

Course Profile

Learning Strategies 1: Skills for Success in Secondary School

Grade 9

Open

• *for teachers by teachers*

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Acknowledgments

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Course Unit # 1: Preparing for Learning

Time: 23 hours

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Unit Description

In this unit, students will develop a personal profile of their competencies and interests. Having investigated their learning preferences by completing a variety of inventories, students will be aware of their areas of strength and of the need to accommodate their learning challenges. Students will define success as the achievement of personal goals and then investigate and begin to apply the personal management skills and habits critical to success in high school.

Strand(s) & Expectations

Strands: Learning Skills, Interpersonal Knowledge and Skills, Personal Knowledge and Management Skills

Overall Expectations: LSV.01X, LSV.02X, PKV.01X, PKV.02X, PKV.03X, IKV.01X, IKV.02X

Specific Expectations: LS2.01X, LS1.02X, LS2.01X, LS2.02X, PK1.01X, PK1.05X, PK2.01X, PK2.02X, PK2.03X, PK2.04X, IK1.01X, IK1.02X, IK1.03X, IK1.04X, 1K1.06X, LS2.03X, LS2.04X

Activity Titles

Activity 1	What makes an effective team?	210 minutes
Activity 2	What does my personal profile look like?	350 minutes
Activity 3	What does learning have to do with success?	280 minutes
Activity 4	How do I work and communicate effectively in my group?	210-350 minutes
Activity 5	How do I organize for success?	280 minutes

Unit Planning Notes

1. The portfolio for the course can be organized as follows:
Section 1: Personal Profile (Learning About Myself)

Section 2: Application of Knowledge and Skills (organized according to each of the strands in the course: Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills)

Section 3: Goals and Plans (Planning for Learning)

2. Literacy and numeracy skills and strategies are dealt with on an on-going basis according to individual student need.
3. Students regularly update their portfolio and maintain their student planners.
4. Students are consistently encouraged to apply strategies learned in this course in their other coursework.

Prior Knowledge Required

- some experience in cooperative groups

Teaching/Learning Strategies

- questioning, demonstration, role playing, simulation, cooperative group learning, brainstorming, concept development, critical and creative thinking using graphic organizers, interviewing, researching, peer buddies

Assessment / Evaluation

Tool	Purpose	Who	Activity
observation	formative	teacher	all, ongoing
checklist	formative	teacher	#1 group skills
constructed response	formative	teacher	#1 group process
graphic organizer	formative	teacher & self	#1 thinking skills
checklist	formative	teacher & self	#2 personal profile
rubric	formative	teacher	#2 ideal classroom
rubric	formative	teacher	#2 reflection
rubric	formative	teacher, self	#3 personal inquiry
rubric	summative	teacher	#3 Tips for Success Poster
checklist	formative	self	#3 communication skills; vocabulary development
checklist	formative	teacher	#4 communication skills
rubric / constructed response	formative	teacher, self	#4 SQ4R strategy
checklist	formative	peer	#5 time management
checklist; constructed response	formative	teacher	#5 note taking
rubric	formative	teacher	#5 study strategies
rubric	summative	teacher	#5 student led portfolio conference

Resources

1. Burke, Kay, What to Do With the Kid Who...Developing Cooperation, Self-Discipline and Responsibility in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
2. Butler, S.; and Misener, J. Exploring Your Horizons. Toronto: McGraw – Hill Ryerson Limited, 1998.
3. Costa, Arthur. The School as a Home for the Mind. Arlington Heights: IRI / Skylight Training and Publishing, 1991.

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4. Crutsinger, Carla. Thinking Smarter. Carrollton: Brainworks, Inc., 1992.
 5. De Bono, Edward. Mind Power. Toronto: Penguin Group, 1995.
 6. Fogarty, Robin and Bellanca, James. Patterns for Thinking, Patterns for Transfer. Arlington Heights: IRI / Skylight Training and Publishing, 1991.
 7. Fleet, J.; Goodchild, F.; and Zajchowski, R. Learning for Success: Skills and Strategies for Canadian Students. Harcourt Brace & Co., 1994.
 8. Gibbs, Jeanne. Tribes. Santa Rosa: Centre Source Publications, 1994.
 9. Kearns, S.; and Misener, J. Expanding Your Horizons. Toronto: McGraw-Hill Ryerson Limited, 1993.
 10. OSSTF. Celebrating Differences: Teaching and Learning Styles, Toronto: OSSTF, 1986.
 11. OSSTF. Grass Roots II. Toronto: OSSTF, 1993.
 12. Parks, S.; and Black, H. Organizing Thinking. (Book 1) Pacific Grove: Critical Thinking Press and Software, 1992.
 13. Sebranek, P.; Meyer, V.; Kemper, D.; and Van Rys, J. School to Work, A Student Handbook. Boston: D.C. Heath and Co., 1996.
 14. Silberman, M. Active Learning. Needham Heights: Allyn & Bacon, 1996.
 15. University of Victoria. Study Tactics Checklist.
<http://www.coun.uvic.ca/learn/program/hndouts/chklst.html>

Activity # 1 What makes an effective team?

Time: 210 minutes

Description

Students determine the knowledge and skills that group members require to work effectively in groups and explore the use of critical and creative thinking skills in this and other subject areas.

Strand(s) and Expectations

Strands: Learning Skills, Interpersonal Knowledge and Skills

Overall Expectations

At the end of Grade 9, students will:

- IKV.01X describe the knowledge and skills needed for effectively working in groups.
- LSV.03X demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentation skills

Specific Expectations

Students will:

- IK1.01X explain how effective group processes can promote individual learning and the achievement of group goals
- IK1.02X describe the interpersonal and teamwork skills necessary for effective group work at school and in the workplace
- LS2.01X demonstrate an understanding of different learning theories and concepts

Planning Notes

The teacher needs to be aware of the ongoing development of the roles, relationships and dynamics within a group. A variety of group activities that include “getting to know you”, trust, empathy and co-operative activities may be used to help students become comfortable working in groups. (See resources for this activity.)

The teacher considers and plans accordingly for students who, because of range of issues – behaviour, esteem, learning ability, etc., may need to work in smaller groups or groups of a homogeneous nature to be successful.

The teacher may wish to co-ordinate these activities with grade 9 teacher advisers who may have a similar focus in September of each year.

Prior Knowledge Required

- experience in cooperative groups

Teaching / Learning Strategies

1. Involve students in a cooperative group activity: In teams of 4-6,
 - create a group symbol or CD cover that reflects the group and the individual students in it.
 - assign roles for each team member (e.g, #1: materials manager, #2: artist – designer, #3: timekeeper, #4 makes sure all in group are included, #5: presenter, #6: co-presenter).
 - each group presents its symbol / CD cover.
 - students individually reflect on what they have learned – about each other and the group goal that was accomplished.
 - provide a definition of reflection, some reflection questions and model ‘reflection’ frequently for the class (see Unit 1, Activity 1, Appendix A).
2. Ask the groups: What caused your group to work well? What inhibited the work of the group?
 - List other situations that require group or team work. e.g., a jury, a sports team, a TV news team, a car manufacturing plant, the emergency room in a hospital. Using a graphic organizer, teach ‘brainstorming’ (e.g., mind map, see Unit 1, Activity 1, Appendix A) - generating ideas on a selected concept where students build on others’ ideas without judging them. Have each group brainstorm the skills and processes required for one of these specific teams to be successful.
 - Teach students to sort and classify. (Collect data, label similar items in a group, use the same pattern to add others.) Use a graphic organizer to illustrate the process. See Unit 1, Activity 1, Appendix A.
 - Have students classify the skills and processes generated into some categories, e.g., listening skills, processes for negotiating and reaching consensus, processes for determining roles, leadership skills, organizing skills).

