

Public District School Board Writing Partnership

Course Profile **Learning Strategies 1**

Grade 9

Open

- *for teachers by teachers*

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Acknowledgments

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Unit 3: Extending and Expanding My Learning

Time: 34 hours

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Unit Description

Students extend their learning beyond the classroom to the school and community to develop their skills in a variety of areas. Students have the opportunity to job shadow, volunteer, investigate their interests and become involved in a variety of school and community activities. Students track their growth in their portfolios and explore opportunities to apply their skills and knowledge in different contexts. Students explore their personality types through a variety of inventories and relate this to their work in groups and teams.

Strand(s) and Expectations

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

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

Specific Expectations: LS1.02X, LS1.03X, LS1.04X, LS2.02X, LS2.03X, LS2.04X, LS2.05X, IK2.02X, LS3.03X, LS3.08X, PK2.05X, PK3.01X, PK3.02X, IK1.04X, IK1.05X, IK2.01X.

Activity Titles

Activity 1	How can I understand and manage my emotions?	420 minutes
Activity 2	How can I use thinking, memory and focus strategies to improve my success at school?	420 minutes
Activity 3	How can I extend my learning beyond the classroom?	960 minutes
Activity 4	How can I plan for and select future opportunities for learning in the community?	240 minutes

Unit Planning Notes

Activity 2, which focuses on study skills, memory strategies, and preparing for end of term projects, tests and assignments, can be attempted anytime after the students are aware of their learning preferences and dominant intelligences. Since Activity 2 can ‘stand alone,’ it can be ideally placed as students become involved in preparing for assignments, tests, and projects that are key components of the mid-term reporting period.

Activity 3, which results in class or group service projects (in school or in the community), can be introduced early in the course along with some preliminary activities and teacher preparation, e.g., establishing student interest areas, some initial research, etc. The bulk of teaching/learning strategies however take place in this third unit of the course.

Activity 4 can link with the “Take Our Kids To Work™” initiative in the school if the Learning Strategies course is scheduled during that part of the year.

For Activities 3 and 4, teachers follow school and board procedures and policies for student volunteering, job shadowing, and service projects within the community.

Prior Knowledge Required

- How to create and manage a portfolio
- Awareness of their own learning strengths and challenges

Teaching/Learning Strategies

questioning, demonstration, co-operative groups, brainstorming, interviewing, simulation, inquiry/research, case studies, service learning, community-based learning

Assessment/Evaluation

Tool	Purpose	Who	Activity
Written or oral test	formative	teacher	1: emotional intelligence
Log	formative	teacher	1: tracking emotions
Constructed response: personal case study	formative	teacher	1: conflict resolution
Checklist	formative	teacher, peer, self	1: conflict resolution
Constructed response: goal setting/action plan	formative	teacher	1: stress management
Constructed response (chart)	formative	self	2: study strategies
Rubric	summative	teacher	2: study strategies, test preparation
Constructed response	formative	teacher	2: conflict resolution
Rubric	formative	teacher	3: research / inquiry
Checklist	formative	teacher, peer, self	3: communication and teamwork skills
Checklist	formative	teacher	3: project management
Constructed response	formative	teacher	3: reading strategies
Rubric	formative	teacher	3: writing forms
Constructed response (goals, action plans)	summative	teacher	4: personal learning plan
Rubrics, observation	summative	teacher	4: volunteer fair

Resources

Fogarty, Robyn. *Problem Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*. Arlington Heights: IRI SkyLight Training and Publishing, 1997. ISBN 1-57517-067-1

Goleman, Daniel. *Emotional Intelligence*. New York: Bantam Books, 1997. ISBN0-553-37506-7

Lewis, Barbara. *The Kid's Guide to Service Projects*. Minneapolis: Free Spirit Publishing, 1995. ISBN 0-915793-82-2

Activity 1: How can I understand and manage my emotions?

Time: 420 minutes

Description

Students expand their knowledge of themselves as learners as they explore how emotions can affect their learning and how they can manage their emotions more effectively. Students learn strategies to manage stress and resolve conflicts.

Strand(s) and Expectations

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

Overall Expectations:

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

Specific Expectations:

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

IK1.05X - describe and understand how to use conflict resolution strategies effectively to resolve problems in learning situations (e.g., completing group assignments, discussing homework with parents)

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

Planning Notes

The teacher:

- researches the emotional intelligence topics listed for the Jigsaw activity and provides information suited to the needs and strengths of the students in the class.
- researches the difference between emotional intelligence (ability to learn and apply concepts relating to emotions), emotional literacy (ability to experience and manage emotions) and emotional competencies (skills and attributes that determine the strength of our emotional intelligence).
- researches and selects Emotional Intelligence inventories suited to the students in the class.
- ensures that Public Performance Rights have been obtained (usually by the district school board) for any of videos/video clips shown to students for Emotional Intelligence analysis purposes.

Prior Knowledge Required

Refer to Unit 1, Activity 2: student portfolio

Refer to Unit 1, Activity 2: knowledge of multiple intelligence/learning styles, etc.

Teaching/Learning Strategies

1. The teacher:

- introduces the concept of Emotional Intelligence by asking students to discuss the following quote:
“Anyone can be angry - that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy!” Aristotle.
“Nicomachean Ethics,” *Time Magazine*, 10/2/95

- sets up a jigsaw with home groups of five. Expert groups discuss the definition of Emotional Intelligence together with information on one of the Five Dimensions of Emotional Intelligence (self-awareness, motivation, empathy, handling emotions, social skills). Home groups hear from each expert in the group and complete a teacher-prepared worksheet with questions designed to elicit information from each topic area.

2. Students:

- give three or more examples of how each of the dimensions of Emotional Intelligence is portrayed;

EMOTIONAL INTELLIGENCE PROFILE				
Self-Awareness	Motivation	Empathy	Handling Emotions	Social Skills
Knowing one's emotions and using them in good decision-making	Motivating oneself despite persistent setbacks and staying hopeful; includes ability to delay gratification (includes impulse control)	Recognizing emotions in others	Managing one's emotions to keep distress from impairing one's ability to think	Handling relationships, being able to have a rapport with others, to co-operate and handle feelings in relationships
low.....high	low.....high	low.....high	low.....high	low.....high

- as a class, discuss how high competence in each of the dimensions is portrayed and how low competence is portrayed;
- watch their favourite television show or movie, write down several examples of Emotional Intelligence, label the dimension, describe the behaviour that illustrates intelligence, and the degree of competence that it demonstrates, and discuss these examples in class;
- individually determine their personal Emotional Intelligence Quotient (EQ) by stating the degree of competence they think they have in each of the dimensions and creating an Emotional Intelligence profile of themselves, perhaps by using a bar graph. They share the profile with a partner, if they feel comfortable with doing so, or store it in their portfolios;
- use an EQ Inventory, selected by the teacher, to determine their Emotional Intelligence Quotient (e.g., www.utne.com/lens/bms/eq.html; EQ Professional Inquiry Kit), plot the results of this inventory on a bar graph and compare the two profiles/bar graphs noting the differences between the two, summarize their Emotional Intelligence strengths and weaknesses, and place the inventory results in the Personal Profile section of their portfolios.

3. Students:

- brainstorm as many 'emotions' as they can and discuss the impact of some of these emotions on their learning;
- view the video *Emotional Intelligence* to understand the emotional brain and its relationship to the cognitive brain;
- discuss the potential of being able to control emotions in a variety of situations;
- examine the relationship among the following to determine how they can control their emotions:
SITUATION THOUGHTS EMOTIONS
 We can often control our emotions if we can control the thoughts that trigger the emotion (e.g., jealousy, embarrassment) and in some cases, can avoid the emotions if we can change the situation (e.g., avoid panic by reviewing for tests rather than cramming).

-
- chart their emotional responses to a variety of situations in and out of school over the next few days, describing the situation and thoughts that trigger the emotion;
 - in pairs, discuss each other's charts and brainstorm how one might have altered the situations or thoughts to minimize or manage the emotions;
 - in groups of four, create case studies (e.g., narrative personal experience) that describe situations and emotional reactions which impact learning at school. Groups exchange case studies and problem solve how to manage emotions in the given situation;
 - individually and purposefully try to alter or minimize their thoughts about a situation or the situation itself to manage their emotions, reflect on their success using the What? So What? Now What? frame (Unit 1, Activity 1, Appendix A) and put their Managing Emotions chart or record in their portfolios in the Application of Knowledge and Skills section.
4. Stress - Managing Emotions
- Students:
- brainstorm, as a class, a list of things that cause them stress;
 - discuss the list and attempt to explain stress – define it, explain what causes it, why it happens, when it is good, and when it is bad.
5. The teacher:
- explains stress according to the following cycle: stress results when something happens (stressor), the body has a physical reaction (e.g., sweat, fast heartbeat), and the individual chooses to do little or nothing to remove the stressor;
 - has students work through the list from Strategy 3 and determine actions that could be taken in each situation to manage stress;
 - helps students determine that individuals have control over some stressors and not others;
 - explains that the 'learning' part of the brain shuts down during periods of stress.
6. Students:
- complete stress management checklists and inventories to help identify signs of stress and potential stressors in their lives, form groups and determine the most and least common signs of stress, when the signs are most likely to occur, the feelings associated with stress, and ways to reduce common signs of stress;
 - brainstorm and share suggestions for dealing with worry, excitement, and anxiety, and discuss the point at which these feelings become unhealthy;
 - individually, describe causes of personal stress in their lives, determine which stressors they can control and list potential strategies they might use to manage their stress and related emotions.
7. Case Study Analysis
- Students:
- build a variety of case studies by describing, as narratives, personal (real or fictitious but believable) situations in which they had difficulty managing their emotions as a result of a variety of stressors in their lives;
 - hand in descriptions with no name attached. Additional scenarios may be added or suggested by the teacher (e.g., stress leading to anxiety in school, excitement leading to poor concentration, motivation problems leading to procrastination, etc.);
 - in triads, choose a case study and brainstorm stress management strategies. Each triad's case study can be role played or described for the class in a general discussion of stress management strategies.
8. Conflict Resolution
- Students:
- watch a variety of video clips of conflict situations (or examine a variety of case studies) prepared by the teacher, define 'conflict,' and determine some of the causes of conflict;

-
- focus on ineffective communication as one of the causes of conflict and effective and accurate communication as a potential way to ease, avoid, or resolve conflict;
 - discuss communication skills as competencies for Emotional Intelligence.
9. The teacher:
- introduces a model of communication that includes a sender and a receiver, a feedback loop, and the encoding and decoding of messages; describes communication as verbal and non-verbal;
 - selects one video clip or case study as a focus, asks students to see themselves in one of the roles in the video conflict situation, and has them analyse the situation using the following questions:
 - What would you think? What would you say?
 - How would you feel? What would you do?
 - Were you an effective communicator? Why or why not?
 - Would conflict escalate or de-escalate as a result of your responses?
 - initiates a discussion on the effects of words or actions (e.g., interrupt, criticize, ridicule, preach, insult, etc.) that shut down communication.
10. Students:
- summarize a variety of strategies that help to minimize or resolve conflict;
 - in pairs, recall and describe conflict situations in which they were involved, describe the relationship between their thoughts, feelings, and actions, and reflect on the effectiveness of their communication skills in preventing, managing, or escalating the conflict;
 - in class group situations, observe for a week conflict or potential conflict situations in which they may or may not play a role and reflect on the following: How did you recognize the conflict? What did you do about it? What might have you done differently?

