

Catholic District School Board Writing Partnership

Guidance and Career Education

Course Profile

Advanced Learning Strategies: Skills for Success After Secondary School

Grade 12

Open

GLS40/GLE40/GLE30

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Skills for Success After Secondary School

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Course Overview

Advanced Learning Strategies: Skills for Success After Secondary School, GLS40/GLE40/GLE30, Grade 12, Open

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education, 2000.*

Prerequisite: GLC20

Course Description

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

How This Course Supports the Ontario Catholic School Graduate Expectations

Students come to know themselves as recipients and caretakers of God's many gifts. Through various activities, assignments and reflections, students develop a deeper understanding of how to become self-directed, responsible, life-long learners. Dignity of the human person, dignity of work and the virtue of hope are explored through various postsecondary environments. The culminating activity illustrates how students can become collaborative contributors in their chosen destination after secondary school.

Course Notes

The purpose of Learning Strategies: Skills for Success After Secondary School, is to develop a transition plan so that students can become life-long learners in various postsecondary environments. Mnemonics are used as an example of a possible learning strategy and to provide a logical structure to the course for the teacher and student. Students learn (**L.E.A.R.N.**) to:

- Look at themselves by locating evidence of their learning styles;
- Ensure their success by enhancing their learning skills;
- Assemble their alternatives by assessing the postsecondary environment;
- Research opportunities by reviewing their options;
- Navigate their pathways by planning their next steps.

Students are provided with the opportunity to use skills and information learned in the Grade 10 Career Studies course and previous Annual Education Plan activities. Students may have already taken the Grade 9 Learning Strategies 1: Skills for Success in Secondary School course and the Grade 11 Designing Your Future course. Teachers should undertake diagnostic assessment to determine students' knowledge of physiology required for this unit, and follow-up by reviewing or teaching these concepts. Also, students may have an Individual Education Plan that outlines accommodations and/or modifications. Students are expected to expand upon existing portfolios and action plans and revise them to plan for successful transitions to postsecondary settings.

In the first unit, students learn about memory and learning as it pertains to brain anatomy. They define their learning styles by examining evidence from their educational history. They identify effective learning strategies (memory, reading, note-taking, studying, test-taking, concentration) and then assess their own strengths, challenges, and areas for improvement. Students develop a **Personal Learning Profile** and use this information to advocate for themselves within the school setting in preparation for postsecondary situations.

Unit 2 examines how issues such as motivators, priority management, networking, and nutrition, etc. contribute to one’s lifestyle. Students develop a **Healthy Lifestyle Profile**.

Exploration of opportunities is the focus of Unit 3. Students apply what they learned about themselves in the first two units to analyse their suitability to each destination. Students develop a **Travel Map of Possible Destinations**, which identifies a preferred pathway after secondary school.

The emphasis of Unit 4 is on researching the preferred pathway. Students choose two career fields compatible with their personal learning profile. Using a variety of resources, students create a **Career Profile** outlining the talents, skills, and education they will bring to this field of work.

The final unit synthesizes each unit’s cumulative task to create a **Transition Plan**. Students demonstrate the effective use of transition strategies to prepare for their first postsecondary destination. Students use a variety of media and graphic tools to effectively communicate their information to personnel from one of their career fields. All five cumulative tasks should be housed in some form of a portfolio that students can use as evidence when achieving goals after secondary school.

If students are in their final year of high school, it is recommended that this course be taken in the first semester. If offering this course as 2 half-credits, it is recommended that Part 1 consists of Units 1 and 2 and be grouped with a research project that leads to a **Preliminary Transition Plan**. In completion, Units 3 and 4 should make up Part 2 with a **Transition Plan**.

Units: Titles and Time

* Unit 1	Look At Me	30 hours
Unit 2	Ensure my Success	20 hours
Unit 3	Assemble my Alternatives	30 hours
Unit 4	Research my Options	15 hours
Unit 5	Navigate my Pathway	15 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Look at Me

Time: 30 hours

Unit Description

In unit one, students discover themselves as unique I.N.D.I.V.I.D.U.A.L.S. made in the image and likeness of God. They discover the mystery of the brain and its role in learning. Students identify their preferred learning styles and the means to attain efficient work and study skills. As a cumulative task, students create a Personal Learning Profile which will be used in unit 4 as a basis for career exploration.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LSV.01, PKV.01, LS1.01, LS1.03, LS2.02, LS2.06, PK1.01 CGE3c, CGE3e, CGE4g	Knowledge/Understanding Thinking/Inquiry Communication	Investigate the Brain Theory
2	LSV.01, PKV.01, LS1.01, LS1.02, LS1.03, LS2.02, LS2.06, PK1.01 CGE3c, CGE3e, CGE4g	Knowledge/Understanding Thinking/Inquiry Communication	Name the Functions of the Brain
3	LSV.01, PKV.01, LS1.01, LS1.02, LS1.03, LS2.01, LS2.02, LS2.06, PK1.01 CGE 3c, CGE3e	Knowledge/Understanding Thinking/Inquiry Communication	Describe the Connection Between Memory and Learning

Cluster	Learning Expectations	Assessment Categories	Focus
4	LSV.01, LSV.02, LSV.04, PKV.01, LS1.01, LS1.03, LS2.02, LS2.06, PK1.01 CGE2c, CGE3c, CGE3e, CGE5a, CGE5e	Knowledge/Understanding Communication	Identify Your Preferred Learning Style
5	LSV.01, LSV.02, LS2.01, LS2.06, LS2.07 CGE3c, CGE4b, CGE5f	Knowledge/Understanding Thinking/Inquiry Communication Application	Verify Effective Memory Strategies
6	LSV.02, LS1.03, LS2.02, LS2.03, LS2.06 CGE2b, CGE4g	Knowledge/Understanding Thinking/Inquiry Communication Application	Integrate Critical Reading Strategies
7	LSV.02, LS2.04, LS2.06 CGE3c, CGE4b	Knowledge/Understanding Thinking/Inquiry Communication Application	Develop Proper Note-taking Strategies
8	LSV.02, LSV.04, PK2.08, LS2.05, LS2.06, LS3.07, PKV.04 CGE3c, CGE4e, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Utilize Study Techniques and Test-taking Strategies
9	LSV.02, LS1.01, LS1.03, LS2.06, LS2.07 CGE2c, CGE4f, CGE4g	Knowledge/Understanding Thinking/Inquiry Communication Application	Acquire Communication Skills
10	LSV.02, LSV.04, PKV.01, TCV.03, LS1.03, LS2.02, LS2.06, LS3.07, PK1.01, PK1.02, TC1.04 CGE3c, CGE4e, CGE4f, CGE7b	Knowledge/Understanding Thinking/Inquiry Communication Application	List Your Strengths and Strategies
11	LSV.02, LSV.03, LS1.01, LS1.03, PK1.03 CGE3c, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Start Advocating for Yourself

Unit 2: Ensure my Success

Time: 20 hours

Unit Description

This unit focuses on personal factors that contribute to a H.E.A.L.T.H.Y. lifestyle. Students have the opportunity to reflect on the role and impact of faith in their lives. They evaluate their personal habits, health, motivators and support networks that contribute to personal success. Students transfer this knowledge to home, school, and postsecondary settings. The cumulative task consists of a Personal Healthy Lifestyle profile presented in a format that is consistent with their preferred learning style, i.e., flow chart, pictorial/verbal collage, oral presentation, essay, scrapbook, subtitle point form.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LSV.03, LS3.01, LS3.02 CGE1j, CGE3a	Communication Knowledge/Understanding	Have a Look at a Healthy Lifestyle
2	LSV.03, PKV.02, LS3.02 CGE1e, CGE1j, CGE3a, CGE4h	Knowledge/Understanding Thinking/Inquiry Communication Application	Examine My Personal Habits
3	PKV.02, PKV.03, PK2.03, PK2.04, PK2.05 CGE7b, CGE3d	Knowledge/Understanding Thinking/Inquiry Communication Application	Analyse My Network
4	LSV.03, LS3.05 CGE6c, CGE1f	Knowledge/Understanding Thinking/Inquiry Communication Application	List My Motivators
5	PKV.03, PK2.06, PK2.07 CGE7b, CGE7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Track My Priorities
6	PKV.04, PK2.08 CGE1i, CGE4e, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Highlight My Strategies
7	LSV.03, PKV.02, PKV.03, LS3.01, LS3.02, LS3.05, PK2.03, PK2.04, PK2.05, PK2.06, PK2.07, PK2.08 CGE1e, CGE1f, CGE1i, CGE1j, CGE3a, CGE3d, CGE4e, CGE4f, CGE4h, CGE6c, CGE7b, CGE7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Yield a Healthy Lifestyle