Assessment / Evaluation

1. IK1.O2X

Create cooperative groups of 4 students who work together to design a role play that illustrates at least 5 skills required for effective groupwork. Other groups determine which skills are being role played. (formative; tool: selected response)

2. IK1.O2X

Students in these groups list the skills required for their role play group to work effectively and identify those that were used to help the group function effectively and those that were missing that could have helped the group do better work, e.g. staying on task, seeking consensus, contributing ideas, handling disagreements positively. (formative; tool: checklist)

3. IK1.O1X

As a group, students determine what processes lead to the accomplishment of the group goal and to any individual learning. Groups list the processes on chart paper and post them. Individual students generate a written reflection of the ways that group processes and interpersonal skills impact their own learning in and out of school. Reflection must include specific, real examples of how the student’s learning or achievement has been / will or could be affected by an effectively working group. (formative; tool: constructed response)

4. LS2.O1X

Students determine opportunities to use brainstorming (creative thinking) and sorting and classifying (critical thinking) in other subjects, select an opportunity, apply the skills and bring evidence of application (use of a graphic organizer to facilitate the thinking) of these to Learning Strategies 1 class. Assessment criteria: use of a graphic organizer, effectiveness of the strategy. Students reflect on their use of the thinking skills strategy and determine opportunities for future use. See rubric – Appendix A. At a later date, this evidence will be placed in section 2 of the student’s portfolio: Application of Knowledge and Skills. (formative; tool: graphic organizers; rubric)

Resources

1. Fogarty, Robin and Bellanca, James. Patterns for Thinking, Patterns for Transfer, Arlington Heights: IRI / Skylight Training and Publishing, 1991.
2. OSSTF. Grass Roots II. Toronto: OSSTF, 1993.
3. Johnstone, Keith. Don’t Be Prepared. Calgary: Loose Moose Theatre Company, 1994.
4. Hobbs, Ann and White, Dr. James. Empowering Ourselves Together. Wentworth County Board of Education, 1993.

Appendix A

Questions That Encourage Reflection

Teacher Questions

1. What were you expected to do?
2. What did you do well?
3. If you had to do the task again, what would you do differently?
4. What assistance do you need from the teacher?
5. Is there anything else you need to know?

PMI

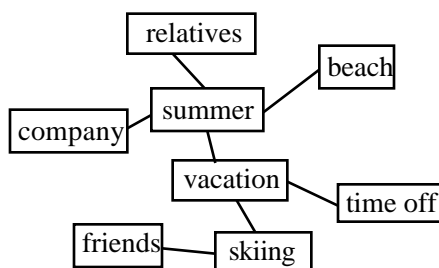
- (Plus) What was good about the activity or experience?
 (Minus) What was not good about the activity or experience?
 (Interesting) What was interesting about the activity or experience?

What?, So What?, Now What?, What Else?

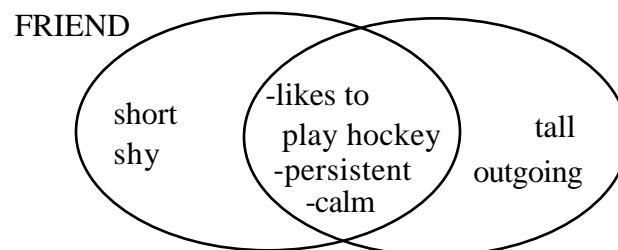
1. What did I do?
2. What skills and / or knowledge did I use or learn?
3. Why was I trying to do it?
4. Where else can I apply what I learned?
5. What next steps can I take?

Graphic Organizers

Mind Map



Venn Diagram – to sort & classify



Rubric: Reflection; Application and Transfer of Knowledge & Skills

Level 1	Level 2	Level 3	Level 4
Outlines application of knowledge and/or skill with little detail	Describes application of knowledge and/or skill concisely with some detail; identifies the areas of learning that were applied	Describes in detail the application of knowledge and/or skill clearly and concisely; identifies the areas of learning that were applied; relates learning to the present context only	Describes in detail the application of knowledge and/or skill clearly and concisely; identifies the areas of learning that were applied; relates learning to the present, past and future contexts
Reflection relates more to feeling about evidence (likes and dislikes) rather than to knowledge about personal growth	Reflection is about learning but is superficial	Reflection shows insight into own learning, plans are included for further development (goal setting, action plans, etc.)	Reflection includes assessment of own learning as well as specific plans for further development (goal setting, action plans, etc.)

Activity # 2 What does my personal profile look like?

Time: 350 minutes

Description

Students are introduced to the concept of learning styles in the areas of personal strengths and preferences, as well as the social and environmental factors that influence their learning. Students create their initial personal profile which will eventually form part of their personal portfolio.

Strand(s) and Expectations

Strand: Personal Knowledge and Management

Overall Expectations:

At the end of Grade 9, students will:

- PKV.O1X explain how their competencies and interests affect their learning
- PKV.O2X describe and evaluate the ways they learn best

Specific Expectations

Students will:

- PK1.O1X produce a personal profile of their competencies and interests and explain how these affect their attitude towards learning
- PK2.O4X identify how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations

Planning Notes

Teachers need to understand the concept of portfolios as vehicles for students to gather evidence of their ongoing growth and achievement. See sample resources in this activity.

The portfolio for the course might be organized as follows:

Section 1: Personal Profile (Learning About Myself)

Section 2: Application of Knowledge and Skills (organized according to each of the strands in the course: Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills)

Section 3: Goals and Plans (Planning for Learning)

Prior to the activity, the teacher needs to gather a variety of learning styles inventories and select appropriate inventories for students in Learning Strategies 1. Choice may be based on reading level as well as length, depth and sophistication of the inventory.

Teaching / Learning Strategies

1. Think / Pair / Share:

Ask students to think about a subject area, class or recreational activity in which they feel confident as learners. Students describe the subject/activity, what they like about it and what their strength is in the area.

- Students share their experiences with a partner and then, if desired, with the larger group.
- Ask students to make a personal list of ways that they think they learn best, the conditions under which they learn best and the tasks and/or subjects in which they feel the most confident.

Use this activity to introduce the concept of learning styles – perceptual preferences, social factors, environmental factors, motivational/interest factors (relevance and meaning).

2. Learning Styles Inventory or Questionnaire

- Over 3 or 4 periods, have students complete a learning styles inventory that addresses perceptual preferences (auditory, visual, kinesthetic), environmental factors (sound, light, temperature, time of day, location), and social factors (self, pair, small group, large group/class, teacher).
- Ask students to determine whether there is a relationship between the learning factors and preferences and their most preferred subjects/tasks. Students can express this relationship using a graphic organizer that assists in illustrating cause and effect.

3. Personal Profile

- Students create a personal profile that will later be introduced as the Personal Profile (Learning About Myself) section in their portfolio. The profile includes the student's learning/perceptual preference(s), with social and environmental factors that promote learning. Information on personal skills and interests may also have emerged in the above two activities and can be included in the profile.

4. Using Strengths to Overcome Challenges

Group students according to auditory, visual or kinesthetic preferences. In their groups, have students brainstorm ways to use their strength to accommodate their less dominant preferences. Consider the potential implications of a teaching style that does/does not match a student's learning preference. Focus the groups with the following questions:

- How does one use a dominant visual preference when listening to a lecture? (e.g., use charts and diagrams in note-taking, ask the teacher to outline the main points on the board, etc.)
- What strategies can be devised by a group with auditory preferences to adapt to a class and teacher with a visual preference?
- What strategies can be devised by a group of students with a kinesthetic learning preference for learning in a class with a predominant lecture/reading/writing focus?

Assessment / Evaluation

1. PK1.O1X

Students create a personal profile. On an attached page, students draw conclusions about their learning style in terms of their favourite subjects and the subjects in which they are most successful. (formative; tool: checklist of contents – learning styles inventory results, connections made to subjects, rationale for conclusions)

2. PKV.O2X

Groups of students with similar learning styles build, draw or describe (orally or in writing) their ideal classroom. Factors taken into consideration for design must include: learning / perceptual preference – teaching style, social and environmental factors. Students may also match the classroom to interests and strengths. Each student in the group must be able to explain the features of the classroom in terms of their learning preferences. (Formative tool: rubric that includes the following criteria: alignment of features with learning style, variety of factors that influence learning, depth of understanding of personal preferences, clarity of explanation)

3. PK2.O4X

Individually, students refine the learning strategy lists created in #4 according to their specific preferences and share with a teacher and/or a peer for further refinement. Students determine a situation in which one of these strategies can be applied, apply the strategy and document the results. (Reflection in portfolio; tool: rubric – Unit 1, Activity 1, Appendix A.)

Resources

1. Canada Career Consortium. Canada Prospects. Build Your Knowledge at Warp Speed. Human Resources Development Canada, 1998-99.
(http://www.careerccc.org/english/canada_prospects_98-99/career_curiosity/4.html)
2. Danielson, Charlotte. An Introduction to Using Portfolios in the Classroom. Alexandria: Association for Supervision and Curriculum Development, 1997.
3. Fogarty, Robin, ed. Student Portfolios. Arlington Heights: IRI / Skylight Training and Publishing, 1996.
4. OSSTF. Celebrating Differences: Teaching and Learning Styles, Toronto, OSSTF, 1986.