Assessment/Evaluation

1. PK3.02X
- a) Students complete a short multiple-choice quiz on key terms and concepts relating to Emotional Intelligence. (Formative; tool: written test).
 - b) Over the period of a week, students note and describe (audiotape or written) real-life situations in which their emotions have affected their learning or had the potential to affect their learning. Students describe the impact (potential or actual) of the emotion on their learning and how thoughts and/or the situation might have been (or were) changed to manage the emotion and minimize the impact on learning. (Formative; tool: constructed response).
2. PK3.02X, PK3.04X, IK1.05X
- Students select a situation of their choice (e.g., managing stress, resolving a conflict, managing anger) and describe strategies needed for managing emotions in terms of that particular situation. The strategies listed should be possible, appropriate, and make sense in terms of the situation. (Formative; tool: constructed response).
3. PK3.04X
- In anticipation of upcoming projects, assignments, or tests, students:
- describe in terms of their own reactions, any positive impact of stress associated with due dates, increased workload, etc.; describe the negative impact of stress in these situations and determine what they can control and not control;
 - set goals and develop an action plan that includes techniques for managing stress and preparing for the mid-term situation to the best of their ability. They carry out the plan, monitor their progress, and reflect on their successes (see the reflection rubric in Unit 1, Activity 1, Appendix A);

- collect evidence of applying their plan/strategies (e.g., daily planner, marked assignments, study log, etc.) and place this in their portfolios. Rubric criteria for the plan can include knowing what can be controlled and not controlled, knowing how to lessen their physical response to stress, time, and project management strategies, a realistic approach and awareness of their own abilities (Formative; tool: rubric).

4. IK1.05X

Students:

- determine a situation in which they will negotiate something, e.g., asking their brother to turn down the television, going to a different movie with a friend, doing a different part of a group assignment, etc.;
- pre-plan a strategy forecasting some potential thoughts, feelings, and actions;
- participate in the negotiation;
- develop a written reflection on the negotiation that describes what they thought, said, felt, and did, effective and ineffective communication strategies, and a rationale for what they would do in a similar situation next time (Formative; tool: constructed response).

Resources

Emotional Intelligence Professional Inquiry Kit. Alexandria: Association for Supervision and Curriculum Development, 1997.

Gibbs, Nancy. "The EQ Factor." *Time Magazine*, (October 2, 1995): 60-68.

Goleman, D. *Emotional Intelligence – A New Vision for Educators*. National Professional Resource (Video), 1996.

Innerchoice Publishing. *50 Activities for Teaching Emotional Intelligence*, Level 2 Middle School. California: Innerchoice Publishing, 1996.

Kearns, T., C. Pickering, J. Twist. *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto: OSSTF, 1992. ISBN 0-920930-54-9

Robbins, P. and J. Scott. "Emotional Intelligence". *ABC 20/20*, Association for Supervision and Curriculum Development, 1996.

UTNE Reader OnLine "What's Your Emotional Intelligence Quotient"
www.utne.com/lens/bms/eq.html

Activity 2: How can I use thinking, memory and focus strategies to improve my success in school?

Time: 420 minutes

Description

Students explore a variety of thinking, focus, and memory strategies and use them to positively impact their learning, studying, and preparing for end of term assignments, projects, and tests.

Strand(s) and Expectations

Strand(s): Learning Skills

Overall Expectations:

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

Specific Expectations:

LS2.05X - demonstrate effective use of focus and memory strategies that improve concentration and retention of information

LS2.03X - demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success

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

Planning Notes

The teacher gathers information from Grade 9 teachers regarding any summative assessment (projects, assignments, tests) that is occurring in the next few weeks in other subject areas.

Prior Knowledge Required

- Unit 1, Activity 5: study tips, note-taking skills, study log
- Unit 1, Activity 2: learning strengths
- Unit 2, Activity 2: dominant intelligences

Teaching/Learning Strategies

1. Study Habits

Students:

- -review and chart their progress to date on the Student Achievement Summary (Unit 3, Activity 2, Appendix A), noting term marks, complete and incomplete work, and their own and teacher comments regarding their work to date in each subject area. Students can gather data for completing this chart from their portfolios (study and time management skills), from materials collected from other subject areas (e.g., marked projects, assignments, tests, etc.), from personal reflections on group work, and from overall achievement to date;
- assess their study habits by completing a checklist with statements similar to:
 - I have a planned study time I review my notes before beginning an assignment. Y or N
 - I begin with the hardest assignment. Y or N
 - I take short breaks when I feel tired. Y or N
 - I hand in all work. Y or N
 - I pay attention to detail. Y or N
 - I have a “study buddy” when I need help or have missed a class. Y or N
 - I write down questions that I need to ask my teacher. Y or N etc.
- in triads, determine and list on chart paper, examples of study habits that work well and those that have caused them to be unsuccessful in the past, and discuss as a class;
- individually, create a list of habits in which they need to improve, use it as a daily checklist, and determine additional strategies for improving their study habits;
- individually, assess themselves in the areas of study, time, and project management, using a checklist or rating scale for each subject (e.g., I have improved, slightly improved, not improved), and determine what worked or didn’t work in each of their subjects, and what skills in these areas they need to improve to attain their ‘personal best’ in each subject area;
- individually, create an action plan for the next few weeks, and record it on the Student Achievement Summary (Unit 3, Activity 2, Appendix A);
- may choose, in consultation with their teacher adviser, to set or revise goals and action plans for these areas in their Annual Education Plans.

2. Learning and Memory

The teacher:

- introduces the concept of memory by giving students a few minutes to memorize a random group of written numbers and then asks those who did well to share how they did it. Discuss the memory strategies that students used to remember the numbers;

-
- has students review their learning style preferences and their dominant intelligences and determine if there is a correlation between their strategy for remembering and their preferred way of learning;
 - assists students in exploring and practising a variety of memory strategies (e.g., mnemonics, visualization, highlighting, underlining, rewriting notes, reading out loud, categorization, repetition, rhyme, acronyms, abbreviations, keywords, mind mapping, etc.);
 - gives students another series of things, ideas, words, or numbers to remember and has groups of students determine a way to remember based on the above strategies and their learning style/dominant intelligence.
3. Students:
- recall a time when they have learned something really well in school or outside of school, share this with a partner and discuss how they learned what they learned;
 - are introduced to varied teaching and learning strategies such as direct instruction, independent reading, audio-visual presentations, demonstrations, group discussion, practice, application in other contexts... They discuss the implications of these strategies on their learning in school subjects.
4. Students:
- discuss the steps that they go through to learn something new (e.g., a math operation) and list these steps on a flow chart;
 - explore the 6-Step Learning Process by relating the new learning (e.g., the math operation) to the following steps:
 - Connect the new learning to something that is already known. ('hook')
 - When listening to the coach/teacher, listen for the sentence or phrase that describes what it is that is to be learned. (statement of learning)
 - Follow the explanation or demonstration carefully. Do a self check to make sure that each step is understood. Ask questions if anything is unclear. (demonstration/modelling/explanation)
 - Practise the new learning sufficiently while the teacher or coach is available to give feedback. (guided practice)
 - Practise the process, learning, or skill independently. (independent practice)
 - Figure out situations in which this learning might be used next. (application and transfer)
 - complete a chart (see sample: Unit 3, Activity 2, Appendix B) for something new that they learn in the next few days;
 - use this process when learning something new, asking the teacher for help.
5. Students:
- over the course of the next week, apply some of the above strategies. Students may wish to work in triads to practise applying the strategies and keep track of each others' successes;
 - reflect on their application of the selected skills and strategies, and apply and reflect on selected strategies on an ongoing basis. They place evidence of application in the Application of Knowledge and Skills section of their portfolios.
6. Preparation for mid-term tests, assignments, projects
- Students:
- create lists of mid term expectations (tests, assignments, and projects) in which they demonstrate what they know and are able to do for each subject area;
 - sort the list into categories of 'assessments' such as essays and writing assignments, group and individual projects and assignments, tests and quizzes (true/false, multiple choice, short answer, essay);

- as a class or in groups, work through each of the categories and determine ways to prepare for and approaches to using each category of assessment.
Examples:
 - Students may generate tips for true/ false and multiple choice tests.
 - Students select a sample short-answer test (e.g., from a magazine on a non-school topic or one that students have created themselves), examine the verbs and determine the type of response required to answer the question.
- look at verbs as ‘directions for thinking’ and use graphic organizers to provide the ‘map’ (see Verbs: Directions for Thinking, Unit 3, Activity 2, Appendix B). They create additional graphic organizers based on the definitions provided for the verbs in the verbs chart (Verbs as “Directions for Thinking”, Unit 3, Activity 2, Appendix C) and the verbs used in their activities, assignments, projects, tests, and quizzes. They use these graphic organizers to help with their class and homework assignments

7. Students:

- form subject-based work groups to devise and use strategies to prepare for upcoming work;
- summarize, on a poster, the work covered and strategies used for the subject;
- consult with other subject groups as needed;
- read the tips generated by each group;
- individually, track day-to-day progress in the subject;
- individually, conference briefly and regularly with the teacher to maintain focus (Teacher can use a PQS conference format – praise, question, suggest.);
- in consultation with their teacher adviser, may set or revise goals and action plans for these areas in their Annual Education Plans.

Assessment/Evaluation

1. LS2.05X, LS2.03X, PK3.03X

Students:

- as part of a subject based work group, use a chart similar to the one below to keep track of what they study/learn and to document key learning strategies that they use, and try to adhere to effective study and work habits both in class and at home;

DAILY TRACKER		
NAME:	TIME WORKED: DATE:	PERSEVERANCE: EFFORT:
PROJECT/ASSIGNMENT / STUDYING	KEY LEARNING STRATEGIES USED	COMPLETED (yes or no)

- conference regularly with the teacher who outlines brief suggestions on the ‘Daily Tracker.’ As they complete assignments, projects, and tests and receive feedback, students reflect on the success of their preparation and their use of memory, thinking, and learning strategies. Students use the Teacher Questions outlined in Appendix A, Unit 1, Activity 1 for this reflection. They place any assessment feedback (marks, comments, etc.) and the ‘Daily Tracker’ in their portfolios as evidence of applying thinking skills and learning and memory strategies. A rubric can be designed to assess the application of skills and strategies as well as behaviours that demonstrate motivation, e.g., perseverance, effort, task completion (summative; tool: rubric).

Resources

Bell, L.M., S. Ratcliffe, Suzanne Robicheau. *Independent Learning*. Toronto: OSSTF, 1989. ISBN 0-920-930-43-3

Bellanca, J. Robyn Fogarty. *Teach Them Thinking, Mental Menus for 24 Thinking Skills*. Arlington Heights: IRI SkyLight Training and Publishing, 1986. ISBN 0-932935-03-6

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Black, H. and Sandra Parks. *Book 1 Organizing Thinking*. California: Critical Thinking Press and Software, 1992. ISBN 0-89455-354-0

Black, H. and Sandra Parks. *Book 2 Organizing Thinking*. California: Critical Thinking Press and Software, 1990. ISBN 0-89455-355-0

Brandt, Ron. *Powerful Learning*. Alexandria: Association for Supervision and Curriculum Development, 1998. ISBN 0-87120-305-7

Activity 2 – Appendix A

Student Achievement Summary


SUBJECT	MARK (latest)	COMMENTS ON PROGRESS assignments/tests/projects: time management, study habits	ACTION PLAN

Student Signature:

Teacher Adviser Signature:

Activity 2 - Appendix B

Verbs: Directions for Thinking

VERBS	THINKING MAP or GRAPHIC ORGANIZER															
1. Compare and Contrast	Venn Diagram															
2. Compare	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Item/Idea 1</td> <td style="width: 10%; border: none;"></td> <td style="width: 40%; border: none;">Item/Idea 2</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">Category?</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">Category?</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">Category?</td> <td style="border: none;">_____</td> </tr> </table>	Item/Idea 1		Item/Idea 2	_____	Category?	_____	_____	Category?	_____	_____	Category?	_____			
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3. Describe (an event)	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Who</td> <td style="width: 33%; border: none;">Event</td> <td style="width: 33%; border: none;">Where</td> </tr> <tr> <td style="border: none;">What</td> <td style="border: none;"></td> <td style="border: none;">How</td> </tr> <tr> <td style="border: none;">When</td> <td style="border: none;"></td> <td style="border: none;">Other</td> </tr> </table>	Who	Event	Where	What		How	When		Other						
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4. Describe	Attribute Web 															
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6-Step Learning Process	
THE STEPS	AN EXAMPLE OF LEARNING
1. This learning reminds me of.....	1.
2. I am learning to...	2.
3. This is what it is about/how it is done...	3.
4. I can do it/explain it this way... ;	4.
5. I can do it/explain it without help...	5.
6. I can use this again when I...	6.

