications full 4 credits only ONCE.

Special Training, Facilities or Equipment Required:

Staff should be familiar with the Ministry of Education Special Education policies, secondary school curriculum and be Special Education trained and/or have several years of experience working with students experiencing barriers to their learning. May be some content area training needed.

Facilities Required:

A classroom setting conducive to small group learning & instruction

Equipment Required:

Computers, scanners, printer, computer technology products (input devices/ switches, augmentative communication devices, speech recognition/voice controlled systems) & software.

Course Synopsis:

The intent of this course is to support students who are currently experiencing challenges and lack of success in meeting learning requirements for the Graduation Program. These students typically struggle to act as self-regulating learners who can identify their needs, and effectively and appropriately apply a flexible “tool box” of learning strategies in order to support themselves in being successful learners.

This course takes an asset-based approach to learning. Instructional design is based upon the strengths of the student. Applications of Learning 11 will provide students with in-depth opportunities to participate in learning experiences developed through self-evaluation that supports the student in identifying their learning profile – strengths, challenges and preferences. Students will constantly cycle through learning experiences where they reflect on their personal learning profile and receive personalized learning-strategy instruction intended to bridge gaps between the student and their classroom learning contexts. Students will be expected to demonstrate effective use of a strategy under the supervision of the Learning Centre personnel, and then apply the strategy to classroom assignments and learning experiences with prompts. Finally, in order to earn full credit the student must demonstrate the ability to independently select and apply learning strategies that maximize learning success in their various classroom contexts. Strategy instruction will be highly personalized and relevant to the goals of the student.

Curriculum Organizers:

- 1.) Knowledge of Self and Strategies
- 2.) Making Decisions
- 3.) Application of Skills and Strategies
- 4.) Understanding Assessment and Instruction as a Student

Rationale

Credit courses are highly valued by students, teachers and parents. They reflect widely understood learning outcomes with rigorous standards. Students typically earn these credits and see their achievement reflected in letter-grades and percentages that appear on their transcript. For some students it is appropriate that the learning that occurs in “Support Block” be recognized and valued as having a standard of learning with widely understood learning outcomes for which they earn credit. Students receiving learning support time who will benefit from having their learning measured against the learning outcomes in this course need to know they are expected to meet the identified learning outcomes – apply their “learning about learning” across their classroom environments independently and see the relevance in what they do in the learning support time across their curricular classrooms.

Applications of Learning 11 is intended for students who are, as a result of their complex learning profile, not developing as autonomous, self-regulated learners through the typical classroom experience. The course is intended for students with learning difficulties or identified learning disabilities, students having difficulty learning content, students who need support for their work and students who have been recommended through the School Based Resource Team and/ or Counselor. This course is NOT for all students with scheduled learning support time. The intent of the structured assessment, instruction and evaluation in this course is to increase the positive experience and relevance some students have in their learning support time. For some students the pressure of evaluation against standards and outcomes would be stressful and thus de-motivating.

Students who currently receive learning support from specialized personnel typically forego an elective and schedule a no-credit Learning Support Block in their timetable. For many students this is appropriate. For some students a credit option is appropriate. Students in supports blocks are also typically enrolled in the courses necessary for them to meet graduation program expectations. This is the appropriate context for students to cycle through a gradual release of responsibility model where strategy instruction takes

place in the learning support block, students then practice applying the learning strategies - with feedback from Learning Support staff. Students then immediately have the opportunity to apply the strategy within their current classroom learning expectations, evaluate the effectiveness of the learning strategy and then through a reflective process, incorporate the strategy into their personal “tool kit” or abandon the strategy as ineffective for them.

The instructional content in Learning Support Blocks is highly individualized and relevant to the learning needs arising across contexts for the student at a particular time. By necessity it is fluid, flexible and atypical to traditional credit courses. However, there is a deep underlying structure to this teaching and learning that is reflected in the curricular organizers and outcomes, for which it is appropriate for some students to receive assessment, evaluation and credit toward graduation.

Unit Descriptions

Unit 1: Strategies/Theories for Understanding self

Students will be able to...

- describe Howard Gardner’s theory of Multiple Intelligences
- identify their personal multiple intelligences profile
- describe how their profile impacts their learning strengths, preferences and weaknesses
- evaluate their classroom settings and discuss how they can maximize their learning in knowing their MI profile
- describe the learning modalities (auditory, visual, kinesthetic)
- identify their learning modalities preferences
- analyze their learning and identify evidence that supports their learning modalities preferences across their classroom settings
- evaluate their classroom settings and identify how they can maximize their learning by utilizing their preferred learning modalities
- describe their learning style preferences (right brain, left brain etc.)
- describe elements of various personality, personal needs type indicators from the list below (others may be included)
- identify possible personality/group dynamic preferences working with a selection of theories from below
- analyze various classroom settings for evidence of their preferences, strengths and challenges in the context of some of their preferences
- synthesize the learning and personality preferences into an overall personal learning profile in the context of a variety of classroom settings

Habits of Mind

Group Dynamics / Co-op learning

Maslow’s Hierarchy

Myers-Briggs for Youth

Unit 2: Skills

Students will be able to...