Glossary

A portfolio is a purposeful collection of student work that illustrates the student's efforts, progress, and achievement in one or more areas. The process of creating a portfolio includes student participation in selecting contents, the criteria for selection, the criteria for assessment and evidence of student self reflection.

Activity #3: What does learning have to do with success?

Time: 280 minutes

Description

Students synthesize their interpretations of success, the factors that influence success and the skills that are critical to success at school and in the workplace in a short presentation to the class. Discussion is focused on success as the achievement of personal goals. Students learn and practise a variety of communication skills (interviewing, listening and presenting) as they carry out their research.

Strand(s) and Expectations

Strands: Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills

Overall Expectations

At the end of Grade 9, students will:

- LSV.01X demonstrate and use an increasing variety of literacy and numeracy skills
- PKV.03X identify and define the personal management skills, habits and characteristics required for success in high school
- IKV.02X use interpersonal and teamwork skills effectively in learning environments

Specific Expectations

Students will:

- LS1.01X demonstrate effective use of strategies to improve literacy (e.g. vocabulary, general knowledge, and language development techniques)
- LS2.01X demonstrate an understanding of different learning theories and concepts
- PK2.01X describe a variety of personal management skills, habits and characteristics that contribute to success in high school
- IKI.04X use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities

Planning Notes

Teacher gathers examples of a variety of ‘successful people’ spanning a range of situations, occupations and cultures. The teacher leads the discussion of success by focusing on success as ‘achievement of personal goals’.

Teaching / Learning Strategies

1. The Meaning of Success

- Students generate the names of a variety of ‘successful’ people. The teacher may wish to supplement the student list with a few ‘ordinary, average, everyday’ people who are very successful in terms of their aspirations. Initiate a discussion around ‘success’: What is it? (consider using an attribute wheel as a graphic organizer, see Unit 1, Activity 4, Appendix A) How does one know when one is successful? How is success achieved? What does learning have to do with success? How does one know when and what to learn next?
- Students work in groups of two or three on the following task:
 - interview three or more adults from the community, using the questions outlined as the basis for the interview
 - summarize responses to the questions.
- Review / teach students or have students generate a list of the tips for interviewing, active listening and presenting to a group. If students will be conducting telephone interviews, review telephone etiquette.
- Students use a mind map to brainstorm the vocabulary associated with the job or interests of the person whom they are interviewing. Students begin a personal glossary in their notebooks.
- Students, assisted by the teacher, create a summary of important points to remember for each of interviewing, active listening, presenting and telephone etiquette. Role play the scenarios as time permits. Students assess themselves and each other according to the items in the summaries that they created. (e.g. correct use of vocabulary, manners, clarity of presentation, etc.) The items can be placed on a checklist for each of interviewing, active listening, presenting and telephone etiquette.
- Synthesize the information and present to the class (written, oral or chart form) using examples from the interview to back up conclusions.
- After the sharing of information, the teacher reaffirms the importance of attitude, motivation, goal setting and learning the skills and knowledge required to achieve the goal. Focus student thinking by categorizing skills for success as learning skills and strategies, interpersonal skills and personal management skills.

2. Success in School

- Students discuss what success in school looks like and use categories (e.g., learning skills and strategies, interpersonal skills and personal management skills) to brainstorm skills and personal qualities required for success.

3. Learning the Skills for Success

- Ask students to think about the last time they learned something significant – in or out of school. Ask them to recall what they learned, where they learned it, why they learned it and who was with them when they learned it. e.g., “the cheat codes for a computer game, on the Internet, by myself, in my home because I wanted to be able to beat a level on the game”.
- Students determine what was important for their learning to occur – meaningful, relevant, in an enjoyable context, ability to easily process information, a good reason for learning, and an opportunity to practise what was learned.
- The teacher provides information regarding the learning process:

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- learning occurs in context, with input preferences (e.g., visual, auditory, kinesthetic), by processing it and then reacting to it
 - applying knowledge and skills requires practice, feedback from self and/or others, thoughtful reflection that focuses on areas for improvement and future application.
 - Students describe the learning process that occurred when they applied the skills for active listening in their interview and reflect on their active listening experience using the “What?, So What? Now What? What Else?” framework provided in Unit 1, Activity 1, Appendix A.

Assessment / Evaluation

1. LS2.O1X Inquiry – Personal Learning Process
Students model thoughtful reflection in their application of interpersonal skills: interviewing, active listening, telephone etiquette and presenting by routinely asking themselves the 4 questions: What? So What? Now What? What Else? As these skills are applied in other settings (e.g. English class), students collect evidence of the application (e.g. a journal entry, a teacher or peer assessment on a checklist), bring the evidence to class, reflect using the four questions and place the evidence and reflection in their portfolios. (formative; tool: see rubric Unit 1, Activity 1, Appendix A)
2. IKI.O4X Interpersonal Skills: Communication
Students use a checklist to assess their skills in interviewing, active listening and telephone etiquette. (formative; tool: checklist - components as generated by students in #1 above for each category)
3. LS1.01X Vocabulary Development
Students contribute five words to the class ‘Word Wall’ which changes regularly with class topics and maintain a personal glossary in their notebooks. (formative; tool: checklist that includes a check for spelling accuracy, regular updates of personal glossary)
4. PK2.O1X Personal Management Skills, Habits, Characteristics
In groups of three, design a Tips for Success poster for grade eight students. Include a variety of personal management skills, habits and characteristics. Use vocabulary that is appropriate for the topic. (summative; tool: rubric with criteria for appropriate vocabulary, at least five personal management skills with relationship to success clearly illustrated, active listening during group work, individual accountability)

Resources

1. Crutsinger, Carla. Thinking Smarter. Carrollton: Brainworks, Inc., 1992.

Activity #4: How do I work and communicate effectively in my group?

Time: 210 minutes

Description

Students have the opportunity to practice a variety of communication and teamwork skills in large and small group settings. Students learn various ways to read for understanding.

Strand(s) and Expectations

Strands: Interpersonal Knowledge and Skills, Learning Skills

Overall Expectations

At the end of Grade 9, students will:

- IKV.O1X describe the knowledge and skills needed for working effectively in groups
- LSV.O1X demonstrate and use an increasing variety of numeracy and literacy skills

Specific Expectations

Students will:

- IK1.O2X describe the interpersonal and teamwork skills necessary for effective group work at school and in the workplace
- LS1.O2X demonstrate effective use of reading strategies to improve understanding of text

Planning Notes

- The teacher considers the strengths and abilities of individuals in structuring triads for student practice of communication skills.
- For reference, the teacher gathers a variety of rating scales and checklists for communication skills and teamwork skills.

Teaching/Learning Strategies

1. In a large group or as a class, students brainstorm some of the critical steps for listening effectively. Students can focus their thinking on the following: preparing for listening, avoiding poor listening habits and interpreting the message.
 - The teacher can role play or use a concept development strategy for each of the following skill sets. To help students understand the concept of each skill set, the teacher role plays or prepares senior students to role play, some 'yes' and 'no' examples for one skill set at a time until students identify the skill set and ideal attributes being role played:
 - giving and receiving instructions
 - paraphrasing
 - active listening
 - giving and receiving feedback
 - Students identify what the speaking or listening skill is and the attributes of carrying it out effectively. Students may transfer their learning to a sunshine or attribute wheel as a graphic organizer to illustrate attributes of each (See Unit 1, Activity 4, Appendix A) or create a simple checklist of things to remember.
2. As a class, define the role of an observer and provide opportunities for students to practise being observers. In groups of three, students practise, and rotate, the role of listener, speaker, observer as they:
 - paraphrase

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- give and receive instructions
 - listen actively
 - give and receive feedback
3. Students bring an article of interest from a newspaper or magazine to class. The teacher demonstrates two strategies for ‘study reading’ or ‘reading for facts’:
 - Mapping: the title of the article is placed in the centre of the map, details are added as they are encountered in the article (see Mind Map Graphic Organizer, Unit 1, Activity 1, Appendix A)
 - SQ4R – **survey** the text to get the big picture, self-**question** during the survey, **read** carefully, **record** the key points on paper, **recite** out loud what is learned from the reading, **review** or summarize the content of the readingStudents read their article for facts using one of the two strategies.
 4. Students suggest a variety of strategies to use in ‘listening for facts’. Students listen to a story read by the teacher and use the LQ2R strategy – **listen, question** (yourself), **recite** (information in your mind), and **recap** (summarize) for facts.
 5. In pairs, student A summarizes the content of his/her article for student B. Student B listens and reviews the main details. Students reverse role with Student B’s article.