Unit 3: Assemble my Alternatives

Time: 30 hours

Unit Description

Students consider all of the postsecondary options available: workplace, apprenticeship, college, university, military, youth programs, and travel. Students refer to their AEP (and IEP, if applicable) for the year, and they analyse their personal suitability for each destination. They determine which path best allows them to develop their God-given potential and make a meaningful contribution to society.

Students apply the value of lifelong learning to each destination, preparing for a world that will continue to use traditional methods, emerging technologies, societal trends, and work style alternatives. They create a network of support which may include personal relationships, community partners, cooperative education supervisors and work place contacts. Research strategies taught collectively in this unit will be used independently in the next unit. The cumulative task consists of a T.R.A.V.E.L. Map of Possible Destinations presented in a format that is consistent with their preferred learning style, i.e., flow chart, pictorial/verbal collage, oral presentation, essay, scrapbook, subtitle point form. This task is included in their Transition Plan in the final unit. Students communicate their map to one other person who knows them well, to receive feedback.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	EOV.01, EOV.02, EOV.04 CGE2a, CGE7f	Knowledge/ Understanding Communication	Take a Look Around
2	TC2.02 CGE1g, CGE3c, CGE3d, CGE4e	Thinking/Inquiry Application	Revisit the Past
3	EOV.01, EOV.02, EOV.04, EO1.02, EO1.04, EO2.01, EO2.02, EO2.03, LS3.04, LS3.06, TC1.01, TC1.02, TC1.03, TC1.05, TC2.05 CGE4b, CGE4e, CGE5c, CGE5h	Knowledge/ Understanding Application	Appraise the World of Work
4	EOV.01, EOV.03, EOV.04, EO1.01, EO1.02, EO1.03, EO1.04, EO2.01, EO3.03, EO3.04, EO3.05, EO3.06, LS3.04, LS3.06, TC1.01, TC1.02, TC1.03, TC1.05, TC2.05 CGE4e, CGE5c	Knowledge/ Understanding Application	Verify Facts About Formal Education and Training
5	EOV.01, EOV.02, EO1.01, EO1.02, EO1.04, EO3.01, EO3.02, EO3.03, LS3.04, LS3.06, TC1.01, TC1.02, TC1.03, TC1.05, TC2.05 CGE1i, CGE4b, CGE4e, CGE5c, CGE7j	Knowledge/ Understanding Application	Explore Community Involvement and Travel
6	EOV.02, EOV.03, EO1.02, EO2.02, EO2.03, EO3.02, EO3.06, TC1.01, TC2.02, TC2.05 CGE1g, CGE1h, CGE3c, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	Let's Map It

Unit 4: Research my Options

Time: 15 hours

Unit Description

Students examine and reflect upon their personal values, abilities, and aspirations and how these factors influence life's choices and opportunities. Students review their learning profiles from Unit 1, outlining strengths, weaknesses, and skills needing further improvement. Following this reflection, students research careers compatible with their personal learning profile. The cumulative task consists of creating a Career Profile. Students D.I.G. for information in order to describe the habits, characteristics, talents and skills of the ideal candidate working within a specific field of employment. In addition, students explore various management strategies and training options. Students utilize a variety of resources such as course calendars, career-based software programs, job shadowing experiences, resource and guidance personnel, and a variety of media to record information and present it in a format that is consistent with their preferred learning style, i.e., flow chart, pictorial/verbal collage, oral presentation, essay, scrapbook, subtitle point form.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Task
1	PKV.01, PK1.02 CGE3e, CGE4g	Thinking/Inquiry Communication	Describe My Learning Profile
2	EOV.01, EOV.03, TCV.03, PKV.02, PKV.03, PK1.04, PK1.05, PK2.01, PK2.02, EO1.05, EO1.06, EO1.07, EO3.01, TC2.02 CGE3c	Thinking/Inquiry Communication Knowledge/Understanding	Investigate Compatible Careers
3	EOV.01, EO1.03, EO1.04, EO1.05, EO1.06, EO1.07, EO1.08 CGE4f	Thinking/Inquiry Knowledge/Understanding Communication Application	Gather Information for a Preferred Career Choice

Unit 5: Navigate my Pathway

Time: 15 hours

Unit Description

As the main activity for this unit, students create and present a Transition Plan for the Career Profile they developed in Unit 4. The plan has three parts: identification of effective strategies required for people to manage transitions to postsecondary destinations; an evaluation of their most effective strategies to date, and those requiring improvement; and the rationale and procedure for their personal plan. In this activity, students demonstrate the transferable, lifelong learning strategies of decision-making, goal setting, problem solving and action planning, as they M.A.P. an intended career path. A backup plan allows them to anticipate those things that can interfere with even the best-laid plans. The culminating activity of the Transition Plan is not just for this unit, but also for the entire course. As before, it will be consistent with their preferred learning style. It will be a lens through which they can see all that they did L.E.A.R.N. about themselves, and it will be the evidence they bring with them as they advocate for themselves in their life journey. In addition to communicating the plan in writing, students discuss their plan with an individual from the postsecondary environment, i.e., an employer or college/university admissions personnel. The sharing of this latter experience occurs informally with classmates during a “celebration” of their Transition Plan. Students celebrate with their teacher (and perhaps other guests, such as the principal and teacher-advisors) their growth this term: intellectually, physically, emotionally, and spiritually. The celebration could be in the form of a liturgy where students illustrate, through active planning and participation, their strengths. Evidence of their learning may be visually displayed for invited guests, i.e., parents, friends, community.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	TCV.01, TC1.02 CGE4d, CGE5b	Knowledge/Understanding Thinking/Inquiry	Manage Change
2	TCV.02, TC1.04 CGE1g, CGE4g, CGE7b	Knowledge/Understanding Thinking/Inquiry Communication Application	Articulate What Works For Me
3	TCV.03, TC1.01, TC1.03, TC1.05, TC2.01, TC2.02, TC2.03, TC2.04, TC2.05 CGE2c, CGE3d, CGE4b, CGE4e, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Plan My Transition

Teaching/Learning Strategies

During this course the teacher will provide students with opportunities to:

- work as individuals and within groups;
- reflect;
- write journals and communicate their learning in a portfolio;
- participate in class discussions, role playing, research and self-evaluation;
- use their portfolios to create career goals and to devise plans of action in the form of an individualized AEP;
- work within a structured environment using planners, notebook table of contents, checklists, organizers, and portfolios;
- use a variety of career resources;
- access the resources of community and school personnel;
- learn using different modalities and learning styles;
- use agendas to track assignments and due dates;
- complete personal self-interest skills and aptitudes inventories;
- complete skills and aptitude assessments;
- participate in group discussions and presentations;
- use computer technology, software, and the Internet for research and personal exploration;
- master how to make community contacts;
- participate in active learning exercises and role-playing activities;
- use effective communication skills;
- develop a mode of communicating knowledge consistent with each student's learning style;
- formulate a transition plan encompassing personal and spiritual goals and steps of action.

