

Board Authorized Course Rubric

Course Name: Applications for Learning 10-12

Developed By: Ashlyen Singh

School: All secondary schools

Principal: All Secondary Principals

1. Course Title:

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

2. Grade level:

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

3. Number of credits:

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
 - * Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

4. Course Synopsis:

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

5. Goals and Rationale:

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

6. Aboriginal Worldviews and Perspectives:

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

7. Organizational Structure:

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
 - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
 - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
 - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

8. Recommended Instructional Component: makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
 - Appropriate balance of various learning standards
 - Variety of approaches, including both innovative and “tried and true”
 - Activities that draw from and build on prior learning
 - Various learning styles
 - Activities that are transferable to other contexts

Comments:

9. Recommended Assessment Component:

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students’ progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



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- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

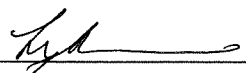
N/A

Rejected for the following reasons:

Recommended following required changes:

- Yes
- No

Date: April 30, 2024



Reviewer's Signature



ABBOTSFORD
SCHOOL DISTRICT

Board Authorized Course Rubric

BAA Committee Chair's Signature

Date approved by the Board of Education:



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Abbotsford School District No.34	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD34
Developed by: New Westminster and Maple Ridge School Districts – adapted by Ashlyen Singh	Date Developed: November 24, 2023
School Name: All Secondary Schools in SD34	Principal's Name: All Secondary Principals in SD34
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
For Indigenous Focused Courses: Signature of local First Nation Representative granting approval of this course as an Indigenous-Focused graduation requirement:	
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code:	

Board/Authority Prerequisite(s):

- Grade level student referred for additional supports by Learning Services or School-based Team.
- Student is on a “Dogwood” graduation track.

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum.
- Staff should have training in Learning Support

- Staff should have experience supporting students who have learning, self-regulation, social and communication challenges.
- Staff should have training and experience in developing I.E.P.s for students with learning disabilities and other challenges that impact learning.
- Curriculum and LSS will provide a detailed course overview to administrators, counselling staff, and LSTs. The LSS helping teachers are available to support as needed.

Course Synopsis:

- This course has been designed to help students develop skills to become successful and engaged learners. Students will have the opportunity to practice techniques and strategies taught, to examine effective teaching techniques and skills, to engage in problem-solving, activities that are relevant to learning situations and needs experienced, and to develop a personalized inventory of strategies that supports individual strengths and needs. The intention is that students incrementally develop their skills over a period of time in direct relation to their own personal needs and growth in the area. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.
- This course is designed to scaffold learning skills and support students with diverse learning needs. Students requiring this support will be recommended by the School Based Team and may or may not have a Ministry Special Education designation. The primary focus for students taking this course will be:
 - Self-advocacy and self-determination
 - Applying strategies related to the students learning challenge(s)
 - Focusing on various skills including:
 - Communication
 - Organization
 - Social interaction
 - Executive Functioning
 - Self-Regulation
 - Thinking and reflecting
 - Test-taking skills

The course will provide direct instruction towards students becoming proficient in the skills mentioned above. Students will be closely monitored for development in their self-management skills. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence.

Goals and Rationale:

Applications for Learning is designed to provide students with a framework to develop the skills needed to succeed at school and in the community. Developing communication, social, executive functioning and self-regulation skills promotes student independence in all settings. The course is also designed to promote student Thinking and Reflection with respect to personal strengths, stretches, history, and personal preferences. Students with diverse learning needs often have difficulty transitioning into secondary courses. It is critical to help them understand their learner profiles and to support their development

of strategies and skills to support their overall success at school. Applications for Learning strives to provide students with the opportunity to fully understand how to succeed in all learning and community environments.

APLN recognizes that students develop and learn differently. Many students in high school require targeted intervention and instructions to support their learning needs, the development of metacognitive awareness and a positive personal identity. In APLN differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover, the course is organized so that it can be implemented through small group instruction, personalized program planning, or through a collaboration between teachers in multiple environments linking the implementation of I.E.P. objectives and strategies.

APLN provides direct and specific instruction to develop students' knowledge, self-awareness, and skills to engage learning. The course is designed to offer opportunities for cross-curricular connections and assessment and focuses on competencies that will help learners demonstrate independence in the use of skills that support learning and personal goal setting. Examples of focus areas include organization, self-advocacy, test-taking, study skills, technology application, personal planning, self-regulation, and scheduling. As an additional focus, students will actively reflect on and participate in problem-solving best-for approaches to specific learning situations and different educational challenges that may be encountered. They will also have the opportunity to gain an understanding that (a.) all learners learn differently, (b.) learning can be enhanced when the learner has the opportunity to capitalize on learning strengths, (c.) learning is not a finite process – it is ongoing, and (d.) learning is a skill that involves the development of self-awareness, knowledge and skills. Students will also gain an understanding of the lifelong implication of being able to identify and assess strategies and skills that support learning.

