

Catholic District School Board Writing Partnership

Course Profile

Learning Strategies 1: Skills for Success in Secondary School

Grade 9

Open

- for teachers by teachers

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Unit 1: Becoming a Self-Directed Learner: Personal Knowledge and Management Skills

Time: 18 hours

Unit Developer(s)

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Unit Description

In this unit, students identify and use self-knowledge to develop a personal learning profile of individual strengths, needs, and strategies for learning through the completion of personal assessments, interest inventories, surveys, and self-reflections. Students also demonstrate an understanding of how communication, problem solving, conflict resolution, and teamwork contribute to becoming self-directed learners through case studies, role playing, and group activities.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: li, 4g, 4h, 5c, 7d.

Strand(s): Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge Skills

Overall Expectations: LSV.01X; LSV.04X; PKV.01X – PKV.05X; IKV.02X.

Specific Expectations: LS2.02X; PK1.01X - PK1.04X; PK2.01X; PK2.03X - PK2.05X; PK3.02X; IK1.01X; IK1.03X - IK2.06X.

Activity Titles (Time + Sequence)

Activity 1	Establishing a Learning Portfolio	140 minutes
Activity 2	Creating a Supportive Learning Environment	210 minutes
Activity 3	Effective Communication Skills	140 minutes
Activity 4	My History as a Learner/My Future as a Learner	280 minutes
Activity 5	Who Am I? - Self-Awareness Inventories	210 minutes

Unit Planning Notes

The contents of the Learning Portfolio serve as a guide/resource to assist in the development of the student's AEP.

Prior Knowledge Required

Students should have an understanding of the concept of an Annual Education Plan (AEP).

Teaching/Learning Strategies

- written reflections
- small group work
- quizzes
- teacher-directed instruction
- journal writing
- icebreaker activities
- letter writing
- brainstorming
- games
- case studies
- observation
- reading/discussion
- role playing
- conferencing
- paraliturgy

Assessment/Evaluation

Rubric for Learning Portfolio	Formative/Summative	Teacher	Units 1 - 5
Quiz/Test	Formative	Teacher	Activity 1
Rubric for Written Work	Formative	Teacher	Activity 3
Teacher Observation Checklist	Diagnostic/Formative	Teacher	Activities 4 & 5
Rubric for Written Work	Diagnostic/Formative	Teacher	Activity 4

Resources

True Colors, Educational Systems International, O.I.S.E., Guidance Centre, Toronto, ON

Kiersey Temperament Sorter, *Please Understand Me*, Kiersey.

Strong-Campbell Jackson Vocational Inventory

1 Thessalonians, Chapter 3, Good News Bible

Reflection Poem "Footprints"

Carr, Dr. Rey and Greg Saunders. *Peer Counselling Starter Kit*, Victoria, BC: University of Victoria Faculty of Education, 1980.

Who Am I? North York Career Centre, Toronto District School Board, 1998.

CD-ROM/Internet Resources

Discover

Career Explorer

<http://cdn.cx.bridges.com/explorer/student.htm>

(This web site has self- assessments, interest inventories, a resume writing template, and career and post-secondary information.)

Choices

Human Resources Development Canada, Information Systems Management, Inc.

(This web site has self-assessments, interest inventories, and a resume writing template career and post-secondary information.)

Activity 1: Establishing a Learning Portfolio

Time: 140 minutes

Description

Students develop their own Learning Portfolio which is used throughout the whole course. They use this portfolio to collect samples of their learning in each of the units of study and to enhance understanding of their own learning strengths, challenges, and accomplishments. The portfolio serves as the major component of the summative evaluation for the course. The portfolio should be shared with the Teacher Adviser Program (T.A.P.) teacher, guidance counsellor, special education teacher, and parents.

Strand(s) and Expectations

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

2c - an effective communicator who presents information and ideas clearly and honestly, and with sensitivity to others.

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience.

5g - a collaborative contributor who achieves excellence, originality, and integrity in one's own work, and supports these qualities in the work of others.

Overall Expectations:

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;

PKV.04X - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school;

PKV.03X - identify and define the personal management skill, habit, and characteristics required for success in high school.❖

Specific Expectations:

PK1.01X - produce a personal profile of their competencies and interests and explain how these affect their attitudes towards learning;❖

PK1.02X - identify and describe their learning preferences by using a variety of assessment strategies (e.g., formal and informal inventories);❖

Planning Notes

- Explain to students that they need a binder with dividers to contain their Learning Portfolios.
- If this course is taught in semester 2, it may not be necessary to complete the Teaching/Learning Strategies re: Orientation to Secondary School.
- If a student handbook is not available, any statement of the school's code of student behaviour is adequate.

Prior Knowledge Required

- Ability to organize and categorize materials into different sections.

Teaching/Learning Strategies

Sub-topic 1: Orientation to Secondary School - Getting to Know Your Student Handbook

1. Teacher provides an overview of the student handbook. Using a highlighter, students mark the most critical expectations outlined in the following sections:
 - a) schools mission statement
 - b) staff directory
 - c) daily schedule
 - d) school policies
 - e) code of student behaviour
 - f) school calendar
 - g) Board policies (e.g., harassment, gender, equity)
 - h) co-curricular activities (teams, clubs)
 - i) school map
2. Teachers organize and develop a memory game to review the information found in the student handbook.

Design of the game

- Divide a board into a total of 30 squares (5 columns x 6 rows).
- Each numbered square has concealed information from the handbook.
- Each square contains information that deals with specific details or a section from the handbook.

Rules of the game

- The objective of the game is to teach each player where to locate specific information in the student handbook and become well versed in the school's policies, procedures, and expectations.
 - Divide the class into two teams.
 - Each player chooses two squares matching the specific information with the corresponding section found in the student handbook.
 - If a player answers correctly, the team receives a point and continues to play. If a player answers incorrectly, then the opposing team receives an opportunity to choose a square.
 - The teams continue playing until all squares are permanently revealed and matched.
3. Students complete a quiz dealing with the information found in the student handbook.

Sub-topic 2: Creating a Learning Portfolio

1. Explain to students the role and importance of developing and keeping a Learning Portfolio.
2. Outline the expectations for the Learning Portfolio. Portfolios are established as follows:

Learning Portfolio Outline

Title	Theme	Types of Information to include	Scripture Passage
Goals and Plans	Becoming a Lifelong Learner	- Annual Educational Plan - Individual Education Plan - career plan - high school course selection plan - short- and long-term goals	“I do not claim that I have already succeeded or have already become perfect. I keep striving to win the prize for which Christ Jesus has already won me to himself.” Philippians 3:12-14
Learning Profiles	Becoming a Self-Directed Learner	- Learning Styles Inventories - Self-Assessments - lists of strengths and weaknesses - Learning Profile Chart	“When I am weak, then I am strong.” 2 Corinthians 12:10
Personal Profile	Becoming a Reflective Learner	- personality assessments - personal reflections and journals - career inventories - resume	“Who do ‘I’ say that I am?” Mark 8: 27-30
Accomplishments	Becoming an Effective Learner	- certificates - diplomas - report cards - tests/exams or written assignments which exemplify student’s best work from all subject areas - letters of recognition	“You are the salt of the earth...You are the light of the world.” Matthew 5:13-14
Community Involvement	Becoming a Collaborative Learner	- Service Learning project - other community involvement - extra-curricular and co-curricular activities - part-time jobs	“whenever you did this for one of the least important brothers and sisters of mine, you did it for me.” Matthew 25: 31-4

3. Each section of the Learning Portfolio also includes a title page, a separate page highlighting the Scripture Passage with space for written student reflections, dividers, short written reflections on why particular entries were included in the portfolio, a glossary of new terms.
4. Students write journal reflections throughout the semester to summarize each section. They will be instructed to focus their reflections on what they have learned about each of the five descriptions of the learner (lifelong, self-directed, reflective, effective, and collaborative). Grade appropriate definitions of each of the terms are to be provided in the Learning Portfolio to enable students to develop some consistency of approach to these reflections.

Assessment/Evaluation

- PK1. 01X, PK1. 02X - Diagnostic/Formative assessment by teacher of ongoing learning activities for knowledge, application, inquiry, and communication using a Learning Portfolio rubric
- PKV.03X - Formative assessment by teacher of student handbook for knowledge using paper and pencil test

Accommodations

- Assist students in organizing the Learning Portfolio.
- Provide a checklist of items to include in each section of the Portfolio for student reference.
- Assist students with highlighting sections in the student handbook and frequently review the information, particularly rules and procedures of the school.
- Develop an alternative game that lends itself to the student's learning strengths and includes his/her participation on a team (some are more suited to the auditory learner).
- As an enrichment activity, students may want to create an electronic version of the Learning Portfolio.
- For specific accommodations, see student's IEP.

Resources

Choices Into Action. The Annual Education Plan, pp. 16-17.

Appendix A: Checklist for Learning Portfolio Contents

(Items are in order of occurrence throughout the course.)

#	Learning Portfolio Items	Done
1.	Reflection Summary Journal - Section 1	
2.	Reflection Summary Journal - Section 2	
3.	Reflection Summary Journal - Section 3	
4.	Reflection Summary Journal - Section 4	
5.	Reflection Summary Journal - Section 5	
6.	Title Page	
7.	Scripture Reflection - Section 1	
8.	Scripture Reflection - Section 2	
9.	Scripture Reflection - Section 3	
10.	Scripture Reflection - Section 4	
11.	Scripture Reflection - Section 5	
12.	Glossary of New Terms	
13.	Reflection on Creed - Unit 1 Activity 2 Sub-topic 3	
14.	Personal Roadmap - Unit 1 Activity 4 Sub-topic 1	
15.	Personal Life Management Plan - Unit 1 Activity 4 Sub-topic 2	
16.	Treasure Hunt Map - Unit 1 Activity 5 Sub-topic 2	
17.	Personality Trait Summary - Unit 1 Activity 5 Sub-topic 2	
18.	Career/Interest/Aptitude Inventories - Unit 1 Activity 5 Sub-topic 3	
UNIT 2		
19.	Learning Theory Survey - Unit 2 Activity 1	
20.	Personal Learning Profile Chart: Strengths, Interests, Challenges - Unit 2 Activity 1	
21.	Personal Goals for Current Year and Plan of Action - Unit 2 Activity 2	
22.	Reflection on Use of Time for Study vs Achievement/Marks - Unit 2 Activity 4 Sub-topic 5	
23.	Reflection on Research and Poster - Unit 2 Activity 6 Sub-topic 4	
UNIT 3		
24.	Teacher Feedback and Recommendations: Student Response - Unit 3 Activity 2	
25.	High School Course Planner - Unit 3 Activity 4	
26.	Post-Secondary Worksheet - Unit 3 Activity 4	
27.	Resumé - Unit 3 Activity 5 Sub-topic 4	
UNIT 4		
28.	Title Page - Acrostic Poem - Unit 4 Activity 1	
29.	Literacy/Numeracy Poster - Unit 4 Activity 1	
30.	Journal Reflection on Matching Reading Strategy to Learning Style - Unit 4 Activity 2	
31.	Journal Reflection in the Importance of Writing - Unit 4 Activity 3 Sub-topic 1	
32.	Writing Sample - Unit 4 Activity 3 Sub-topic 2	
33.	Reference Section - Unit 4 Activity 3 Sub-topics 3 #4	
34.	Summary Reflection - Unit 4 Activity 3 Sub-topic 3 #7	
35.	General Knowledge Math Test - Unit 4 Activity 4 #7	
36.	"In the News" Mini-articles - Unit 4 Activity 5 #10	
UNIT 5		
37.	Interpersonal Style in Groups Self-Inventory - Unit 5 Activity 1	
38.	Reflective Journal on Animal Types & Conflict - Unit 5 Activity 3	
39.	Interpersonal and Teamwork Skills Inventory & Reflection - Unit 5 Activity 6	