Adapted from Madeline Hunter's *Six Steps for Effective Teaching*

Activity 2 - Appendix C

Verbs as Directions for Thinking

Analyse	Break down into parts and look at each closely.
Compare	Look at similarities and differences between the things.
Classify	Sort persons, things, ideas into groups according to ways they are alike.
Contrast	Give only the differences between the two things. Give examples to show these differences.
Define	Give a clear, concise definition or meaning.
Describe	Give a written sketch or impression of the topic. (Paint a word picture.) Give lots of detail.
Discuss	Talk about an issue from all sides.
Evaluate	Explain why something is good or bad. Judge the idea/concept carefully from all sides. Give plusses and minuses and back up with facts.
Justify	Tell why an idea or point of view is good or right. Back up information – advantages and disadvantages.
Explain	Clarify something. Give reasons. Use a cause-and-effect or step-by-step explanation.
Outline	Organize the facts of a situation by listing the main points.
Prove	Show that something is true by providing facts like statistics, quotes, events.
Summarize	Present the main points of an issue, article, event, or story in shortened form. Examples are usually not included.

Activity 3: How can I extend my learning beyond the classroom?

Time: 980 minutes

Description

Students research, design, and participate in a group service project that takes place in or outside of school.

Strand(s) and Expectations

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

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

- LS2.02X - use the inquiry/research process effectively;
- LS1.02X - demonstrate effective use of a variety of reading strategies to improve understanding of text;
- LS1.03X - demonstrate effective use of a variety of writing forms (e.g., expository, narrative, letter, supported opinion) and use them effectively for a variety of purposes;
- 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 resume;
- 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);
- 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;
- 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

- The duration of Activity 3 can be reduced if the teacher completes some of the initial research, materials collection for student fact finding (community brochures, community Internet sites, tourism brochures, etc.), and focussing of ideas for group service projects. This teacher-directed approach may be required if the needs of the students warrant it or if time is limited. The value of the activity, however, increases with the amount of student initiative (research, planning, organization, and focus). The teacher should consider each of these perspectives when planning the activity.
- Follow board and school policy and procedures for student in-school and community volunteer and service work.

Prior Knowledge Required

- reflection and portfolio development
- note taking
- Internet searches

Teaching/Learning Strategies

1. Students:

- led by the teacher, discuss the structural and organizational aspects of the local community: public and private sectors, municipal structure, departments of culture, recreation, tourism, Chambers of Commerce, health and education services, service clubs, volunteer bureaus, etc.;
- discuss the types of work (paid/unpaid) and the impact of ‘volunteers’ in the community (The teacher records the discussion on a mind map or web, using an overhead, chart paper, or chalk board.);
- choose an aspect of their community for which to do a quick fact-find (5-10 points of interest). This should be done within class time, (e.g., a 20-minute search).
- report to the class at the end of the allotted time and provide additional information about their community;
- survey research materials, reading titles and subtitles only to focus on the information blocks that pertain directly to their chosen topics. As the search becomes more directed, they should scan the material (read the first sentence of each paragraph) to determine the main ideas of each selection. They can prioritize these main ideas to create the structure by which to organize their research notes.

2. The teacher :

- initiates another discussion on community by asking: “What is it that makes a city, town, or village a community?”
- helps students focus on a variety of possibilities – common interests, values, cultural customs, etc. and helps them realize that communities range from local to global.

3. Students:

- in groups, discuss aspects of a community of their choice – neighbourhood, cultural community, international, etc. They can also discuss the personal and social responsibility of individuals as members of communities.
- bring in a picture or article from a newspaper, magazine, or the Internet and prepare to talk about it in terms of their concerns and what is important to them. Once all issues and concerns are identified, students form like or related interest groups.

4. The teacher:

- explains that they will be involved in a group service project that focuses on a community issue and determines a way for the class to narrow its focus to one issue. (Since there will be one service project per issue, it is recommended that the number of ‘issues’ be reduced to one or, at the most, two.)
- introduces students to the following project:

Part A:

Groups of students research aspects of the issue(s) with a focus on the following questions:

- Why is this an issue in our community? What are some of the things I need to know to understand the issue?
- What are the community needs relevant to this issue and what can we do to help?

The research assists students in developing a focus and a plan for the group ‘service’ project.

Part B:

Each group presents its research to the class to expand its range of information on the community issue(s).

Part C:

The class or groups plan a service project related to the issue (e.g., food drive, charity car wash, work at the local food bank, etc.).

Part D:

Each student participates in the service project (school or community-based).

Part E:

Each student contributes to a class newsletter that profiles their group's project, issue, and community, using at least two different forms of writing. They can draw from their research and/or their group project. Students decide on the distribution list for their newsletter – Grade 9 classes, parents, etc.

Part F:

Each student creates a brief summary of an aspect of the group project that was personally meaningful or significant and presents the summary to the class.

5. Before beginning the group research, students brainstorm the skills that they might need to research, plan, and carry out the project. The teacher can focus the discussion on teamwork skills, organizational skills, etc. and initiate the following two activities which prepare students to work as a team and carry out their research.

Activity A: Simulation

Students participate in a teamwork simulation where they assume helpful and not helpful roles in a group.

Sample: Grade 9 student leaders have \$1500 from a fundraiser to spend any way that they want as long as it benefits Grade 9 students. Their staff adviser will support any responsible decision. Working in groups of eight, students make a decision. Each member is given a role, on a card, which is kept secret from others in the group.

Suggested roles:

- Blocker 1 - makes generalizations, blames;
- Blocker 2 - changes the subject;
- Information giver – point out facts, asks questions;
- Evaluator - encourages group to explore all sides and make a decision to go with idea best supported by facts;
- Clarifier - checks for understanding;
- Leader - attempts to take charge;
- Sly Guy - has a secret agenda, wants to use the money for a year-end party;
- Quitter - doesn't want to make a decision and drops out.

Teacher supervises groups and assumes staff adviser role.

Students work on the simulation for a half hour then debrief by examining roles, determining helpful and not helpful behaviours. They then determine and list on chart paper, norms and behaviours that they believe will be beneficial to their research group by responding to the question, "What are the behaviours/things that will help us get the research and project done well, and efficiently?" These norms can be placed on a checklist or used to develop a rubric for self- and peer-assessment.

Activity B: Interview

In preparation for the information interview portion of the research conducted in person or on the telephone, students practise using four different types of questions, role play telephone interviews, and brainstorm and role play some of the strategies for a successful interview (see Strategies for Successful Interviews, Unit 3, Activity 3, Appendix A)

6. Part A: Group Research

The teacher introduces the KWHLAQ questions (Appendix 1) for student groups to use as a way of moving through the inquiry/research process. Students each take an area to research as they work through the inquiry process. The teacher introduces specific components of the research process as time and need permits. (See Research Rubric: Unit 4, Activity 1, Appendix A.) Students carry out their research, meeting daily to keep on task and to ensure that all aspects of the task are being completed. Research on the issues must focus on at least three sources – interview, Internet, and a print publication (e.g., magazine, text, pamphlet, etc.). Students review, refine, and practise the

reading and research strategies introduced previously as they gather information for their projects. For effective, more thorough reading, students can use the following strategy:

- a) skim the text – for bolded words, titles, diagrams, etc.;
- b) read the text – sit, read and concentrate, create mental pictures, take breaks;
- c) underline, highlight, or write down key points - helps in reviewing;
- d) write down questions – ask for help if needed;
- e) talk about what they read with others or map the key ideas;
- f) review the material – read through, talk over again.

7. Students:

- discuss the teamwork skills they applied in their group research assignment and in their information interview and determine whether they adhered to the norms set by the group;
- place evidence of their application of teamwork, group skills, and/or interview skills in their portfolios (e.g., a peer checklist/self-assessment based on the established norms);
- examine the Employability Skills from the Conference Board of Canada and identify the skills that they have, as represented by evidence in their portfolios, in terms of the Employability Skills;
- brainstorm which of the Employability Skills might be required in the planning and carrying out of their service project and develop a plan for improving a skill area which they feel needs to be strengthened.

8. Part B: Presenting personal research

Students:

- present a short summary of their personal research orally to the group and provide a brief point-form written outline that can be displayed on a bulletin board or chart;
- focussing on the ‘needs’ of the community, decide on a short project that the class/group can do to help.

9. Part C: Planning the service project

Students:

- before beginning the planning process, generate a list of basic project management strategies that can be used by the group and by individuals (time and task management – list making, keeping a schedule, dividing big jobs into smaller jobs, goal setting, action planning, building in time to check and revise, etc.);
 - individually and as a group, use these points as a checklist as they work through their project;
 - organize their project in the following manner:
 - assign a co-ordinator to help keep the group on task;
 - determine and list their goals for the project, the tasks that they have to complete, and decide who in the group is responsible for each task and when each task must be completed;
 - determine problems and solutions and outline the number of in-class meetings the group needs to prepare for and participate in the project.
- (The teacher monitors the readiness of the group and assists/intervenes accordingly.)
- purposefully focus on applying teamwork skills, conflict resolution skills as required (Activity 2), and project management skills during their group service project.

10. Part D: Participating in their group service project

Students:

- reflect on their project and the skills that they used and learned, specifically teamwork, project management skills, and the Employability Skill that they chose to develop. They use the questions outlined in Unit 1, Activity 1, Appendix A to guide their reflection.;
- determine which of the project management skills used in the project are also critical for success in school;

- place any evidence of application of skills or any other learning during the project in their portfolios;
- relate their learning to the Employability Skills and create a Personal Profile in terms of their Employability Skills: Strengths – current skills, Skills to be developed, and Areas/Skills currently ‘under construction.’

11. Part E: Writing for a newsletter

Students:

- review the following writing forms:
- narrative – tells a story; expository – gives an explanation; letter – a written dialogue from the writer to the reader; supported opinion/persuasive – attempts to persuade or change an opinion;
- individually, contribute two different forms of writing to a class newsletter that profile the service project and highlight any of the interesting aspects of their initial research;
- discuss where, within the format of a newsletter, these genres might be found;

Examples of newsletter components include:

- A Day in the Life (narrative);
- How Does a _____ Work (expository);
- Consider Volunteering! (supported opinion/persuasive);
- Letters to the editor/public thank-you
- generate a list of topics based on their research of the issue and their service experience (e.g., summary of the issue, the ‘need’ that was addressed, a description of the experience, what they learned, the impact of the project, skills learned) that they feel would be appropriate to include in a newsletter to the audience of their choice (e.g., parents, all Grade 9 classes, teachers, Grade 8 students);
- review and revise their work based on both self- and peer-review, using publishing or word processing software. They focus on the usual standards of writing (e.g., use of language: spelling, grammar, sentence structure; ease of comprehension; development of descriptions and ideas with supporting details);
- distribute the newsletter to the intended audience.

12. Part F: Presenting their writing

Students:

- working in groups of five or six, make a short presentation of their service experience as written in the newsletter;
- may also include aspects of their experience such as what they learned, the impact of the project, things they might like to try next as a result of the project, etc. The mode of presentation can be determined by the group: PowerPoint presentation, newscast, Talk Show, etc. Students in the group assume responsibility for various parts of the presentation.

Assessment/Evaluation

1. LS2.02X

Students use the KWHLAQ strategy to plan their research of the community issue. Some groups will be more self-directed than others in moving through the inquiry/research process. Use of the inquiry planning strategy can be assessed according to the following criteria:

- completion of each of the steps in the KWHLAQ process (Students might complete a story board of the various stages that they went through in the planning and research process.);
- depth and breadth of the answers/plans developed at each step/degree of independence.