Assessment / Evaluation

1. IK1.O2X

In pairs or triads, students role play one of the communicating and team work skills above. Other students identify the communication or teamwork skills and determine its effectiveness in the role play. Using a checklist or attribute wheel, students assess a peer for each of the communication and team work skills. Students add this peer assessment to their Personal Profile. (formative; tool: observation checklist)

2. LS1.O2X

Students use the mind mapping or SQ4R strategy for material that has to be read for homework. Students bring in evidence of applying the strategy, place the evidence in their portfolio, and reflect on the effectiveness of the strategy and determine other situations in which these strategies can be used. Students may set goals for further use. (formative; tools: reflection rubric – Unit 1, Activity 1, Appendix A; constructed response)

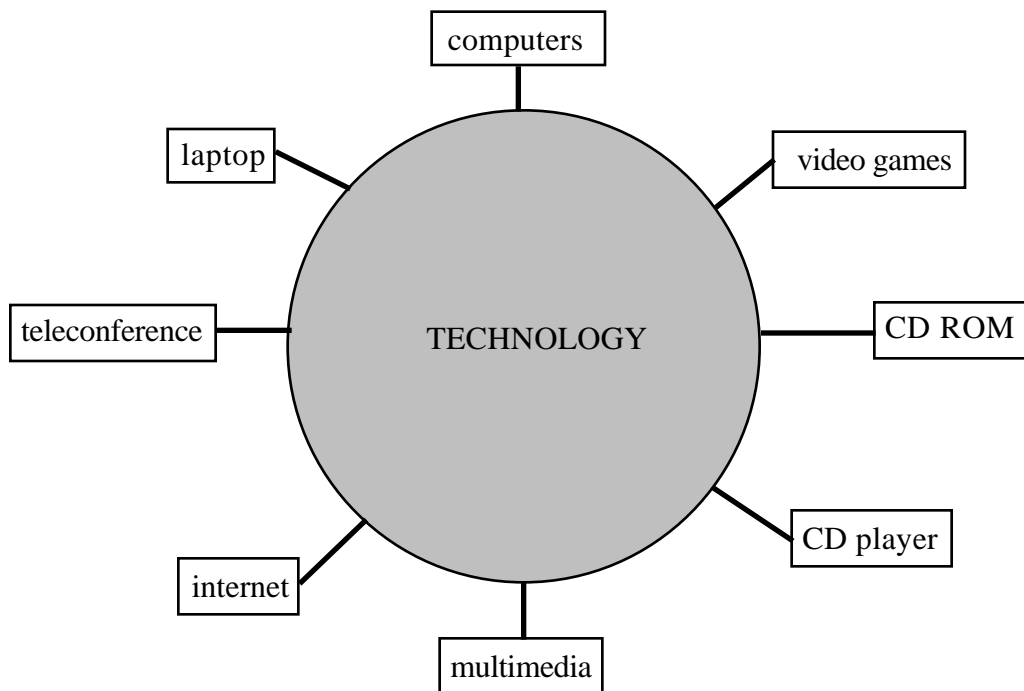
Resources

1. Sebranek, P.; Meyer, V.; Kemper, D.; and Van Rys, J. School to Work, A Student Handbook. Boston: D.C. Heath and Co., 1996.

Appendix A

Graphic Organizer

Sunshine or Attribute Wheel – used to indicate attributes of an idea, place or thing



Activity #5: How do I organize for success?

Time: 280 minutes

Description

Students learn how to use student planner, manage their time and set priorities. Students learn and practise note taking and study skills.

Strands and Expectations

Strands: Learning Skills, Personal Knowledge and Management Skills

Overall Expectations

At the end of Grade 9, students will:

- LSV.02X identify and describe learning theories and the learning and thinking skills required for success in high school
- PKV.03X identify and define the personal management skills, habits, and characteristics required for success in high school

Specific Expectations

The student will:

- LS2.03X demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success
- LS2.04X demonstrate effective use of note taking strategies
- PK2.02X demonstrate understanding of the value of effective personal management skills, habits and characteristics by analysing their use in daily life and their impact on academic, work, and life success

Planning Notes

- Invite guest speakers (e.g. senior students, community & business representatives) to demonstrate their time management and organization strategies and illustrate the importance that these skills play in employment and community organizations.
- Collect a variety of organizers as examples for students.
- Research a variety of tips for note taking and studying. Several can be accessed from the 'Career Gateway' site at www.edu.on.ca/eng/career/explore.html.
- Consider alternative note taking tips depending on the needs of some students e.g. audiotape lectures, note taking buddies who work with a peer to ensure complete notes, etc..

Teaching/Learning Strategies

1. Time Management

Students will:

- Track present time management habits by charting use of time over a period of one week.
- Record use of time on a chart (days of the week across the top, time of day / evening along the side.
- List specific activities in point form.
- Use different colours on their chart to differentiate types of time: blue for non-negotiable time e.g. school, yellow for time committed to special interests and hobbies, green for study and homework time outside of school, red for unstructured leisure time and orange for sleep time.

-
- Develop a time management plan for the coming week using a format that includes all non-negotiable, committed, study / homework and unstructured time. Include a daily ‘To Do’ list which differentiates ‘Must Do’, ‘Should Do’ and ‘Would Like to Do’.
 - Follow the plan for one week. At the end of each day, make notes in the planner that indicate a) what was accomplished, b) where time was used not as intended, and c) any revisions to time allocation for the next day. For the week and possibly for the duration of the course, select a peer to sign the planner each day if these notes and updates have been attended to.
 - At the end of the week, determine what reasonable changes can be made to their weekly time management plan to ensure study time and preparation for class and outline orally to their buddy or in writing, how they will go about implementing any changes.
2. Note Taking Skills
- To create interest in note taking strategies and to provide a group strategy for active listening and note taking, select a short topic as the basis of a five-minute lecture. Have students divide into 4 groups and listen to the lecture:
 - Group 1: questioners - will develop two questions about the material covered in the lecture
 - Group 2: agree-ers - will determine two points they find helpful in the lecture
 - Group 3: nay-sayers - will find two points they disagree with in the lecture
 - Group 4: example givers - will give two examples of the way the material can be applied or used
 After the lecture, call on each team to present their views.
 - To focus discussion on note taking, create a short true/false pre-test on note taking. e.g.
 - Reorganizing portions of your notes after a lecture is a waste of time (F)
 - Leave blank spaces when you miss important information (T)
 - Summarize the main ideas; list only the most important details. (T)
 - Good notes will eliminate the need to review (F)
 - Draw simple charts or diagrams to make ideas clearer (T)
 - Jot down any personal observations so that the notes have personal meaning (T)
 - Don’t ask questions if you don’t understand –keep writing in case you miss something (F)
 - Use a special system of marking your notes to emphasize important information (underline, star, check, indent) (T)
 - Never summarize information that is written on the board or on an overhead (F)
 - The more detailed the notes, the more you’ll be able to learn and remember (F)
 - Discuss each statement as the test is debriefed.
 - Discuss what note taking requires – listening, interpreting, evaluating, summarizing and writing.
 - Students practise three methods of note taking as the teacher reads a short essay or newspaper article.
 - Three Columns - used when there is an accompanying textbook or teacher notes
Columns are labeled “Diagrams”, “Lecture Notes” and “Text Notes”. The Diagrams and Text columns are completed after the initial note taking to boost recall and understanding.
 - Outline - students jot down main topics, sub topics and headings. Point form is used.
 - Mapping - students capture main and sub topics on a mind map.
 - Have pairs of students determine additional note taking tips and give an extended example for each.
3. Study Skills
- Students will:
- work in cooperative groups of four to determine five tips for studying.
 - record their list on chart paper; share with the class.
 - discuss a list of tips given by the teacher e.g. “Study Tactics Checklist” from study skills. (<http://www.coun.uvic.ca/learn/program/hndouts/chkfst.html>)

Assessment / Evaluation

1. PK2.02X

Students apply their plans for time management as outlined in their student planner or on a planning chart that they have devised. A peer buddy notes daily on a checklist whether the student has an outline of plans for the given day, whether the plans include revisions as a result of unfinished business from previous days and whether the plans indicate what items have been accomplished. This checklist, at the end of the week, month or term, can be put in the student portfolio as evidence of time management skills. (formative, tool: checklist)