Appendix B: Rubric for Learning Portfolio

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding - knowledge of how to organize and maintain a learning portfolio - understanding of concepts in creating a learning portfolio - identify categories, themes, types of information to include in portfolio - understanding of relationships between the categories, themes, Scripture, and work completed	- demonstrates limited knowledge of organizing and maintaining a learning portfolio - limited understanding of concepts needed - limited ability to identify types of information required - limited understanding of relationships between the themes, categories, Scripture, and work	- demonstrates some knowledge of organizing and maintaining a learning portfolio - some understanding of concepts needed - some ability to identify types of information required - some understanding of relationships between the themes, categories, Scripture, and work	- demonstrates considerable knowledge to organize/maintain a learning portfolio - considerable understanding of concepts needed - considerable ability to identify most items of information required - considerable understanding of relationships between the themes, categories, Scripture, and work	- demonstrates thorough knowledge of organizing and maintaining a learning portfolio - thorough/insightful understanding of concepts needed - ability to identify all items of information required with a high degree of accuracy - thorough and insightful understanding of relationships between the themes, categories, Scripture, and work
Thinking/Inquiry - use inquiry skills to formulate questions, select, analyse, interpret, and form conclusions as a necessary part of a learning portfolio	- applies few of the skills involved which are necessary to create a learning portfolio	- applies some of the skills involved which are necessary to create a learning portfolio	- applies most of the skills involved which are necessary to create a learning portfolio	- applies all of the skills involved which are necessary to create a learning portfolio
Communication - communication of information, ideas, and reflections keeping to themes and concepts - use of various forms of communication (reflections, charts, inventories, lists, glossaries, etc.) - use of language and visuals related to the themes and concepts (e.g., correct terminology, theme reflected)	- communicates ideas, information, and reflections with limited clarity - demonstrates limited command of the various forms in the learning portfolio - uses language and visuals with limited accuracy and effectiveness throughout the learning portfolio	- communicates ideas, information, and reflections with some clarity - demonstrates some command of the various forms in the learning portfolio - uses language and visuals with some accuracy and effectiveness throughout the learning portfolio	- communicates ideas, information, and reflections with clarity and precision - demonstrates a consistent command of the various forms required in the learning portfolio - uses language and visuals with a considerable degree of accuracy and effectiveness	- communicates ideas, information, and reflections with high degree of clarity and precision - demonstrates extensive command of the various forms required in the learning portfolio - uses language and visuals with a high degree of accuracy and effectiveness

Appendix B: Rubric for Learning Portfolio (Continued)

<p>Application</p> <ul style="list-style-type: none"> - applies knowledge and skills to create a learning portfolio.(table of contents, title page, reflections, headings, titles, etc) - transfer of ideas and skills to new contexts (e.g., work from other subjects placed and categorized appropriately) - application of current technology(e.g., use of art software, word processing, etc.) - making connections (e.g., selecting items for portfolio to portray a holistic view of learner between personal experience and subjects) 	<ul style="list-style-type: none"> - uses ideas and skills in familiar contexts with limited effectiveness to create a learning portfolio - transfer of ideas and skills to new contexts with limited effectiveness - uses available technology with limited appropriateness and effectiveness - makes connections with limited effectiveness to portray a holistic view of learner 	<ul style="list-style-type: none"> - uses ideas and skills in familiar contexts with some effectiveness to create a learning portfolio - transfer of ideas and skills to new contexts with some effectiveness - uses available technology with moderate appropriateness and effectiveness - makes connections with some effectiveness to portray a holistic view of learner 	<ul style="list-style-type: none"> - uses ideas and skills in familiar contexts with considerable effectiveness to create a learning portfolio - transfer of ideas and skills to new contexts with considerable effectiveness - uses available technology with considerable appropriateness and effectiveness - makes connections with considerable effectiveness to portray a holistic view of learner 	<ul style="list-style-type: none"> - uses ideas and skills in familiar contexts consistently and with a high degree of effectiveness to create the portfolio - transfer of ideas and skills to new contexts with a high degree of effectiveness - uses available technology with a high degree of appropriateness and effectiveness - makes connections consistently and with a high degree of effectiveness to portray a holistic view of learner
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Activity 2: Creating a Supportive Learning Environment

Time: 210 minutes

Description

The intent of this activity is to set the tone for a positive atmosphere which allows students to foster their interpersonal skills with their peers. Through student involvement, a supportive learning environment is developed using the paraliturgy, a discussion of the key ingredients to a trusting relationship, and a consideration of the qualities and behaviours necessary of each individual to make the class a positive, life-giving learning environment.

Strand(s) and Expectations

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

2a - an effective communicator who listens actively and critically to understand and learn in light of Gospel values;

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience;

5e - a collaborative contributor who respects the rights, responsibilities, and contributions of self and others;

5g - a collaborative who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

7b - a responsible citizen who accepts accountability for one's own actions.

Overall Expectations:

PKV.03X - identify and define personal management skills, habits, and characteristics required for success in high school.

Specific Expectations:

IK1.03X - demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences;

IK1.06X - identify the interpersonal and teamwork skills they need to improve;❖

IK1.01X - explain how effective group processes can promote individual learning and the achievement of group goals.

Planning Notes

- Book a suitable space for the paraliturgy and the celebration (chapel, quiet room, lounge, cafeteria, etc.) and invite appropriate staff members to both events.
- Have a list of characteristics of a trustworthy individual.
- Gather materials students need to create posters.

Prior Knowledge Required

- How to write an informal letter

Teaching/Learning Strategies

Sub-topic 1: Paraliturgy - New Beginnings

1. Lead the class in planning for a paraliturgy in the chapel using the theme New Beginnings. Students select scripture readings, write personal reflections for the responsorial psalm, prepare art work and decorations, and choose appropriate music.
2. After the paraliturgy students have an opportunity to become acquainted with their classmates through a brief social that may include light refreshments.

Sub-topic 2: Creating a Positive Classroom Environment

1. Students select a partner whom they know least well and introduce their partner to the group. The following are sample questions the students can use to get information:
 - What type of music do you like?
 - What was the last movie you watched?
 - What is your favourite food?
 - Who do you trust the most
2. In a large group discussion, students discuss their responses to participating in the activity as an introduction to the concept of trust.
3. Students then develop a list of the characteristics of a person they would consider to be trustworthy. Lead a discussion on the components of a trusting relationship and how students can facilitate those relationships in the classroom setting.
4. Read aloud a passage from St. Paul's letter to the Thessalonians (Chapter 3) and lead a class discussion relating to the images used in the reading with the dynamics that create a nurturing and collaborative learning environment.
5. Lead the class in a discussion using the questions: What experiences have you had in classrooms which have helped you in your learning and to grow as a person? What experiences have you had in classrooms which have made it difficult for you to learn or grow as a person? List student responses on the board.
6. Students each write a letter to the class such as St. Paul would have written, outlining the qualities and behaviour that are necessary from each class member to make the class a positive, life-giving learning environment.
7. In small groups, students share their letters and develop a list of common qualities. Lead the whole class in this same activity to develop a class list of qualities and behaviours for learning and growth.
8. Students create a poster outlining a creed or set of belief statements that clearly communicates the qualities and behaviours which are common to the students' lists (e.g., that each student be treated with respect, dignity, compassion, sensitivity, and tolerance when dealing with each other in the classroom).
9. Students post and refer to the poster when participating in classroom activities.
10. Students write a short reflection on the creed, identifying several qualities and behaviours which they know they practise regularly and should select one area to develop by the end of the course. This should be placed in the Learning Portfolio. This reflection could be used as one of the goals for the student's AEP.

Assessment/Evaluation

- IK1.06X - Formative assessment of student reflection using Rubric for Written Work

Accommodations

- Select Scripture passages that are appropriate for the student's reading level.
- Provide exemplars and clear written guidelines for developing a poster.
- See students' IEPs for specific accommodations.

Resources

School Student Handbook

Thessalonians, Chapter 3, Good News Bible

Activity 3: Effective Communication

Time: 280 minutes

Description

Students understand the purpose of effective communication skills as a necessary tool for success in their lives. Through a variety of activities (barriers to communication, communication model, active listening etc.), students experience situations (dramatizations, case studies) to improve their communication and interpersonal skills. The acquisition of these communication skills allows students to access assistance for their learning needs from peers, teachers, and/or school and community resources.

Strand(s) and Expectations

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

2a - an effective communicator who listens actively and critically to understand and learn in light of gospel values;

2b - an effective communicator who reads, understands and uses written materials effectively;

2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.

Overall Expectations:

IKV.01X - describe the knowledge and skills needed for working effectively in groups or teams;

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

Specific Expectations:

IK1.02X - describe the interpersonal and teamwork skills (e.g., active listening, responding appropriately to feedback, using courtesy) necessary for effective group work at school and in the workplace;❖

IK1.03X - demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences;

IK1.04X - use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities (e.g., on a sports team, in clubs, at work);

IK1.06X - identify the interpersonal and teamwork skills they need to improve;

IK2.03X - use effective communication skills to gather information and request assistance for their learning needs from peers, teachers, and/or school and community programs.

Planning Notes

- Screen letters for the letter writing activity in sub-topic 4.
- Find or develop case studies on communication.
- Be familiar with the concepts of “active listening” and “empathy.”
- Develop a worksheet with scenarios that demonstrate appropriate responses in active listening. (See Sub-topic 3)
- Be aware of cultural differences and how they may affect communication.

Prior Knowledge Required

- Role-playing techniques

Teaching/Learning Strategies

Sub-topic 1: Communication Model

1. Lead students in a Rhythmic Name Game and discuss the various dynamics of communication (e.g., there is both a sender and a receiver for successful communication, the message has to be accurate and clear, eye contact and body language assist successful communication, etc.). Teachers should discuss various cultural approaches to body language (e.g., making eye contact with a person in authority can be considered rude in some cultures.)
2. Present to the class two case studies, one illustrating successful communication and the other illustrating poor communication. Ask students to analyse both case studies and determine the common components/elements required for good communication.
3. As a group, students brainstorm and record in their notebook a response to the case study activity, which should include the following information:
 - sender;
 - receiver;
 - message;
 - response/feedback;
 - sender/receiver’s field of experience;
 - noise (things that interfere with communication in the environment);
 - verbal cues.
4. Explain a model of communication by drawing a diagram, illustrating how each of the above components is interconnected with the other. Students record the diagram in their notebooks.

Sub-topic 2: Barriers to Communication

1. Divide students into pairs sitting back to back. One partner (the speaker) describes a picture to the other partner (the listener) in using lines and shapes only in the description. The other partner (the listener) duplicates the image on paper based on the instructions given without asking any questions for clarification or repetition of instructions.
2. Students participate in the above activity and discuss possible ways the message could become distorted.
3. Write a summary on the board listing factors contributing to communication breakdown, entitled Roadblocks to Communication:
 - verbal and non-verbal cues are not congruent;
 - lack of understanding of cultural differences;
 - too much noise in the environment;
 - the speaker and receiver’s fields of experience are different;
 - message is unclear;

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- feedback is not constructive.
4. Divide students into pairs and have them choose a roadblock from the above list and role play a scenario illustrating communication breakdown.
 5. With their communication summary note, Roadblocks to Communication, students observe and listen carefully to the role playing scenarios. They jot down a few notes about the roadblocks and share their notes with the class.
 6. Ask students to write an analysis of how the outcome of the scenario might have differed if the key communicators were using effective communication (i.e., eliminating roadblocks).

Sub-topic 3: Active Listening

1. Introduce the concept of active listening by reading the passage from 1 Samuel 3:1- 10, which deals with Samuel learning how to listen to the Lord's message.
2. Students reflect on the passage and discuss how Samuel heard the Lord's voice but didn't listen to the
3. Review key vocabulary associated with active listening such as:
 - a) Empathy is the ability to understand another person's ideas and feelings. It is gaining an understanding (through listening) and demonstrating that understanding (by responding).
 - b) Active listening is the ability to hear the person and understand his/her situation and feelings so that the listener can take constructive action or reply in a way that makes sense (e.g. paraphrasing the speaker's message)
4. Give students a list of "feeling words" that are divided into unpleasant feeling words and pleasant feeling words and review their meaning by having students discuss examples of terms and how they can become emphatic listeners by identifying and communicating their own feelings and those of the people they are connecting with.
5. Using the feelings list, students answer the following questions and discuss their responses with a partner:
 - a) Think about a pleasant experience you've had recently. Now, write down as many feeling words as you can that accurately describe that experience.
 - b) Think back to an unpleasant experience you have had recently. Now, write down as many feeling words that come to mind as you recall that event.
 - c) Write as many feeling words as you can that accurately describe how you are feeling right now.
6. Explain how the concept of empathy is necessary to learning how to paraphrase a person's message and respond appropriately. Give students a worksheet with various scenarios requiring students to empathize with a speaker and respond by using the following formula:
"You feel _____, because _____"
(feeling) (content)
7. Students complete the worksheet and submit for evaluation.
8. Students practise their active listening skills by having a discussion with a partner who relays a particular message, targeting specific feelings which the listener identifies.

Sub-topic 4: Feedback Model

1. Discuss the term "feedback" with the class; one definition is "telling another person how his/her words and/or actions affect you. In other words, letting another person know how he/she comes across to you". (Peer Counselling workbook #76)
2. Introduce the feedback model as containing three simple parts:
 - a) Be specific about the person's behaviour (be descriptive and give an example if you can)
 - b) Tell how the person's behaviour makes you feel
 - c) Tell what your feelings make you want to do.

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3. Students practise using the feedback model by completing exercises requiring written three-part feedback statements, outlining how their behaviour affects them. Examples could be:
 - a) Write a statement to your best friend about how some aspect of his/her behaviour affects you.
 - b) Choose someone that really annoys you and write a feedback statement describing to them how their behaviour affects you.
 - c) Choose one negative and one positive aspect about a significant person in your life and write out two feedback statements for that individual.