A research rubric with this and other criteria appears in Unit 4, Appendix C. (Formative; tool: rubric);

-
- c) personal reflection on the process during and on completion of the research (Monitoring: How well are we doing? Are we working according to plan? Critiquing: What did we do well? What can we do differently next time?) (Formative; tool: rubric – Reflection Rubric: Unit 1, Activity 1, Appendix A).
2. IK1.04X
Students:
- create a checklist of tips and questions that they use for their telephone or ‘in-person’ interview. After the interview, students reflect on the degree to which they followed the tips and the effectiveness of their questions in gaining information;
 - store the checklist and reflective comments in their portfolios in the Application of Knowledge and Skills section;
 - work as a team during the research and planning components of the project and individually try to demonstrate ‘helpful’ group behaviour and adhere to the norms set by the group. At the end of each teamwork session, individual students and the teacher complete a checklist that describes the frequency of helpful behaviours demonstrated by the students. (Formative; tool: checklists).
3. PK3.01X
Students:
- review the checklist they maintained on the management skills used throughout the planning component;
 - determine a subject area in which these same skills can be used (dividing a large task into smaller bits, goal setting, action planning, checking, and revising);
 - chart their use of these skills over the next week or two, select a buddy to assist them in monitoring their progress, and collect evidence to demonstrate their degree of success in applying the skills. (Formative; tool: checklist)
4. LS1.02X
Students:
- present any article that they have researched, along with their research notes and a written description of the reading strategies that they employed (e.g., surveying, scanning, the 6 Tips for Effective Reading). Comprehension of the material researched, the written description of the application of the strategies, and any evidence of use of the reading strategies (e.g., identification of key words, mapping, etc.) are some of the key criteria for assessment of the strategies. (Formative; tool: rubric)
5. LS1.03X
Assess students’ writing for the class newsletter on form, communication, and process. As an example, expository writing should include facts, directions, or definitions of terms, etc. and be consistent with its main purpose of presenting or explaining facts or ideas. Assess aspects of the writing process and communication using the Writing Process Rubric and Communication Rubric in Unit 3, Activity 3, Appendix 2. (Formative; tool: rubric)
6. LS3.03X, IK1.05X, PK3.02X
Students:
- determine the personal management and interpersonal skills (including conflict resolution, managing emotions) that they used in the project and determine whether any additional skills were learned or applied;
 - put any evidence of application of the skills in their portfolios, relate their learning to the Employability Skills and update their Personal Profiles. (Summative; tool: constructed response)

Resources

Fogarty, Robyn. *Problem Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*. Arlington Heights: IRI SkyLight Training and Publishing, 1997.

ISBN 1-57517-067-1

MacPherson, K. and C.W. Kinsley, ed. *Enriching the Curriculum Through Service Learning*. Alexandria: Association for Supervision and Curriculum Development, 1995. ISBN 0-87120-246-8

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1998.

ISBN 0-07-552864-9

Activity 3 - Appendix A

4 Types of Questions

1. Yes/No questions: yield little information
2. Fact-finding questions: specific, focused, and yield more information
3. Open-ended questions: yield detail and often lead to more questions
4. Follow-up questions: used to get more information or clarify a previous statement

Strategies for Successful Interviews

Prepare the questions ahead of time.

Ask the important questions first.

Listen attentively.

Ask questions when you need more information or do not understand.

Take brief notes.

Write up notes in more detail later.

Be courteous, polite, introduce yourself, thank the person for his / her time.

From: *Exploring Your Horizons*, Judy Misener

Basic Telephone Tips

Introduce yourself.

Be open and honest about why you are calling.

Be optimistic; have a positive, uplifting attitude.

Be courteous.

Be concise and direct.

Be considerate of your contact's time, feelings, and situation.

Be complimentary.

Say thank you and send a thank-you note.

From: <http://www.rhjh.lkwash.wednet.edu/RHJH/ServiceLearning/Forms/tips.html>

KWHLAQ

Inquiry Approach

- | | |
|----------|---|
| K | What do we think we know about the subject? |
| W | What do we want/need to find out about it? |
| H | How will we go about finding out? |
| L | What do we expect to learn ? What have we learned? |
| A | How will we apply what we learn to other projects? |
| Q | What new questions do we have following our inquiry? |

From: *PBL Problem Based Learning - An Inquiry Approach*, John Barell

Activity 3 - Appendix B

Writing Process Rubric

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
REVISION	- with assistance, makes changes to the content and/or organization of a draft	- with limited assistance, makes appropriate changes to the content and/or organization of a draft	- independently makes appropriate changes to the content and/or organization of a draft	- independently synthesizes information from teacher/peers and makes changes to the content and/or organization of a draft
EDITING	- requires assistance to edit own work	- with limited assistance, edits own work, employing grade-appropriate conventions	- independently edits own work, employing grade-appropriate conventions	- independently and routinely edits own work, employing grade-appropriate conventions
PUBLISHING Visual Presentation	- with assistance, uses some grade-appropriate visual techniques	- requires some assistance to use grade-appropriate visual techniques	- independently uses grade-appropriate visual techniques to create the desired impact for the selected purpose and audience	- independently and skillfully uses visual techniques to enhance the impact for the selected purpose and audience

[Halton District School Board]

Communication Rubric

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COMMUNICATION Clarity	- few ideas are stated clearly	- some ideas are stated clearly	- most ideas are stated clearly	- all ideas are stated clearly
VOCABULARY	- little accurate use of vocabulary	- some accurate use of vocabulary	- mostly accurate use of vocabulary	- accurate and effective use of vocabulary
AUDIENCE/ PURPOSE	- limited sense of audience and purpose	- some sense of audience and purpose	- clear sense of audience and purpose	- strong sense of audience and purpose
FORM	- limited command of form	- some aspects of work indicate a command of form	- considerable command of form	- extensive command of form

[Adapted from Achievement Chart, *The Ontario Curriculum, Grades 9 and 10, Guidance and Career Education, 1999.*]

Activity 4: How can I plan for and select future opportunities for learning in the community?

Time: 280 minutes

Description

Students investigate volunteer and other opportunities to become involved in their community, based on their interests and what they want to learn, do, and explore. After investigating their interests through a variety of inventories and examining their Personal Profiles, students develop personal learning plans that can be used to shape part of their Annual Education Plans. Students also develop a personal resume as part of an initial action plan to meet community involvement requirements for their OSS diploma.

Strand(s) and Expectations

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

Overall Expectations:

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

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

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

Specific Expectations:

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;

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).

Planning Notes

Teachers should be familiar with interest inventories, resumes, and the OSS:99 Community Involvement diploma requirements. Interest inventories should be age and language appropriate. Self-scoring or computer-generated inventories give immediate feedback and often tie them to National Occupational Classification (NOC) numbers. Career Monographs should be available in the guidance department or career centre. Teachers should also be familiar with board policies and procedures for job shadowing, volunteering, and community involvement. The 'Learning Strategies' teacher should communicate regularly with the teacher adviser of students in the Learning Strategies class – particularly when students are developing materials that may be included in their Annual Education Plans.

Prior Knowledge Required

- Group service project
- An up-to-date portfolio and personal profile

Teaching/Learning Strategies

1. *Part A:* An Interest Inventory

Students:

- complete an interest grid, outlining five things they like to do in school, five things they like to do at home, and five things they like to do as leisure activities outside the home; analyse their lists into areas of data, ideas, people or things; in groups, brainstorm occupations that they think would relate to these areas;

-
- complete an interest inventory and work with the teacher to help interpret the results (The list of occupations generated may need to be broadened to include a wider spectrum of occupations so that students see the connection to their interests.);
 - place the inventory in the Personal Profile section of their portfolios; review any additional completed interest inventories in their portfolios with the teacher, and make additional connections to occupations; discuss their interests and share their conclusions in pairs.
2. Students:
- gather information to plan for a self-directed and self-initiated community experience (e.g., Take Our Kids To Work™, job shadowing, volunteering, community involvement). They use their personal profile and portfolio as sources of information to:
 - complete standard information sheets about themselves, their interests, hobbies and skills, jobs they may have had, or volunteer work they may have completed to this point;
 - develop a simple resume, using available technology (Some computer programs have a template to assist students with lay out. They can save information on a disk to take home so they can update it as their skills change.)
 - place their completed information sheets and resumes in the Personal Profile section of their portfolios;
 - in groups or individually, research volunteer/service opportunities in their communities and the skills that can be gained by these experiences. They use available technology and resources (e.g., newspapers, community resource manuals, interviews, and guest speakers from a volunteer coordinating agency, etc.) and chart a comprehensive list of possibilities and skills for reference. At the same time, students compile a class handbook of volunteer opportunities in the community. This handbook could include opportunities for job shadowing.
3. *Part B: School and Community Resources*
- The teacher:
- assists students in locating resources in the school and community that will:
 - provide information on potential community experiences;
 - prepare them for a potential community experience;
 - develop skills and knowledge needed for a community experience and/or provide counselling on placement information, secondary school courses and post-secondary opportunities that relate to areas of interest.
4. Students select a potential opportunity for a community-based learning experience and develop an action plan to create the opportunity for themselves.

Assessment/Evaluation

1. LS3.08X, IK2.01X, IK2.02X

Using information from the Personal Profile section of their portfolios and based on some of their areas of interest, their group service experience, and their strengths and needs, students:

- develop an initial set of goals and plans that relate to career and education exploration, co-curricular activities, and community involvement;
- include in the action plan, school and community resources, and individuals or programs that will support their goals. They explain how and when they are going to access these resources.

This learning plan can be used to establish part of the students' initial Grade 9 Annual Education Plan or to revise their plans that were previously set with their teacher advisers.

They place drafts or worksheets that detail this in the Goals and Plans section of their portfolios. (Summative; tool: constructed response)

-
2. IK2.01X, PK3.02X, IK1.05X, PK3.04X, LS1.03X, LS1.02X, IK1.04X, PK3.01X, PK2.05X, LS3.03X

Students plan, organize, and host a volunteer fair and, in groups of four:

- take charge of specific tasks related to the fair;
- chart a timeline, develop a project map as a class, and refine it for the group task;
- research a variety of volunteer agencies/other possibilities for volunteering;
- contact and inform volunteers of the fair and request their participation;
- draft a telephone script;
- advertise the volunteer fair: video, audio-tape for morning announcements, posters, letter for the school newsletter, letter to parents, web page;
- work with others to host and manage the event;
- manage emotions and stress and resolve any conflicts that arise;
- manage time and tasks involved;
- use interpersonal skills in working with group members and fair participants;
- develop a set of instructions for planning, managing and organizing the tasks assigned to their group, as part of creating a “How to Host a Volunteer Fair” booklet.

Evidence required for assessment:

- timeline and task outline, list of volunteers for group to contact, advertisement (Summative; tool: constructed response);
- volunteer fair booklet, draft script for ‘cold call’: (Summative; tool: writing rubric);
- skills: personal management, interpersonal, teamwork, conflict resolution, managing emotions and stress (Summative; tool: rubric - observation);
- personal reflection on application of skills in at least four areas – how well skills/knowledge were applied, how they might apply their learning differently next time, in what other contexts they could use these skills/knowledge, their plans for further growth in these areas. (Summative; tool: reflection rubric, Unit 1, Activity 1, Appendix A).

Resources

Barell, John. *PBL Problem Based Learning - An Inquiry Approach*. Arlington Heights: SkyLight Training and Publishing, 1998. ISBN 1-57517-077-9

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1998. ISBN 0-07-552864-9

Unit 4: Focusing my Learning for the Future

Time: 21 hours

Unit Developer(s)

Ted Blackbourn, Peel District School Board
Ron Petker, Waterloo Region District School Board
Shirley Kellestine, Peel District School Board
Anne Clifton, Halton District School Board

Development Date: July 1999

Unit Description

Students identify future goals and develop an action plan, outlining the necessary skills and knowledge required for achievement. Students gain understanding of the types of secondary school courses and the destinations for which they are appropriate. They identify and investigate resources that need to be accessed in view of their current achievement. Students continue to refine their learning skills and strategies and the communication skills necessary to access information and assistance as they pursue their goals.

Strand(s) and Expectations

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

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

Specific Expectations: LS1.04X, LS2.02X, LS2.06X, LS2.07X, LS3.01X, LS3.02X, LS3.04X, LS3.06X, LS3.07X, IK1.04X, IK2.01X, IK2.03X, IK2.05X, PK3.03X, PK3.05X.

Activity Titles

Activity 1	What is meaningful work and what is a good education?	210 minutes
Activity 2	What is the relationship between work and education?	210 minutes
Activity 3	How can I use my personal profile to help me set goals and create action plans?	280 minutes
Activity 4	What are the stages and phases of life-long learning?	280 minutes
Activity 5	How can I create a research plan that will help me reach my goals?	280 minutes

Unit Planning Notes

Students become familiar with the educational pathways of other members of their community. Using this perspective, students reflect on their own education decision making and planning. The community used for research in this unit may be simulated or real, local, or provincial.