Assessment & Evaluation of Student Achievement

Assessment and evaluation practices and policies are most effective when communicated clearly to students and parents at the beginning of the course, and frequently throughout the course. A variety of assessment opportunities will ensure that all learning styles are considered, as the main focus of this course is to help students understand both what they learn and how they learn. Students are to have numerous opportunities to demonstrate the achievement of the curriculum expectations, balanced among the four categories of the Achievement Chart for Guidance and Career Education. Awareness of students' IEPs will be essential in planning to provide appropriate assessment for individual students and for goal attainment. Standardized test results from the EQAO Math and Literacy tests will also assist teachers in programming for this course. In all cases, teachers will need to be sensitive to the confidentiality of these items.

There are three purposes for assessment: diagnostic, which occurs at the beginning of a course or unit of study, and is not included in the evaluation of students; formative, which occurs during learning, as teachers provide feedback for students regarding their performance, and summative, which occurs at the end of a learning process and includes feedback and evaluation towards a final grade.

There are three methods of assessment: paper-and-pencil, performance, and personal communication.

Assessment strategies for specific methods include:

- Paper-and-pencil: written tests, multiple choice tests, examinations;
- Performance: producing a product, providing a service, essay, log/journal entries, poster, demonstrating a skill, portfolio;
- Personal Communication: oral tests, conferencing, in-class discussion, oral presentation, seminar;
- Assessment tools include marking schemes, rubrics, rating scales and checklists.

Course Evaluation

Seventy per cent of the final mark is based on evaluations conducted throughout units 1-4, with emphasis on the cumulative tasks, as this plan addresses all categories of learning and encompasses the summative evaluation of the course expectations. It is recommended that 30 per cent of the final mark be based on the compilation and presentation of the Transition Plan in Unit 5.

Accommodations

Teachers should consult individual students' IEPs for specific direction on accommodations.

Students Who Have Learning Disabilities

- Provide breaks within classroom activities.
- Use graphic organizers.
- Use reading materials which reflect the classroom population.
- Work with student strengths.
- Allow extra time for the processing of new ideas, concepts, and vocabulary and to copy from the board or overhead. Limit the amount of notes to be copied.
- Allow oral or scribed assignments.
- Provide photocopied notes or visual cues when presenting information.
- Break down assignments into smaller tasks in order to reduce student frustration.
- Introduce content using a variety of media.
- Present both auditory and visual directions.
- Insist on the use of a planner for organization of test dates and assignment due dates.
- Colour-code titles, new vocabulary and important information in a consistent manner.
- Assist the student with the formation of thinking and reasoning skills.
- Teach mnemonics to assist memory and study.
- Encourage students to create study sheets and study schedules before writing a test.
- Provide for adequate practise after initial teaching.
- Provide drill and repetition of concepts especially before administering tests.
- Encourage students to highlight key words in test instructions and in reading materials.
- Allow students to use the computer in order to proofread work.

Students Who Are Visually Impaired or Blind

- Establish and maintain consistent communication with the vision resource teacher or classroom assistant who is working with the student, where such personnel are available.
- Provide notes to the assistant in advance.
- Ensure that movies are rich in dialogue.
- Allow for a variety of instruments: braille, tape recorder for lectures, lap top computer, and large print books.
- Utilize braille or laptops in class so students can type lectures in class and later transcribe them into braille.
- Verbalize the material when writing on the board or overhead. State instructions and expectations for assignments clearly. Students should be able to identify when important information is about to be given so that they may be fully attentive to receive it. Students with low vision or who are blind cannot rely on visual cues given by classmates.
- Avoid directional terms such as "over here" and identifying objects by colour.
- Use small group co-operative learning strategies often to facilitate inclusion of the student.
- Use tactile aids, whenever possible. Include models.
- Locate literary texts produced in large print or braille.

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- Ensure the student receives a copy of notes in large print or braille prior to the class, so that they may follow along during the instructional time.
 - Give additional time for tests.
 - Expect high quality work from the student; however, adjust the quantity.
 - Be careful not to use ‘visual’ words within writing activities. Encourage the student to ask for clarification of terms.
 - Seat students in an area of the classroom which can accommodate their needs for lighting and movement. The glare from a whiteboard can affect students with low vision. Seating near a window may provide natural lighting.
 - Maintain the location of objects within the classroom.
 - Peer editing may be accomplished if students print a copy of their assignment both in braille and in typing in advance.

Students Who Are Deaf and Hard of Hearing

- Encourage the student to use a glossary for new terms with their accompanying definitions. Pre-teach new concepts and vocabulary as new units are taught.
- Try not to talk when writing on the board. Students need to read your lips.
- Reduce the noise pollution in the classroom if the student is using an FM system. This includes loud noises produced on the floor, wearing clanging jewellery, and crumpling up paper when wearing the microphone. Be sensitive to fan noises, etc.
- Get student attention by waving your hand politely, flicking the lights on and off. Face students when speaking to them.
- Help the student to follow along when reading from a text. Try not to use only oral instructions when teaching the class. Ensure that instructions are clearly written on the board.
- Assist the student with some speech and proper pronunciation of new vocabulary.
- Allow extra time for tests.
- Ensure videos are close-captioned.
- Ask the student to repeat instructions to ensure comprehension.
- Allow more time for the editing process of writing assignments. Students are usually aware of their language weaknesses and can benefit from using the computer to edit their work.
- Help the student prepare for presentations by allowing them to practise in advance.

Resources

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

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Schultz, Ron. *Looking Inside the Brain*. Santa Fe, New Mexico: John Muir Publishing, 1992. ISBN 1-5626-1064

Spectrum 2002 Series. Toronto: Guidance Centre/UTP, 2001. ISBN 0-7784-1564-3

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

Websites

A Guide to Brain Anatomy – www.waiting.com/brainanatomy.html

Apprenticeship Search – www.apprenticeshipsearch.com

Brain Injury Glossary – www.waiting.com/glossarym.html

Building Your Future: Career Awareness Products – www.hrdc-drhc.gc.ca/career

Canada World Youth – www.cwy-jcm.org

Canadian Armed Forces – Recruiting- www.recruiting.dnd.ca

Career Cruising – <http://www.careercruising.com>
Career Explorer – on.cx.bridges.com
Career Owl – www.careerowl.ca
Employability Skills 2000+ Toolkit – www.schoolnet.ca/EmployabilitySkills
How do Facts Stick in Our Mind? – <http://www.stn.org/backgrounders/memory.html>
Human Resources Development Canada – www.ont.hrdc-drhc.gc.ca
Job Futures – www.hrdc-drhc.gc.ca/Job
Katimavik – www.katimavik.org
Mazemaster – mazemaster.on.ca
Mind Over Matter Teacher's Guide – www.nida.mih.gov/MoM/TG/momtg-introbg.html
Neuroscience Resources for Kids – <http://faculty.Washington.edu/chudler/brainm.html>
Ontario College Application Service – www.ocas.on.ca
Ontario Universities Application Centre – www.ouac.on.ca
Ontario School Counsellors' Association – osca.ouac.on.ca
Ontario Student Assistance Plan – www.osap.gov.on.ca
Realm Magazine – www.realm.net
School Finder – <http://www.schoolfinder.com>
Schools in Canada – www.SchoolsinCanada.com
Student Counsellor – www.studentcounsellor.com
The Brain Lab – www.newhorizons.org/blab_diamond2.html
Volunteer Canada – www.volunteer.ca
Youth Network of Canada – www.youth.gc.ca

CD-ROM

Get a Life! A Guide to Channelling Your Future. Durham District School Board, 2000

OSS Considerations

Choices Into Action, Guidance and Career Education Program and Policy For Ontario Elementary and Secondary Schools, 1999

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000

The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education, 2000

Coded Expectations, Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11, Open, GLS40/GLE40/GLE30

Learning Skills

Overall Expectations

- LSV.01** · demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;
- LSV.02** · demonstrate the effective use of learning and thinking skills and strategies;
- LSV.03** · describe personal factors that may interfere with learning and thinking and identify strategies to reduce negative impacts;
- LSV.04** · produce a personal plan for maximizing their learning while in secondary school and in subsequent years.