Sub-topic 5: Improving Interpersonal Skills and Communication Skills

1. Discuss the importance of making positive feedback statements as a means of building the listener's self-esteem and validating/re-enforcing positive behaviour.
2. Based on their observations and interactions with classmates, students write a letter to a classmate offering positive feedback. The letter could be shared at the end of the course and during the pot-luck following the end-of-year paraliturgy.
3. Organize students in small or large groups and have them share positive comments about each other to practise the skill of formulating and delivering positive feedback statements while at the same time improving their interpersonal relationships amongst group members.
4. Also discuss how to offer constructive feedback using the following formula:
 - positive statement/observation
 - statement of concern
 - statement of encouragement/solution

Assessment/Evaluation

- IK1.02X - Formative assessment by teacher of active listening worksheet for knowledge, inquiry, application, and communication using Rubric for Written Work

Accommodations

- Select case studies with the appropriate reading level.
- Provide the communication model and definition of terms on a handout
- Change the “describe a picture” exercise to allow students the use of more descriptors.
- Provide a script for the role-play activity for the student.
- Allow student to work with a partner when analysing the communication exercise.
- Provide a sample of student work to enable students to identify the elements.
- When discussing specific “feeling” words, provide concrete examples demonstrating the emotion.
- Provide a word bank on the active listening worksheet.
- For specific accommodations, see student's IEP.

Resources

The Good News Bible

Peer Counselling

Activity 4: My History as a Learner/My Future as a Learner

Time: 210 minutes

Description

In this activity, students acquire an understanding of their past performances in school and the community. They are able to analyse their own strength and needs and develop strategies and skills to improve for the future. Students gain an understanding of how these experiences have allowed them to acquire learning skills and strategies. Students devise a Personal Life Management Plan that targets the development of those areas requiring further attention.

Strand(s) and Expectations

Strand(s): Learning Skills, Personal Knowledge and Management

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems;

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience;

4a - a self-directed learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

4e - a self-directed learner who sets appropriate goals and priorities in school, work, and personal life;

4g - a self-directed learner who examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities

Overall Expectations:

LSV.02X - identify and describe learning theories and the learning and thinking skills required for success in high school;

PKV.01X - explain how their competencies and interests effect their learning;

PKV.04X - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.

Specific Expectations:

LS3.05X - demonstrate an ability to manage their own learning (e.g. use of study skills, organizational skills, time management, stress management, information management);

LS3.08X - produce and evaluate learning plans that identify learning strengths, barriers, needs, goals, and strategies for success in high school and incorporate them into their annual education plan;❖

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;

PK1.05X - identify their learning strengths and challenges by analyzing past learning successes and failures;❖

PK2.05X - identify the personal management skills that they need to improve in order to become more effective learners, and describe ways of improving those skills.❖

Planning Notes

- Obtain a copy of the reflection poem, "Footprints", Anonymous
- Ask students to bring their report cards, photos, and certificates.
- Show students their OSR (Ontario Student Record) if desired.
- Be sensitive to the variety of experiences and backgrounds to which students may have been exposed. Assist students in viewing their experiences in a positive light.

Prior Knowledge Required

- Students are to have an awareness of their personal history and the location of specific documentation (e.g. report cards, awards, certificates)

Teaching/Learning Strategies

Sub-Topic 1: Looking Back

1. Read the poem/reflection “Footprints” and discuss how God is forever present throughout our life’s positive and negative experiences.
2. Students look back at those previous experiences in their lives that provide important puzzle pieces for understanding who they are. Using their past triumphs and disappointments, students create a personal ‘roadmap’ which may include information from report cards, athletic awards, academic awards, community awards, family events, and significant relationships.
3. Students share their ‘road maps’ with their classmates, friends, and family members to see if they can contribute to its content. They may wish to add their road maps to their portfolios.
4. Review the information included in their ‘roadmaps’ and have the students answer the following questions in their journals:
 - a) What is your best memory? Why?
 - b) How have your past experiences affected your learning?
 - c) How is knowing yourself helpful for your education and future career?
 - d) What is the benefit of knowing how others see you?
 - e) Why is being aware of your weaknesses as well as your strengths helpful?
5. In groups, students brainstorm a list of skills that they feel are consolidated. Students identify those experiences that have contributed to their successful development (e.g., being a good reader, because student would spend 30 minutes a night reading with parents as a child or being a good pianist because student took piano lessons for ten years).
6. Conversely, have students discuss those academic skills they have not consolidated and have them hypothesize what educational experiences could have contributed to their development had their experience been different.

Sub-topic 2: Looking Ahead

1. Through class discussion, identify those personal life management skills required for future success in high school. Some examples are:
 - organization and time management
 - note taking
 - communication
 - study and test writing skills
 - inquiry and research skills
 - stress and anger management skills
 - goal setting
2. Students create a personal inventory list, marking the personal life management skills that they have just learned and ranking them from the most important to least important. They then establish a priority list, classifying these skills as requiring immediate, ongoing, and/or long-term development.
3. Students develop a personal life management plan, targeting specific skills for development during designated time frames. The plan should be placed in the students Learning Portfolio, which is reviewed in Unit 3. This plan may also be used as a tool to assist in the development of the AEP.

Assessment/Evaluation

- PK1.05X - Diagnostic/formative assessment by teacher of journal reflection for understanding and making connections using Rubric for Written Work
- LS3.08X - Diagnostic/formative assessment by teacher of student's personal life management
- PK2.05X - plan for knowledge and application using a Teacher Observation Checklist

Accommodations

- Provide a template of a road map for a student.
- Reduce the content required for journal writing.
- Have students access a computer for written work.
- Encourage students to look at their IEPs when developing Personal Life Management Plans.
- See student IEP for specific accommodations.

Resources

Reflection Poem "Footprints"
<Include text here>

Activity 5: Who Am I?

Time: 210 minutes

Description

In this activity, students complete a variety of personal inventories to better understand the dominant personality traits that can influence their learning and career choices. By reflecting on these personal inventories, students are better able to identify career areas of interest.

Strand(s) and Expectations

Strand(s): Learning Skills, Personal Knowledge and Management

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems;

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience;

4e - a self directed learner who sets appropriate goals and priorities in school, work, and personal life;

4g - a self directed learner who examines and reflects on one's personal values, abilities and aspirations, influencing life's choices and opportunities.

7b - a responsible citizen who accepts accountability for one's own actions.

Overall Expectations:

PKV.01X - explain how their competencies and interests affect their learning;

PKV.02X - describe and evaluate the ways they learn best;

PKV.03X - identify and define the personal management skills, habits and characteristics required for success in high school;

PKV.04X - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.

Specific Expectations:

LS3.06X - describe a variety of possible internal and exterior barriers to learning and determine how these barriers may have affected their learning;❖

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;❖

PK2.04X - describe and document their own personal management strengths and challenges;❖

PK2.05X - identify the personal management skills that they need to improve in order to become more effective learners and describe ways of improving those skills.

Planning Notes

- Arrange computer time for students to research careers or visit with a guidance counsellor if desired.
- Place personality traits, strengths, and needs assessments in the students' learning portfolios.
- Develop a blank map with 10 destination squares or circles.

Prior Knowledge Required

- Students have a working knowledge of how to access computer programs.

Teaching/Learning Strategies

Sub-topic 1: Treasure Hunt Map

1. Give students a blank map with 10 destination squares which require them to complete and illustrate a task on their journey to discovering who they are. Sample destination tasks are:
 - my name;
 - my birthday;
 - things I have done;
 - places I have been;
 - things I do well;
 - my family and friends;
 - things I'd like to do someday;
 - things I like about myself.
2. Students share their treasure hunt map with the class or with a partner and place it in their Learning Portfolio.

Sub-topic 2: Discovering Personality Traits

1. Administer a personality assessment to help students determine the dominant traits that can influence their learning and possible career choices. The True Colours or the Kiersey Temperament Sorter (based on the Myers Briggs Type Indicator) are common assessment tools.
2. Students write a summary of their personality traits, strengths, and needs. This is placed with the inventory results in the Student's Learning Portfolio and students may share their summaries with each other. Be careful not to place any value judgment on any particular personality trait.

Sub-Topic 3: Determining Aptitudes and Interests

1. Administer an aptitude and interest inventory that outlines for students possible career areas requiring exploration and courses of study that may be included in their annual education plan.
2. Consider inventories such as: *Choices*, Strong-Campbell Jackson Vocational Inventory, *Discover*, *Career Explorer*.

-
3. Students complete the inventories and summarize possible career areas of interest. Students should begin to focus on careers within a broad cluster (e.g., Fine Arts is a broad cluster under which the careers Sign Painter or Costume Designer falls). Results should be placed in the Learning Portfolio.

Assessment/Evaluation

- PK2.02X, PK2.04X, LS3.06X - Diagnostic/formative assessment by teacher of student's completion of formal and informal inventories and summary for knowledge and communication using a Teacher Observation Checklist

Accommodations

- Give students a "treasure hunt map" template.
- Clarify vocabulary stated on the interest personality test/inventory.
- Partner student with another student who can assist student with exercises.
- Provide more individual instruction when student is researching career areas, using various software programs.
- See students' IEPs for specific accommodations.

Resources

True Colours

Kiersey Temperament Sorter, *Please Understand Me*

Strong-Campbell Jackson Vocational Inventory

CD-ROM/Internet Resources for finding various assessment tools.

Discover

Career Explorer

<http://cdn.cx,bridges.com/explorer/student.htm>

Choices

Unit 3: Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning

Time: 17.5 hours

Unit Developer(s)

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M. Nasello
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Development Date: March 1, 1999.

Unit Description

In this unit, students demonstrate their understanding and use of personal management skills, competencies, and preferred learning styles through activities involving the planning and selection of school programs, and the development of a learning plan. Students demonstrate study skills, organizational skills, and the management of time, stress, and information. They are able to identify and explain how these can affect them in a variety of situations and settings, as well as utilize available school and community resources to support their learning needs. Students examine the relationship between their emotions and their learning, with particular emphasis on anger and stress management.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1e, 1g, 1j, 3a, 3c, 3d, 3e, 4d, 4e, 4f, 4g, 5b, 5h, 7b.

Strand(s): Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge Skills

Overall Expectations: LSV.01X; PKV.01X - PKV.05X; IKV.04X.

Specific Expectations: LS2.06X; LS3.01X - LS3.05X; LS3.08X; PK2.01X; PK2.02X; PK2.04X; PK2.05X; PK3.01X - PK3.05X; IK1.03X; IK1.04X; IK2.02X; IK2.03X.

Activity Titles (Time + Sequence)

Activity 1	Looking Back: Have You Met Your Goals?	210 minutes
Activity 2	Managing Stress and Emotions	210 minutes
Activity 3	Being Assertive and Advocating for Self	210 minutes
Activity 4	Planning for High School	140 minutes
Activity 5	Finding Work: Practical Tools	280 minutes

Unit Planning Notes

- Book the computer lab for three sessions throughout this unit.
- Arrange for a guest speaker to participate in mock interviews.
- Prepare a formal test for content in Activities 2 and 3.

Prior Knowledge Required

- Classroom expectations for group work

Teaching/Learning Strategies

- interviewing
- consultation
- goal-setting
- poster making
- whole class discussion
- reflection
- Venn diagram
- role playing
- interpretation of pictures
- case studies
- brainstorming
- group work

Assessment/Evaluation:

Teacher Observation Checklist	Diagnostic/Formative	Teacher	Activity 1, 4
Rubric for Written Work	Formative	Teacher	Activity 1, 3, 5
Oral Communication Rubric	Formative	Teacher	Activity 2, 4
Quiz/Paper and Pencil Test	Formative	Teacher	Activity 3
Group Work Observation Checklist	Formative	Teacher	Activity 5

Resources

Townsend, W.J. *Study Skills Workshop*. Kitchener, ON: Brownlee Publishing, 1987.

Good News Bible: Sirach 1:22, Sirach 6:9, Matthew 21:12, Amos 5:10-12, Amos 5:21-24, Ephesians 4:26.

Songs from the musical *Godspell*, e.g., Blind Fools

Ontario Universities Application Centre

www.ouac.on.ca/osca/

Ontario College Application Centre

www.ocas.on.ca/ocas/

MazeMaster

www.mazemaster.com

(This site offers a wide variety of accesses to employment opportunities.)

Career Explorer

<http://cdn.cx.bridges.com/explorer/student.htm>

Harris-Bowlbey, J. J. Spivack, and R. Lisansky. *Take Hold of Your Future*, 2nd ed. Leader's Manual, 1991, American College Testing Program.

Ministry of Education and Training. *The Edge*. Queen's Printer for Ontario, 1998.

or www.edu.gov.on.ca

Ministry of Education and Training. *And Finally I Did Get a Job*. Queen's Printer for Ontario, 1998.