Prior Knowledge Required

- Inquiry/research process
- Interviewing, teamwork skills

Teaching/Learning Strategies

Discussion, co-operative groups, brainstorming, interviewing, community-based learning, Internet search, student inquiry

Assessment /Evaluation

Tool	Purpose	Who	Activity
checklist	formative	teacher	1. interviewing
constructed response	formative	teacher	1. reflection
checklist	formative	teacher	1. research
rubric	formative	teacher	1. personal inquiry
rubric	formative	teacher	2. accessing/communicating information
constructed response	formative	teacher	2. problem solving
rubric	formative	teacher	2. research process
checklist	formative	teacher	2. listening/group skills
rubric	summative	teacher	3. research (occupational)
rubric	formative	teacher	3. accessing information
constructed response	formative	teacher	3. education/career planning
constructed response/observation	formative	teacher	4. occupational research/goal setting/personal brochure/tracking progress
constructed response	summative	teacher	5. personal research plan
rubric	summative	teacher	5. presentation
constructed response	formative	teacher	5. time management

Resources

Barry, Bill and Susan Wright. *The Be Real Game*. St. Joseph, N.B.: National Life/Work Centre, 1999.

The Bridges Initiative, Inc. *Career Explorer*. Ontario Ministry of Education and Training, Licensee, 1999.

Choices. Careerware, Information Systems Management, 1998.

Halton District School Board. *Information Technology Standards*. Burlington: Halton District School Board, 1998.

Mazemaster. Human Resources Development Canada.

www.mazemaster.on.ca

Misener, J. and S. Kearns. *Expanding Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1993. ISBN 0-07-551392-7

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1998. ISBN 0-07-552864-9

Ontario Ministry of Education. *Career Gateway*.

<http://www.edu.on.ca/eng/career/explore.html>

Activity 1: What is meaningful work and what is a good education?

Time: 210 minutes

Description

Students work through stages of a research process to explore the broad definition of meaningful work and examine the relationship between work, success, and education. Students interview a broad range of community members to determine the range of opinion on the amount and type of education needed to succeed in today's workplace.

Strand(s) and Expectations:

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

Overall Expectations:

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

Specific Expectations:

- LS2.02X - use the inquiry/research process effectively;
- 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;
- IK2.05X - explain how individual learning can be enhanced through community-based learning experiences.

Planning Notes

Ensure parental permission for community interviews and follow board guidelines for safety.

Prior Knowledge Required

- Inquiry/Research Process, Unit 2, Activity 3
- Interviewing Skills, Unit 1, Activity 3; Unit 3, Activity 3

Teaching/Learning Strategies

1. The teacher:

- initiates a discussion of work, workers, and required education by stating and discussing various trends (e.g., declining number of workers, labour shortages, and excesses in professional, technical, skilled trades, and administrative areas) or by reading and discussing in groups, a variety of short newspaper articles about jobs, trends, and education/training (e.g., What is interesting? What trends are emerging? Why? What does success mean in relation to a job? etc.);
- outlines and gives examples of a research process which moves through the following stages: focus, organize, locate, record, evaluate/assess, synthesize/conclude, apply, communicate (see Research Rubric, Unit 4, Activity 1, Appendix A for details).

2. Students:

- use the above research process to answer the question: What is the relationship between work, success, and education?;
- gather information by interviewing selected members of their community and draw conclusions regarding the definition of meaningful work and the relationship between work, success, and education;
- prepare for their interview by:
 - reviewing the interviewing tips in Unit 1, Activity 3 and Unit 3, Activity 3, Appendix A;
 - outlining how to prepare for an interview (e.g., know the subject, be sensitive to the interviewee's time and needs, have questions ready, leave a space to write on the question sheet, bring a pen, etc.);
 - outlining what to do during the interview (e.g., how to begin, be flexible – rephrase questions for understanding, how to conclude, etc.); and what to do after the interview (e.g., a thank you, a follow-up summary of the interview, etc.);
 - constructing a checklist based on the above outline of things to do.
- role play with a partner and have an observer complete the checklist;
- acknowledge the feedback of the observers and refine their interviewing skills through additional simulations.

-
3. Students brainstorm and finalize a list of questions to ask members of their community about the relationship between work, success, and education. Pairs of students select five adults (one relative) representing three different decades and both genders to pose the brainstormed questions to and record the answers given. Sample questions include:
 - What is meaningful work?
 - What is the difference between a job and a career?
 - What is a good education?
 - What is success at work?
 - What factors influenced your educational and career decision making most?
 - When you decided upon your career, did you follow your “head” or your “heart”? Why?
 - At what point in your life did you realize what your future employment might be?
 - What advice would you give to students today regarding education and work?
 - If you had your education to do over again, would you change anything? What? Why?
 4. Students:
 - as a class or in groups, generate what they think the answers to their questions will be, write these in point form on chart paper, and display;
 - in pairs, conduct the interview, adhering to suggestions they created on their interviewing checklist;
 - in pairs, analyse the content of the interview responses by summarizing the key concepts, post responses on chart paper, compare these with the anticipated responses generated earlier, discuss any discrepancies.

Assessment/Evaluation

1. IK2.03X
Students carry out their community interviews in pairs, taking turns asking the questions. Partners observe and assess each other’s interview skills, using the checklist developed previously. Students may also design a checklist for the interviewee to complete and submit after the interview. Criteria on this checklist include degree of preparation by interviewer, flexibility in rephrasing questions, use of probes to get more detailed answers, and manners/politeness. Students summarize their findings in a short paragraph. Assessment criteria - indicators of good interviewing skills: detailed information that includes breadth and depth, focus, completeness. Students place the checklists in their portfolios in the Application of Knowledge and Skills section and reflect on their use of the skills by using the questions outlined in Unit 1, Activity 1: What? So What? Now What? What Else? (Formative; tool: checklist)
2. IK2.05X
Individual students compare the interviewees’ answers to those generated by the class and explain what they learned about work, success, and education from community members. Students explain what they learned about interviewing from going out into the community to ask questions. Assess responses for depth and breadth, breadth of perspective, additional questions/ideas generated and completeness. (Formative; tool: constructed response)
3. LS2.02X
Students:
 - describe the steps that they used in the research process and provide evidence of their work for each of the steps. Criteria: completion of each step, clear and complete responses to initial questions, application of the process in a different context (Formative; tool: checklist or rubric Unit 4, Activity 1, Appendix A: Research Rubric);

-
- reflect on their application of knowledge and skills (e.g., interview skills as an ongoing inquiry or personal investigation of their learning). Students reflect on their skills, determine other contexts for use, and offer suggestions for improvement and next steps. (Formative; tool: rubric – Unit 1, Activity 1, Appendix A).

Resources

The Ontario Library Association. *Information Studies*.

<http://www.ola.aamlib.ca>

Activity 1 - Appendix A

Research Rubric

CRITERIA	Level 1	Level 2	Level 3	Level 4
Focus (What is the question?)	- vague questions with little focus for research	- vague question with some areas of focus for research	- clear question with some areas of focus for research	- clear, succinct question and well-defined focus for research
Organize (plan possibilities and sources)	- develops a workable plan that may lack appropriateness and clarity - with much assistance, identifies information needed to answer question	- develops a workable plan that is somewhat appropriate and clear - with limited assistance, identifies information needed to answer the question	- develops a workable plan that is appropriate and clear (includes resources, organizers, search words) - independently, identifies information needed to answer the question	- develops a workable plan that is appropriate, efficient, and clear - independently identifies all critical areas of Information needed to answer question
Locate	- needs assistance to identify possible sources of information - uses a few information sources with teacher or peer assistance	- independently identifies limited sources of information - uses some different types of information with limited assistance	- independently identifies several sources of information - independently uses many different types of information sources effectively: (e.g., newspapers, books, Internet, CD-ROMs)	- independently identifies a range of varied sources of information - independently uses a wide variety of types of sources
Record	- extracts limited relevant information with assistance (e.g., takes notes, uses copy/paste, etc.)	- extracts some relevant information with assistance	- independently extracts information most of which is relevant	- independently extracts relevant information
Evaluate and Assess	- needs much assistance to make judgements about data in terms of initial question about research process	- needs limited assistance to make judgements about data in terms of initial question about research process	- independently makes judgements about data in terms of initial question about research process	- independently makes judgements about data in terms of initial question about research process - states what might be done differently next time

CRITERIA	Level 1	Level 2	Level 3	Level 4
Synthesize and Conclude	<ul style="list-style-type: none"> - needs much assistance to draw conclusions from research to answer initial question - with much assistance, organizes information from multiple sources (e.g., database) - little correlation between conclusion and information collected 	<ul style="list-style-type: none"> - needs limited assistance to draw appropriate conclusions from research to answer initial question - with limited assistance, organizes information from multiple sources - some correlation between conclusion and information collected 	<ul style="list-style-type: none"> - independently draws conclusions from research to answer initial question - independently organizes information from multiple sources - conclusions clearly relate to information collected 	<ul style="list-style-type: none"> - independently draws conclusions from research to answer initial question; asks new questions - independently organizes information from multiple sources succinctly and clearly - conclusions clearly relate to information collected and rationale provided
Apply (Use the information)	<ul style="list-style-type: none"> - with much prompting, relates learning/research findings to a current project/context 	<ul style="list-style-type: none"> - with some prompting, relates learning/research findings to a current project/context 	<ul style="list-style-type: none"> - independently relates learning/research findings to a current project/context 	<ul style="list-style-type: none"> - independently relates learning/research findings to a current project and applies these to past and future contexts
Communicate (Share the Results)	<ul style="list-style-type: none"> - shares the results of research with limited clarity and coherence - unable to purposefully match style to audience - with assistance, uses a single form of presentation (e.g., oral) 	<ul style="list-style-type: none"> - shares the results of research with some clarity and coherence - uses a presentation style somewhat appropriate to purpose and audience - uses a single form of presentation 	<ul style="list-style-type: none"> - shares the results of research clearly and coherently - uses a presentation style that is appropriate to purpose and audience - with assistance, uses a variety of forms of presentation (e.g., oral, slides) 	<ul style="list-style-type: none"> - shares the results of research clearly and coherently in a manner that provokes interest - uses a presentation style that is appropriate to purpose and audience - independently uses a range of appropriate forms of presentation (e.g., oral, slides – with charts, text, graphs, etc.)

[Rubric criteria adapted from Ontario Library Association's Cognitive Skills Research Model]

Activity 2: What is the relationship between work and education?

Time: 210 minutes

Description

Students research employment and education demographics of their community, using a variety of sources including the Internet. Students determine any correlation among variables that they research and represent this on a graph, using suitable spreadsheet software.

Strand(s) and Expectations

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

Overall Expectations:

- LSV.03X - demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills;
- IKV.04X - demonstrate an understanding of why, when and how to utilize available school and community resources to support their learning needs;
- IKV.02X - use interpersonal and teamwork skills effectively in learning environments;
- IKV.03X - produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development.

Specific Expectations:

- LS1.04X - identify and use a variety of methods for making calculations and for solving different types of problems;
- LS2.02X - use the inquiry/research process effectively;
- LS2.06X - use a variety of information technologies effectively to conduct research, organize information, and acquire new skills (e.g., CD-ROM resources, the Internet, calculators, software for organizing notes, file management software);
- IK2.01X - identify school and community resources available to support learning and explain how and when to access them;
- IK1.04X - use interpersonal and teamwork skills effectively and appropriately in school and community-based learning activities (e.g., on a sports team, in clubs, at work).

Planning Notes

The teacher collects a variety of resources with education and employment demographics and bookmarks a variety of Internet sites with similar information. The teacher should become familiar with the Statistics Canada site (www.statcan.ca) since students will use this web site to gather information. The teacher should support student use of spreadsheets for graphing.

Prior Knowledge Required

- Teamwork skills (Unit 3, Activity 3)

Teaching/Learning Strategies

1. Students:

- review the stages of the research process: focus, organize, locate, record, evaluate/assess, synthesize/conclude, apply, communicate (see Research Rubric, Unit 4, Activity 1, Appendix A for details);
- research by:
 - examining the correlation between education and employment and a variety of variables (e.g., income, gender, age);

- previewing and examining the kinds of data that are available on the Statistics Canada web site (www.statcan.ca).
- calculating the negative and positive differences that exist between the variables researched and graphing the results using suitable spreadsheet software.