Specific Expectations

Learning and Thinking Theory

- LS1.01** – demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);
- LS1.02** – describe theories about how information is processed, stored, and retrieved by the brain and explain how this knowledge might be used to help them learn and demonstrate their learning;
- LS1.03** – identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive).

Learning and Thinking Strategies

- LS2.01** – describe and use memory strategies effectively in learning contexts;
- LS2.02** – demonstrate effective use of the inquiry/research process and problem solving in learning;
- LS2.03** – use active and critical reading strategies effectively to acquire, process, and evaluate information from a variety of written materials;
- LS2.04** – use note-taking strategies effectively in a variety of settings (e.g., lectures, interviews, group discussions);
- LS2.05** – demonstrate the ability to adapt their study techniques and test-taking strategies to suit different subjects and testing formats (e.g., essay, multiple choice, open book, oral);
- LS2.06** – use a variety of visual thinking/organizing methods (e.g., mind maps, charts) effectively in learning new material and planning for writing;
- LS2.07** – demonstrate the effective use of strategies for improving concentration and minimizing internal and external distractions.

Planning for Learning

- LS3.01** – demonstrate an understanding of personal factors that can negatively affect learning and thinking (e.g., low self-esteem, high anxiety, substance abuse, poor interpersonal skills) and describe their potential impact;
- LS3.02** – explain the connection between a healthy lifestyle (e.g., adequate sleep, nutrition, exercise) and brain functioning;
- LS3.03** – identify strategies to reduce the impact of negative personal factors that affect learning in high school and use them appropriately;
- LS3.04** – describe how they will continue to learn in both formal and informal ways after high school;
- LS3.05** – demonstrate an understanding of the value of networking, mentorship, and self-advocacy to the achievement of learning goals;

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- LS3.06** – identify possible barriers to effective learning in their selected postsecondary work or education destination;
- LS3.07** – demonstrate the ability to take charge of their learning by monitoring their development as learners and planning for ongoing learning.

Personal Knowledge and Management Skills

Overall Expectations

- PKV.01** · produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best;
- PKV.02** · identify the learning skills and strategies they need to improve to ensure success in selected postsecondary settings;
- PKV.03** · evaluate their personal management skills, habits, and characteristics that contribute to success in education/training and work after high school and demonstrate the ability to use these effectively;
- PKV.04** · explain the positive and negative impacts of personal factors on achievement.

Specific Expectations

Personal Knowledge

- PK1.01** – produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques (e.g., inventories, feedback from others, reflection on past experiences);
- PK1.02** – summarize their learning strengths and needs and explain how they could improve the areas in which they are weak;
- PK1.03** – identify aspects of school assignments that are not compatible with their learning strengths and present arguments to support requests for specific, reasonable modifications to those assignments;
- PK1.04** – assess whether the way they learn best is reflected in their career and/or educational aspirations;
- PK1.05** – identify the learning skills necessary to achieve their career and educational goals and identify the skills they will need to improve.

Personal Management

- PK2.01** – produce a comparison of the personal management skills, habits, and characteristics needed for success in secondary school with those required in postsecondary work and learning environments;
- PK2.02** – produce an evaluation of their personal management skills, habits, and characteristics and identify those requiring further development in order to achieve their postsecondary goals;
- PK2.03** – describe the variety of ways in which people manage themselves when dealing with issues such as risk, stress, time, change, planning, and money;
- PK2.04** – describe the factors that contribute to positive and negative stress and explain how stress affects learning performance;
- PK2.05** – use a variety of strategies for maintaining their optimal personal stress levels;
- PK2.06** – demonstrate an understanding of different kinds of motivation and identify their own internal and external motivators;
- PK2.07** – demonstrate the ability to use personal motivational strategies to achieve success in learning situations;
- PK2.08** – explain and demonstrate the effective use of a variety of systems for time and priority management.

Exploration of Opportunities

Overall Expectations

- EOV.01** · demonstrate the ability to use research/inquiry and information management strategies effectively to locate, analyse, organize, and communicate information related to postsecondary learning;
- EOV.02** · demonstrate knowledge of selected fields of work and of trends related to work in order to make decisions about postsecondary learning;
- EOV.03** · demonstrate knowledge of a variety of postsecondary education and training opportunities and assess them on the basis of personal criteria;
- EOV.04** · identify and describe the learning environments and resources available to support learning in postsecondary education/training and work contexts.

Specific Expectations

Accessing and Managing Information

- EO1.01** – determine the types of information required to make effective decisions about future learning options;
- EO1.02** – describe a set of personal criteria (e.g., cost, duration, learning environment) that they can use to assess the suitability of postsecondary learning options;
- EO1.03** – communicate effectively with appropriate people in person, by mail, by telephone, or by e-mail to gather learning-related information;
- EO1.04** – locate and select learning-related information from print, electronic, and human sources and assess it on the basis of identified criteria, including personal relevance, authority, usefulness, and bias;
- EO1.05** – identify and demonstrate an understanding of the terminology used in course calendars and other literature from educational institutions;
- EO1.06** – use appropriate graphic tools (e.g., charts, mind maps) and software to organize, synthesize, and present collected information;
- EO1.07** – use a variety of media (e.g., print, video, computer) to communicate the results of their research on postsecondary learning;
- EO1.08** – present complex information effectively in oral, graphical, and written form.

Trends

- EO2.01** – describe the effects of information technology on fields of work they are interested in, including its impact on educational and skill requirements, ways of learning, ways in which work is done, and employment opportunities;
- EO2.02** – describe emerging work style alternatives (e.g., contract work, telecommuting, talent pooling, portfolio work) and other employment-related trends (e.g., changing composition of the labour market, impact of education level on earnings and employment) and explain how these trends influence their education and career plans;
- EO2.03** – describe traditional and emerging approaches to learning in modern workplaces (e.g., formal instruction, independent computer-based learning, mentorship) and explain why businesses and other organizations value ongoing, self-directed learning.

Opportunities

- EO3.01** – describe the knowledge, talents, and skills required for success in selected occupations and the education/training routes that prepare people for these occupations;
- EO3.02** – explain the benefits of experiences such as volunteering and part-time work and other out-of-school activities for acquiring new knowledge and skills;

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- EO3.03** – identify and describe selected education/training options that could help them achieve their learning and career goals and assess them on the basis of criteria that they have identified (e.g., cost, duration, learning environment);
- EO3.04** – identify sources and types of financial assistance for postsecondary education/training and describe the eligibility criteria for programs relevant to their learning goals;
- EO3.05** – describe the learning environments and the approaches to learning (e.g., lectures and tutorials, study groups, field work, internships) that they can expect to encounter in postsecondary education or training programs;
- EO3.06** – describe resources and assistance programs that support learning in selected education/training programs (e.g., programs for students with learning disabilities).

Preparation for Transitions and Change

Overall Expectations

- TCV.01** · identify the strategies required to manage transitions from secondary school to postsecondary destinations effectively;
- TCV.02** · produce an evaluation of their own transition management skills and identify those requiring improvement;
- TCV.03** · demonstrate the effective use of decision-making, goal-setting and action-planning strategies to prepare for their transition to their first postsecondary destination.

