LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies15-3
Learning Strategies15-5
Learning Strategies25-3
Learning Strategies25-5
Learning Strategies35-3
Learning Strategies35-5

Submitted By:

The Calgary Roman Catholic Separate School Division

Submitted On:

Apr. 29, 2022

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2022	08/31/2026	Developed	Authorization	G10
15-5	125.00	09/01/2022	08/31/2026	Developed	Authorization	G10
25-3	62.50	09/01/2022	08/31/2026	Developed	Authorization	G10
25-5	125.00	09/01/2022	08/31/2026	Developed	Authorization	G10
35-3	62.50	09/01/2022	08/31/2026	Developed	Authorization	G10
35-5	125.00	09/01/2022	08/31/2026	Developed	Authorization	G10

Course Description

Learning Strategies is a series of course designed to assist high school students in developing the understandings, literacies, skills, and values to be successful in learning in all high school subjects and in lifelong learning. In collaboration with teachers, educational assistants, peers and parents, students will explore, develop, deepen, and apply a range of strategies for academic success. Progressively, students gain confidence, realize increased independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

Level 15: As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.
Level 25: As students work to become independent and strategically learning high school students, they will analyze, strengthen, and continue to apply to their personal learning strategies toolkits with increasing confidence.
Level 35: As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

The **5-credit version** includes all learning outcomes from all topics.
The **3-credit version** includes all learning outcomes from the "Self Advocacy and Relationship Management in Learning" theme and a minimum of two complete additional themes from the 5-credit version: (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation). This flexibility is provided to meet the learning needs of the students.

Course Prerequisites

Learning Strategies 15 – none
Learning Strategies 25 – Learning Strategies 15
Learning Strategies 35 – Learning Strategies 25

Sequence Introduction (formerly: Philosophy)

Learning Strategies is a series of courses that ask students to explore a range of strategies to learn more efficiently, reflectively, critically, collaboratively, and more confidently. It is organized into five themes, each with direct application to learning scenarios in the classroom and beyond (understanding yourself and others as learners, organization and time and material management, understanding the learning process, preparing for evaluation, and self-advocacy and relationship management in learning).

Student Need (formerly: Rationale)

Just as the activity of reading in school shifts from learning how to read to reading to learn, high school curricula and practice often emphasizes the "what" of learning, ie. content, over the "how" of learning, ie. strategies. Many high school students, diverse learners in particular, would continue to benefit from instruction in how to learn most effectively across their subjects and into post-secondary education and other adult learning scenarios.

Indigenous thought describes education as a "lifelong, holistic process that begins while a child is still in the womb and continues so long as a person draws breath, encompassing all those learnings we need to live long and well on Mother Earth". (Castenallano et. al, 2000, p. 1). Given the primacy of learning as a core human activity throughout an individual's life span, a course that directly addresses how to learn deeply and effectively would be a developmental asset for any student.

Scope and Sequence (formerly: Learner Outcomes)

(Theme 1) **Understanding Self and Others as Learner:** *Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement. Additionally, they will come to understand how a learning space may be augmented by having learners with a variety of learning characteristics (eg. styles, preferences, intelligences). They will consider how just learning spaces honor diversity.*

   · General Outcome 1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively.

   · General Outcome 2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.

(Theme 2) **Organization and Management of and Resources (Time Human, and Material):** *Students will learn and implement a range of strategies to organize and manage resources including time and materials; they will assess and augment their own organizational strategies, learn about effective goal setting, and set goals.*

   · General Outcome 3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts.

   · General Outcome 4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.

(Theme 3) **Understanding the Learning Process:** *Students will engage with increasing self-awareness and strategic facility, in the learning process, including preparing to learn, relaxation techniques, note-taking, skill development, and maximizing memory.*

   · General Outcome 5 Students will reflect on and implement techniques to

maintain alertness, awareness, and relaxation in academic settings.