Examples:

- Does education have a positive or negative effect on income and to what extent?
- What is the relationship between income and gender for workers of the same age?
- For workers of the same age, what is the relationship between type of education (college, university, apprenticeship) and income earned?

2. The teacher:

- reviews the norms for teamwork established in Activity 3, Unit 3;
- teaches a problem-solving model for students to use if problems arise or disagreements occur in the group (see Unit 4, Activity 2, Appendix A);
- reviews and has students practise how to listen actively, how and when to interrupt for positive purposes (e.g., for clarification or to steer the discussion), and how to respond when interrupted. Students can list active listening hints and post them on the wall as reminders.

3. Students: (in groups)

- determine sources for additional data: anonymous surveys or interviews of parents, relatives, teachers, Internet sources, publications (e.g., magazines, newspapers with demographics, economics teachers, guidance counsellors, etc.);
- decide which group members will research which sources;
- solve problems in the group, asking for assistance when necessary;
- determine relationships among the variables researched (as above) and represent these accurately on a graph (e.g., education – income – age);
- practise teamwork and listening skills throughout the research activity.

Assessment/Evaluation

1. a) LS1.04X, LS2.06X

Based on Internet research and using a comparison of statistics collected from a variety of sources, students calculate the negative and positive differences that exist between other significant factors researched such as education, gender, and income. They graph, using computer software, these results and draw conclusions about how each of the factors is related and summarize findings for the class. Assessment criteria includes:

- completion of each step in the task, degree of independence with which each student completes each aspect of the task (Formative; tool: observation)
- accuracy of graphing (Formative; tool: checklist)
- use of technology (see Information Technology rubrics) (Formative; tool: Accessing and Communicating Rubric, Unit 4, Activity 2, Appendix B)

b) LS1.04X

In class group work, students solve problems using the problem-solving model and note their resolutions on the problem solution chart. (Unit 4, Activity 2, Appendix A). In a teacher/student or student/student conference, students analyse the solution to problems that have arisen in terms of the problem-solving model and describe their problem-solving actions in terms of the steps in the model (Unit 4, Activity 2, Appendix A). (Formative; tool: checklist)

2. IK2.01X

Students list all sources and resources used in Strategies 2 and 3 and beside each describe the resource, the kind of information they obtained, and explain when they might best use the resource in the future. (Formative; tool: constructed response)

3. LS2.02X

Students describe the steps that they used in the research process and provide evidence of their work for each of the steps. (Formative; tool: Rubric: Unit 4, Activity 1, Appendix A)

4. IK1.04X

Students adhere to group norms and demonstrate effective listening skills as they work in groups. Students self assess, using the criteria for good listening/group norms that they defined and outlined. They reflect on their application of these skills using the Teacher Questions outlined in Unit 1 Activity 1, Appendix A. They place their self-assessment and reflection in their portfolios as evidence of teamwork skills. (Formative; tool: checklist)

Resources

Misener, J. and S. Kearns. *Expanding Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1993.
ISBN 0-07-551392-7

Statistics Canada

<http://www.statcan.ca>

Activity 2 - Appendix A

Problem-solving Model

1. Define the problem (What is it?)
2. Analyse the problem. (What are the causes?)
3. Set standards for choosing the best solution. (What should the solution accomplish?)
4. Identify possible solutions. (What solutions are available?)
5. Select the best solution. (Which solution best meets the standards?)
6. Decide how to evaluate whether the solution is working. (How do you test the solution?)
7. Implement the solution. (How and when will the work be done?)

Problem Solving		
STEP	QUESTION	WHAT WE DID IN OUR GROUP
1. DEFINE	What is the problem?	
2. ANALYSE	What are the causes?	
3. SET STANDARDS	What should the solution try to do?	
4. IDENTIFY SOLUTION	What solutions are available?	
5. SELECT SOLUTION	Which is best for what we want to do?	
6. EVALUATE	How will we know it works?	
7. IMPLEMENT	Try out the solution.	

Problem Solution Chart

PROBLEM	
ACTION	RESULTS

Activity 2 - Appendix B

Information Technology

Accessing Information

	Level 1	Level 2	Level 3	Level 4
Accessing Information	- requires extensive support to access and use electronic sources of information	- requires frequent support to access and use electronic sources of information - uses a limited number of sources	- requires occasional support to access and use electronic sources of information - uses a range of sources	- independently accesses and uses electronic sources of information - uses a wide range of sources
Locating Information	- rarely uses effective strategies to locate relevant information	- sometimes uses effective strategies to locate relevant information	- often uses effective strategies to locate relevant information	- consistently uses effective strategies to locate relevant information
Retrieving Information	- uses limited methods to retrieve electronic information - rarely analyses and compares the information retrieved	- uses various methods to retrieve electronic information - sometimes analyses and compares the information retrieved	- uses a range of methods to retrieve electronic information - regularly analyses and compares the information retrieved	- uses a wide range of methods to retrieve electronic information - consistently analyses and compares the information retrieved
Selecting Information	- identifies few potential sources of information for a specific task - rarely evaluates the appropriateness of these sources	- identifies some potential sources of information for a specific task - occasionally evaluates the appropriateness of these sources	- identifies various potential sources of information for a specific task - frequently evaluates the appropriateness of these sources	- identifies many potential sources of information for a specific task - always evaluates the appropriateness of these sources

Activity 2 - Appendix B (Continued)

Information Technology

Communicating Information

CRITERIA	Level 1	Level 2	Level 3	Level 4
Using Software Appropriately	- requires extensive support to use software and to produce a product that matches the intended purpose and audience - independently uses few features of the software	- requires some support to use software and to produce a product that matches the intended purpose and audience - independently uses some features of the software	- requires little or no teacher support to use software and to produce a product that matches the intended purpose and audience - independently uses many features of the software	- uses software creatively and independently to produce a product that matches the intended purpose and audience - independently uses most features of the software
Designing	- considers and applies few design principles to enhance the impact of a communication; produces products that are unclear	- considers and applies some design principles to enhance the impact of a communication	- considers and uses the elements and principles of design in ways that enhance the impact of the communication	- uses the elements and principles of design to enhance the message communicated and its visual appeal

[Adapted from Halton District School Board: Information Technology Rubric - Grades 7-9]

Activity 3: How can I use my personal profile to help me set goals and create action plans?

Time: 210 minutes

Description

Using their Personal Profiles and software such as *Choices*, *Career Explorer*, *Career Gateway*, and *Mazemaster*, students identify their interests and aptitudes and explore their educational options. Students identify possible short, medium, and long-term career goals and determine the various educational programs and pathways that lead to them. Students create a vision of their future lifestyle, identify the potential expenses associated with that lifestyle, and analyse expenses in terms of potential income for an occupational area of interest.

Strand(s) and Expectations

Strands: Learning Skills and Interpersonal Knowledge and Skills

Overall Expectations:

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

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

Specific Expectations:

LS2.02X - use the inquiry/research process effectively;

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

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

Planning Notes

The teacher arranges access to the various occupational research software programs available in the school: *Choices*, *Career Explorer*, *Career Gateway*, and *Mazemaster*. Collect a variety of catalogues and newspapers that have pricing for a wide variety of consumer goods (e.g., cars, houses, furniture, etc.). Teachers should be familiar with the Annual Education Planning process.

Teaching/Learning Strategies

1. Students:

- by this point in the course, have developed detailed Personal Profiles including self-assessments, results from inventories, and a variety of ‘current pictures’ (e.g., resumes, etc.);
- use the information from their Personal Profiles to help select a career area of interest to research and determine whether there is a match between opportunities in that career cluster and their vision for a future lifestyle;
- access occupational research software (*Choices*, *Bridges: Career Explorer*, *Mazemaster*) to further research their anticipated career options;
- as a class, review the terms – goal and action plan and in small groups, brainstorm a one-sentence definition of goal and action plan (e.g., The teacher could begin with a sports analogy – in hockey, goal = puck in the net. Does this happen by chance? No! The players must have an action plan in order to beat the opposition’s defense.);

-
- brainstorm examples of goals that they might set for themselves related to their personal life, family life, school, and employment and the possible personal rewards. As a class, categorize the goals according to the time required to reach them (*short, medium, long-term*).

2. Students:

- based upon their visions of future lifestyle options and career goals, create a vision of their future including their living environment, family, social/leisure activities, and community involvement. To this description, they add a compiled list of the lifestyle expenses that they may incur in the future, recording the approximate costs and the total costs involved and place this current ‘future vision’ in their Personal Profiles;
- research a career area of interest such as Technology, Social Service, Health, etc. to select an occupational area of interest, using resources such as *Career Gateway*, *Career Explorer*, and *Career Cruising* and focus on making connections among their aptitudes, interests, values, personality traits, etc. – as outlined in their Personal Profiles and their occupational goals. (The purpose of the occupational research process is to increase awareness of the options available to them, not to narrow options.);
- as a preliminary investigation of education programs and pathways, develop a chart that focusses on the selected career cluster such as Accounting Careers. On the chart, they indicate the related careers (e.g., certified general accountant, bookkeeper, cashier, etc.), noting the various levels of entry and the various specific educational programs (university, college, high school) that are required at each level;
- research the potential starting income for the various levels of work in their career cluster and determine the extent to which they might be able to support their desired lifestyle;
- review their lifestyle dreams and connect this with the information in their Personal Profiles, their career and educational goals, and the results of their exploration of the occupational research software;
- make some conclusions regarding their interests and skills, their selected occupational area of interest, requisite education programs, and desired lifestyle;
- store this information in the Setting Goals and Planning section of their portfolios so that they can refer to it when completing Step 3 (Planning for Next Year) of their Annual Education Plan.

Assessment/Evaluation

1. LS2.02X, LS2.06X, LS3.01X

Students:

- (LS2.06X) research (using software such as *Choices*, *Career Explorer*, *Career Gateway*, and *Mazemaster*) and record a variety of occupational options related to interests and aptitudes; create a chart showing links between interests, aptitudes, values, interests, personality traits, and occupational research (Formative; tool: Accessing Information Rubric: Unit 4, Appendix B);
- (LS2.02X) describe the steps that they used in the research process and provide evidence of their work for each of the steps. (Summative; tool: Research Rubric: Unit 4, Appendix C);
- (LS3.01X) create an action plan showing the steps required to realize career goals and to create a desired lifestyle. Action plan shows appropriate secondary school paths leading to desired destinations. (Formative; tool: constructed response).

Resources

Annual Education Plan. Ontario Ministry of Education and Training, 1999.

Choices, *Career Explorer*, *Career Gateway*, and *Mazemaster*: as referenced in Unit 4 Resources

Activity 4: What are the stages and phases of life-long learning?

Time: 280 minutes

Description

Students identify the various stages of learning through which they must pass to reach their desired career/life goals. This activity is intended to give students a general overview of Ontario's education pathways and to help students become aware of opportunities in the school and community that support and assist them in their learning for a variety of purposes and in diverse contexts. Students identify learning opportunities available to them as they make career/life plans.

Strand(s) and Expectations

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

Overall Expectations:

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

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

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

Specific Expectations:

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 graduation;

LS3.04X - describe opportunities for learning in all stages of life and in various contexts (e.g., evening courses, on-the-job-training, workshops, speakers);

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

LS3.07X - describe strategies for overcoming internal and external barriers to learning;

IK2.02X - identify individuals or programs that can assist with their specific learning needs;

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

Planning Notes

The teacher should be familiar with Ontario Secondary School diploma requirements and post-secondary opportunities and know where to find educational and career resources in the school's library/resource centre or Career Centre.