2. LS2.04X

Students outline the benefits of the note taking methods, “3 Columns”, “Mapping” or “Outlining” in relation to the subjects they are taking and the type of instruction they are receiving in each. Students use one of the note taking strategies in a school subject or to summarize a documentary TV show of their choice. Students bring their notes to Learning Strategies 1 class and explain them to a peer buddy. The peer asks questions, probes for details and completes a quick checklist (peer assessment) that includes the following: complete summary, detailed answers to questions, apparent understanding of concepts. (formative; tools: peer checklist; teacher assessment of note-taking – constructed response)

3. LS2.03X

Students select relevant study tips to apply and note these plans in the Goals and Planning section of their portfolio. Students keep a personal study log for a period of time before a test in one of their subjects and record their progress using the selected strategies. The test or quiz as well as the on-going study log can be used as evidence of application of the study tips and placed in the student’s portfolio in the Application of Knowledge and Skills section. (formative, tool: reflection rubric, Activity 1, Appendix 1)

4. Students sort through the evidence that they have collected in their portfolios and select 5 pieces of work that demonstrate the following:

- ability to work as an effective group member,
- understanding and application of their learning styles,
- understanding of success,
- application of study skills (SQ4R, LQ2R, note-taking, etc.),
- application of a personal management strategy that the student has learned or refined that is currently contributing to the school success.

Students must be able to articulate why they chose the evidence, what learning it represents and possible next steps. (Summative; tools: student led portfolio conference) Rubric criteria for conference includes understanding of concepts, suitability and quality of evidence chosen, clarity of communication, communication appropriate to audience, evidence of ability to transfer skills and ideas to different contexts)

Resources

1. Ellis, Dave. Becoming a Master Student. 2nd edition, Boston: Houghton Mifflin Co., 1998.
2. Fleet, J.; Goodchild, F.; and Zajchowski, R. Learning for Success: Skills and Strategies for Canadian Students. Harcourt Brace & Co., 1994.
3. Ontario Ministry of Education. Career Gateway. <http://www.edu.on.ca/eng/career/explore.html>
4. University of Victoria. Study Tactics Checklist. <http://www.coun.uvic.ca/learn/program/hndouts/chklst.html>

Unit #2: Me! ...As a Learner

Time: 18 hours

Unit Developers:

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Development Date: April 1, 1999

Unit Description

In this unit, students will begin the development of a portfolio that documents their learning in the areas of learning skills, personal knowledge and management skills and interpersonal knowledge and skills. They will continue to update their personal profile and make plans for future growth. Students will use the inquiry model to investigate a school or community based activity that is of potential interest to them. Results of the inquiry will be shared through small group presentations. Literacy skills will be further developed in a written report on the research.

Strand(s) & Expectations

Strands: Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills

Overall Expectations: LSV.01X, LSV.02X, LSV.03X, PKV.01X, PKV.02X, PKV.05X, IKV.02X, IKV.04X

Specific Expectations: LS1.01X, LS2.01X, LS2.02X, LS3.05X, LS2.07X, IK2.04, PK1.02X, PK1.03X, PK1.04X, PK2.04X, LS1.03X, IK1.04X

Activity Titles

Activity 1	How can I document my growth as a learner?	140 minutes
Activity 2	What do I know about myself as a learner?	210 minutes
Activity 3	How can I use my strengths to meet my goals and manage my challenges?	350 minutes
Activity 4	What skills can I use to become an effective group member?	210 minutes
Activity 5	How can I create a network of mentors?	350 minutes

Unit Planning Notes

1. The teacher assists students on an ongoing basis with literacy and numeracy strategies as needed.
2. Students regularly update their portfolios and maintain their student planners. The teacher assists and monitors students as needed.
3. Students are consistently encouraged to apply the strategies and skills learned in this course in their other coursework. The teacher may wish to encourage students to communicate evidence of this cross-curricular application to their teacher advisers.

Prior Knowledge Required

- Unit 1

Teaching / Learning Strategies

- questioning, simulation, demonstration, use of graphic organizers, researching, role playing, student inquiry

Assessment/Evaluation

TOOL	PURPOSE	WHO	ACTIVITY
rubric	formative	teacher, self	#1 (portfolio, documenting learning, personal inquiry)
constructed response	formative	teacher	#2 (learning theory)
rubric	summative	teacher	#3 research / report / presentation
quiz	formative	teacher	#4 problem solving
constructed response, rubric	formative	teacher	#4 problem - solving simulation
selected response	formative	teacher	#5 mentor role
checklist	formative	teacher	#5 mentor directory
rubric	summative	teacher	#5 learning strategies

Resources

1. Bellanca, J.; Chapman, C.; and Schwartz, E. Multiple Assessments for Multiple Intelligences. Arlington Heights: IRI / Skylight Training and Publishing, 1994.
2. Butler, S.; and Misener, J. Exploring Your Horizons. Toronto: McGraw – Hill Ryerson Limited, 1998.
3. Halton District School Board. Information Technology Standards. Burlington: Halton District School Board, 1998.
4. Jensen, Eric. Teaching with the Brain in Mind. Alexandria: Association for Supervision and Curriculum Development, 1998.
5. Parry, T.; and Gregory, G. Designing Brain Compatible Learning. Arlington Heights: IRI / Skylight Training and Publishing, 1998.

Activity #1: How can I document my growth as a learner?

Time: 140 minutes

Description

The focus of this activity is to guide student efforts in the organization of their portfolios. Students brainstorm and discuss real life examples and purposes of organizational strategies and materials management. Students apply this knowledge to the organization of their own portfolios as they sort, classify and document evidence of their own learning.

Strands and Expectations

Strands: Learning Skills, Personal Knowledge & Management Skills

Overall Expectations

At the end of Grade 9, students will:

- LSV.03X demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentation skills
- PKV.05X demonstrate the effective use of personal management skills in a variety of settings

Specific Expectations

Students will:

- LS3.05X demonstrate an ability to manage their own learning (e.g., study skills, organizational skills, time management, stress management, information management)
- PK2.04X describe and document their own personal management strengths and challenges
- LS2.02X use the inquiry / research process effectively

Planning Notes

Suggested Portfolio Components:

Section 1: Personal Profile – Learning About Myself

Section 2: Applying Knowledge & Skills – Applying My Learning in 3 Areas:
Personal Knowledge & Management Skills, Learning Skills, Interpersonal Knowledge and Skills

Section 3: Setting Goals & Planning – Planning for Learning

Resources (e.g., dividers, binders, folders, etc.) will be required for this activity.

The teacher needs to assist less self-directed students through the portfolio process by helping them determine ways to apply their learning, how to collect evidence of their learning and determine focuses for future learning.

Prior Knowledge Required

Student portfolio set up as in Unit 1, Activity 2

Students have collected evidence of their learning over a variety of activities in Unit 1:

- use of brainstorming, classifying and synthesizing strategies
- use of learning strengths to overcome challenges
- use of study tips, note taking skills, etc.

Teaching / Learning Strategies

1. Organizing: Sorting, Classifying, Sequencing

-
- Brainstorm a list of ‘things’ that are organized into sections or units (e.g., newspapers, books, the Internet, library, computer desktops, supermarkets, science notebook, etc.) Discuss how these are organized (e.g., sequentially, sorted according to categories) and some of the attributes of ‘organization’ (e.g., table of contents, sequenced in numerical, alpha, chronological order). Students generate these attributes using an attribute wheel as a graphic organizer.
 - Students determine ways of organizing a variety of items. e.g., science notes, their rooms, CDs, ideas, etc. and discover ways of classifying, sorting and sequencing them.
 - Students refer to the areas of learning in this course and the evidence of learning that they collected in Unit 1 (thinking skills in Activity 1, learning strategies based on their learning style in Activity 2, communication skills in Activity 3, reading strategies in Activity 4 and time management skills in Activity 5) Students sort this learning into the following categories: (1) Personal Knowledge & Management Skills, (2) Learning Skills, (3) Interpersonal Knowledge and Skills.
 - Explain to the students that this is Section 2 of their portfolio.
 - Discuss the other 2 sections of portfolio (Section 1: Personal Profile – Learning About Myself and Section 3: Setting Goals & Planning – Planning for Learning) and help students determine what aspects of their work can fit in each section.
2. “Collect, Select, Reflect”: Students place their previously collected evidence in their portfolio and determine the best pieces of evidence for particular categories. The teacher may refer to this as the ‘collect and select’ process. Students attach their personal reflections or ‘afterthoughts’ to each piece of evidence. This is the ‘reflect’ part of the process. (Why did I select this item to be in my portfolio? What did I learn? What might I do differently next time? Where else can I apply this learning? Or refer to the reflection questions outlined in Unit 1, Activity 1, Appendix A)

Assessment / Evaluation

1. PK2.04X

Students find ways to document their developing time management skills, ‘collect’ a variety of items that indicate use of these skills and ‘select’ those that are best examples (e.g., of past and present practice). (formative; tool: Portfolio and Portfolio Process rubric: criteria – organization and process) See Unit 2, Activity 1, Appendix A.