Activity 1: Looking Back: Have You Met Your Goals?

Time: 210 minutes

Description

Students apply the skills learned in Unit 2. Particular attention is paid to time management, study and organizational skills, and goal setting. Each student is interviewed by the teacher and is responsible for demonstrating how they are developing their own management skills in a practical manner. This one-to-one consultation equips students with practical feedback to ensure academic success.

Strand(s) and Expectations

Strand(s): Personal Knowledge & Management

Ontario Catholic Graduate Expectations:

The Graduate is expected to be:

4e - a self-directed, responsible, life long learner who sets appropriate goals and priorities in school, work and personal life;

4f - a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills;

7b - a responsible citizen who accepts accountability for one's own actions.

Overall Expectations:

PKV.01X - explain how their competencies and interests affect their learning;

PKV.02X - describe and evaluate the ways they learn best;

PKV.03X - identify and define the personal management skills, habits, and characteristics required for success in high school;

PKV.04X - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.

Specific Expectations :

LS3.05X - demonstrate an ability to manage their own learning (e.g., through the use of study skills, organizational skills, time management, stress management, information management);❖

LS3.08X - produce and evaluate learning plans that identify learning strengths, barriers, needs, goals, and strategies for success in high school and incorporate them into their annual education plans;

PK3.03X - demonstrate behaviours that reflect self-motivation (e.g., persistence in completing work they find difficult or boring, overcoming procrastination);❖

PK3.05X - demonstrate effective use of time management strategies to accomplish school, family, and community responsibilities.

Planning Notes

- This activity is the application of skills learned in the first two units. It is important that this activity be ongoing throughout the course. Students must constantly review their goals and strategies to determine if they are being achieved and to ensure that they are aligned with those in the AEP. Set a schedule for individual interviews with the students to review their work and give feedback.
- Provide exemplars of different plans and samples of calendar types to review what works. Encourage the students to consider a variety of ways of organizing depending on their needs but, more importantly, taking into consideration what works for the individual.
- Have a planned activity for the students while the interviews are taking place. This activity should focus on practical skills taught in Units 1 and 2.
- Collect samples of a variety of pamphlets or brochures as models from which students work.

Teaching/Learning Strategies

1. Explain to the students the importance of periodic review of plans to assess their success in school. They must use a set of criteria to evaluate their plans. These criteria could include the following questions:
 - Are you meeting your goals?
 - Are your goals realistic and attainable?
 - Do you need to change your goals?
 - Are you meeting your deadlines for assignments?
 - Are you procrastinating?
 - Are you passing your tests?
 - Are you achieving your desired level of achievement?
 - How would you evaluate your effort level?
2. Lead a Socratic discussion focussing on ways students can improve and/or change their personal life management skills. Examples may include: whether a goal is genuine or merely wishful thinking, whether the students' planning strategies are consistent with their learning styles, whether to use a different planner, how to be more organized, etc. Provide sample planners/organizers to view.
3. Conduct an individual interview with each student. Prior to the interview, provide students with a checklist of what to bring to the interview. The checklist includes:
 - Their agenda/planner
 - Their study schedule
 - Three note books
 - Three tests from different subject areas
 - Two written assignments that have been evaluated
 - Their learning portfolio
 - Point form notes listing five strategies that they can adopt to improve their planStudents should be prepared to discuss the checklist items.
4. Upon conclusion of each interview, provide each student with written feedback that includes recommendations to improve their academic success. A signature from a parent/guardian is required to confirm that the parent/guardian has reviewed these recommendations with the student. Teachers should also evaluate the students' ability to manage their own learning using a goal-setting/organizational checklist. Students write a brief written response to the teachers' written feedback and attach it to the recommendations. This response is placed in the Learning Portfolio and can be discussed with the T.A.P. teacher for inclusion in the Annual Education Plan.
5. While teachers are conducting individual interviews, students design a pamphlet focussing on "Tips for Success in High Schools". This pamphlet should include strategies taught in Units 1 and 2: study skills, time management skills, note-taking, etc. Possible use of these pamphlets could include: distribution to Grade 8 teachers, guidance department, and display in a library or other prominent area.

Assessment/Evaluation:

- PK3.03X - Diagnostic/formative assessment by teacher for understanding and application of goal-setting and organizational skills using Teacher Observation Checklist.
- LS3.05X - Formative assessment by teacher of tips for success in high school pamphlet, for knowledge and communication using Rubric for Written Work.

Accommodations

- Clarify, simplify, and reduce the number of criteria used to evaluate student plans.
- Closely monitor the Personal Life Management strategies suggested in the student's IEP and consult with the student's special education teacher and parents for other strategies that may prove effective with the student.
- Provide written feedback that is clear and manageable with specific timelines for further review sessions. Feedback should be consistent with the student's IEP accommodations.
- For specific accommodations, see student's IEP.

Resources

Townsend, W.J. *Study Skills Workshop* Kitchener, ON: Brownlee Publishing, 1987.

Activity 2: Managing Stress and Emotions

Time: 210 minutes

Description

In this activity the students learn how emotions impact on behaviour and, in particular, how they can affect learning. Students learn how stress can be positive or negative, and how to cope with negative stress. They identify anger within themselves and begin to learn how to manage it appropriately.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations:

The graduate is expected to be:

1j - a discerning believer formed in the Catholic faith community who recognizes that “ sin, human weakness, conflict, and forgiveness are part of the human journey”, and that the cross, the ultimate sign of forgiveness, is at the heart of redemption (Witnesses to Faith);

3a - a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

4d - a self-directed, responsible, life long learner who responds to, manages and constructively influences change in a discerning manner.

Overall Expectations:

PKV.04X - demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school.

Specific Expectations :

PK3.02X - demonstrate understanding of the impact of emotions on learning and describe strategies for managing emotions effectively (e.g., anger management);❖

PK3.04X - explain how stress can positively and negatively affect learning performance, and effectively use techniques for managing stress to maximize performance;❖

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;

IK1.03X - demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences.

Planning Notes

- Obtain a visual aid where a variety of emotions are displayed, e.g., cartoons, magazines with pictures, etc.
- Book the library for a research project.
- Have some situational case studies, cartoons, or video clips of sitcoms where behaviours have been misunderstood.
- Contact the local mental health department or the school board's psychological services department to book a guest speaker.

Prior Knowledge Required

- structure and use of a Venn diagram (a diagram of intersecting circles).
- how to write an essay

Teaching/Learning Strategies:

Sub-topic 1: Emotional Responses

1. Begin this lesson by putting a Venn diagram with four intersecting circles on the board. Elicit from the students the *aspects of self*, (i.e., spiritual, physical, intellectual, and emotional), and explain how they are integrated.
2. Students identify emotions by looking at pictures or cartoons of various characters. They expand their vocabulary of emotive words, starting with the generic terms *happy*, *sad*, *angry*, and *frustrated*, and then thinking of other emotionally descriptive words and listing them under the four basic terms.
3. Solicit from the students ways in which our emotions play a role in different aspects of our lives, for example, in decision-making, in our relationships, and in our communication. (It is important to emphasize that even though our emotions are not always stated, they still can have a psychologically powerful effect on behaviour.)
4. Students come up with examples of how their emotions can affect different learning situations. What happens to learning when they are upset, angry, excited, or bored? How can they overcome situations where emotions are interfering with the ability to focus?
5. Ask students how they identify specific emotions in others and how they can determine if their perception is correct. For example, when a student says, 'I don't think that teacher likes me,' have the student identify the specific behaviours that led them to that conclusion. Ask them to think of other possible reasons for the teacher's behaviour. Students use case studies, cartoons, or video clips to identify how behaviour is not always a good way to judge emotion or intent.
6. Have the students read aloud the article *Twenty-Six Simple Ways to Change How you Feel* (*Prevention*, August 1993). In small groups students take two 'twisted thoughts' from the article and give examples of when these might occur. Students role play these examples for the whole class.

Sub-topic 2: Stress Management

1. Put the following definition of stress on the board: 'An emotional response to perceived pressure.' Solicit from the students what *they* think stress is.
2. Put the headings Positive Stress and Negative Stress on the board. Working in pairs, students come up with examples of both types of stress. Students share their examples with the whole class and explain their reasons for choosing these examples. Describe the 'fight or flight' response to stimuli (*Fighting Invisible Tigers*, pp 18- 22).
3. Lead a discussion to determine when stress becomes negative, bringing out examples of physical responses to stress: sleep problems, eating disorders, physical illness, and emotional overload which can lead to depression, anxiety, and an increased risk of suicide. The concepts of short and long term stress can be explored.

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4. Students brainstorm positive ways in which stress can be relieved, (e.g., physical exercise, meditation or prayer, healthy eating, co-curricular activities, practising assertive behaviour, humour, etc). It may be useful to explore ways in which stress can be alleviated in an unhelpful way, (e.g., avoidance, procrastination, excessive sleep, excessive anger, withdrawal, drug and alcohol abuse).
 5. Students select an example of a positive stress-management technique and write a short research paper on it. They present their papers to the whole class.

Optional Activity: The teacher can arrange for a mental health professional to speak to the students about depression and suicide prevention.

Sub-topic 3: Anger Management

1. Introduce the concept of anger management by having the students describe observable signs of anger. The teacher should solicit responses that might not be immediately obvious, such as sarcasm, criticism, attention seeking, as well as some passive behaviours that attempt to elicit guilt from others. Be careful to distinguish between the behaviour and the underlying emotion and emphasize that one does not always justify the other.
2. Help the students to identify their own triggers for anger and what behaviours they tend to use to express their anger.
3. In groups, students discuss and list ways in which behaviours motivated by anger can create barriers in several aspects of their life (e.g., 'road rage', criminal activity, etc.). They discuss alternative ways of dealing with anger and share them with the class.
4. Use biblical passages and/or religious music to identify examples of when anger is justified and when it is not. Biblical passages which might be useful would be *Sirach 1:22*, *Sirach 6:9*, *Matthew 21:12*, *Amos 5:10-12*, *Amos 5:21-24*, *Ephesians 4:26*. Songs from the musical *Godspell*, (e.g., Blind Fools), might also be useful.
5. Students write a letter to a person who made them angry, explaining their perception of what happened and how it made them feel.

Assessment/Evaluation

- PK3.04X - Formative assessment by teacher of project and oral presentation research for knowledge and communication using Oral Communication Rubric.
- PK3.02X - Formative assessment by teacher of letter re: anger management for knowledge and application using Rubric for Written Work.

Accommodations:

- Preview vocabulary with students prior to participating in activity.
- Provide case studies at the appropriate student reading level.
- Provide a step-by-step guideline for research paper on stress management and reduce the content required.
- For specific accommodations, see student's IEP.

Resources

Good News Bible: *Sirach 1:22*, *Sirach 6:9*, *Matthew 21:12*, *Amos 5:10-12*, *Amos 5:21-24*, *Ephesians 4:26*.
Songs from the musical *Godspell*, e.g., Blind Fools

Activity 3: Assertiveness and Self-Advocacy

Time: 10 minutes

Description

In this unit, students learn the difference between aggressive and assertive responses. Using this knowledge students are given role-playing scenarios where they practise assertive responses to situations involving home, school, and peers. Becoming assertive assists students in becoming advocates for their own learning needs in school and in the community. They are able to identify available resources to support their learning and know how to access these supports.

Strand(s) and Expectations

Strand(s): Personal Knowledge and Management

Ontario Catholic Graduate Expectations:

The Graduate is expected to be:

1e - a discerning believer who speaks the language of life...recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

Overall Expectations:

PKV.03X - identify and define personal management skills, habits and characteristics required for success in high school;

PKV.05X - demonstrate effective use of personal management skills in a variety of settings.

Specific Expectations:

IK2.01X - identify school, and community resources available to support learning and explain how and when to access them;

IK2.02X - identify individuals or programs that can assist with their specific learning needs (e.g., peer tutors);

IK2.03X - use effective communication skills to gather information and request assistance for their learning needs from peers, teachers, and/or school and community programs;❖

PK2.01X - describe a variety of personal management skills, habits and characteristics that contribute to success in high school.❖

Planning Notes

- Teachers and/or students create Role Playing Scenarios for assertive response exercises.

Prior Knowledge Required

- Students should be familiar with basic role-playing techniques.

Teaching/Learning Strategies

1. Introduce the concept that individuals have different response styles to situations where they feel victimized. These response styles can be defined as aggressive, assertive, passive, or passive aggressive. Provide students with board notes describing each response style.
2. Ask students to describe the behaviour of someone who acts aggressively and someone who acts assertively. List these points on the board and ask students to come up with a definition of assertiveness. (The definition should include the idea that you must stand up for what you believe in, stand up to peer pressure, and defend yourself when you have been unfairly treated. However, it also includes respecting others.)