· General Outcome 6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory

(Theme 4) **Responding to Assessment and Evaluation:***Students will reflect on the assessment and evaluation process in schools as it occurs over a variety of disciplines and develop strategies to respond with increasing facility to assessment and evaluation*

· General Outcome 7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress.

· General Outcome 8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process

(Required Theme) **Self-Advocacy and Relationship Management in Learning:** *Students will develop increasingly sophisticated understandings of self-advocacy, resilience, and relationship management and self-advocate, build resiliency, and manage relationships in academic contexts with increasing confidence.*

· General Outcome 9 Students will build resiliency and address barriers to learning

· General Outcome 10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating.

Guiding Questions (formerly: General Outcomes)

1   Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively. (Theme 1)

2   Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students. (Theme 1)

3   Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts. (Theme 2)

4   Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities. (Theme 2)

5   Students will reflect on and implement techniques to maintain alertness, awareness, and relaxation in academic settings. (Theme 3)

6   Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory. (Theme 3)

7   Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress. (Theme 4)

8   Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process. (Theme 4)

9   Students will build resiliency and address barriers to learning. (Required Theme)

10   Students will develop a conceptual understanding of self-advocacy and practice self-advocating. (Required Theme)

Learning Outcomes (formerly: Specific Outcomes)

1 Students will investigate how their particular characteristics as learners, when researched and understood, and incorporated in their learning, help them learn more effectively. (Theme 1)	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Comprehend variety of learning styles.	X	X				
1.2 Comprehend that people have a variety of learning preferences then explore and describe their personal preferences from various aspects of learning preferences are as time of day and levels of alertness.	X	X				
1.3 Identify and explore various aspects of a learner's profile and illustrate how it applies to their own profile including aspects.	X	X				
1.4 Identify the qualities of a variety of environments in which learning occurs.	X	X				
1.5 Analyze specific qualities of one's personal learning style, and how this compares with the learning styles of others.			X	X		
1.6 Research more complicated aspects of learning preferences and identify specific personal learning preferences, and contrast/compare theirs with the learning preferences of others.			X	X		
1.7 Describe their own learner profile and distinguish how it is unique and different from other learners in areas.			X	X		
1.8 Analyze a variety of learning environments and what contributes to successful learning in environments.			X	X		
1.9 Evaluate one's personal learning style in a variety of contexts and construct actionable strategies to facilitate learning success.					X	X
1.10 Appraise and communicate clearly about individual personal learning preferences in a variety of contexts and formulate a study plan that incorporates what one understands about their learning preferences and the impact on one's learning.					X	X

	15-3	15-5	25-3	25-5	35-3	35-5
1.11 Communicate clearly to others about their own learner profile and formulate a study process that considers aspects.			X	X		
1.12 Independently evaluate a variety of learning environments for which ones are most effective for their personal learning and which they find most challenging and then formulate a plan for how they can be most success in those environments.			X	X		

2 Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students. (Theme 1)	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Comprehend that individuals differ in their learning profiles in a variety of ways.	X	X				
2.2 Reflect on personal barriers to learning and explain resources that are available to address these barriers.	X	X				
2.3 Comprehend historical and contemporary discourses surrounding accessibility.	X	X				
2.4 Comprehend that indigenous understandings of learning tend to be more holistic, whereas Western understandings can be more regimented, appreciate that Westernized assessment practices are not always compatible with the latter, and consider the merits of both systems.	X	X				
2.5 Comprehend the concept of Universal Design for Learning and the range of considerations (including accommodations) to make learning accessible for themselves and all students.	X	X				
2.6 Explore and demonstrate acceptance and appreciation of individual differences in learning.			X	X		
2.7 Describe personal barriers to learning and analyze resources available to address these barriers to determine the benefits and pitfalls of each one.			X	X		
2.8 Explain historical and contemporary discourses that limit accessibility and the ways learning institutions are striving to value diversity and inclusion.			X	X		
2.9 Reflect on educational experiences inside and outside of school to compare and contrast experiences related to indigenous / holistic and Westernized understandings of learning.			X	X		