2. LS3.05X

Students sort the contents of their portfolios into the three sections and create ways of organizing the information so that it makes sense to self and others. e.g., tables of contents , explanatory notes. Evidence is placed in the portfolio as ‘proof’ of learning and represents the students’ application of knowledge and / or skills. Students select pieces of evidence that reflect learning over time – past through present. (formative; tool: Portfolio and Portfolio Process rubric: criteria – organization and evidence) See Unit 2, Activity 1, Appendix A.

3. LS2.02X

Students routinely reflect on their application of knowledge and skills as an ongoing inquiry or investigation of their personal learning. Students reflect on their application of time management skills, determine how successful they have been, determine other contexts in which these skills can be used and offer suggestions for future use. (formative; tools : Portfolio and Portfolio Process rubric: criteria – process, thinking about learning- Unit 2, Activity 1,Appendix A; Reflection Rubric – Unit 1, Activity 1, Appendix A)

Appendix A

Rubric: Portfolio and the Portfolio Process

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Organization	Portfolio has few entries; evidence is unsorted	Portfolio has some entries; some evidence has been sorted into categories Portfolio has aspects which contribute to organization – table of contents, a log that indicates when items have been entered and / or taken out	Portfolio has many entries; evidence has been sorted into categories with an explanation of why it was chosen Portfolio has aspects which contribute to organization – table of contents, a log that indicates when items have been entered and / or taken out	Portfolio has many entries; evidence has been sorted into categories with an explanation of why it was chosen Evidence selected reflects a variety of reasons for choice – best piece, best process, shows progress, least growth, etc. Portfolio has aspects which contribute to organization – table of contents, a log that indicates when items have been entered and / or taken out
Evidence	Evidence is limited or scattered and relates minimally to area of learning	Several pieces of evidence; some samples relate minimally to area of learning	Several pieces of evidence; most have a clear relationship to area of learning	Several pieces of evidence; all have a clear relationship to area of learning
Process	Portfolio has little evidence of collect, select and reflect process	Portfolio has some evidence of collect, select and reflect process	Portfolio has much evidence of collect, select and reflect process	Portfolio has consistent evidence of collect, select and reflect process
Thinking About Learning	Reflections indicate little self assessment and thoughts around future applications of this learning	Reflections indicate some self assessment and thoughts around future applications of this learning	Reflections indicate frequent self assessment, thoughts around future applications of this learning & ideas for using the learning in other contexts.	Reflections indicate consistent self assessment, thoughts around future applications of this learning & ideas for using the learning in other contexts.

Activity #2: What Do I Know About Myself As A Learner?

Time: 210 minutes

Description

Students will explore the concept of intelligence and the theory of multiple intelligences as it relates to their learning in school. Students will examine ways of using their strengths in a variety of situations, ways of effectively demonstrating their learning in a variety of subject areas and how they can use their strengths to overcome learning challenges.

Strand(s) and Expectations

Strands: Learning Skills, Personal Knowledge and Management

Overall Expectations

At the end of grade 9, students will:

- PKV.01X explain how their competencies and interests affect their learning
- PKV.02X describe and evaluate the ways they learn best
- LSV.02X identify and describe learning theories and the learning and thinking skills required for success in high school

Specific Expectations

Students will:

- PK1.02X identify and describe their learning preferences by using a variety of assessment strategies (ie., formal and informal inventories)
- PK1.03X describe their most effective ways of demonstrating learning (e.g., writing, oral presentation, performance, graphical presentation) and identify those they need to improve
- PK1.04X identify how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations
- LS2.01X demonstrate an understanding of different learning theories and concepts

Planning Notes

- Teachers need to become familiar with Multiple Intelligences theory. See Resources.
- Teachers are to avoid generalizations, labelling and stereotypes. There is not a 'best learning style' or 'best' intelligence. Indicate that intelligence is not 'fixed' and that all of one's intelligences can grow and develop over time depending on one's experiences.
- Place an emphasis on the practical application of a learning strength rather than the knowledge of the theory.
- The learning activities are designed so that students first explore the theory, practise using their learning strengths and preferences, apply their learning strengths in a selected subject area and learn from their experience.
- Teachers are encouraged to assist students in setting up opportunities to meet with their other subject teachers to share what they know about themselves as learners. Other teachers can be encouraged to provide opportunities for students to demonstrate their learning in ways that they are most successful.

Teaching / Learning Strategies

1. Students will:

- brainstorm the definition of intelligence (in groups, report back to class, display around class)
- explore a variety of intelligences as presented by the teacher: e.g. prodigies, savants, gifted students, developmentally challenged

-
- refine and share their definitions

The teacher leads a discussion of intelligence, the origin of intelligence, intelligence quotient (I.Q.), and intelligence testing.

2. Students will:

- brainstorm the definition of multiple intelligence (in groups, report and chart initial definitions).
- use an inventory to identify their dominant intelligences.
- explore each of the intelligences in an introductory activity:
 - verbal linguistic: write or tell a summary of a recent TV show you saw
 - interpersonal: discuss with a partner a recent TV show seen and liked
 - logical mathematical: sequence the events of a recent TV show in chronological order
 - musical rhythmic: create a chant or rap that advertises the TV show
 - visualize the sequence of events in a TV show that was recently seen
 - intrapersonal: think about why a favourite TV show is liked
 - kinesthetic: in pairs, role play a scene from their favourite TV show
- review theorist Howard Gardner and the multiple intelligences theory (view video [Common Miracles](#) or discuss the concept of intelligence and key features of each intelligence as outlined in any of the resources).
- work in small groups (3-4) of similar dominant intelligences; create and present an explanation of their dominant intelligence to the class. The presentation should be an obvious demonstration of their dominant intelligence, include examples of people with this dominant intelligence as well as a description of the impact of this dominant intelligence on them as a student.
- individually, list their three least dominant intelligences and identify school subjects and related activities in which these intelligences are frequently required. With a peer buddy or teacher, determine some possible strategies to adapt to these situations.
- An alternate activity might include a discussion of the benefits of different intelligences in teamwork and, in later group work, structuring the groups so that they have students with a variety of dominant intelligences.

Assessment / Evaluation

1. PK1.02X, PK1.03X

Students:

- given the information learned in their Multiple Intelligences inventory, create a pie or bar graph that represents their intelligences and how they relate to each other (dominant, less dominant, etc.) The graphs can be created on a computer or drawn by hand.
- update the Personal Profile section of their portfolio with the information learned about their intelligences; include the graph as a present picture (evidence) of the ongoing growth and development of their intelligences.
- indicate their understanding of the multiple intelligences theory by explaining the meaning of their intelligence graph orally to a peer or through a written description on the graph itself.

2. PK1.04X, LS2.01X

Students:

- create a chart that lists each of their current school subjects. Beside each subject, list an effective way of demonstrating their learning that makes use of their more dominant intelligences. (formative; tool: constructed response – pie or bar graph, learning chart)
- select a subject or subject area (e.g. geography, creative writing) in which they feel less successful than in others. List several requirements for success in the subject area. Brainstorm

how they can use some of their strengths to meet these requirements. Work with a teacher or peer to detail a strategy to try next time. (formative; tool: constructed response)

Resources

1. Campbell, B.; Campbell, L.; and Dickinson, D. Teaching and Learning Through Multiple Intelligences. Stanwood: New Horizons for Learning, 1992.
2. Common Miracles, The New American Revolution in Learning (ABC News Special). MPI Home Video, 1993. 60 min. Distributed by SMA Distributors or IRI / Skylight Training and Publishing.
3. Lazear, David. Seven Pathways of Learning. Tucson: Zephyr Press, 1994.

Activity #3: How Can I Use My Strengths to Achieve My Goals and Manage My Challenges?