Specific Expectations

Managing Change

- TC1.01** – describe the practical and psychological challenges and the positive experiences that are part of secondary school graduates' transitions to new roles and environments (e.g., work, postsecondary education/training, independent adult life);
- TC1.02** – identify the transition management strategies (e.g., becoming familiar with new environments, anticipating challenges) that they will need to use or develop for their transitions to their postsecondary destinations;
- TC1.03** – demonstrate an understanding of ways of thinking that support successful adjustments to new situations and environments (e.g., proactive problem solving);
- TC1.04** – explain the success or failure of strategies they have used in the past to manage a transition;
- TC1.05** – demonstrate the effective use of transition management strategies to prepare for their first postsecondary destinations.

Goal Setting and Action Planning

- TC2.01** – produce a rationale to support their plans for the future, including their work and learning goals;
- TC2.02** – use a decision-making model to compare selected postsecondary destinations on the basis of identified personal criteria and knowledge of available options, and produce a prioritized list of their options;
- TC2.03** – use problem-solving strategies effectively to reduce identified internal and/or external barriers that could interfere with the achievement of their work and/or learning goals and with their successful transition to their selected postsecondary destinations;
- TC2.04** – produce a plan and a backup plan, for inclusion in their annual education plan, describing the action steps they will take to achieve their learning and career goals and make successful transitions to their selected postsecondary destinations;
- TC2.05** – identify the financial implications of their postsecondary choices and produce a plan describing how they will manage their finances after high school.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Look at Me

Time: 30 hours

Unit Description

In Unit 1, students discover themselves as unique I.N.D.I.V.I.D.U.A.L.S. made in the image and likeness of God. They discover the mystery of the brain and its role in learning. Students identify their preferred learning styles and the means to attain efficient work and study skills. As a cumulative task, students create a **Personal Learning Profile** that will be used in unit four as a basis for career exploration.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Investigate Brain Theory	3 hours	LSV.01, PKV.01, LS1.01, LS1.03, LS2.02, LS2.06, PK1.01 CGE3c, CGE3e, CGE4g	Knowledge/ Understanding Thinking/Inquiry Communication	Group Work Individual Work Note-taking Exercises Journal Reflection
1.2 Name the Functions of the Brain	3 hours	LSV.01, PKV.01, LS1.01, LS1.02, LS1.03, LS2.02, LS2.06, PK1.01 CGE3c, CGE3e, CGE4g	Knowledge/ Understanding Thinking/Inquiry Communication	Case Study Note-taking Exercises Individual Work Creative Writing
1.3 Describe the Connection Between Memory and Learning	1.5 hours	LSV.01, PKV.01, LS1.01, LS1.02, LS1.03, LS2.01, LS2.02, LS2.06, PK1.01 CGE3c, CGE3e	Knowledge/ Understanding Thinking/Inquiry Communication	Note-taking Checklist Reflection Exercises
1.4 Identify Your Preferred Learning Style	2.5 hours	LSV.01, LSV.02, LSV.04, PKV.01, LS1.01, LS2.02, LS2.06, PK1.01 CGE2c, CGE3c, CGE3e, CGE5a, CGE5e	Knowledge/ Understanding Thinking/Inquiry Application Communication	Inventories Group Work Discussion Reflection
1.5 Verify Effective Memory Strategies	2.5 hours	LSV.01, LSV.02, LS2.01, LS2.06, LS2.07 CGE3c, CGE4b, CGE5f	Knowledge/ Understanding Thinking/Inquiry Application	Note-taking Exercises Quiz
1.6 Integrate Critical Reading Strategies	2 hours	LSV.02, LS1.03, LS2.02, LS2.03, LS2.06 CGE2b, CGE4g	Knowledge/ Understanding Application	Exercises Individual Work Written Assignment
1.7 Develop Proper Note-taking Strategies	2 hours	LSV.02, LS2.04, LS2.06 CGE3c, CGE5b	Knowledge/ Understanding Application	Note-taking Individual Work Reflection
1.8 Utilize Study Techniques and Test-taking Strategies	2.5 hours	LSV.02, LSV.04, PKV.04, LS2.05, LS2.06, LS3.07, PK2.08 CGE3c, CGE4e, CGE4f	Knowledge/ Understanding Thinking Application Communication	Note-taking Discussion Exercises Written assignment

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.9 Acquire Communication Skills	4 hours	LSV.02, LS1.03, LS2.02, LS2.06, LS2.07 CGE3c, CGE4g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Exercises Individual Work Reflection Discussion Presentations
1.10 List Your Strengths and Strategies	4 hours	LSV.02, LSV.04, PKV.01, TCV.03, LS1.03, LS2.02, LS2.06, LS3.07, PK1.01, PK1.02, TC1.04 CGE3c, CGE4e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Rubric Design Discussion Group Work Reflection Self- and Peer Assessment
1.11 Start Advocating for Yourself	3 hours	LSV.02, LSV.03, PKV.01, LS1.01, LS1.03, PK1.03 CGE3c, CGE4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Discussion Group Work Presentations Self- and Peer Assessment

Activity 1.1: Investigate the Brain Theory

Time: 3 hours

Description

Students discover the wonder of God's creation in examining the complexity of the human brain. Brain hemispheres and brain divisions are examined, allowing students to identify themselves as right-brain and left-brain learners. Students learn the significance of the central nervous system and how information travels to and from the brain. This, in turn, enables students to begin compiling their learning profiles as required for their unit cumulative task.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

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

Overall Expectations

LSV.01 - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);

LS1.03 - identify, describe, and demonstrate different types of thinking;

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

PK1.01 - produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques.

Prior Knowledge & Skills

- Students know how to create mind maps and to write similes in English courses.

Planning Notes

The teacher consults Biology, Anatomy, and Psychology references for information about brain anatomy.

- Before teaching this lesson, photocopy the appendices in order to distribute them to students. Notes can be transcribed onto the diagrams.
- The teacher can use a globe of the Earth to demonstrate the hemispheres of the brain.
- Speakers such as, community members with expertise from a medical or psychological point of view would also be helpful.

The Central Nervous System

- The brain consists of two hemispheres: the left and the right.
- The **corpus callosum** is a thick band of nerves that allows communication between the left and right hemispheres of the brain.
- The **left hemisphere** is responsible for language, speech, math, logic, and memory stored in language format. It controls the right side of the body.
- The **right hemisphere** is responsible for stored memory in the form of auditory, visual, and spatial modalities, visual imagery, face recognition, spatial skills, music skills and auditory skills. It controls the left side of the body. Ninety percent of the population is right-handed meaning that they write, eat, and throw a ball with their right hand. Ninety-five percent of right-handed people use the left side of their brain for language.
- Ten percent of the population is left-handed. Sixty to seventy percent of left-handed people also use the left side of their brain for language.
- A small percentage of the population are **ambidextrous**, meaning they use each hand equally.
- The **Central Nervous System** (C.N.S.) consists of the brain and spinal cord. The brain is divided into three sections: forebrain, midbrain, and hindbrain.
- **Nerves**: fibres that carry sensory information to and from the brain, consisting of neurons. There are two basic types of nerves: efferent nerves send information out to the body, and afferent nerves carry information back to the brain for processing.
- **Neurons** are cells that conduct electrochemical impulses over a distance.
- There are three kinds of neurons: sensory neurons, interneurons and motor neurons.
- **Sensory neurons** are located within the brain and spinal cord and carry information from sensory receptors in the ear, nose, tongue, eyes and skin to the C.N.S. For example, if it feels cold outside, sensory information travels along sensory neurons to the brain, revealing the cold temperature outside.
- **Taste buds** are sensory receptors located on the tongue and throat. They send information to the brain indicating if something is bitter, sweet, sour, or salty.
- **Touch sensors** on the skin communicate cold, heat, and pain to the brain.
- **Smell receptors** in the nose pick up smells from the air and communicate them to the brain.
- **Sound waves** vibrate the eardrum inside the ear and travel to the inner ear where sensory cells inside the cochlea convert sound waves into electrical impulses. These are sent to the brain.
- **Light information** reaches the eye and enters through the pupil through the lens. The picture viewed is focused onto the retina where sensory receptors, called rods and cones, translate the pictures into language. Cones sense brightness and colour. Rods sense black and white.