-
3. In small groups, give students scenarios and have them role-play situations to illustrate an assertive response. These scenarios should reflect school, home and peer situations.
 4. Lead students in a follow-up discussion focussing the fact that students must develop and practise assertiveness in order to become self-advocates. Provide a specific school situation and ask students how they would approach it to advocate on their own behalf. Examples could be drawn from the following:
 - Student has been absent for two days and needs to speak to the teacher about work missed.
 - Student does not understand why he/she received a failing grade on an assignment.
 - Student is in a class where the teacher announces the student's grades as he/she returns tests.
 - Student is having trouble understanding a mathematical concept and has failed a quiz.
 5. a) Students write a reflective journal in which they will describe two situations where they have not acted as assertively as they would have liked. They focus on reasons why this has occurred and describe how they could have approached the two situations in a more assertive manner.
b) Students also focus on their own learning needs and identify and describe how they access support in an assertive manner. This encourages students to be advocates for their own learning.
 6. Administer a quiz covering material from Activities 2 and 3.

Assessment/Evaluation

- IK2.03X - Formative assessment by teacher of reflective journal for knowledge and communication using Rubric for Written Work.
- PK2.01X - Formative assessment by teacher of Activities 2 and 3 of knowledge and communication using paper and pencil test.

Accommodations

- Provide students with a handout of the board notes.
- Give students case studies or examples of people behaving assertively or aggressively within the students' realm of experience.
- Have students work in a group with other students of varying ability levels so that they can receive peer support.
- Individually conference with students concerning how they can advocate for themselves in the school community, given the IEP recommendations.
- For specific accommodations, see student's IEP.

Resources

Hipp, Earl. *Fighting Invisible Tigers: Stress Management Guide for Teens*. Minneapolis, MN: Free Spirit Publishing, 400 first Avenue North, Suite 616, Minneapolis, MN, 55401.
ISBN 0-91579-04-OCPBK

Activity 4: Planning for Success in Secondary School

Time: 140 minutes

Description

Using a variety of resources such as the school calendar and post-secondary education material, the students demonstrate their knowledge and understanding of how to plan their own secondary school program in light of their future goals. Students familiarize themselves with credit requirements for diploma purposes. Students research post-secondary options.

Strand(s) and Expectations

Strand(s): Learning Skills, Personal Knowledge and Management

Ontario Catholic Graduate Expectations:

The graduate is expected to be:

1g - a discerning believer who understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience.

4g - a self-directed learner who examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

Overall Expectations:

LSV.03X - demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentations skills;

LSV 04X - demonstrate an understanding of how the secondary school program is organized and describe requirements for graduation. ❖

Specific Expectations:

LS2.06X - use effectively a variety of information technologies (e.g., CD-ROM, the Internet, calculators, software for organizing notes, file management software) to conduct research, organize information, and acquire new skills;❖

LS3.01X - explain the organization of the secondary school program, including types of courses and the destinations for which they are appropriate;❖

LS3.02X - explain their own high school course selection in the context of the requirements for secondary school graduation;❖

PK3.01X - use effective personal management skills (e.g., goal setting, time management, project management skills) to improve their results in selected school subjects.

Planning Notes:

- Course planner should be placed in Learning Portfolio. This information is useful for teacher responsible for Teacher Adviser Program (T.A.P.), for completion of the students' Annual Education Plan.

Prior Knowledge:

- Familiarity with use of the Internet

Teaching/Learning Strategies

1. Distribute the school's course calendar and review course options available in each department. Also define pre-requisite courses and review the coding system. Talk about summer and night school courses and the advantages and disadvantages of these courses.
2. Review O.S.S.D. course requirements for graduation. Also review the requirements for the O.S.S.C. and the Certificate of Accomplishment.
3. Distribute a High School Course Planner. Students tentatively complete course options for Grades 10-12. During the completion of these planners, circulate in the room to assist the students. These planners are submitted for review and are shared with the teacher responsible for T.A.P. and the Special Education teacher responsible for monitoring the student's AEP. and IEP. Students are required to provide a rationale for their choices.
4. Arrange for the class to visit the Guidance office to conduct a career/post secondary search. Students refer to their Career Inventory completed in Unit 1 and kept in their Learning Portfolio.
5. Based on their own career interests, students are asked to identify two possible careers that they may wish to explore. With the assistance of the guidance department the students are shown the various resources in the guidance department - University and College Calendars, career profiles, computer software, etc.
6. Students then complete a work sheet that requires them to conduct research related to their career interest. Areas to consider: career description, education required, University/College/Apprenticeship - description of program at an institution, admission requirements and High School courses recommended. This should be placed in the Learning Portfolio.
7. Students present their findings orally to the class.

Assessment/Evaluation

- LSV.04X, LS3.01X, LS3.02X - Diagnostic/formative assessment by teacher of course planner for knowledge and application using Teacher Observation Checklist.
- LS2.06X - Formative assessment by teacher of student research for knowledge, inquiry, and communication using Oral Communication Rubric.

Accommodations

- Reduce the number of careers the student investigates in the Guidance Office if desired.
- Allow certain students to do their oral presentations with only the teacher.
- Provide more direction and conferencing when doing course selection. Consult with the student's special education teacher and parent.
- Individually review the course calendar options, pre-requisites, and diploma requirements with students.
- Partner students when doing computer investigations. Give students step-by-step instructions when assessing information from Ministry Training websites.
- For specific accommodations, see the student's IEP.

Resources

Ontario Universities Application Centre
www.ouac.on.ca/osca/

Ontario College Application Centre
www.ocas.on.ca/ocas/

MazeMaster

www.mazemaster.com

(This site offers a wide variety of accesses to employment opportunities.)

Appendices

Appendix A - High School Course Planner

Appendix A

HIGH SCHOOL COURSE PLANNER			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
1. English	1. English	1. English	1. English
2. Religion	2. Religion	2. Religion	2. Religion
3. Math	3. Math	3. Math	3. Option
4. Cdn. Geog.	4.Cdn. History	4. Option	4. Option
5. Science	5. Science	5. Option	5. Option
6. French	6a. Civics .5	6. Option	6. Option
7. Option	6b. Career .5	7. Option	
8. Option	7. Option	8. Option	
	8. Option		
9. Community Service 10 hours completed []	9. Community Service 10 hours completed []	9. Community Service 10 hours completed []	7. Community Service 10 hours completed []
	10. Grade 10 Reading & Writing Skills Test []		
Requirements for O.S.S.D. 18 compulsory credits 12 optional credits Success in Gr. 10 Reading and Writing Skills Test 40 hrs Community Service	>Compulsory Courses>	4 English (1 per grade) 1 French 3 Math (1 gr. 11 or 12) 2 Science 1 Cdn. Geography 1 Cdn. History 1 Arts 1 Health and Physical Ed. .5 Civics .5 Career Studies (Gr. 10) 4 Religious Education	Plus: 1 additional credit in English or a third language, or a social science, or Canadian and World Studies 1 additional credit in Health and Physical Ed. or Business Studies or Arts 1 additional credit in Science (Gr. 11 or 12) or Technological Ed. (Gr. 9-12)

Activity 5: Finding Work: Practical Tools

Time: 280 minutes

Description

In this activity students learn specific skills to enhance their ability to find future employment and learn how to do research on the Internet on this particular topic. They determine how various experiences can help them develop employability skills. Students work on developing their own resumes and interviewing techniques.

Strand(s) and Expectations

Strand(s): Interpersonal Knowledge and Skills

Ontario Catholic Graduate Expectations:

The graduate is expected to be:

3a - a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

5b - a collaborative contributor who thinks critically about the meaning and purpose of work

5h - a collaborative contributor who applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

Overall Expectations:

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

IKV.04X - demonstrate an understanding of why, when and how to utilize available school and community resources to support their learning needs;

LSV.01X - demonstrate and use an increasing variety of numeracy and literacy skills.

Specific Expectations:

LS3.03X - demonstrate understanding of how volunteer activities (e.g., mentoring, tutoring, coaching, community service), part-time work, and participation in school life can develop and enhance employability skills and strengthen one's résumé;❖

IK1.03X - demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences;

LS2.06X - use effectively a variety of information technologies to conduct research, organize information, and acquire new skills;❖

LS1.03X - demonstrate and use a variety of writing forms and use them effectively for a variety of purposes.❖

Planning Notes

- Book the computer lab or the library for research on-the-job skill web sites using the Internet. Students who require assistance should be paired with students who are more computer literate.
- Prepare an Internet Scavenger Hunt checklist of useful Internet sites.
- Have sample job applications available. Have the students bring two or three applications from local businesses which hire students.
- Have S.I.N. applications available for each student.
- Arrange for local business or community agency representatives to conduct a workshop on interviews and do mock interviews.

Prior Knowledge

- How to browse for information on the Internet
- Where to access job applications

Teaching/Learning Strategies

Sub-topic 1: The Application Maze

1. Ask students to think of all the things for which they might have to fill out an application, e.g., jobs, higher education, driver's license. Write their answers on the board. Then have the students think of the kind of information that would be required on a job application form.
2. The students take out their various applications and scan them for common language and make a list of terms they are unfamiliar with to ask about. As a large group, discuss appropriate ways to answer the various questions on the application.
3. Discuss with the students the kind of questions that one cannot ask in an interview and why. Possibly invite a speaker who has experience in Human Resources.
4. Students review the necessary steps to getting a Social Insurance Number and fill out the application form. What is a S.I.N.? How is it used?

Sub-topic 2: Using the Internet as a Resource

1. Have the students begin their search at the OSCA web page (Ontario School Counsellors' Association: <http://www.ouac.on.ca/osca/>) which offers links to many sites related to career development. Direct students to the Career Information site, suggesting EDGE, which offers useful information related to the first steps in searching for work. Students list the information they find in this site and various ways in which to use it.
2. Students use the Internet Scavenger Hunt checklist to find useful Internet sites (see planning notes). Students record the address of the sites on the checklist.
3. Students share their findings with the rest of the class.
4. Students go through the Mind Maze web site (<http://www.mazemaster.on.ca/all.htm>). Instructions are found on the web site. Students write a brief description of this web site and a short reflection on the value of this website to their job search.

Sub-topic 3: Job Fair

1. Divide the students into groups of four and assign one particular job to each group.
The following jobs are suggested: fruit salad maker, dog sitter, hockey stick maker
hat model
2. Once assigned a job, each group is responsible to complete the following activities:
 - design a classified ad (This ad will be posted in the classroom)
 - develop a written description of your assigned job.
 - design an application form.
 - develop interview questions. (The interview should be approximately five to ten minutes long.)
 - develop a list of qualities that are deemed necessary for success.
3. Each student applies for one of the jobs – ads are posted in the classroom. Students may not apply for the job that they worked on in their group.
4. In the original groups, students review the employment applications and select two applicants for mock interviews.

-
5. A guest speaker (could be member of local business, human resources person or employment agency, co-op teacher, principal, etc.) conducts the interviews. This guest speaker should be given the job description, interview questions, and other pertinent information prior to the mock interviews. The guest interviewer provides verbal feedback to the class and focusses on the key ingredients to successful interviewing.

Sub-topic 4: Transferring Skills

1. Students (in groups) make a list of experiences they might have, which they could use on a resumé.
2. Circulate and encourage the students to think of experiences which helped them develop skills they would not necessarily think of (e.g., volunteer work in their elementary school, looking after siblings, community involvement, etc.).
3. Generate examples of the various experiences that can teach employability skills and have students identify categories of skills:
Communication – Teamwork – Organizational – Technical
4. Discuss how the students have many hidden talents and skills to offer that they may not think of initially.
5. Discuss with the students the concept of a resumé.
6. Using Career Explorer <http://cdn.cx.bridges.com/explorer/student.htm>, students fill in their personal information to design their own resumé. They use the Skills Profile from their session on Mazemaster <http://www.mazemaster.on.ca/all.htm> to identify skills they have attained through their experiences (see Unit 3 Activity 2)
7. Once all the information has been entered, students can print a copy of their complete resumé for the Learning Portfolio.
8. Stress the importance of updating a resumé regularly and discuss how a resumé can be tailored to the position being applied for.
9. Discuss the purpose of a covering letter and how it also should be written with the particular job or company in mind.
10. Students view sample covering letters and discuss and list the characteristics of a good covering letter.
11. Students write a covering letter to accompany their resumé.

Assessment/Evaluation

- IKV.02X - Formative assessment by teacher of students' group work for knowledge, inquiry, and communication using Group Work Observation Checklist.
- LS2.06X - Formative assessment by teacher of students' computer research for understanding and knowledge using Teacher Observation Checklist.
- LS3.03X, LS1.03X - Formative assessment by teacher of students' resume and covering letter for knowledge, and communication using Rubric for Written Work.