	15-3	15-5	25-3	25-5	35-3	35-5
2.10 Explain the concept of Universal Design for Learning and describe the benefits regarding the range of considerations (including accommodations) to make learning accessible for themselves and all students.			X	X		
2.11 Demonstrate acceptance and appreciation of individual differences in learning strengths, weaknesses, interests, affinities and experiences.					X	X
2.12 Investigate and explain personal barriers to learning and formulate detailed plans for accessing support and resources for both high school completion and learning contexts after high school.					X	X
2.13 Evaluate historical and contemporary discourses that limit accessibility and the movement towards inclusion and consider aspects that impacted their learning positively and negatively.					X	X
2.14 Develop a personalized vision of flourishing in learning that balances indigenous / holistic understandings with Westernized understandings.					X	X
2.15 Evaluate learning contexts for accessibility via a Universal Design for Learning lens and select the most appropriate considerations (including accommodations) to make learning accessible for themselves and all students.					X	X

3 Students will develop an understanding of the purpose and importance of organization and management, and apply this understanding to their own contexts. (Theme 2)	15-3	15-5	25-3	25-5	35-3	35-5
3.1 Identify attributes of organizing for learning.	X	X				
3.2 Identify the benefits of good organization and management and consequences of poor organization and management.	X	X				
3.3 Identify strengths and limitations of current personal organization strategies.	X	X				
3.4 Define and use strategies to organize assignments including deadlines, method of evaluation, and format of resources.	X	X				
3.5 Identify efficient and inefficient uses of time and their short-term and long-term impact on learning.	X	X				

Outcome				
3.6 Define various strategies to allocate time on a daily, weekly, monthly, and semester basis.	X	X		
3.7 Apply and demonstrate competency with a range of personal organizational systems for learning.		X	X	
3.8 Consider the pros and cons of various levels of organization, tools and strategies and the impact they have on learning.		X	X	
3.9 Comprehend and reassess strengths and limitations of current personal organization.		X	X	
3.10 Apply organizational and management strategies/skills to new settings and situations including home, work, leisure, and community.		X	X	
3.11 Analyze and apply a variety of strategies to cope with issues that negatively impact learning.		X	X	
3.12 Apply various strategies and tools to address their own time management needs and analyze the impact they have on their time use and make modifications as necessary.		X	X	
3.13 Create a plan that identifies their most effective personal organizational systems for learning and details how this will be utilized in various learning situations.			X	X
3.14 Evaluate their own level of organization and formulate strategies to effectively address challenges and strengths of their personal level of organization across various contexts.			X	X
3.15 Independently apply, and reflect upon the effectiveness of, organizational and management strategies/skills as applied to new settings and situations including home, work, leisure, and community.			X	X
3.16 Implement, evaluate and modify a personal action plan to address stress that stems from organizational and management difficulties.			X	X
3.17 Evaluate personal study habits to determine issues that negatively impact their learning and assemble a protocol to ameliorate deleterious consequences.			X	X
3.18 Independently monitor and evaluate time use and make constructive modifications as necessary.			X	X

4 Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities. (Theme 2)	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Demonstrate an understanding of the processes involved in goal-setting, problem-solving and decision making.	X	X				
4.2 Consider the processes one uses for short term and long-term goal setting, problem-solving and for decision making.	X	X				
4.3 Comprehend constraints and alternatives in the goal-setting, problem-solving and decision-making processes.	X	X				
4.4 Identify criteria to determine growth in goal-setting, problem-solving and decision making.	X	X				
4.5 Analyze, modify and extend the processes used for setting short and long-term goals, problem-solving and for decision making.			X	X		
4.6 Apply goal setting, problem-solving and decision-making processes in a variety of situations including home, work, leisure, and community.			X	X		
4.7 Reassess and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.			X	X		
4.8 Develop personal criteria to determine growth in goal-setting, problem-solving and decision making.			X	X		
4.9 Appraise, modify and extend, with increasing independence, the processes used for setting short and long-term goals, problem-solving and for decision making for addressing personal issues.					X	X
4.10 Implement goal setting, problem-solving and decision making in a variety of situations including home, work, leisure, and community.					X	X
4.11 Independently apply, monitor, and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.					X	X
4.12 Evaluate personal criteria to determine growth in goal-setting, problem-solving and decision making and extend beyond the school setting.					X	X