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- **Interneurons** are also found within the brain and spinal cord, and they are stimulated by impulses that reach them from other interneurons or sensory neurons.
 - **Motor neurons** transmit impulses from the C.N.S. to muscles and glands, causing the body to respond. For example, when people feel cold outside, they begin to shiver or rub their hands together to create heat.

Teaching/Learning Strategies

- Begin the lesson by introducing students to the topic of the brain by asking them to brainstorm brain functions using a mind map.
- Ask students to think about how the brain is like a computer. “The brain is like a computer because...” Discuss how this is a simile, comparing two things, using the words “like” or “as.” Write the responses on the board.
- Use Appendix 1.1.1 on Brain Similes and ask students to work in pairs and record on the lines the way each object listed in a circle is like the brain. Students can then create some analogies of their own.
- After reviewing the answers to the worksheet, distribute a diagram of the brain.
- Discuss the roles of the left and right hemispheres of the brain and the corpus callosum.
- Ask students to identify the hand used to eat, throw a ball and write. Discuss the fact that some people are ambidextrous.
- Allow students to list five of their strengths and discuss from which hemisphere their strengths originate.
- Discuss how information travels within the Central Nervous System. Describe how information travels between the brain and the body. Define the different types of nerves and neurons. Make the analogy that the brain is like a computer and the nerves are the interconnecting wires.

Assessment & Evaluation of Student Achievement

Appendix 1.1.2 is to be used as a formative assessment.

Accommodations

By providing diagrams of the brain and nervous system and advance organizers, students with a learning disability or hearing impairment can follow along using their visual modality. Visually-impaired students can either tape record the lesson and transcribe the information using a braille, or they can be given diagrams with yarn to outline the divisions of the brain.

Resources

Print

Refer to Trillium List for other text.

Johnson, Raven. *Understanding Biology Second Edition*. Toronto: Mosby Year Book, 1991.

ISBN 0-8016-2524-6

Kimball, John W. *Biology: Fourth Edition*. Don Mills, Ontario: Addison-Wesley Publishing Company, 1978. ISBN 0-201-037611-0

Internet

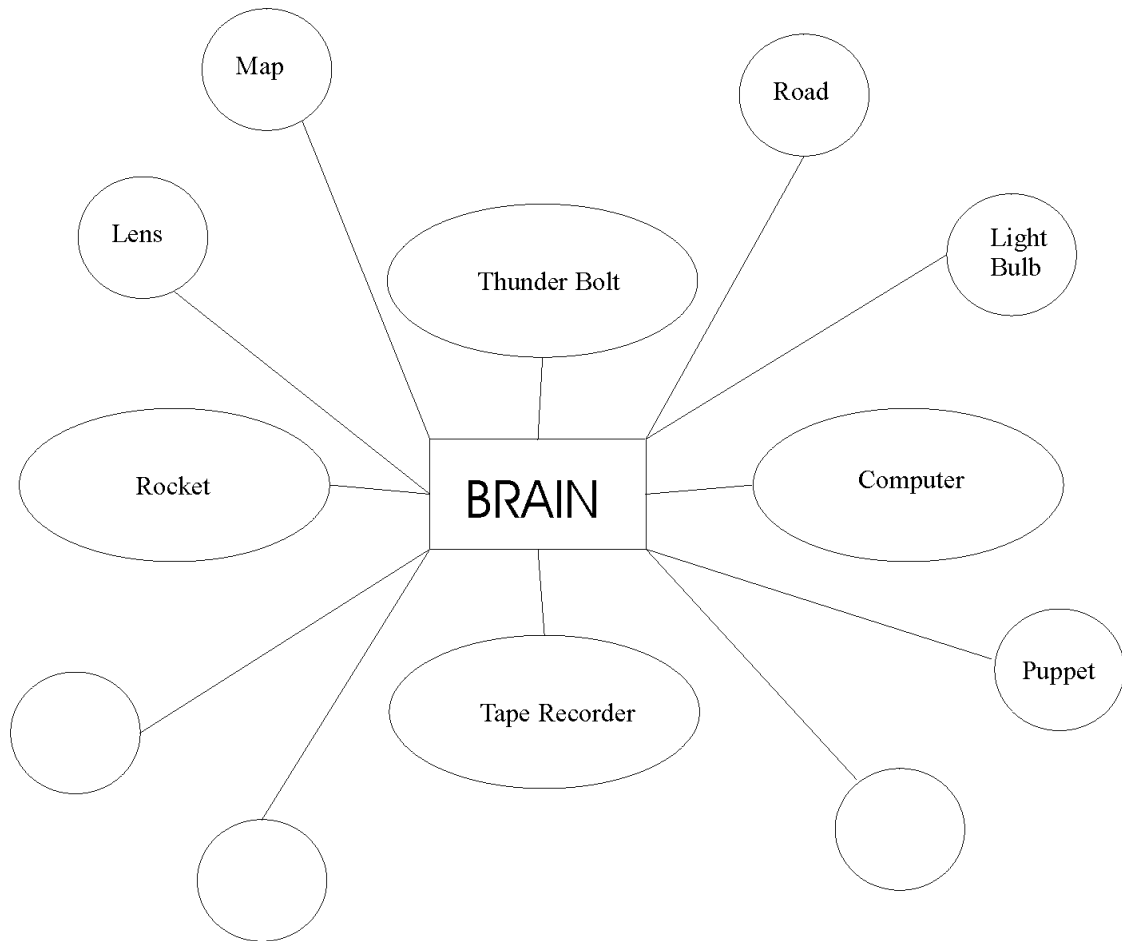
A Guide to Brain Anatomy – www.waiting.com/brainanatomy.html

Mind Over Matter Teacher’s Guide – www.nida.mih.gov/MoM/TG/momtg-introbg.html

Neuroscience Resources for Kids – faculty.Washington.edu/chudler/brainm.html

Appendix 1.1.1

Brain Similes



Appendix 1.1.2

Central Nervous System

Knowledge/Understanding

A. Match the following terms with their definitions:

- | | | |
|---------------|---------------------------|--------------------|
| a) Hemisphere | b) Central Nervous System | c) Corpus callosum |
| d) Neuron | e) Ambidextrous | f) Sensory |
| g) Taste buds | h) Smell receptors | i) Cochlea |
| j) Rods | k) Cones | l) Motor |

- _____ The ability to use each hand equally.
- _____ These cells conduct electrochemical impulses over a distance.
- _____ These neurons carry information from sensory receptors to the central nervous system.
- _____ The brain consists of two of them.
- _____ It consists of the brain and spinal cord.
- _____ A thick band of nerves that allows communication between the left and right hemispheres of the brain.
- _____ Sensory receptors located on the tongue and throat.
- _____ Sensory cells within this organ convert sound waves into electrical impulses.
- _____ These are located within the nose picking up smells from the air.
- _____ Sensory receptors inside the retina which detect black and white.
- _____ These neurons transmit impulses from the central nervous system to muscles and glands.
- _____ Sensory receptors inside the retina which detect brightness and colour.

Communication

B. If you are walking down a dark street in your neighbourhood on a cold, wet, fall evening, describe what you sense:

- Feel:
- Hear:
- Smell:
- Taste:
- See:

After this information travels via sensory pathways to the brain, what might be your motor response? Why?

C. Categorize the following professions as being more left-brain or more right-brain and give the reason for each: a) Science professor b) Inventor c) Dancer d) Musician e) Author

Thinking/Inquiry

Journal Reflection:

- D.**
- Define learning.
 - In describing the information picked up by the senses and motor responses, you are describing how a person learns. Is your definition similar to this definition? How do they differ?
 - Give examples of how you learned to walk, talk and ride a bike. Incorporate sensory pathway information and motor responses in your answer.

