**Curriculum**

**Approaches to Learning**

**Course Overview**

Approaches to Learning, a two-day a week, one semester course, focuses on three main areas of study: student organization, self-management, and specific study techniques. Students will develop their individual learning styles and learn to how best to utilize their strengths. They will learn how to more effectively handle the increased academic demands throughout the semester and how to adequately prepare for semester cumulative tests.

**Benchmarks**:

BENCHMARKS

The student will:

1. Understand their own learning
2. Develop good time management skills
3. Apply effective memory skills
4. Develop good Test-Taking strategies

**Performance Indicators**

PERFORMANCE INDICATORS

1.a Establish learning goals that are based on an understanding of one’s own current and future learning needs

1.b Identify own strengths and weaknesses as a learner and seek out opportunities for learning

1.c Become familiar with a range of learning strategies to acquire or retain knowledge

1.d Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals

1.e Test out new learning in real-life applications

2.a Establish learning goals that are based on an understanding of one’s own current and future time management skills

2.b Become familiar with a range of learning strategies to direct or control the use of time

2.c Analyse present time management skills and how they might be improved

2.d Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals

2.e Test out new learning strategies in real-life applications

3.a Become familiar with a range of memory strategies to acquire or retain knowledge

3.b Make inferences or judgments based on how the brain works and with regard to memory

3.c Generate alternative memory strategies and discover better ways of retaining new information

4.a Become aware of some common hazard areas while taking tests

4.b Become familiar with a range of strategies that help during tests

4.c Develop ideas for approaching revision in the long term

4. d Learn ways of managing stress in order to facilitate learning

**Assessments**

ASSESSMENTS

 a. Discussion in class

 b. Journal Writing

 d. Group Work

1. Discussion in class
2. Group Work
3. Reflective Thinking

 a. Discussion in class

 b. Group Work

 c. Reflective Thinking

1. a. Discussion in class

 b. Journal Writing

 c. Reflective Thinking

**Core Topics**

CORE TOPICS

* 1. Identifying learning goals
	2. Understanding learning styles
	3. Developing learning strategies

 2.

 a. Identifying learning goals

 b. Developing learning strategies

 c. Evaluating the effectiveness of time management

 3.

 a. Implementing memory strategies

 b. Understanding the brain

 c. Discovering better ways to retain information

 4. a. Implementing revision strategies

 b. Understanding common hazards test areas

 C. Discovering better ways to deal with stress

**Specific Content**

SPECIFIC CONTENT

1.a Understanding how attitudes to learning and intelligence can affect the study

1.b Understanding preferred learning style to help study and what is needed to learn best

1.c Adopting optimal learning conditions

1.d Being aware of study habits that may hinder learning

1.e Awareness of optimal conditions for learning

2.a Awareness of how to use study time

2.b Knowing how to organise the study time and enabling those times

2.c Organising the work efficiently to meet deadlines

2.d Awareness of appropriate time-saving strategies

2.e Identifying personal priorities

3.a Using a range of practical memory strategies

3.b Awareness of how the brain works and how it impacts the memory

3.c Identifying preferred memory strategies

3.d Applying strategies to remember essential information

4.a Using a range of practical revision strategies

4.b Understanding the purpose of revising

4.c Identifying preferred revision techniques

4.d Awareness of optimal condition for learning

**Resources**