5 Students will reflect on and implement techniques to maintain alertness, awareness, and relaxation in academic settings. (Theme 3)	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Recognize and explore a variety of techniques to monitor mental and physical readiness to learn before and during engaging in learning strategies content.	X	X				
5.2 Recognize and explore a variety of anticipatory techniques for learning across academic contexts	X	X				
5.3 Recognize and trial range of mindfulness resources / practices.	X	X				
5.4 Select and apply technique to monitor physical and mental readiness to learn before and during engaging in learning strategies content that they feel are most effective and explain the impact on their learning.			X	X		
5.5 Identify and apply anticipatory techniques that they believe are most effective in support their own learning across academic contexts			X	X		
5.6 Establish preferences for mindfulness resources / practices.			X	X		
5.7 Formulate a plan to implement techniques to monitor physical and mental readiness throughout the day across a variety of learning contexts and evaluate their effectiveness.					X	X
5.8 Develop a plan to use anticipatory techniques for learning throughout the day and over a variety of learning spaces and consistently monitor their effectiveness and adjust the plan accordingly.					X	X
5.9 Explain preferences for chosen mindfulness resources / preferences.					X	X

6 Students will reflect on and develop learning process skills including note-taking, skill development, studying, and maximizing memory. (Theme 3)	15-3	15-5	25-3	25-5	35-3	35-5
6.1 Describe and explain various purposes for making notes.	X	X				
6.2 Develop strategies used to make notes.	X	X				

6.3 Identify academic area or greatest need for academic skill development (reading comprehension, writing, basic math skills, vocabulary, background knowledge) and research and trial resources to develop this skill.	X	X		
6.4 Identify strategies for effective studying.	X	X		
6.5 Recognize the neurological process of memory and begin to consider its implications for memory tasks at school.	X	X		
6.6 Comprehend and trial several new memory techniques.	X	X		
6.7 Identify personal note making strategies and evaluate if they meet the purpose for note-taking.			X	X
6.8 Expand awareness to include several additional note-making techniques.			X	X
6.9 With support initiate a plan of skill development in academic area of greatest need using previously researched resources.			X	X
6.10 Extend repertoire of study strategies, incorporating knowledge of one's learner profile (learning styles and preferences, strengths, challenges, affinities, etc.) by selecting, trialing and evaluating new techniques.			X	X
6.11 Explain and apply the neurological process of memory and reflect on its implications in schooling.			X	X
6.12 Extend repertoire of memory techniques by selecting, trialing and evaluating new techniques			X	X
6.13 Create effective notes with personally identified preferred styles and effectively use notes to support learning in academic contexts.				X	X
6.14 Sharpen and apply efficient note making techniques across a variety of media for the purposes of acquiring and clarifying information.				X	X
6.15 Develop skill in area of greatest academic need using a variety of resources and with increasing independence.				X	X
6.16 Evaluate their personal study system and formulate ways to improve is effectiveness.				X	X
6.17 Extend and apply a repertoire of effective study strategies to increase effectiveness in a variety of learning contexts.				X	X

6.18 Create a memory strategy and demonstrate how to apply it to an academic task involving memorization that incorporates an instructed strategy and an understanding of the neurological process of memory.	X X	