APLN is strongly connected to all core competencies. It teaches effective critical thinking skills through exercises and activities as students explore and learn techniques for effectiveness and personal preference. Personal and social identity are also key components of the course as students will: reflect on their strengths in context of different learning situations; review, assess and reflect on challenges and successes; and identify cause-and-effect relationships between how learning is achieved, and the outcomes are attained. Creative thinking is embedded in the course. Students will have the opportunity to problem-solve and develop a personal inventory of helpful strategies for learning.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.

Applications of Learning incorporating Indigenous values and perspectives: (*referenced from "Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward" (2015) Province of British Columbia*)

- A positive learner-centered approach: APLN emphasizes the need to place a student at the center of his or her own learning and focuses on developing students' self-awareness of what the learner can do rather than the learning challenges and deficits.
- Emphasis on Identity: APLN supports the development of identity – making meaning out of life and finding value in our connections with others. It acknowledges the individuality of the learner and encourages the knowledge of self- who is the student and where do they come from? Students will explore how personal identity shapes learning.

- Learning environment and resources: The APLN course teaches to the principles of inclusion and the aboriginal perspective of belonging: that all students belong in the learning community and provide an important contribution through their engagement and participation.
- Experiential learning: APLN ensures that students will “learn from real like situations that will help them learn to...learn practical life skills as a part of their daily work at school.”
- Flexibility: APLN emphasizes the role of creative problem-solving to overcome challenges. Students are encouraged to take risks in attempting to do things differently.

Course Name: Applications for Learning
Grade 10-12

BIG IDEAS

<p>Understand my learner profile helps us to achieve our goals.</p>	<p>Understanding how we learn prepares us to be lifelong learners who can adapt to new opportunities</p>	<p>Communication is essential to express our needs, wants, and ideas, and to develop relationships</p>	<p>Learning is transferrable to different environments</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Executive Functioning</p> <ul style="list-style-type: none"> • Estimate time needed for tasks • Construct task planning and organizational skills • Demonstrate preparedness • Perseverance • Task initiation • Self-control • Develop metacognition • Develop strategies to improve sustained attention • Working memory • Show flexibility • Assess an effective organizational tool • Transfer skills across multiple environments <p>Learner Profile Fluency</p> <ul style="list-style-type: none"> • Demonstrate self-awareness • Utilize strategies to support learning strengths 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Their learner profile (strengths, stretches, history and personal preference) <ul style="list-style-type: none"> • Accommodations for success in the classroom, on tests, and for assignments • Goal setting • Effective interactions- peer and adult • How to work effectively independently and in a group • Effective time management strategies • Effectively organize and plan • Perseverance and persistence in the face of seen and unforeseen challenges • Self-regulation and self-management strategies related to task completion • Study, note-taking, and test-taking skills • Adaptive technology

<ul style="list-style-type: none"> • Identify learning stretches and utilize strategies to facilitate learning • Reflect on personal history • Identify personal preferences • Access alternative media formats as adaptations <p>Communication</p> <ul style="list-style-type: none"> • Self-advocacy • Communicate effectively with peers and adults • Utilize tools and strategies to demonstrate knowing and understanding <p>Thinking and Reflecting</p> <ul style="list-style-type: none"> • Self-assessment • Development of approaches for learning skills • Develop self-regulation strategies 	<p>Indigenous ways of knowing and being</p> <ul style="list-style-type: none"> • Identity in relation to family and community • First Peoples Principles of Learning
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Recommended Instructional Components:

- Direct instruction of executive functioning skills, unique profiles, working in multiple environments, reflection, and self-assessment
- Interactive group work
- One-to-one instruction or coaching on specific skills with student
- Modelling
- Brainstorming
- Assistive technology

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment:

- Student-teacher conferences
- Rubrics
- Observations
- Self-assessments
- Teacher interviews

Learning Resources:

- Subject textbooks
- Audio and video media format of literary works
- Daily planner (school agenda, cell phone, calendar)
- Microsoft Teams
- Speech-to-text technology
- Assistive technology

Learning Resources

- Indigenous Ways of Knowing and being <https://opentextbc.ca/indigenizationfrontlineworkers/chapter/indigenous-ways-of-knowing-and-being/>
- BC First Peoples Principles of Learning <https://www.fnesc.ca/first-peoples-principles-of-learning/>