Accommodations:

- Place students in a group with peers of various abilities.
- Assist students with applications.
- Provide students with resume exemplars and guidelines for resume writing.
- Students who require assistance should be paired with students who are more computer literate.
- For specific accommodations, see student's IEP.

Resources

Career Explorer

<http://cdn.cx,bridges.com/explorer/student.htm>

Harris-Bowlbey, J., J. Spivack, and R. Lisansky. *Take Hold of Your Future*, 2nd ed. Leader's Manual, 1991, American College Testing Program

Ministry of Education and Training. *The Edge*. Queen's Printer for Ontario, 1998
or www.edu.gov.on.ca

Ministry of Education and Training. *And Finally I Did Get a Job*. Queen's Printer for Ontario, 1998.

Unit 4: Becoming an Effective Learner: Literacy and Numeracy

Time: 22 hours

Unit Developer(s)

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Development Date: March 1, 1999.

Unit Description

This unit is ongoing throughout the entire course and integrated into all activities. Students demonstrate effective literacy and numeracy skills through the process of writing for a variety of purposes, reading strategies, computation, and problem solving. Students further develop their learning and thinking strategies to enhance oral and written presentations through the use of appropriate resources and technologies.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1c, 2a, 2b, 2c, 2d, 2e, 5g.

Strand(s): Learning Skills

Overall Expectations: LSV.01X; LSV.03X.

Specific Expectations: LS1.01X - LS1.04X; LS2.02X; LS2.06X; LS2.07X; IK1.04X.

Activity Titles (Time + Sequence)

Activity 1	What are Literacy and Numeracy Anyway?	140 minutes
Activity 2	Reading for Learning: Decode, Decipher, Deconstruct	350 minutes
Activity 3	Think! Plan! Write!	280 minutes
Activity 4	Making it COUNT!	280 minutes
Activity 5	Getting Technical	210 minutes

Unit Planning Notes

- Retrieve proofreading notations systems from subject teachers.
- Each activity contains ongoing numeracy and literacy strategies to be used throughout the course wherever applicable to the unit activities.
- The activity on writing, specifically the students' use of the conventions of writing, may require extensive intervention by the teacher. Teachers may need to spend more time than allotted on this activity, and to return to it throughout the other course units.
- This unit may be used as a model for adapting GLS 10 to GLE 10 (Special Education).

Prior Knowledge Required

- Understanding literacy and numeracy in relation to examples in students' own lives.
- Forms of writing.
- Knowledge of newspaper layout.
- Approximately Grade 3 reading level minimum.

Teaching/Learning Strategies

- whole class discussion
- use of computer technology
- trivia games
- poster making
- use of calculators
- small group discussion
- brainstorming
- tests
- personal reflection
- use of reading strategies
- 5WH method
- webbing

Assessment/Evaluation

Teacher Observation Checklist	Diagnostic/Formative	Teacher	Activity 1, 4, 5
Rubric for Written Work	Formative	Teacher	Activity 1, 3, 5
Visual Communication Rubric	Formative	Teacher	Activity 1
Oral Communication Rubric	Formative	Teacher	Activity 1 - 5
Anecdotal Record Log	Formative	Teacher	Activity 2 - 5
Group Work Rubric	Formative	Teacher	Activity 3
Project Rubric	Formative	Teacher	Activity 5
Oral/Visual Presentation Rubric	Formative	Teacher	Activity 1

Resources

Cunningham, Patricia M. *Phonics They Use: Words for Reading and Writing*. New York: Harper Collins, 1991.

McNeil, John D. *Reading Comprehension: New Directions for Classroom Practice*. New York: Harper Collins, 1992.

Silverstein, Shel. *Jabberwacky*.

Dr. Seuss. *I Can Read*.

Activity 1: What are Literacy and Numeracy?

Time: 140 minutes

Description

Students develop an understanding of the concepts of literacy and numeracy and how they are involved in many facets of their lives. They demonstrate an effective use of strategies to improve their literacy and numeracy skills through a variety of individual and small group activities. They are better able to effectively apply these strategies across the curriculum.

Strand(s) and Expectations:

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations :

The graduate is expected to be:

2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.

3b - a reflective and creative thinker who creates, adapts, evaluates new ideas in light of the common good.

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

Overall Expectations :

LSV.01X - demonstrate and use an increasing variety of numeracy and literacy skills;❖

LSV.03X - demonstrate effective of learning and thinking strategies, and effective use of technology to enhance their research, learning and presentation skills.❖

Specific Expectations :

LS1.01X - demonstrate effective use of strategies to improve literacy;❖

LS1.03X - demonstrate effective use of a variety of writing forms and use them effectively for a variety of purposes.❖

Planning Notes

Sub-topic 1: Introduction to Literacy and Numeracy

1. Obtain a world political map and recent literacy statistics for specific countries around the world.
2. Research quotes in different languages to be used in activity (e.g., famous quotes, scriptural quotes, quotes dealing with literacy and numeracy).
3. Obtain prior permission of library/resource teacher to allow students to display literacy posters.

Sub-topic 2: Developing Vocabulary

1. Note the frequent language convention errors that occurred when assessing and evaluating the pieces in the Learning Portfolio. Create a list of language development mini lessons based on the results of the evaluations.
2. Find a grade specific trivia game or created by teacher based on subjects.
3. Research articles on various topics that improve general vocabulary and knowledge.
4. Use the game “Mad Word” and trivia games on a daily basis.
5. Collect art material for poster activity.

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6. Prepare posters or overheads with the following definitions:

Literacy: Literacy is a person's ability to read and write, understand, and communicate in a given language. This includes understanding the alphabet or code, the ability to express ideas in a given language.

Numeracy: Numeracy is the ability to think and communicate using numbers, the ability to solve different types of problems using a variety of calculation and mathematical skills.

Sub-topic 3: General Knowledge

1. Give students an opportunity to play their student-designed trivia game and other trivia games many times throughout the course.
2. Book computer lab to facilitate production of trivia cards.

Prior Knowledge Required

- Understanding literacy and numeracy in relation to examples in one's own life
- Be familiar with location of continents and countries around the world.
- Be familiar with the inquiry process. (See Unit 2.)

Teaching/Learning Strategies:

Sub-topic 1: Introduction to Literacy and Numeracy

1. Hand out slips of paper that contain thought-provoking quotes from various sources written in different languages (e.g., Biblical quotes, common sayings, or proverbs). (As a variation to this, sayings could be elicited from students and written on charts.). Ask each student to read his/her quote aloud. Discuss reasons for not being able to read it.
2. Students write a journal entry describing how it felt to be unable to read something and reflecting on the disadvantages of being unable to read.
3. Teacher defines the terms literacy and numeracy. Lead students in brainstorming words that relate to literacy and numeracy and record their responses in a word web on the board. Students copy the word web into their notebooks and write their own definitions for five selected words from the web.
4. Students create a title page for literacy and numeracy using an acrostic poem for LITERACY and NUMERACY using words from class discussions to show their understanding of meaning of literacy and numeracy.
5. Referring to a map of the world, write percentages of literate people from various parts of the world on the board. Students predict which percentages match specific continents. Students should be prepared to support their predictions with reasons. Provide actual placement of the percentages and discuss with students the reasons given for their predictions, paying particular attention to correcting discriminatory or prejudicial statements. It should be made clear that literacy and numeracy are skills which are valued in some cultures more than in others. Intellectual ability is related to but not dependent on literacy and numeracy.
6. In small groups, have students discuss and list reasons why there are different levels of literacy on the various continents. One student from each group reports on their discussions.
7. Guide the students in understanding the differences in levels of literacy in Canada versus other countries and review the process for how literacy levels are determined in Canada and abroad. Lead a discussion on the importance of being literate in reading, in writing, and in numerical understanding; in the causes of illiteracy; and in how literacy and numeracy affect students' learning in school and success in the world. Highlight that in a world of rapid change, a person can become illiterate in a particular subject area due to the ever-increasing body of new information. Teachers and students collaborate in developing a summary note of the information brought forward in this discussion, and students copy this into their own notebooks.

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8. Students research a quote that promotes literacy and numeracy and create a poster to promote the importance of being literate with words and numbers. The poster should be sensitive to those who may struggle with literacy and numeracy and should portray a positive message.

Sub-topic 2: Developing Vocabulary

1. Have students brainstorm subject-specific words in any/all areas of the curriculum and record responses on the board or chart.
2. Students make a word web for each subject category that is to be added to on a daily basis, as new words are identified. Students write words related to each category. Students share lists while others listen and update their own lists.
3. Lead students in a discussion of the factors that enable them to brainstorm on a given topic, and focus on the effects of familiarity; experience; visual, auditory, and kinesthetic cues; general knowledge; and the ability to make deductive conclusions. Ask students if there is any word written on board that is unfamiliar to them. Demonstrate to students the technique of identifying the root word within complex words and the importance of using them as clues to being able to read and unpack the meaning of a new word. As a follow-up, review lists of common prefixes and suffixes along with rules for their use and create a chart with the students to be copied into their notebooks.
4. In small groups, students complete an activity sheet on “Enriching Vocabulary” which focusses on identifying the root word and define the meaning of words by using the root word, by identifying and understanding prefixes and suffixes when added to a word, and by using the dictionary, thesaurus, and/or a writing guide.
5. Lead a discussion of why it is important to improve and enrich vocabulary. Teach students that vocabulary acquisition is encouraged by a wide variety of reading materials, recognizing the context in which words appear in writing, and recognizing context cues and use them for gaining a clearer understanding of known and unknown words. Discuss using appropriate vocabulary by understanding what words would be most effective, (e.g., homonyms, synonyms, antonyms, and words with multiple meanings). Display passages on an overhead and have students identify the most effective word to be used: readings from Scripture, computer language, old English in poetry, mathematics word problems, etc.
6. Students complete an activity sheet with a partner and determine the most appropriate word to use in a sentence, defining the word that is underlined using context cues or root word clues.
7. Ask students to write down as many words as they can think of that relate to a topic randomly selected by a teacher. Collect responses for the game Mad Word, a game used to enrich and expand vocabulary across the curriculum.
8. Students participate in the game Mad Word. Two students participate at a time - the home player and the challenger. The home player goes first. The person has one minute to say as many words as he/she can think of for a given topic. If the home player comes up with all ten, he/she stays up and the challenger sits down. If the home player does not say all 10 words, the challenger has 30 seconds to say one of the words remaining. If the challenger says one of the words, he/she stays up, and the home player representative sits down.

Sub-topic 3: General Knowledge

1. Hand out the activity sheet How Much Do You Know? to each student. The activity is divided into a variety of sections: history, music, sports, religion, geography, mathematics, language, science, and miscellaneous. Formulate a variety of general knowledge questions for each section above.
2. Students complete the activity sheet in groups. It should be emphasized that this is not a test.
3. Take up the sheet with students and survey the class to see who did well in a given section. Ask students to share their thoughts as to why they may have done well in some areas and not as well in other sections.

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4. Lead students to understand that personal interest and the pursuit of knowledge assist students in increasing their general knowledge about many topics which in turn allows students to become more familiar with the vocabulary of given topics as well as become more effective communicators. Display a few passages on an overhead from newspaper articles that students will read later on, have students identify key words or phrases that reflect the main point, and have the students predict what topic these words relate to. Hand out newspapers and have students select and read one of the articles.
 5. In partners, students read articles and respond to questions based on the 5WH method. Students underline or highlight the words in the article that enabled them to answer the questions.
 6. Student partners share what they have learned orally with the rest of the class. Summarize the experience by leading the students to understand that reading provides information and gives students a wider knowledge base than before reading the articles.
 7. Develop a trivia-type game appropriate to grade level to improve general knowledge.
 8. In small groups, students are given a category to research for the trivia game. Each group must formulate questions with answers on cards, using a word processor to create the game card. When the cards are complete, students play the game.

Assessment/Evaluation

- LS1.01X - Diagnostic assessment by teacher of enriching vocabulary by demonstrating the effective use of literacy strategies using a checklist.
- LS1.03X - Formative/summative assessment by teacher of personal journal log for demonstrating an effective use of literacy strategies using a Rubric for Written Work.
- LSV.01X - Formative assessment by teacher of brainstorming discussions in large and small groups using a Teacher Observation Checklists.
- LS1.03X - Formative/summative assessment by teacher of title page reflecting knowledge of vocabulary and general knowledge of literacy and numeracy, using Visual Communication Rubric.
- LSV.03X - Formative/summative assessment by teacher of literacy poster showing understanding importance of literacy and numeracy using Rubric for Oral/Visual Presentation.
- LS1.01X - Formative assessment by teacher of work completion, word webbing, and reference section, using Rubric for Note-taking.

Accommodations

- Give students a copy of a template for title page, acrostic poem, poster, word web, and personal journal.
- Re-teach concept individually, when necessary.
- Provide a list of suggested words to help students organize their thoughts.
- Modify the various activities by reducing the number of questions, and re-wording the instructions to make them accessible to all students. Include very specific examples of the concept.
- For specific accommodations, check student IEP.