7 Students will develop an awareness of and monitor test and assignment requirements, grading processes, and the details of their own academic progress. (Theme 4)	15-3 15-5	25-3 25-5	35-3 35-5
7.1 Define a variety of overarching concepts related to assessment and evaluation in school contexts such as formative and summative assessment, rubric, accommodation, choice, criteria, pre and post testing, diagnostic testing, and reassessment.	X X		
7.2 Develop an awareness of criteria frequently used to assess various types of learning products.	X X		
7.3 Demonstrate comprehension of marking schemes, task weightings, grades / class webpage software and begin track progress of assessment in all classes.	X X		
7.4 Discuss the assessment emphasis and their plans to respond successfully to this emphasis in one or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.		X X	
7.5 Develop, with assistance, and implement a plan to continually meet criteria on a variety of course assessments (including making strategic choices on multi-option tasks).		X X	
7.6 With assistance track achievement results in all classes.		X X	
7.7 Compare the assessment foci and their plans to respond successfully to these foci in two or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.			X X
7.8 With increasing independence, implement, monitor, and continually renew and revise a plan to succeed on course assessments (including making strategic choices on multi-option tasks), monitoring and adjusting this as needed.			X X
7.9 Independently and effectively track achievement results in all classes.			X X

8 Students will consider test-taking barriers and strategies and develop a plan to strategically manage their test-taking process. (Theme 4)	15-3	15-5	25-3	25-5	35-3	35-5
8.1 Comprehend symptoms and positive and negative impact of anxiety on test-taking.	X	X				
8.2 Develop awareness of, select, trial and evaluate several additional strategies to cope with test anxiety.	X	X				
8.3 Develop awareness of skills helpful in managing evaluation and test-taking.	X	X				
8.4 Develop awareness of, select, trial and evaluate test-taking strategies appropriate for various types of testing.	X	X				
8.5 Define the concept of academic accommodation, identify several accommodations and how they support a level playing field, and articulate a process for applying for accommodations.	X	X				
8.6 Develop a plan to monitor emotions during test-taking, practice plan during tests in Learning Strategies / and or reflect on use of plan in other classes.			X	X		
8.7 Identify strengths and limitations of current anxiety reduction strategies and tend, apply and refine repertoire of strategies to reduce test anxiety.			X	X		
8.8 Develop and apply a personal system to manage evaluation and test-taking.			X	X		
8.9 Extend and refine repertoire of test-taking strategies appropriate for various types of testing.			X	X		
8.10 Implement, assess the effectiveness of, and refine accommodations provided for test-taking.			X	X		
8.11 Evaluate and revise plan to manage emotions during test-taking, either directly during Learning Strategies tests or by reflecting on use of plan in other classes.					X	X
8.12 Continually evaluate personal anxiety reduction strategies.					X	X
8.13 Apply and communicate clearly to others a personal system to manage evaluation and test-taking.					X	X
8.14 Apply and continually evaluate strategies for responding to various types of testing.					X	X

8.15 Apply and communicate clearly to other accommodations provided for test-taking.	X X

9 Students will build resiliency and address barriers to learning. (Required Theme)	15-3 15-5 25-3 25-5 35-3 35-5
9.1 Define key aspects of resiliency and the associated process of adapting to various forms of adversity and stress.	X X
9.2 Prepare an action plan to overcome problems and barriers and include consideration of possible consequences. Recognize barriers and develop a plan, with assistance.	X X
9.3 Develop an awareness of available supports, beyond caring family members and friends, and how these supports function and can offer assistance.	X X
9.4 Analyze, modify and extend understandings of resiliency and the associated process of adapting to various forms of adversity and stress.	X X
9.5 Create and analyze an action plan considering existing barriers and consequences. Consider possible barriers and develop a plan.	X X
9.6 Demonstrate an ability to access support, if needed, beyond caring family members and friends, and analyze which supports are most effective and appropriate based on personal circumstances and specific situations.	X X
9.7 Independently evaluate the underpinning elements of resiliency and extend analysis beyond the school setting.	X X
9.8 Formulate and evaluate an action plan considering existing barriers and consequences. Independently consider probable barriers and develop a plan.	X X
9.9 Reflect on attempts to independently access support, beyond caring family members and friends, and evaluate which supports are most effective and appropriate based on personal circumstance.	X X