Time: 350 minutes

Description

Students use an inquiry process to investigate a school or community-based opportunity that draws on their identified strengths. Using technology, students share the results of their research with the group to expand everyone's perspective.

Strand(s) and Expectations

Strands: Learning Skills

Overall Expectations

At the end of grade 9, students will:

- LSV.01X demonstrate and use an increasing variety of numeracy and literacy skills
- LSV.03X demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentation skills

Specific Expectations

Students will:

- LS1.01X demonstrate effective use of strategies to improve literacy (e.g., vocabulary, general knowledge, and language development techniques)
- LS2.07X use word processing, graphics or presentation software effectively to enhance oral and written presentation
- LS2.02X use the inquiry/research process effectively;
- LS1.03X demonstrate effective use of a variety of writing forms (e.g., expository, narrative, letter, supported opinion) and use them effectively for a variety of purposes

Planning Notes

- The teacher must be familiar with the word processing, graphics or presentation software as well as the technology available to students.
- The teacher selects an inquiry model that is used in the school or district.
- The teacher uses school and grade specific standards and criteria for various writing forms, e.g., standard format for research paper.
- The teacher may need to spend some time with a variety of students to help them focus on their strengths and determine an area of interest in the school or community where this strength(s) can be used.

Prior Knowledge Required

Grade 8 Writing: Overall Expectation (The Ontario Curriculum, Grades 1-8, English, pg. 25)

- communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate to the form.

Grade 8 Oral and Visual Communication: Specific Expectations (The Ontario Curriculum, Grades 1-8, English, pg. 47)

- use tone of voice and body language to clarify meaning during presentations
- adjust delivery to suit the size of different groups
- use resource materials (e.g., visual aids) to illustrate ideas in presentations.

Unit 2, Activity 2 expectations (documentation of growth as a learner)

Teaching / Learning Strategies

1. Students review their portfolio and summarize their interpersonal, learning and personal management strengths. Students also identify aspects in these areas that are particularly challenging for them. This data can be used to update their Personal Profile and to set the stage for the student's inquiry process.
2. Students listen to guest speakers from volunteer agencies or service clubs in the community and brainstorm opportunities and areas of interest for possible school or community involvement.
3. Students identify which activities in the school or community might be of interest in respect to student strengths and challenges identified earlier. Students may choose an opportunity to strengthen skills in a particular area (e.g., interpersonal) or choose an area of interest that relies on the student's strengths so that confidence is boosted.
4. Students are encouraged to build vocabulary in their areas of interest and are given strategies to read for comprehension (e.g., context clues – synonyms, definitions, words in a series, cause and effect, etc.) when exploring text-based resources (Internet, brochures, books, reports).
5. The teacher reviews the inquiry model with students. (See Appendix A, this activity) Students investigate a school or community-based opportunity that draws on their identified strengths or skills that they wish to improve. Students present their inquiry in a written report and present their findings to the larger group.
6. The teacher reviews with students possible forms for the written research component of the student inquiry (e.g., expository, narrative, letter of application or reference etc.) and reviews and coaches the students in their use of technology for word processing and presentation purposes.

Assessment / Evaluation

LS1.01X, LS2.07X, LS2.02X, LS1.03X:

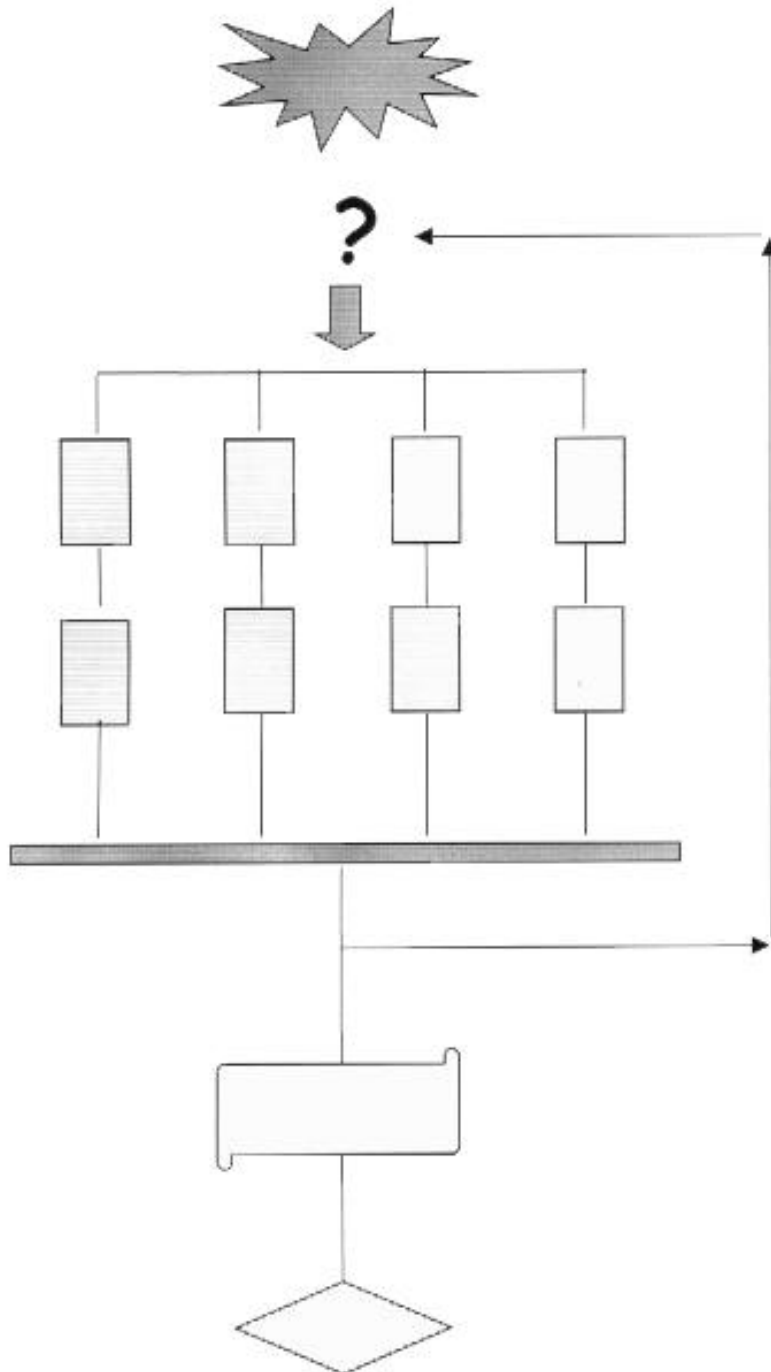
1. Students use an inquiry process to research a community or school based opportunity for potential involvement. Students present their inquiry in a written form of their choice (expository, narrative, letter of application or reference). Technology must be used to prepare the written presentation and can be used for an oral and / or visual presentation their report. (e.g., PowerPoint) (summative; tool: rubric - see Appendix B.
2. Include results of research in portfolio as evidence of use of inquiry model, technology, writing forms and application of literacy strategies. (formative, tool: reflection rubric – Unit 1, Activity 1, Appendix 1)

Resources

1. Halton District School Board. Information Technology Standards. Burlington: Halton District School Board, 1998.
2. Ontario Ministry of Education. Research Study Skills Curriculum Ideas for Teachers. Toronto: Ontario Ministry of Education, 1979.

Appendix A:

An Inquiry Model



Initial Experience:

Question: Pose a question for the investigation.

Consider all the Possibilities:

Collection of Information - on each possibility

Synthesis: Decision based on which possibility answers question best.

Presentation of Decision:

Evaluation of data based on the original question.

Ontario Ministry of Education. Research Study Skills Curriculum Ideas for Teachers. Toronto: Ontario Ministry of Education, 1979.