Activity 1.2: Name the Functions of the Brain

Time: 3 hours

Description

During this activity, students think reflectively and creatively to evaluate situations and solve problems. Students use the analogy of the brain and a computer to emphasize the significance of individual segments of the nervous system in the process of learning. Students identify the segments of the forebrain, midbrain, hindbrain and limbic system and discuss their roles in learning and the consequences of them being damaged. As a summative task, students write a tour guide's dialogue of the amazing voyage into the brain.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

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

Overall Expectations

LSV.01 - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);

LS1.02 - describe theories about how information is processed, stored, and retrieved by the brain and explain how this knowledge might be used to help them learn and demonstrate their learning;

LS1.03 - identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive);

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.06 - use a variety of visual thinking/organizing methods (e.g., mind maps, charts) effectively in learning new material and planning for writing;

PK1.01 - produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques (e.g., inventories, feedback from others, reflection on past experiences).

Prior Knowledge & Skills

Students use their knowledge from Activity 1.1 to further examine the brain anatomy and its role in learning.

Planning Notes

- Review Appendix 1.2.1 outlining brain anatomy and functions.

Teaching/Learning Strategies

- Compare the brain to a computer. How is learning a new computer program affected if: a) The screen goes blank? b) The speakers stop working? c) The printer stops working? Compare this situation to a student in a classroom who cannot read notes off the board, who cannot hear the teacher's lecture and who cannot write on paper. How is learning affected?
- Parts of a computer work together in order to be a helpful tool and resource within the classroom. Parts of the brain work together to allow learning to occur.
- Distribute diagrams of the profile view of the brain and the memory brain. Discuss the roles of individual components of the forebrain, midbrain and hindbrain.
- Discuss the function of the limbic system, emphasizing the roles of the cerebral cortex, amygdala and hippocampus.
- Discuss the effects of brain damage on various brain components and how learning is affected.
- Discuss how learning is dependent on the sensory and motor pathways running to and from the brain. If a segment of the brain is damaged, for example, in a car accident, then learning is affected.
- Students are to imagine that they are going on an adventure to the human brain on the Magical School Bus. They have been chosen as the tour guide for the class. The bus is coated in copper to assist travel along electrical nerve impulses within nerve pathways. Students are protected using insulation suits.
- Students are to write a two-page dialogue of what they see and the significance of the different parts of the brain's role in learning. They are to brainstorm first, then write a rough copy, revise, and then a final copy.

Assessment & Evaluation of Student Achievement

Category	Learning Expectations	Task	Tool	Form of Assessment
Knowledge/ Understanding Communication	LSV.O1, PKV.O1, LS1.01, LS1.02, LS2.06, PK1.01 CGE3c	A Tour Guide's Voyage Into The Brain creative writing assignment	Rubric	Summative

Rubric

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - demonstrates knowledge and understanding of brain functions	- demonstrates limited knowledge and understanding of brain functions	- demonstrates some knowledge and understanding of brain functions	- demonstrates considerable knowledge and understanding of brain functions	- demonstrates thorough knowledge and understanding of brain functions
- demonstrates knowledge and understanding of the role of the brain in learning	- demonstrates limited knowledge and understanding of the role of the brain in learning	- demonstrates some knowledge and understanding of the role of the brain in learning	- demonstrates considerable knowledge and understanding of the role of the brain in learning	- demonstrates thorough knowledge and understanding of the role of the brain in learning

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication - creates a thought web outlining details effectively - demonstrates ability to create a rough draft of story in point form - follows grammatical, spelling, and punctuation rules with effectiveness	- creates a thought web outlining details with limited effectiveness - demonstrates limited ability to create a rough draft of story in point form - follows grammatical, spelling, and punctuation rules with limited effectiveness	- creates a thought web outlining details with some effectiveness - demonstrates some ability to create a rough draft of story in point form - follows grammatical, spelling, and punctuation rules with some effectiveness	- creates a thought web outlining details with considerable effectiveness - demonstrates considerable ability to create a rough draft of story in point form - follows grammatical, spelling, and punctuation rules with considerable effectiveness	- creates a thought web outlining details with thorough effectiveness - demonstrates a high degree of ability to create a rough draft of story in point form - follows grammatical, spelling, and punctuation rules with thorough effectiveness
Thinking/Inquiry - uses creative thinking with effectiveness	- uses creative thinking with limited effectiveness	- uses creative thinking with some effectiveness	- uses creative thinking with considerable effectiveness	- uses creative thinking with thorough effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Resources

Print

Johnston, Raven. *Understanding Biology Second Edition*. Toronto: Mosby Year Book, 1991. ISBN 0-8016-2524-6

Kimball, John W. *Biology: Fourth Edition*. Don Mills, Ontario: Addison-Wesley Publishing Company, 1978. ISBN 0-201-037611-0

Internet

A Guide to Brain Anatomy – <http://www.waiting.com/brainanatomy.html>

Mind Over Matter Teacher’s Guide – <http://www.nida.mih.gov/MoM/TG/momtg-introbg.html>

Neuroscience Resources for Kids – <http://faculty.Washington.edu/chudler/brainm.html>

Appendices

Appendix 1.2.1 – Brain Function

Appendix 1.2.1

Brain Functions

Brain Structure	Function	If damaged...
Forebrain	<ul style="list-style-type: none"> • Forms thoughts • Makes decisions • Memory • Learns new information • Analyses sensory information 	
a) Cerebrum 1. Frontal Lobe	<ul style="list-style-type: none"> • Memory • Cognition • Concentration • Language • Emotions • Personality • Voluntary motor activity • Behaviour • Problem solving 	<ul style="list-style-type: none"> • Memory impairment • Loss of concentration • Behaviour disorders • Troubles learning new information • Inappropriate social behaviour • Emotional trouble • Expressive and motor aphasia
2. Occipital Lobe	<ul style="list-style-type: none"> • Processes visual information • Visual reception recognition of shapes and colours 	<ul style="list-style-type: none"> • Visual problems
3. Parietal Lobe	<ul style="list-style-type: none"> • Body orientation • Processes sensory information • Sensation (touch, pressure), judgement of texture, weight, size, shape • Right Lobe: visual-spatial • Left Lobe: understanding spoken and written language 	<ul style="list-style-type: none"> • Difficulty finding your way around new and familiar places
4. Temporal Lobe	<ul style="list-style-type: none"> • Distinguishes smells and sounds, sorts new information, short-term memory, receptive speech, expressed behaviour • Right Lobe: visual memory • Left Lobe: verbal memory 	<ul style="list-style-type: none"> • Hearing difficulties • Agitation • Irritability • Childish behaviour • Receptive and sensory aphasia

Appendix 1.2.1 (Continued)

Brain Structure	Function	If damaged...
b) Diencephalons 1. Thalamus 2. Hypothalamus	<ul style="list-style-type: none"> • Allows sensory messages to travel through it to the brain • Regulates body temperature and water content • Coordinates internal organ activities, thirst, hunger, satiety, sex drive, and rage, • Makes hormones 	
Midbrain	<ul style="list-style-type: none"> • Maintains balance, relays nerve impulses between the forebrain and hindbrain, and between the forebrain and eyes 	
Hindbrain		
a) Medulla Oblongata	<ul style="list-style-type: none"> • This swollen tip of the spinal cord is responsible for controlling heart beat and breathing 	<ul style="list-style-type: none"> • Death
b) Cerebellum	<ul style="list-style-type: none"> • Movement: balance and muscle coordination 	<ul style="list-style-type: none"> • Problems with muscle coordination, walking, talking, eating
Brain Stem	<ul style="list-style-type: none"> • Connects the spinal cord to the brain. • Responsible for heart rate, sleeping, breathing, eating 	
Limbic System	<ul style="list-style-type: none"> • Smelling • Regulates pathways for amygdala and hippocampus • Limbic lobes regulate sex, fear, rage, emotions • Recent memory 	

Activity 1.3: Describe the Connection Between Memory and Learning

Time: 1.5 hours

Description

Students learn that memory and learning are interdependent. In studying short and long-term memory and how the brain encodes information, students come to understand the learning process. They discover that the forebrain and the limbic system are responsible for memory. When completing homework or writing tests, students use both implicit and explicit memories. In Unit 2, a variety of visual thinking/organizing methods are addressed. During this activity, students assess their present memory skills and categorize items of information as short-term or long-term memories. Students then complete fill-in-the-blanks using memorization terminology.