10 Students will develop a conceptual understanding of self-advocacy and practice self-advocating. (Required Theme)	15-3 15-5 25-3 25-5 35-3 35-5

10.1 Describe key aspects of self-advocacy and its importance.	X X	
10.2 Describe methods to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team.	X X	
10.3 Describe their rights as students in schools and understand how they can impact their learning.	X X	
10.4 Describe key elements of effective communication and why these elements are important to successfully communicating their needs.	X X	
10.5 Describe the positive implications associated with seeking feedback from trusted others.	X X	
10.6 Develop an understanding of how the degree of interconnected impacts the individual (positively & negatively).	X X	
10.7 Describe various ways to self-reinforce success and realize that mistakes are an acceptable part of learning.	X X	
10.8 Comprehend that academic and life success can relate to individual values as to what is important and personal understanding of life balance.	X X	
10.9 Analyze, modify and extend in practice their understandings and application of key aspects in self-advocacy.		X X
10.10 Analyze, modify and extend in practice how they request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team.		X X
10.11 Analyze, modify and extend their understandings and assertation of their rights within an educational setting.		X X
10.12 Practice and perform in hypothetical and real-life application effective communication elements with classmates and instructional staff in academic settings and reflect on their communicative efficacy.		X X
10.13 Demonstrate sensitivity and discernment in response to feedback from others and make subsequent considered adjustments.		X X
10.14 Analyze the complexity and the degree to which interconnectivity impacts the individual. Specifically, the interconnection between oneself.		X X

10.15 Demonstrate ways to self-reinforce success and recognize that mistakes are an acceptable part of learning.	X X	
10.16 Reflect on personalized understandings and values in relation to academic and life success.	X X	
10.17 Independently evaluate their current level of success with key aspects of self-advocacy and formulate a plan of how to improve in one or more of the key aspects.		X X
10.18 Independently evaluate their current level of success in their ability to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team.		X X
10.19 Investigate and evaluate how one's individual rights intersect with hegemony beyond the educational setting.		X X
10.20 Create a product, including scenarios, to advise student about effective elements communication in academic settings.		X X
10.21 Evaluate one's own sensitivity and discernment in response to feedback from others and make subsequent considered adjustments. Examine the elements below through a historiographic and/or philosophical lens.		X X
10.22 Evaluate the complexity and the degree to which interconnectivity impacts the individual.		X X
10.23 Evaluate one's individual effectiveness regarding self-reinforce towards success and analyze how mistakes are an acceptable part of learning.		X X
10.24 Set tentative long term goals related to academic and life success.		X X

Facilities or Equipment

Facility

No required facilities.

<u>Facilities:</u>

Equipment

No required equipment.

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety concerns.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity
Career and Live Management (CALM 20), and Personal and General Psychology.

Identified Overlap/Similarity
Career and Life Management has a career and health focus, though not exclusively tied to learning or life-long learning in general. The Personal and General psychology courses have some overlap as Learning Strategies incorporates Psychological research, but Learning Strategies overwhelmingly samples the branch of Positive Psychology which the other curricula do not.

Reasoning as to Why Locally Developed Courses Is Necessary
As earlier mentioned, the focus on the science and art of learning, and life-long learning is unique to this set of courses, whatever small overlaps to other courses exist, and since "how to learn" tends not to be addressed in other high school curricula, it is useful to all learners, and diverse learners especially.

Locally Developed Courses with Overlap and/or Similarity
Self directed Learning 15.

Identified Overlap/Similarity
Both focus on learning.

Reasoning as to Why Locally Developed Courses Is Necessary
One of our district schools, with a self-directed learning approach, offers a course related to the "how" of learning specific to transitioning from more traditional coursework to self-directed coursework. But Learning Strategies focusses on the "how" of learning across school contexts and would be of use to all schools across the district, and Alberta.

Student Assessment

No specifically required assessments. Assessments should be drawn from the outcomes and appropriate to the class context and student needs.

Course Approval Implementation and Evaluation

No specific process.