Learning Strategies 15

General Information

Instructor - M. Van Loon
Academic Support Teacher
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(403.627.4414)
Room 132

Meeting Times

Academic Support hours
9:15 - 3:30

* Additional teacher support
will be present

Formative Assessment Rubric			
NOT YET - 1	ALMOST - 2	MEETING - 3	EXCEEDING - 4
The student is making *minimal* or *no progress* towards meeting the learning outcomes.	The student is *making progress towards meeting* the learning outcomes, but may lack understanding to apply the concept or skill.	The student *regularly demonstrates* the skills and knowledge described in the learning outcomes.	The student demonstrates *exceptional* skills and knowledge *above* expectations of the learning outcomes.

Student I can Statements:

1. UNDERSTANDING SELF AS LEARNER
   - ☐ I can explain my learning style, and the strategies that help me learn best
   - ☐ I can describe my own learning strengths/challenges and how this influences my success at school
   - ☐ I can describe specific accommodations and learning strategies that maximize my learning potential

2. ORGANIZATION AND MANAGEMENT OF TIME AND RESOURCES
   - ☐ I can demonstrate the strengths and limitations of my current personal organization strategies
   - ☐ I can develop strategies to organize assignments (due dates, assignment completion, study plans, etc.)
   - ☐ I can develop strategies to monitor time use at school and home
   - ☐ I can develop short-term and long-term goals for myself

3. UNDERSTANDING THE LEARNING PROCESS
   - ☐ I can explain my current strategies for making notes
   - ☐ I can demonstrate awareness of the usefulness of notes in clarifying information, studying and aiding memory
   - ☐ I can explore strategies for effective studying
   - ☐ I am select, use and evaluate memory techniques to improve studying and retention
   - ☐ I can develop an independent study plan

4. <u>ASSESSMENT AND EVALUATION</u>
   - ☐ I can participate in self-monitoring and tracking of assessment results
   - ☐ I can recognize the positive and negative impacts of anxiety on test-taking
   - ☐ I can develop skills and strategies to help during test-taking situations
   - ☐ I can select, try and evaluate test-taking strategies appropriate for different types of tests (ex/ multiple choice tests, written response, essay writing, etc.)
   - ☐ I can use and assess which accommodations are useful for test-taking situations

5. <u>SELF-ADVOCACY</u>
   - ☐ I can identify the barriers to my learning success
   - ☐ I can identify elements that support my learning
   - ☐ I can understand why self-advocacy is important to accepting responsibility for my learning
   - ☐ With assistance i can prepare an action plan for overcoming problems
   - ☐ I can demonstrate a willingness to take a risk by attempting new strategies
   - ☐ I can ask for feedback and help from others
   - ☐ I can recognize that mistakes are an acceptable part of learning

COURSE EVALUATION

LEARNING STRATEGIES 15	

Student Demonstration & Evidence of the Learning Outcomes
    1. Understanding Self as Learner
    2. Organization & Management of Time & Resources
    3. Understanding the Learning Process
    4. Assessment & Evaluation
    5. Self-Advocacy
	75%

Goals	25%

STUDENT ROLE AND RESPONSIBILITY

Attendance

Students are enrolled in Academic Support blocks throughout their schedules. During these support blocks, students will utilize their blocks to work on additional courses. This credit, Learning Strategies 15, will be intertwined within the work that students are doing.

Electronic Use Policy

The Academic Support room values a productive working environment for all students. Electronic divides are ONLY permitted for educational purposes. If these devices become a distraction to the student or others, they will no longer be permitted for use in the Academic Support room.