- describe and identify various graphic organizers and discuss their typical uses – “T” charts, Venn diagrams, flow charts etc.
- use graphic organizers for various tasks: including but not limited to – “T” charts, Venn diagrams, flow charts, etc.
- describe the reading fluency log tool and discuss why and when it is used
- use a fluency log to demonstrate and reflect upon understanding when “reading to learn”
- demonstrate the ability to use a Cornell notes format for note taking
- identify main ideas and key points for the purpose of note-taking and summarizing for understanding
- describe the writing process as one approach to organizing thinking and writing effectively
- demonstrate various approaches to writing for the purpose of the task – summarizing, narrative, expository, demonstrating comprehension, in a virtual environment
- describe at least two strategies for learning academic vocabulary
- discuss the need for learning subject specific vocabulary
- identify the advantages and disadvantages of assistive technology tools such as “spell-check,” “grammar-check,” and...when word processing
- identify and demonstrate the ability to use assistive technology tools such as Kurzweil as strategies that support personal learning profile
- evaluate and apply assistive technology tools in order to develop a repertoire of technology-assisted learning strategies reflective of learning profile
- evaluate and determine when working with others is appropriate to learning profile
- demonstrate the ability to work with others to learn
- support others in learning through group and partner work

- describe 2-3 test preparation and test taking strategies appropriate to learning profile
- evaluate specific classes and determine which test preparation and test taking strategies would be appropriate for context

Unit 3: Decision Making

Students will be able to...

- identify the learning intentions and success criteria for various learning activities
- demonstrate appropriate organizational skills, prioritization for learning activity (is it an essential task, or a building block task)
- describe possible challenges and barriers to their success in a learning activity given their learning profile and preferences
- develop a plan for completing learning activities reflective of profile and preferences
- discuss plan for completing target with appropriate school personnel
- advocate with appropriate school personnel for any necessary adaptations based upon learning profile and preferences evidence
- evaluate and reflect upon effectiveness of plan in completing learning activity throughout
- demonstrate the ability to accept and respond to feedback for learning from school personnel
- evaluate and apply appropriate skills for learning tasks from unit 3
- organize necessary skills and strategies into a plan when completing large or long-term projects

Unit 4: Understanding Assessment and Learning (Gradual Release of Responsibility)

Developing an understanding of how teachers evaluate work and the practical skills to self evaluate.

- describe the difference between formative and summative assessment in various metaphors (i.e. sports metaphor - the practice and the game)
- describe assessment that is “for” learning, “as” learning, and “of” learning
- reflect and evaluate learning against criteria, rubrics and exemplars to demonstrate self-assessment
- reflect and evaluate learning against criteria, rubrics and exemplars in order to provide descriptive feedback to peers
- evaluate learning with school personnel
- demonstrate the ability to self-evaluate – give personal feedback for improvement based on assignment criteria
- advocate for self with classroom teachers to gain clarity on teacher expectations for assignments
- analyze student work samples and give feedback using criteria – check lists, rubrics
- describe criteria expectations for assignments with various school personnel
- describe the purpose of a rubric or assignment criteria
- demonstrate the ability to identify criteria present in assignments prior to submission for teacher assessment
- describe the purpose of using a learning journal or reflection log as a tool for demonstrating metacognition – learning about learning
- describe the role and purpose of portfolio assessment
- evaluate work as evidence of learning toward outcomes of Applications 11 and maintain in a portfolio

Assessment Components:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Credits Breakdown

Rational: Students are recommended for this class if they are having difficulty in school and are screened by the Student services team. The design is to develop the awareness and skills required for success and autonomous learning. The course break up is designed to minimize the impact of the lost electives but maximize the learning opportunities for students having difficulties.

APPLICATIONS 10– 2 Credits – 40-60 Hours

- Student Profile* -dependent, skills based
- Core Assumptions*
- developing strategies and learning about yourself
 - testing those strategies in a safe environment
 - must be enrolled in a Student Services Organized Classroom

Course Goals

- personal awareness
- understanding of self as a learner
- applications of those skills in Resource Classroom
- can identify the skills and strategies that they have
- choose appropriate learning strategies for their learning style
- use a rubric to evaluate effective choices
- choosing the appropriate strategy or skill in the Resource environment

APPLICATIONS 11A– 2 Credits – 40-60 Hours

- Student Profile* -coaching, guided practice
- Core Assumptions* -Same as above
- or**
- student needs to be accessing Student Services Academic Support on a regularly
 - if the student is working with counselor / youth worker / career counselor and **NOT** accessing information from course content, credit **CANNOT** be granted.

Course Goals – Building on the foundations from Applications 10 or new students in grade 11

- personal awareness
- understanding of self as a learner
- applications of those skills in Resource Classroom
- can identify the skills and strategies that they have
- choose appropriate learning strategies for their learning style
- use a rubric to evaluate effective choices
- choosing the appropriate strategy or skill in the Resource environment

APPLICATIONS 11B –2 Credits – 40-60 Hours

- Student Profile* - reflection, metacognition
- Core Assumptions* - Using the strategies and skills taught in Applications 10 or 11A across various environments.

Course Goals

- doing all of the above
- student needs to be enrolled in the class and generalizing across areas
- environments should include but re not limited to other classrooms, apprenticeships, work experience
- examples of the application of course goals from Applications 10 or 11A being generalized required.