Resources

Organizations for literacy: National Literacy Secretariat - promoting literacy at federal level
<http://www.nald.ca/nls.htm>

Organization for volunteering to help improve literacy: Project L.O.V.E.
<http://www.nald.ca/lovehmpg.htm>

Project Adult Literacy Society (PALS) - literacy definition

<http://www.pals.ca/volunteer.htm>

ABC Canada

<http://www.abc-canada.org/>

Activity 2: Reading for Learning: Decode, Decipher, Deconstruct

Time: 350 minutes

Description

Students develop an appreciation of how reading affects every part of their life as well as promotes effective communication skills. Students learn a variety of reading strategies and how to use them. Students are given opportunities to demonstrate application of reading strategies by analysing a variety of reading material (e.g., Scripture, advertisements, poetry, textbooks), selecting the most effective reading strategy for the student and using it to enhance their ideas effectively.

Strand(s) and Expectations:

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

1c - a discerning believer formed in the Catholic Faith Community who actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures.

2b - an effective communicator who reads, understands and uses written materials effectively.

2e - an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Overall Expectations:

LSV01X - demonstrate an increasing variety of numeracy and literacy skills.❖

Specific Expectations:

LS1.01X - demonstrate effective use of strategies to improve literacy (e.g., techniques to develop vocabulary, general knowledge, and language skills);❖

LS1.02X - demonstrate effective use of a variety of reading strategies to improve understanding of text;❖

Planning Notes

- Teachers should prepare a generic activity sheet, Information on Reading, which contains the instruction: Read the entire page before doing anything else. The remainder of the page should have a variety of tasks for students to perform and should conclude with the instruction, "Sign the activity sheet and do nothing else until you receive instructions from your teacher."

Prior Knowledge Required

- Students should have a minimum Grade 3 reading level.

Teacher/Learning Strategies

Sub-topic 1: Introduction to Reading

1. Read the children's story *I Can Read* by Dr. Seuss and the poem "Jabberwacky", or select some other children's story and poem. Lead a class discussion of what the reading material means (main points) and discuss the following questions as a guide:
 - a. Why is reading important?
 - b. What are some of the difficulties with reading?
 - c. What is the difference between reading a passage and reading for understanding?
2. Identify and teach a variety of reading strategies used to improve understanding of text: skim, scan, adjusting speed, make inferences, predicting, contextual cues, phonics to sound out unfamiliar words, root words to determine the meaning of unfamiliar words, re-read the passage, use graphic organizer, record key points and organize them in sequence, comprehension.

Sub-topic 2: Reading Strategies

1. **Reading Strategies - Word Attack Skills**

- Give students an oral reading Word Attack Skills activity using a poem or prose piece that combines familiar and nonsense words. This can be done aloud with the whole class. Students and teachers list word attack strategies on the board.

2. **Reading Strategies - Contextual bingo**

- Lead students in a contextual bingo game to review understanding of specific words in context. Assist students in decoding unfamiliar words by giving a synonym for the word in a sentence. Each block of the bingo card contains a sentence with the unfamiliar word in it.

3. **Reading Strategies - Cloze Procedure**

- Administer a cloze procedure activity to reinforce basic skills in decoding, using a paragraph from a piece of writing students are familiar with from other courses (biblical passage, paragraph from a novel, a section of geography text, a newspaper article). Students complete the Fill in the Blank activity.

4. **Reading Strategies - Main and Supporting Points**

- Display written material on the overhead. Have students read passage and identify the main point(s) of the passage. Further lead the class in identifying the supporting points to the main idea. Record responses on the board.
- Students are given two to three different selections of reading passages from various sources and answer the questions: What is the main point? What are the supporting details to help the main point? (using a word web)

5. **Reading Strategies - Making Predictions**

- Read a passage from a mystery story and have students orally participate in predicting what is going to happen next. Teach the students to look for key words or phrases that aid in predicting outcome. Have students read a passage that involves the last page missing.
- Students write their predictions as to how the story or situation ends. Students identify the key words or phrases that were clues to making their predictions.

6. **Reading Strategies - Skim and Scan**

- Teach the difference between skimming and scanning an item. Select a topic in the Bible for the students to research. Ask students to skim Bible for the name of the particular book and chapter. Ask students to scan through the chapter and find the verse relating to a specific meaning.
- Students use their geography textbook to complete the activity. Students skim through the Table of Contents to search for a particular subject. Students record the page number in notebook, locate the chapter, and scan through it to find the particular item noted on sheet.

7. Reading Strategies - Reading with Speed

- Have a variety of different samples of reading levels that students read. Explain that the students have a given amount of time to read passage and answer questions orally.
- Give the same amount of time for each passage and ask students to retell what they read.
- Students complete a Speed Reading test.

Sub-topic 3: Understanding and Applying Reading Strategies

1. Refer to previous discussions in which students discussed difficulty in reading a passage in another language and on the differences between reading a passage and reading for understanding. Teachers and students read a “nonsense” poem or “tongue-twister”. Ask students the point of passage. Repeat the activity with Biblical passages using the parables or other stories that contain a moral. Students read passages together and discuss their purpose with the teacher. Lead students to understand that the written word can be very powerful and is used as an effective means of communicating to get a point across.
2. Explain to students that because the written word is so powerful, people of all religious traditions have developed sacred writings or Scriptures, which they all believe are inspired by God and most of them are referred to as the Word of God.
3. Use a variety of reading materials for students to apply the various reading strategies. At each station, set up specific reading materials with questions geared toward a given reading strategy. Reading material should include: Scripture, Church bulletin, hymn references, liturgical year calendar and non-secular calendar, hymn references, classified ads, set of instructions, map, graph, charts, recipe, summary, magazine, newspaper, editorial, web site, travelogue, fine print, bill for item purchased, area codes in Ontario, shelf life of an item indicator, postal code, schedules for transportation companies, newspaper articles, letter, stock market, nutritional information on foods, manuals to fix or build things, recipe, sports statistics, computer software, and so forth.
4. Students rotate through the various activities, applying different reading strategies to complete each task.
5. Students write a reflection about which reading strategy most suits their style of learning and demonstrate their understanding of which reading strategies would be best suited for specific situations.

Ongoing Teaching Strategies

1. Post, on a daily basis, unfamiliar words which students orally decode and define through root words. List should be made on charts, which can be referred to throughout the course, to help reinforce the students’ progress. **Note:** Teachers and students should be selecting vocabulary from other subject areas to review through the week.

Assessment/Evaluation

- LS1.02X - Diagnostic assessment by teacher of variety of reading strategies using Anecdotal Record Log
- LSV.01X - Formative assessment by teachers of students’ participation in class discussion for knowledge using Oral Communication Rubric
- LS1.01X,.02X - Formative assessment by teacher of reading activities for knowledge, understanding and application using Reading Strategies Rubric.

Accommodations

- For specific accommodations, see student’s IEP.
- Have students clarify what has been taught to ensure comprehension. Re-teach concepts or strategies individually where necessary.

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- Reduce amount of reading material required for the activity.
 - Students may require more time to complete paper and pencil quiz.
 - Students may require additional examples.

Resources

Cunningham, Patricia M. *Phonics They Use: Words for Reading and Writing*. New York: Harper Collins, 1991.

McNeil, John D. *Reading Comprehension: New Directions for Classroom Practice*. New York: Harper Collins, 1992.

Silverstein, Shel. “*Jabberwacky*”

Dr. Seuss. *I Can Read*.

Appendices

Appendix A - Reading Strategies Rubric

Appendix A: Reading Strategies Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> • knowledge of strategies for reading • understanding of strategies for reading • understanding of relationships between and among concepts in reading 	- demonstrates limited knowledge of reading strategies - limited understanding of reading strategies - limited understanding of relationships between and among concepts in reading	- demonstrates some knowledge of reading strategies - some understanding of reading strategies - some understanding of relationships between and among concepts in reading	- demonstrates considerable knowledge of reading strategies - considerable understanding of reading strategies - considerable understanding of relationships between and among concepts in reading	- demonstrates thorough knowledge of reading strategies - thorough understanding of reading strategies - thorough understanding of relationships between and among concepts in reading
Thinking/Inquiry <ul style="list-style-type: none"> • selecting strategies for reading 	- applies few of the strategies for reading	- applies some of the strategies for reading	- applies most of the strategies for reading	- applies all / almost all of the strategies for reading
Application <ul style="list-style-type: none"> • application of reading strategies • transfer of ideas and skills to new contexts 	- uses reading strategies with limited competence - transfer of ideas and skills to new contexts with limited effectiveness	- uses reading strategies with moderate competence - transfer of ideas and skills to new contexts with moderate effectiveness	- uses reading strategies with considerable competence - transfer of ideas and skills to new contexts with considerable effectiveness	- uses reading strategies with a high degree of competence - transfer of ideas and skills to new contexts with a high degree of effectiveness

Activity 3: Think! Plan! Write!

Time: 280 minutes

Description

This activity emphasizes the importance of effective use of writing forms for a variety of purposes. Students develop an appreciation of the purpose of writing and how writing is an effective tool to communicate with others. Students demonstrate their knowledge of writing forms and focus on refining ideas and thoughts clearly as well as applying language development techniques to enhance the final product.

Strand(s) and Expectations

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

2b - an effective communicator who reads, understands and uses written materials effectively

2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.

Overall Expectations:

LSV.01X - demonstrate and use an increasing variety of numeracy and literacy skills.❖

Specific Expectations:

LS1.01X - demonstrate effective use of strategies to improve literacy (e.g., techniques to develop vocabulary, general knowledge, and language skills);❖

LS1.03X - demonstrate effective use of a variety of writing forms (e.g., exposition, narrative, letter, essay) and use them effectively for a variety of purposes.❖

Planning Notes

- Find out from subject teachers which forms of writing are most in use and focus the activity on these.
- Gather a variety of samples of different forms of writing. (See *The Ontario Curriculum English Policy Document*, Exemplars, Gr. 1-8, and Gr. 9.)

Prior Knowledge Required

- Basic knowledge and understanding of a variety of forms of writing

Teaching/Learning Strategies

Sub-topic 1: The Importance of Writing

1. Lead students in the game Broken Telephone (with a message being passed orally around the room). Repeat the game, this time having the message written on a piece of paper. Discuss the differences between the two experiences.
2. Lead the whole class in a discussion: Why do we need the written word? What are the advantages/disadvantages of the written word, the oral word?
3. Students write a personal journal reflection on the importance of writing.

Sub-topic 2: Forms of Writing

1. Display on a bulletin board templates of a variety of forms of writing without titles: personal journal entry, summary note, survey, both long and short test/exam answers. Ask students to identify each form of writing and where the form of writing would be used most appropriately using a matching checklist for forms of writing.

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2. Provide passages from Scripture, a geography textbook, a science textbook, and a novel. Formulate questions for each passage to help students organize and develop ideas logically and coherently.
 3. In small groups, students create a list of different forms of writing using resources provided (newspaper, essay, poem, chart, schedule, etc.) Students brainstorm in what other situations these forms of writing can be used effectively and list them on a chart.
 4. Students select one form of writing and write their own piece to mirror its style and purpose, but on a different topic than the sample. Students then compare their own piece of writing to the exemplar, and use the checklist characteristics of the form of writing to identify areas of strength and need. This process should be repeated for a different form of writing.

Sub-topic 3: Language Development

1. Hand out a variety of pieces of writing that have not been proofread and that contain numerous writing errors. Explain to students that these pieces of writing have been selected to be placed in the school handbook to show quality work done by students which is due today. Ask students to read over the written material for final approval as the teacher has not had time to do a final check. Ask for student feedback on written material.
2. Lead a discussion on “Do you think it is important to proofread work before submitting?” Ask students what changes would need to be made before the items could be published. Some responses should be: spelling, staying on topic, proper form of writing, sentence structure, grammar review, paragraphing, using quotations correctly and so forth.
3. In small groups, students study a variety of written materials. Based on their findings, students identify ways that can help other students to improve language conventions and students share the list with whole group.
4. Students create a Reference section in their Learning Portfolio which includes a title page, a glossary, rules and tips with examples for spelling and grammar, and writing formats.
5. Teach a variety of mini-lessons on specific language development techniques based on the results of assessment and evaluation for the previous activities found in this course. Use the samples completed by students in the last sub-topic. Also refer to various writing guides in print and to computerized Writing Tutor programs (see Resource list)
6. Students complete language development diagnostic assessments based on mini-lessons.
7. Students write a personal reflection log on the different strategies to improve literacy, namely enriching vocabulary, increasing general knowledge, and improving language development techniques to enhance oral and written communication. Students identify and list some of the areas that they needed to work on in order to make their written work publishable as well as demonstrate their understanding to organize a plan of action in order to achieve success.