Appendix B:

Rubric For Assessing Written Presentation of Inquiry, Oral/Visual Presentation and Use of Technology

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Written Presentation	<ul style="list-style-type: none"> • Main idea is unclear. • Little evidence of a logical overall plan. • Word choice is limited for topic and type of writing • Text shows many lapses in fluency. • Basic language predominates. • Weak command of grade appropriate spelling, punctuation and grammar conventions. 	<ul style="list-style-type: none"> • Main idea is recognizable but sense of purpose may be unclear. • Overall plan is present but weak. • Word choice is limited for type of writing; some attempt to use vocabulary suited to topic • Fair command of grade appropriate spelling, punctuation and grammar conventions. 	<ul style="list-style-type: none"> • Main idea is clear. • Introduction and conclusion usually relate to the main idea. • Word choice is generally appropriate to type of writing, vocabulary suited to topic • Good command of grade appropriate spelling, punctuation and grammar conventions. 	<ul style="list-style-type: none"> • Main idea is very clear • Text is interesting, original and creative. • Introduction and conclusion are strong. • Word choice is appropriate to type of writing; vocabulary suited to topic • Excellent command of grade appropriate spelling, punctuation and grammar conventions.
Oral/Visual Presentation	<ul style="list-style-type: none"> • Presentation reflects little preparation. • Communicates ideas with limited clarity. 	<ul style="list-style-type: none"> • Presentation reflects some preparation. • Communicates ideas with some clarity. 	<ul style="list-style-type: none"> • Presentation reflects some thought and attention to detail. • Communicates ideas with considerable clarity. 	<ul style="list-style-type: none"> • Presentation reflects thought and attention to detail. • Communicates ideas with a high degree of clarity and confidence.
Communicating Information with Technology	<ul style="list-style-type: none"> • Technology not used to illustrate ideas. • Requires extensive support to use software and to produce a product that matches the intended purpose and audience 	<ul style="list-style-type: none"> • Satisfactory use of technology to illustrate ideas. • Requires some support to use software and to produce a product that matches the intended purpose and audience 	<ul style="list-style-type: none"> • Good use of technology to illustrate ideas. • Requires little or no teacher support to use software and to produce a product that matches the intended purpose and audience 	<ul style="list-style-type: none"> • Excellent use of technology to illustrate ideas. • Uses software creatively and independently to produce a product that matches the intended purpose and audience

Activity #4: What skills can I use to become a more effective group member?

Time: 210 minutes

Description

Students practise group and teamwork skills through activities related to decision making and problem solving.

Strand(s) and Expectations

Strand: Interpersonal Knowledge and Skills

Overall Expectations

At the end of Grade 9, students will:

- IKV.02X use interpersonal and teamwork skills effectively and appropriately in learning environments

Specific Expectations

Students will:

- IK1.04X use interpersonal and teamwork skills effectively and appropriately in school and community based activities.

Planning Notes

The teacher selects a problem-solving model to use and a variety of problem-solving activities that explore a range of simple and complex situations. (See resources.) Students may be grouped in smaller, homogeneous groups to work through problems at varied levels of difficulty.

Teaching /Learning Strategies

1. What is a “problem”?
 - Ask students to identify problems that they experience on a daily basis (both simple and complex problems from in and out of school).
 - Students describe ways they have dealt with some of these problems – discuss with a partner, share reflections with class – make master list on board. What has been effective? What has not been effective?
2. Divide students into groups of four or five. Provide groups with fun, non-curricular problems to solve (puzzle, game, etc.). Students record the steps that were taken in order to work towards a solution to the problem. What was effective? What was not effective?
3. The Model
 - As a class, determine the steps that were taken in order to work toward a solution to the problem– agree on a class problem solving process.
 - Ask the question: “Why is this process important when working in groups?”
 - Divide students into groups.
 - Provide groups with hypothetical ‘real world’ problems related to school (e.g., assignment is due tomorrow, student has not started assignment).Provide students with a variety of other problem solving models for comparison to the model they developed.

Assessment / Evaluation

IK1.04X

1. Students will identify the steps in problem solving in a quiz. e.g.
 - stop all blaming
 - state problem clearly
 - consider help
 - study the problem
 - think of solutions
 - determine the best solution
 - follow through(formative; tool: quiz)

IK1.04X

2. Students demonstrate their understanding of the problem-solving process through participation in small group activities. Each group is presented with a ‘real life’ problem (What can students do.... about gang violence?, petty theft from the gym change rooms? Help a family in your community that has lost everything in a devastating fire, etc.) The group must use the problem-solving process to work towards a solution.
 - Each member of the group includes a copy of the group solution to the problem in his / her portfolio and is accountable and prepared to describe to the class how their group worked through the steps of the problem solving process.
 - Each student attaches a written reflection to his/her copy of the group solution: How well was the model used? How might the group have solved the problem more easily? What changes would be made if the problem had to be solved again?(formative; tool: observation checklist of problem solving steps; constructed response - written solution; reflection rubric – Unit 1, Activity 1, Appendix A)

Resources

1. Butler, S.; and Misener, J. Exploring Your Horizons. Toronto: McGraw – Hill Ryerson Limited, 1998.
2. De Bono, Edward. Mind Power. Toronto: Penguin Books, 1995.
3. Hobbs, Ann and White, Dr. James. Empowering Ourselves Together. Wentworth County Board of Education, 1993.
4. Kearns, T.; Pickering, C.; Twist, J. Managing Conflict. Toronto: OSSTF, 1992.
5. OSSTF. Grass Roots II. Toronto: OSSTF, 1993.

Activity #5: How can I create a network of mentors?

Time: 350 minutes

Description

Students explore the benefits and purposes of mentors as a way of accessing assistance, advice and a link to school and community resources. Students create a directory of mentors in the community. As a culminating unit task, students choose an activity of interest to learn and to share with another student.

Strand(s) and Expectations

Strands: Learning Skills, Interpersonal Knowledge and Skills

Overall Expectations

At the end of grade 9, students will:

- LSV.03X demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentation skills
- IKV.04X demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs.

Specific Expectations

Students will:

- IK2.04X explain the role of the mentor and the benefits of having a mentor to support learning and decision making.

Planning Notes

This activity explores the potential of mentorship. For students who wish to establish a formal relationship with a mentor, teachers:

- must follow any district or school policies related to mentorship
- ensure adherence to safety policies for community based activities
- ensure that mentors are made aware of the role and time commitment required
- when appropriate, have students find their own mentors
- formally recognize the contribution of mentors

Teaching / Learning Strategies

Concept of Mentor

1. Individually, have students create a mind map of all the significant people in their life. Teachers could model this for students indicating, teachers, brownie leader, rugby coach, religious leaders, family member, peer etc..
2. Students will then identify the reasons why the people they identified were significant in their life. Document on the mind map.
3. Have students post their mind map to create a classroom 'quilt' of all the mind maps. Point out to students the scope of support they have had.
4. What is a mentor? Have student's brainstorm characteristics. Draw comparison between mentor and significant people in their lives.
5. Have students create Venn diagrams to illustrate and compare/contrast how significant people/mentors have impacted their lives.

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6. Have students identify one situation where they could use a mentor (e.g., need help with math or writing skills, finding a job at a summer camp, someone who can teach them how to send electronic mail, how to snow board). Students will submit their request anonymously.
 7. Working through one mentor request at a time, survey the class for resources they know and generate a classroom directory of mentors for each request made. Illustrate for the students how they might continue to expand their circle of influence as they reach out from the class and school to find the appropriate mentor.

Community Resources

1. Invite a guest speaker to talk to students about what resources they have to help young people in the community. (United Way, Youth Agencies, Salvation Army, etc.).
2. Display a sample of directories (telephone book, business directories, social service directories, Internet resources etc.) in the classroom. Have students become familiar with these resources by having them research where there would be appropriate help for a specific need.

Assessment / Evaluation

IK2.04X

1. Students articulate the role and benefits of a mentor and some sample situations in which one might seek a mentor. (formative; tool: quiz – selected response)

IK2.04X

2. Students create a personal directory of mentors/resources that would support their learning goals in the school and in the community. Directory could be expanded throughout the course and included in the portfolio. Assessment criteria: alignment of learning goal with experience / content of resource, variety of resources/mentors sought, accuracy of information and spelling, part of an action plan (formative; tool: checklist or rubric)

LSV.05X

3. Learn Something – Show Someone: Students select a short activity that they would like to learn and eventually share with someone else. (e.g., a craft, a card game, the words to a favourite song, 5 notes on a trumpet, etc.) Students develop a plan for learning that is based on their preferred ways of learning, practise, applying the learning (show someone), documenting the process and making plans for future learning.
(Summative; tool: rubric with criteria for completeness, use of resources, application of personal inquiry/learning process, application of ideas and skills required in task, communication of learning task, reflection)

Resources

1. Alberta Advanced Education and Career Development. Lifesmarts. Edmonton: Alberta Advanced Education and Career Development, 1995.
2. Butler, S.; and Misener, J. Exploring Your Horizons. Toronto: McGraw – Hill Ryerson Limited, 1998.