



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#33
Developed by: Lynnet Schramm	Date Developed: May 2021
School Name: Sardis Secondary School	Principal's Name: Dan Heisler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Guided Learning	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Guided Learning is a course developed for students who are striving for excellence in academics or specialized programs. It allows students to connect with a support teacher, mentor or counsellor one-on-one and/or work collaboratively with other students during their designated block. Assessment is based on completion of course work and a research project meant to help prepare students for their years after graduation.

Goals and Rationale:

This course has been developed to allow students time during their school day in order to meet with adults who can help formulate, guide and review their graduation plans and assist the students in moving towards their career/post-secondary goals. Students will use this time to reflect on opportunities provided to graduates in order to make educated decisions around post-secondary institutions and post-secondary plans.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential and relational. – Students’ understanding of learning will change over time based on their own learning experiences.

Learning is embedded in memory, history and story. – Students will be exposed to a variety of different learning styles and strategies. Students will be reflecting back on their journey in education that brought them to this point as they prepare university and scholarship applications.

Learning involves patience and time. – Students will observe the diverse student populations and their respective learning processes.

Learning requires exploration of one’s identity. – Students will explore and identify their own unique learning style and learning strengths and how that impacts their education.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. – Students will be looking forward to the positive impact their current actions can have on their future and others.

BIG IDEAS

Personal reflection and profile surveys guide post-graduation plans.	Preparing for post-secondary is an ongoing process.	Attending information sessions focused on post-secondary opportunities assists in pursuing post-secondary goals.	Developing positive mentor relationships is a life skill.
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Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Prepare for post-secondary:</p> <ul style="list-style-type: none"> •Meet with a school counsellor to review grad plans, credits attained and career/post-secondary goals •Complete a grad planner to ensure credits needed are completed or scheduled •Research additional applicable scholarship/bursary opportunities •Attend and reflect on Choose BC day •Attend the Graduation Financial Aid evening <p>Develop mentorships:</p> <ul style="list-style-type: none"> • Meet with career advisor to review post-grad plans and develop strategies for success • Complete an interview with an ‘adult in the building’ <p>Assess and/or develop personal skills:</p> <ul style="list-style-type: none"> •Create (access) a MyBlueprint account •Complete the following activities: 	<p>Students are expected to know the following:</p> <p>How and where to access information for post-secondary planning</p> <p>Personal Learning styles</p> <p>Communication methods</p> <p>The process of self-reflection and how it can lead to self-awareness and foster positive, meaningful change</p>

Personal activity
Learning styles activity
Motivations activity
Interests activity

- Complete a student activity summary sheet and reflect on 'Who I am'
- Complete the 'Graduation Profile Survey'

Develop leadership skills:

- Volunteer for leadership opportunities in the school
- Meet with a Work Experience facilitator to access work/volunteer opportunities in the community

Research post secondary institutions:

- Based on individual post-grad plans research various institutions including field of study, subject areas, length of program, choice of campuses, cost, etc
- Based on the research done, choose one that would meet their post-secondary goals and explain the reasons.

Curricular Competencies – Elaborations

Personal skills – Students will demonstrate engagement in all learning activities in the class. They will organize themselves to meet expected deadlines/timelines associated with the course tasks and post-secondary applications.

Leadership skills – Students will work with a work experience facilitator or on their own to find meaningful volunteer experiences that will help them meet their post-secondary goals and practice servant-leadership.

Professional behaviour – Students will be polite, prompt, respectful, focused, self-directed and will manage their time wisely

Process of Reflection – Students will continuously use various tools/strategies to reflect on past and present practices to develop future plans.

Learning Styles – Students will be able to identify the ways in which they learn best, and use that knowledge to develop applicable, meaningful and attainable goals for post-secondary

Recommended Instructional Components:

Experiential learning, Direct Instruction, Guided practice, Demonstrations, Mentor meetings will all be used throughout the course.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Reflective practice: self, peer and group.

Personal management: student comes on-time, prepared to work and learn, brings appropriate materials and attitude, etc.

Teacher observations: formal and informal

Personal communication: group discussions, student/instructor dialogue

Other: checklists, rubrics, student/teacher communication, use of school-based technology for learning and communicating.

Learning Resources:

Printed materials provided by instructor, articles, videos, websites, school-based technology, career advisor