Assessment/Evaluation

- LS1.01X - Diagnostic assessment by teacher of communicating ideas with supporting details for knowledge and application using Anecdotal Record Log
- LSV.01X - Formative assessment by teacher of class discussion for knowledge and understanding using Communication Rubric
- LSV.01X, LS1.03X, - Formative Assessment by teacher of Journal and Summary entry for understanding using Rubric for Written Work
- LSV.01X - Formative assessment by teacher of group work exercise for knowledge using Group Work Rubric.

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- LS1.03X - Formative assessment by teacher of forms of writing for knowledge, understanding, communication & application using Rubric for Written Work
 - LS1.01X - Formative assessment by student of modeled piece of writing for knowledge and communication using Rubric for Written Work

Accommodations

- Provide step-by-step templates of the various forms of writing.
- Modify passages to be read.
- Reduce number of questions.
- Re-teach concepts if necessary.
- Check comprehension of activities.
- Use computer and spell checker for writing revisions.
- For specific accommodations, see student's IEP.

Resources

PerfectCopy, The Learning Company. (can be accessed through the Ministry of Education and Training)
(a computer software application to teach and reinforce basic writing conventions, Grades 3 - 12)

Reading and Writing For Success

Activity 4: Making it COUNT!

Time: 280 minutes

Description

This activity emphasizes how numeracy is so important in life and is evident everywhere in words, signs and symbols. Students are able to identify, use, and apply calculations in a variety of real life situations. Students appreciate the link between reading and numeracy by understanding the importance of interpreting information in order to solve different types of word-related problems.

Strand(s) and Expectations:

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations :

The Graduate is expected to be:

2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

3e - a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience.

Overall Expectations:

LSV.01X - demonstrate and use an increasing variety of numeracy and literacy skills.❖

Specific Expectations :

LS1.04X - identify and use a variety of methods for making calculations and for solving different types of problems;❖

LS2.07X - use word-processing, graphics, or presentation software effectively to enhance oral and written presentations.❖

Planning Notes

- During this activity, have different math trivia posted around the classroom including topics such as: the history of mathematics, mathematicians and theories, Arabic numerals, Roman numerals, Albert Einstein, Egyptian Hieroglyphics, etc.
- Conduct mental math activities regularly to improve mental calculations and problem solving skills.
- Research available math resources for students to use.
- Collect books, magazines, newspapers, and other print media to prepare for the Math Carousel of Learning.
- Obtain a copy of the math textbooks for the academic and applied Grade 9 math courses.
- Book a computer lab session prior to this activity.

Prior Knowledge Required

- skim reading
- how to use a Table of Contents
- how to use a calculator

Teaching/Learning Strategies

1. Write the following words on the board: base, check, power, rate, and positive. Then explore the meaning of these words with the students. Use a simple guessing game to get students to determine what these words all have in common, (i.e., mathematics).
2. In small groups, students discuss and record a list of common mathematical terms and symbols on chart paper. Groups share lists with the whole class.
3. Become familiar with mathematical vocabulary in terms of pronunciation, meaning, and where the term might be used, (e.g., the Roman, Arabic and Metric systems).
4. Students identify and understand mathematical words, signs, and symbols by completing a Math Symbols matching activity, relating terms or phrases with the corresponding symbol or sign.
5. Lead a discussion on the importance of reading mathematical symbols, phrases, and signs and their use in solving different types of problems.
6. Students complete an activity that demonstrates how mathematical symbols (e.g., 5) can be used in many different ways (e.g., 5 - five, 50 - fifty, 5th - fifth, 531 - five hundred thirty one); how to read and interpret math instructions (take word problem questions from math textbook and identify what operation or steps are needed to solve problem); and how to identify a familiar phrase, using context cues (e.g., 728-CHUM=728-2486; 737-FILM=737-3456; etc.)
7. Students complete a General Knowledge Mathematics Test to determine areas on which to focus providing a variety of calculations to review or enhance understanding of skill. Based on the results of 'General Knowledge Test', create a variety of activities on real life math investigations using various calculations from numeration, algebra, measurement, data management, and geometry units to solve problems. Below are some suggested sample activities:
 - How many ways can you find to describe a year?
Think of personal behaviours or events you do in a month, week, day, or many times during a day. Find ways to express them. Can they be timed, counted, packaged, weighed or measured in some other way? (365 days, 52 weeks, 12 months, 365 x 8 glasses of water, taking the school bus twice a day, etc.)
 - How much do you want to raise?
You are asked to do a fundraiser for a local charity. You need to think up interesting ways of raising money over a two-week period. The events need to be interesting so all students will want to participate. What are the events? When will they happen? How long? What is the cost for each

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- event? Set a target goal for yourself and calculate the amount of money you could get if you charged: 0.25, 0.50, 0.75, and \$1.00.
- What do you have to do to plan a large party or get-together at end of year?
List possible foods and drinks to serve at the celebration. Use your list to make a questionnaire about what to serve. Survey a group of students from different classes to learn what foods and drinks they like and calculate the quantity of food and drink required. Use results from survey to determine what to buy, how much, and what to prepare. Use a local flyer or visit local stores to get an estimate of the costs. Don't forget non-food items such as plates, cups, napkins and so on.
 - How much does it cost to place an ad in the newspaper?
You have an item that you want to sell. Look in the newspaper at different kinds of classified ads. Plan an ad with the information you want to include. Research the cost of placing an ad in three different newspapers. Prepare a list of questions before contacting different newspapers (cost of length of ad, how many times ad will appear, location of ad, can it have a picture) Write the complete ad. Calculate its cost.
 - How do you cover a floor?
Choose a room in your home. You want to change the flooring to carpet, ceramic, hardwood, or cushion floor. Draw a scale model of the floor on grid paper. You need to find the area of the floor. Cushion and carpet flooring are different from tile and hardwood calculation. Why? Using a flyer or brochure calculate how much carpet or cushion floor is needed and the cost; calculate how many ceramic tiles are needed or how many slats of hardwood are needed to cover floor. Compare the costs.
8. Set up a Mathematics and Technology Madness activity using the classroom and the computer lab. Discuss the kinds of technology available to aid students in improving or enhancing their mathematical skills, (e.g., calculator, computer, software).
 9. Students complete a variety of activities for Mathematics and Technology Madness. An activity sheet lists the algorithms (rules for calculation) to aid in completing the tasks.
 - a) Computer Spreadsheet - tabulating information collected from a class survey; using formulas to determine income tax; collecting how many students purchased specific foods in the cafeteria
 - b) Calculator - using flyers from the newspaper, calculate the totals for different scenarios: discount, sale price, GST and PST, commission, unit rate, percent, interest, gratuity, problem solving.
 - c) Computer Software - peruse computer software available in the school that aids in refining computational skills.
 10. Lead a whole class discussion in answering the question, "Where would a person use and need math in real life?" List categories of activities on the board, and list student responses under these categories.
 11. Using the above categories, students create a word web page in their notebook entitled Using Math in Everyday Life.
 12. Have a variety of samples for the activity Reading Mathematics All Around You. Set up different activity centres with questions set up around the class which have samples of: reading the Bible, the liturgical year, hymn references, a driver's license, an arena seating plan, area codes for Ontario, the shelf life of an item indicator, postal codes, a bus/train/plane schedule, a menu, a television guide, the inside page of a published book, a grocery list, traffic signs, a farm map, a road map, a time zone chart, a bill for a purchased item, a contract with fine print, sports statistics, Stock market reports, manuals to fix or build things, etc.

Ongoing Teaching/Learning Strategies

1. Lead students in a mental math drill regularly throughout the course. Content of the drill should increase in difficulty as the course progresses. (See resources list.)

Assessment/Evaluation

- LSV.01X, LS1.04X - Diagnostic assessment by teacher of completion of General Knowledge Mathematics test for knowledge and understanding using paper and pencil test.
- LS1.04X - Formative assessment by teacher of completing matching math symbols for knowledge using Anecdotal Record Log.
- LSV.01X - Formative assessment by teacher of student participation for knowledge using Oral Communication Rubric.
- LS2.07X, LS1.04X - Formative assessment by teacher of student completion mathematics and technology activities for knowledge and application using Anecdotal Record Log
- LS1.04X - Formative assessment by teacher of students completing real-life investigations using various calculations for knowledge, understanding and application using Teacher Observation Checklist.

Accommodations

- Reduce amount of activities and modify content of questions.
- For specific accommodations, see student IEP.

Resources

Grade 9 Mathematics textbook for your school

Activity 5: Getting Technical

Time: 210 minutes

Description

In this activity, students apply effective literacy and numerical strategies to create a Grade 9 Class Newspaper including items such as a letter to the editor, reviews, newspaper reports, inspirational quotes and messages from the principal, and upcoming school events (charity fundraising events, sports, academics, the Arts). Student use a variety of information technologies such as word processing, graphics, and software to enhance the publication of a school newspaper.

Strand(s) and Expectations

Strand(s): Learning Skills

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

2b - an effective communicator who reads, understands and uses written materials effectively;

2c - an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others;

2e - an effective communicator who uses and interprets the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

Overall Expectations:

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.

Specific Expectations:

LS1.01X - demonstrate effective use of strategies to improve literacy;❖

LS1.03X - demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success;❖

LS2.07X - use word processing, graphics or presentation software effectively to enhance oral and written presentation;

LS2.06X - use a variety of information technologies effectively to conduct research, organize information and acquire new skills.❖

Planning Notes

- Contact a newspaper editor from the local newspaper as a guest speaker.
- Gather exemplars of newspaper items and templates to teach mini lessons
- Book one to two computer periods
- Gather newspaper articles and a class set of newspapers.

Prior Knowledge Required

- a basic familiarity with the structure of a newspaper

Teaching/Learning Strategies

1. Draw a cluster web on the board, based on suggestions from the whole group, to make an idea list of what is found in a newspaper
2. Students use a cluster web in notebook and copy list.
3. Hand out a copy of a newspaper to each group member and direct them to use it to compare class list to content in newspaper.
4. In partners, students compare their own list to items found in the newspaper.
5. Students complete a scavenger newspaper hunt to locate specific information to familiarize students with the newspaper organization and content.
6. Lead class discussion in identifying a headliner. Ask students to locate headlines in newspaper. Write headlines on the board and have students explain the purpose of the headline (headline should be quick, very interesting, well written, and give some idea of what will come next). Review the idea of using words effectively.
7. In small groups, students read two to three passages from the Bible and create a catchy headline for each. Students explain their reasons for selecting the specific wording.
8. Students make a list of possible names for Grade 9 Class newspaper, keeping with the school's mission statement. Students also make a list of items that they would like to see included in a class newspaper and decide on the final layout of headings.
9. Teach mini-lessons for writing items found 'In the News': writing to the Editor, writing an Ad, writing a News Story, writing a Profile (person – teacher, athlete), writing a Movie Review, writing a Book Review, writing School History Trivia, or listing upcoming school events, sports, data, quote of the day, Christian Corner, etc.
10. Students complete each activity from "In The News" mini-lessons. Students include activities in Reference Section of Learning Portfolio.
11. Teach a lesson on using word processing, graphics, and appropriate software to make a template for creating a newspaper.
12. Students familiarize themselves with using the information technologies effectively.
13. Provide an outline of a newspaper project.
14. Invite a guest speaker from local newspaper.

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15. Divide students into teams of six to eight. Each group member selects a section of newspaper that he/she will be responsible for. Students submit a proposal for their section along with a group proposal of a template outlining the layout and content of what will be in newspapers.
 16. Students collaborate on the project of publishing a class newspaper.

Assessment/Evaluation

- LS1.01X - Formative assessment by teacher of ideas brainstorming activities for knowledge, using Oral Communication Rubric and Teacher Observation Checklist
- LS1.01X - Formative assessment by teacher of Scavenger Hunt group work for locating information, using Roving Conference.
- LS1.03X - Formative assessment by teacher of newspaper activities for knowledge using Teacher Observation Checklist
- LS1.01X, .03X - Formative/diagnostic assessment by teacher of newspaper mini-lesson activities for knowledge, understanding, and application, using Rubric for Written Work and Anecdotal Records Log.
- LS1.03X - Formative assessment by teacher of ongoing progress in In The News project for knowledge using Anecdotal Records Log.
- LSV.03X, LS1.03X, LS2.02X, LS2.06X - Formative assessment by teacher of finished project for knowledge, inquiry, communication, and application, using Project Rubric.

Accommodations

- Provide a template from word web and modify the number of entries per category.
- Provide a template for all assigned work.
- Simplify the passages of the newspaper.
- For specific accommodations, see students IEP.
- Have students work with partners who can offer peer support in written work and computer work.
- Reduce the number items in the newspaper scavenger hunt.
- Encourage the use of word processor, spell-check, and grammar-check for written work.
- Provide detailed criteria.

Resources

sample newspapers

local newspaper package “How to Create Your Own Newspaper”