Prior Knowledge Required

- Using a Personal Profile to develop plans: Activity 3, Unit 4
- Setting long-term occupational goals: Activity 3, Unit 4

Teaching/Learning Strategies

1. To identify a variety of learning opportunities for areas of personal interest, students:
 - brainstorm, as a class, interests that are not related to current school subjects (e.g., sports or recreational activities, hobbies, volunteering, part-time work);
 - individually, select one of the interest areas and investigate ways to support learning in the interest area (e.g., clubs, books, sites and chat conferences on the Internet, agencies, school and community personnel);

-
- compile a class list of these learning opportunities that includes name and location of resource, support, fee (if any), key contact with telephone number or e-mail address, brief description of support provided.
2. To create a picture of possible learning opportunities in different stages of life, students:
 - identify a potential long-term occupational goal (see Unit 4, Activity 3);
 - research the Ministry of Education’s requirements for high school graduation (compulsory courses, options, destinations and pathways, number of credits required,...);
 - examine the course description book for their school;
 - working backwards from their occupational goal, create a flow chart showing courses that will lead them to their goal;
 - research any additional learning opportunities related to that goal (informal, formal and community learning such as computer camp, evening courses, music lessons, etc.);
 - research educational pathways and learning opportunities for a variety of other career/life goals (not just their own);
 - in groups of four, create a directory of learning opportunities that includes a variety of school and community resources and provide supporting information as outlined above for the class list of learning opportunities for current interests;
 - post the directories and the class list of learning opportunities for current interests in a visible location in the classroom for all to access. (Students can access this information as needed when revising and/or reviewing their Annual Education Plans.)
 3. Students:
 - reflect on their academic experiences in Grades 7 and 8 and list their academic strengths and weaknesses and some possible reasons why they were more successful in some areas than they were in others;
 - using strategies learned in the course up to this point, initiate and create a personal plan for improving in one academic area that is personally challenging and use any of the learning opportunities researched above and/or any individuals or programs that can help them with their learning.
 4. Students:
 - think of examples of plans they have made that haven’t worked out (e.g., wanted to buy something – couldn’t raise enough money; wanted to go somewhere – parents wouldn’t let them; wanted to do well on a test – got a poor mark, etc.);
 - identify ways in which these barriers could have been overcome through better planning and then imagine that they can go back in time and identify things that they would do differently in each situation;
 - give examples of situations in which things don’t always work out the way they are intended, despite careful goal setting and planning. With teacher prompting, they give examples of how to prepare to deal with barriers to success;
 - identify possible barriers to reaching their occupational/educational goals;
 - in pairs, identify potential strategies for overcoming barriers for each of their goals.

It is critical that students be made aware of the changing nature of the secondary school program. As part of their Annual Education Plan, students are now required to choose a post secondary destination (work, college, university, other training programs). New information regarding Grades 10, 11, and 12 will become available to students as they work their way through Grade 9. This new information may influence their educational choices.
 5. Students:
 - research a variety of career and occupational areas of interest as outlined in Unit 4, Activity 3 to facilitate informed decision making in the course selection process for next year;

-
- within a career cluster of high interest, develop a chart that lists a variety of occupations at various levels of entry and the various education programs required at each level;
 - select a specific destination and research their secondary school options and requisite courses, using the school's course selection book.

Assessment /Evaluation

1. LS3.01X, LS3.02X, LS3.06X, LS3.07X, LS3.04X, IK2.02X

Given occupational research and education planning activities similar to those outlined above, students create:

- (LS3.01X) a chart that explains the Ontario Secondary School Program as it relates to their selected post-secondary and career/life destination (Formative, tool: constructed response);
- (LS3.02X) a chart showing their post secondary destination and the secondary school courses necessary to reach that destination (Formative, tool: constructed response);
- (LS3.06X) a list of potential barriers to reaching the specific educational/occupational goal (e.g., poor performance in school, lack of money, family responsibilities, etc.) (Formative, tool: constructed response);
- (LS3.07X) a strategy/strategies for dealing with each potential barrier (Formative, tool: constructed response);
- (LS3.04X) a list and be able to explain a variety of learning opportunities which relate to their chosen destination or current learning plan in a challenging academic area (Formative, tool: constructed response);
- (IK2.02X) a personal brochure outlining the resources (individuals or programs) available to assist them with their specific learning needs (Formative, tool: constructed response).

2. PK3.03X

Using a frequency scale, both the teacher and student monitor the following behaviour that reflects motivation and persistence:

- Using their planner, students track their daily progress in the subject area in which they wish to improve.
- Students regularly seek feedback from the subject teacher on their progress in the course.
- Students initiate conferences with the subject teacher (including parents and/or teacher adviser) for support and solutions to improvement.
- Students persist with difficult areas of work in the subject.
- Students seek support and assistance on an on-going basis (teacher, outside program, peer tutor, etc.) (Formative, tool: teacher observation).

Resources

Annual Education Plan. Ontario Ministry of Education and Training, 1999.

Choices, Career Explorer, Career Gateway, and Mazemaster: as referenced in Unit 4 Resources

Appropriate secondary school Course Calendar

Activity 5: How can I create a research plan that will help me reach my goals?

Time: 280 minutes

Description

Students create a plan for researching career/life opportunities, develop a detailed timeline outlining each stage of their plan, and present their research plans to their peers.

Strand(s) and Expectations

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

Overall Expectation:

- LSV.03X - demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentation skills;
- IKV.04X - demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs;
- PKV.05X - demonstrate the effective use of personal management skills in a variety of settings.

Specific Expectations:

- LS2.02X - use the inquiry/research process effectively;
- LS2.07X - use word processing, graphics, or presentation software effectively to enhance oral and written presentations;
- 1K2.01X - identify school and community resources available to support learning and explain how and when to access them;
- PK3.05X - demonstrate effective use of time management strategies to accomplish school, family, and community responsibilities.

Planning Notes

The teacher should be familiar with career/life planning resources available in the school's Guidance and Career Education department and the library/resource centre. Since students are required to create a presentation that makes use of computer graphics and presentation software (e.g., *PowerPoint*), the teacher may wish to bring in an "expert" student or staff member to familiarize the class with this type of software.

Teaching/Learning Strategies

1. Students:

- visit and use the resource materials in the school Guidance and Career Education Centre and the library/resource centre;
- create a list of available career/life planning resources (human, print, technological);
- research other sources of career/life planning information (e.g., local youth employment centre, Human Resources Development Canada, Ontario Ministry of Education), using effective communication skills (skills learned in previous units/activities) to gather information through cold calls, interviews, etc.
- create an educational/occupational research plan showing:
 - a) the ways in which the above sources of information could be used to assist the student in making career/life choices;
 - b) a timeline outlining the stages of career/life planning (e.g., explore, focus, apply, demonstrate);
 - c) informal and formal school and community learning opportunities (individuals and/or programs) available to assist with goal achievement.
- create a presentation for the class outlining their research plans. The presentation should make use of word-processing, graphics, and presentation software.

2. Students:

- review time management strategies from Unit 1, Activity 5;
- in pairs, recall the process that they used to research and plan their group service project (Unit 3, Activity 3) and list the steps of the process in order and the amount of time that was or should have been spent on each step. As an alternative, they recall a time when they researched and planned for a party, a vacation, or a major purchase (e.g., snowboard, video game system, etc.) and list the steps involved in this process;
- apply this same process to their own research plans related to career/life goals and identify the steps required to reach these goals and the timing of each step;
- outline a personal time management plan for their class presentation, track daily progress and preparation to the point of completion. They assess personal use of time management skills by using the reflection frame provided in Unit 1, Activity 1, Appendix A.

Assessment /Evaluation

1. LS2.02X, 1K2.01X, LS2.07X

Students create:

- (LS2.02X, 1K2.01X) a career/life research plan that includes:
 - a) a comprehensive resource list (human, print, information technologies);
 - b) a description of the process by which information can be gathered;
 - c) a timeline (What should be accomplished in Grade 9? Grade 10?) (Formative; tool: constructed response).
- (LS2.07X) a short presentation for the class showing personal research plan and steps taken so far. (use *PowerPoint*, word processing, etc.) The presentation should critique the appropriateness of resources accessed and the effectiveness of communication skills used to gather information. Assess the presentation based on the criteria for effective presentations (see Appendix B, Unit 2, Activity 3 – criteria for oral/visual presentation) and effective use of technology (see Communicating Information Rubric in Unit 4, Appendix B) (Summative; tool: rubrics as above)

2. PK3.05X

Students:

- make a written estimate of the amount of time required for each part of their research plan, based on their research into career/life planning resources;
- create a detailed timeline showing when they will work on each stage of their plan (age, grade level) and the estimated amount of time to be spent on each stage;
- indicate the degree to which they stayed on track as they worked towards their class presentation;
- (LS2.02X) assess personal reflection on time management using the rubric provided in Unit 1, Activity 1, Appendix A. (Formative; tool: constructed response).

Unit 5: Sharing My Learning

Time: 11 hours

Unit Developers

Anne Clifton, Halton District School Board
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Pat Comley, Toronto District School Board
Ron Petker, Waterloo Region District School Board

Development Date: July 1999

Unit Description

Students create a summary of what they have learned in all aspects of the course as well as the contexts in which they applied the learning. As a culminating activity, students design an exhibition or presentation of this learning for peers and/or parents. Part of this presentation deals with next steps and plans for continued learning. Students determine what contributions they have made to the class, school, and community, and outline potential future areas of interest and involvement.

Strand(s) and Expectations

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

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

Specific Expectations: LS1.03X, LS2.02X, LS2.03X, LS2.05X, LS2.07X, LS3.05X, LS3.08X, IK1.04X, IK2.01X, IK2.05X, PK3.01X.

Activity Titles

Activity 1	Personal Learning Project	140 minutes
Activity 2	Student-led Conference/Portfolio Presentation	140 minutes
Activity 3	Peer Study Group	140 minutes
Activity 4	Exhibition of Work (optional)	140 minutes

Unit Planning Notes

Assessment data from the culminating activities in Unit 5 forms 30% of the student's mark in the course. Assessment data from Units 1 through 4 forms 70% of the student's mark in the course.

Portfolio:

The Learning Strategies portfolio contains evidence of learning as a result of the student's work in the Learning Strategies course. This evidence can come from other course work, recreational involvement, hobbies, community involvement, part-time work, etc. as these are the 'contexts' in which learning from the course are applied. The Learning Strategies portfolio can supplement a broader portfolio used as part of the Teacher Adviser Program.

Culminating Activity 1: Personal Learning Project

Teachers should introduce this project halfway into the Learning Strategies course. To begin the Personal Learning Project, students need to know their learning strengths, their dominant intelligences and have experience with an inquiry/research process.

Culminating Activity 2: Student-led Conferencing

Teachers should:

- introduce the concept of Student-led Conferencing early in the course. The conference provides an additional purpose for the portfolio and the student's Annual Education Plan;
- consult and collaborate with the teacher advisers of students in Learning Strategies 1 course so that the processes and activities around the Annual Education Plan, conferencing, and building a portfolio in Teacher Adviser meetings and Learning Strategies classes can support and complement each other;
- prepare parents for portfolio development and student-led conferencing through an introductory letter or meeting, a mid-term update, and, at least six weeks before the scheduling of Student-led Conferences, a more detailed description of the process with some instructions for them during the conference (e.g., questions to ask, how to be 'positive', etc.), and scheduling information.

Culminating Activity 3: Peer Study Group

Teachers should initiate Peer Study Groups several weeks prior to year- or semester-end so that students can help each other prepare for final assignments, projects, and exams. Peer Study Groups may be subject-specific and learning style compatible.

Culminating Activity 4: Exhibition of Work/Learning Fair

The Learning Fair/Work Exhibition can be set up on the same day(s) as Student-led Conferencing if it is to be shared with parents. If the Exhibition is for the Learning Strategies course peers only, it can be scheduled during class time.

The teacher encourages students to 'save' work that represents a significant achievement or of which they are particularly proud. The Exhibition includes work that resulted from learning during the course. Personal Learning Projects can be shared at this time.

Prior Knowledge Required

- the portfolio process and a current, active portfolio
- inquiry/research process
- ability to use word-processing and presentation software

Teaching/Learning Strategies

Questioning, demonstration, co-operative group learning, conferencing

Assessment/Evaluation

Tool	Purpose	Who	Activity
Rubrics	summative	teacher	1. research/inquiry/presentation
Rubrics Constructed response Checklists	summative	teacher	2. Student-led conferencing and Portfolio Presentation
Checklist/constructed response	summative	teacher	3. Peer Study Group
Rubrics	summative	teacher	4. Work Exhibition and written rationale and outline

Resources

Benson, Barbara, Susan Barnett. *Student-Led Conferencing Using Showcase Portfolios*. Thousand Oaks: Corwin Press, 1999. ISBN 0-8039-6766-7

Miller Grant, J., Barbara Heffler, and Kadri Mereweather. *Student-Led Conferences*. Markham: Pembroke Publishers, 1995. ISBN 1-55138-054-4

Activity 1: Personal Learning Project

Time: 140 minutes

Description

Students work through a personal learning project in an area of their choice.

Strand(s) and Expectations

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

Overall Expectations:

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

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

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

Specific Expectations:

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

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

LS2.02X - use the inquiry/research process effectively;

IK2.05X - explain how individual learning can be enhanced through community-based learning experiences;

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

Teaching/Learning Strategies

1. Students:

- determine something that they would like to learn as part of their Personal Learning Project. This can be something related to their work in the Learning Strategies course or other course work (an independent study), or can be interest based in an area not related to school or academics. Some examples include: learning how to knit, how to design a web page, how to write more effectively or speak well in public, how to take and develop photographs, how to play golf, etc. The learning project requires some initial research as well a period of acquiring substantial knowledge or skills;
- conference regularly with their teacher to determine if they are 'on track'.

2. Students:

- work through their Personal Learning Project using the KWHLAQ inquiry questions as a guide:
 - K** What do I think I know about the subject?
 - W** What do I want /need to find out about it?
 - H** How will I go about finding out?
 - L** What do I expect to learn? What have I learned?
 - A** How will I apply what we learn to other projects?
 - Q** What new questions do I have following the inquiry?
- may move quickly into the learning stage, particularly if they choose to find a tutor, coach, or teacher to assist in the learning. In some cases, they may need to do significant research to find a coach, teacher, or tutor, or to learn how to do something for themselves (e.g., select and work a web design booklet);
- research information using the following process: focus, organize, locate, record, evaluate/assess, synthesize/conclude, apply, communicate (see Research Rubric Unit 4, Activity 1, Appendix A);
- locate and access resources to support learning, if needed (e.g., people, programs, etc.);
- demonstrate their learning, provide evidence of the learning process and present a summary of the process to their peers in a semester/year end “exhibition of work”;
- use their learning preferences/dominant intelligences to help them learn and demonstrate their learning.

Assessment/Evaluation

1. PK3.01X, LS3.05X, LS2.02X, IK2.05X, IK2.01X

Students document each step of the inquiry/research process used during their Personal Learning Project, provide evidence of their learning process, demonstrate their learning to the class, and present a summary of the inquiry/research and learning process.

- KWHLAQ: evidence for each step of process; degree of depth, breadth and focus of investigation (Summative; tool: rubric);
 - Research criteria: preparing, accessing, processing, transferring, summarizing, presenting, applying (Summative; tool: see relevant criteria in Research Rubric, Unit 4, Activity 1, Appendix A)
 - Learning preferences: purposeful use of learning strategies that use their strengths (Summative; tool: rubric);
 - Personal management: task completion, adherence to time line, persistence, seeks assistance (Summative; tool: checklist);
- Presentation/demonstration: clear, concise, audience appropriate (Summative; tool: rubric, Unit 5, Activity 4, Appendix A: Oral/Visual Presentation/Demonstration Rubric);
- Reflection: (Summative; tool: see relevant criteria in Reflection Rubric, Unit 1, Activity 1, Appendix A).

Activity 2: Student-led Conference/Portfolio Presentation

Time: 140 minutes

Description

Students design and participate in a student-led conference in which they showcase themselves as learners.

Strand(s) and Expectations

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

Overall Expectations:

- LSV.01X - demonstrate and use an increasing variety of numeracy and literacy skills;
- LSV.02X - identify and describe learning theories and the learning and thinking skills required for success in high school;
- IKV.02X - use interpersonal and teamwork skills effectively in learning environments.

Specific Expectations:

- LS1.03X - demonstrate effective use of a variety of writing forms (e.g., expository, narrative, letter, supported opinion) and use them effectively for a variety of purposes;
- LS3.05X - demonstrate an ability to manage their own learning (e.g., study skills, organizational skills, time management, stress management, information management);
- LS2.07X - use word processing, graphics, or presentation software effectively to enhance oral and written presentations;
- 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;
- 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).

Teaching/Learning Strategies

Students:

1. reflect on and chart what they knew about themselves at the beginning of the course, using an inverted pyramid. As they complete the layers of the pyramid, they outline what they learned about their learning preferences, emotional intelligences, personal management skills, conflict resolution skills, employability skills, project management, time management, listening skills, note-taking, mentoring, community involvement, study skills, etc.
2. examine the contents of their portfolios in each section:
 - a) Personal Profile: should include inventories, resumes, self-assessments
 - b) Application of Knowledge and Skills: should include evidence of learning in each of the strands of the course – Learning Skills, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills
 - c) Goals and Plans: should include goals and action plans that relate to areas of learning in the course or to their Annual Education Planand review, update, add, delete, and revise as necessary so that its contents represents as accurately as possible their learning in the course.
3. using their portfolios, select evidence that:
 - shows their strengths and achievements and best represents who they are (evidence should represent each of the three strands of the course);
 - represents an area in which they need to improve;
 - represents learning goals that they have met and goals for learning which they yet have to achieve.
4. using their portfolios and with the assistance of their teacher advisers, review and, if necessary, revise any goals and plans in their Annual Education Plans (mid-year or year-end). They incorporate into their action plans any resource, program, or people support (e.g., mentors, tutors, etc.) that they identified to assist them in the areas of academic achievement, career and education exploration, extra-curricular activities, and community involvement.
5. design their student-led conference, using materials from their portfolios and Annual Education Plans, to share and discuss the following with parents:
 - strengths and achievements; who they are (evidence from three strands);
 - area(s) in which they need to improve;
 - learning goals they have met and not met;

-
- goals and plans for next term/semester/year (Annual Education Plan): academic achievement, career and education exploration, extra-curricular activities, and community involvement.
 - in consultation with their teacher advisers and parents review their Annual Education Plans. They may find this frame helpful: (1) who I am, (2) how and what I'm doing now, (3) what I want to be, (4) how I am going to get there).
6. plan, prepare, and participate in their student-led conference by:
 - collecting and selecting evidence from their portfolios and preparing their Annual Education Plans as outlined above;
 - selecting either a 3-way conference (teacher, student, parent) or a 2-way conference (parent, student that is monitored by the teacher);
 - creating a conference agenda for themselves, their parents, and their teachers;
 - rehearsing the conference with peers or the teacher working on the following: introductions, listening skills, effective articulation of ideas, taking turns, conflict management, managing emotions;
 - describing their expectations for a good student-led conference.
 7. assess/reflect on the conference after it is over.

Assessment/Evaluation

1. LS3.05X, LS1.03X, LS2.07X, IK1.04X, LS3.08X

Students:

- maintain a portfolio and manage a portfolio process: (Summative; tool: rubric Unit 2, Activity 1, Appendix A);
- design, create, and write a student-led conference agenda:
 - complete, clear, organized, error free, appropriate vocabulary (Summative; tool: rubric)
 - word processed (Summative; tool: Appendix B, Unit 2, Activity 2 criteria: written presentation, and Unit 4, Activity 2, Appendix B, Communicating Information Rubric)
- create a Learning Plan: as outlined their Annual Education Plan, Conference Agenda, and Goals and Plans section of their portfolios: strengths, barriers, needs, goals, strategies: completion, depth (Summative; tool: checklist);
- demonstrate interpersonal skills: communication, conflict management skills during their student-led conference (Summative; tool: observation checklist or rubric);
- demonstrate personal management skills throughout the preparation process: task completion, adherence to timeline, persistence, seeks assistance (Summative; tool: observation checklist).

Activity 3: Peer Study Group

Time: 140 minutes

Description

Students work with peers to review and prepare for final semester/year projects, assignments, and tests.

Strand(s) and Expectations

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

Overall Expectations:

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

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

Specific Expectations:

- LS2.03X - demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic success;
- LS2.05X - demonstrate effective use of focus and memory strategies that improve concentration and retention of information;
- 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).

Planning Notes

The teacher builds small segments of time into Learning Strategies classes for group ‘strategy’ sessions. Students may work together out of class as well.

Teaching/Learning Strategies

As preparation for end of semester/year projects, assignments, tests, and exams, students work in subject specific and learning preference compatible groups to:

- determine areas for the group to review and study;
- brainstorm or design learning/study strategies that individuals in the group can use;
- monitor each other’s progress daily;
- design learning checks (e.g., jeopardy games using subject content, quick summary of key points, etc.);
- assist each other with strategies for research, assignment completion, proofing, editing, etc.;
- switch to another ‘subject area’ as determined by the group’s needs;
- take turns leading the group.

Assessment/Evaluation

LS2.03X, LS2.05X, IK1.04X

Students:

- keep a record in their student planners or on a chart of areas studied and strategies used;
- compile evidence of effective use of these strategies (tests, assignments, etc.) and note the strategies that were effective (Summative; tool: checklist);
- solve problems and manage conflicts in the group as they arise and use the problem-solving model chart in Unit 4, Activity 2, Appendix A to document their problem-solving process. (Summative; tools: observation and constructed response).

Activity 4: Exhibition of Work (optional)

Time: 70 minutes

Description

Students present an exhibition of their best work to peers and, if desired, to parents.

Strand(s) and Expectations

Strand(s): Learning Skills

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.

Specific Expectations:

LS1.03X - demonstrate effective use of a variety of writing forms (e.g., expository, narrative, letter, supported opinion) and use them effectively for a variety of purposes;

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

Teaching/Learning Strategies

Students:

- keep work in their portfolios that represents significant achievement throughout the year;
- exhibit and present this work and their Personal Learning Project to peers (and/or parents) at year- or semester-end, preparing as follows:
 - using their portfolios, select three pieces of work that they would like to share with others in addition to their Personal Learning Projects;
 - select at least one sample of work that is related to learning in the school community or larger community;
 - create a short (10-minute) presentation to peers, outlining what they learned in each of the three instances, why this learning is/was significant, why they selected these particular examples, and any next steps they have planned for their learning. They use technology for the presentation, as appropriate;
 - prepare to demonstrate and explain their Personal Learning Projects, summarize the research/inquiry process that they used, explain how they learned what they learned indicating particular challenges that they had, and describe how they might transfer this learning to other contexts (e.g., where else they can use the learning).
- summarize their presentation in written form and include a rationale for the work they selected.

Assessment /Evaluation

1. LS1.03X, LS2.07X

Students present key pieces of work and their Personal Learning Projects to peers and submit a written summary and rationale for the work they selected. (Summative; tool: rubric)

Assessment includes: Presentation Skills, Use of Technology, Written Summary and Rationale (Summative; tool: rubric, Unit 2, Activity 2, Appendix B as well as Unit 5, Activity 4, Appendix A: Oral/Visual Presentation/Demonstration Rubric)

Activity 4 - Appendix A

Oral/Visual Presentation/Demonstration Rubric

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication (clarity)	- communicates ideas and experiences with limited clarity	- communicates ideas and experiences with some clarity	- communicates ideas and experiences with considerable clarity	- communicates ideas and experiences with a high degree of clarity and confidence
Content (accuracy; depth; organization)	- many inconsistencies and/or errors in information - scattered and disjointed, limited details relating to topic	- some inconsistencies in content - ideas loosely connected; some details and description relating to topic	- consistent and accurate - information presented in logical sequence - all descriptions and detail relate to topic area	- consistent, relevant and accurate information - presented in a logical sequence that flows - concise description and detail that relate to topic area
Audience/Purpose	- limited sense of audience and purpose	- some sense of audience and purpose	- clear sense of audience and purpose	- strong sense of audience and purpose
Speaking/Use of Language	- limited effectiveness - many errors in vocabulary, little eye contact, some mumbling	- somewhat effective - some inaccurate vocabulary, clearly spoken, eye contact, little expression	- mostly effective - accurate vocabulary, clearly spoken, eye contact	- highly effective - accurate vocabulary, clearly and steadily spoken, eye contact, enthusiasm and expression