Strands & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

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

Overall Expectations

LSV.01 - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);

LS1.02 - describe theories about how information is processed, stored, and retrieved by the brain and explain how this knowledge might be used to help them learn and demonstrate their learning;

LS1.03 - identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive);

LS2.01 - describe and use memory strategies effectively in learning contexts;

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.06 - use a variety of visual thinking/organizing methods (e.g., mind maps, charts) effectively in learning new material and planning for writing;

PK1.01 - produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques (e.g., inventories, feedback from others, reflection on past experiences).

Prior Knowledge & Skills

- Students will have come across the terms short-term and long-term memory. This activity refers back to Activities 1.1 and 1.2 in reviewing the different parts of the brain and their functions.

Planning Notes

- Learning and memory are interdependent.
- Memory stores all of the experiences we have known.
- There are **two types of memory**: short-term and long-term.

-
- **Short-term memory** holds, on average, seven items. It stores information for several seconds. It is used as a mental work space for solving problems. For example, when solving mathematical problems mentally, the short-term memory is used as a work space (e.g., $30 \times 6 = 180$). Weekly spelling lists, licence plate numbers, and information crammed for tests use short-term memory.
 - **Long-term memory** stores information for minutes to years. There are different long-term memories for storing facts such as the current Prime Minister of Canada. It retains skills such as riding a bike and it stores general facts and personal information, such as who is a close friend and who is not. Long-term memory favours the acoustic repetition of verbal information such as letters, words, and digits. Visual coding is good for non-verbal information such as pictures.
 - **There are three stages of memory:** encoding, storage, and retrieval.
 - **Encoding** occurs when information is placed within the memory. For example, a picture viewed by the eyes is coded as a representation in the memory.
 - **Storage** is the maintenance of memory.
 - **Retrieval** is the ability to recover information from the memory.
 - Memory can fail at any of the three steps.
 - When we **forget** something, information is displaced by new information or information decays with time. For example, if short-term memory holds on average seven pieces of information, then if the material is not reviewed, it disappears. If new information is presented and old information is not reviewed, items of information are replaced.
 - **Rehearsal** of information ensures that information previously learned is not displaced or decayed. Rehearsal of information allows previously learned information to come to light again. Incoming information enters the short-term memory. It then transfers to the long-term memory using rehearsal.
 - The site of the brain for memory is the **temporal lobe** of the **forebrain** in the **limbic system**. This ancient part of the brain involves emotion and instinctive responses. It is located beneath the cortex of the brain and includes the **hippocampus** and the **amygdala**. This area is directly linked to the hypothalamus. The **hippocampus** and the whole limbic system is linked to all of the senses. That is why senses can trigger memories so easily.
 - The **hippocampus** stores information about events. The **amygdala** stores memories that involve emotions. Memories are recorded in the limbic system by involving the hypothalamus. The **hypothalamus** releases a chemical, **vasopressin**, which is transported to the limbic system. This chemical is believed to help the cells of the hippocampus and amygdala record memories.
 - The **cortex** is responsible for long-term memory storage.
 - **Implicit** memories remind you how to do something. They involve specific sensory and motor pathways.
 - **Explicit** memories involve facts and events. These occur in the temporal lobe of the cerebral cortex and the hippocampus.
 - For example, students who study history questions use their explicit memories to answer the questions and their implicit memories to write the responses.

Teaching/Learning Strategies

- Discuss with students how learning and memory are interdependent.
- Begin the class with an activity. Display ten items in a sealed box for five seconds to each student in the class. Then ask them to record as many items as they can remember. Review the contents of the box. This is an example of students using their short-term memory, a memory that holds information for a few seconds.
- Contrast short-term and long-term memory using a Venn diagram.
- Discuss the three stages of memory, i.e., encoding, storage, and retrieval, and the process of forgetting information.

-
- Use Appendix 1.2.1 to review the temporal lobe and the limbic system and cortex.
 - Discuss how the brain forms memories from sensory information.
 - Discuss the difference between implicit and explicit memories while giving an example of how both types of memories are involved in answering test questions.
 - Ask students to record the strategies used to memorize items along with their effectiveness.

Assessment & Evaluation of Student Achievement

Appendix 1.3.1 is to be used as formative assessment.

Resources

Print

Atkinson, L., R. Atkinson, E. Smith, and E. Hilgard. *Introduction to Psychology, Ninth Edition*. Toronto: Harcourt Brace Jovanovich Publishers. 1987. ISBN 0-1554-3682-1

Ingram, Jay. *The Burning House: Unlocking the Mysteries of the Brain*. Toronto: Penguin Books, 1994. ISBN 0-6708-4987-1

Schultz, Ron. *Looking Inside the Brain*. Santa Fe, New Mexico: John Muir Publishing, 1992. ISBN 1-5626-1064-3

Internet

Brain Injury Glossary- www.waiting.com/glossarym.html

How do Facts Stick in our Mind? - www.stn.org/backgrounders/memory.html

The Brain Lab- www.newhorizons.org/blab_diamond2.html

Appendices

Appendix 1.3.1 – Memory

Appendix 1.3.1

Memory

Knowledge/Understanding

A. Choose from the following terms to fill in the blanks:

• implicit	• explicit	• cortex	• hypothalamus	• temporal
• events	• emotions	• limbic System		

The site of memory exists within the _____ lobe of the forebrain and within the _____ which consists of the hippocampus and the amygdala. The hippocampus stores information about _____, and the amygdala stores memories that involve _____. Memories are stored within the limbic system when the _____ releases a chemical called vasopressin which helps the cells of the limbic system to record memories. The _____ is the part of the brain responsible for long-term memories. _____ memories remind you of how to do something. They involve specific sensory and motor pathways. _____ memories involve facts and events. These occur in the temporal lobe of the cerebral cortex and the hippocampus.

B. Describe how implicit and explicit memories are used when writing an essay.

Thinking/Inquiry

C. Reflection

Do you think you presently have good memory skills? Why or why not? What do you think would help you memorize material more efficiently when studying for tests?

Communication

D. Categorize the following items as being stored in short-term or long-term memory.

• Numbers	• Multiplication tables	• The name of the present Prime Minister
• License plates	• Weekly spelling lists	• Information crammed for a test
• Riding a bike	• Walking	• Learning a person's name

Activity 1.4: Learning Styles

Time: 2.5 hours

Description

Students discover their preferred personal learning style by completing an inventory to identify whether they are primarily auditory, visual, or kinesthetic learners, i.e., identifying their learning styles. Study suggestions for each learning style are provided. Students perform a Multiple Intelligences (M.I.) survey and apply the skills associated with their strongest intelligences to their learning style. Students use this information and work in groups to create posters. Students then suggest forms of evaluation, which coincide with their preferred learning style.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly with sensitivity to others;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others.

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

Overall Expectations

LSV.01 - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies;

LSV.04 - produce a plan for maximizing their learning while in secondary school and in subsequent years;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best;

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

PK1.01 - produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques.

Prior Knowledge & Skills

It is possible that students have looked at their learning style and multiple intelligences in previous courses. The activity can be adapted based on how much individual students know about their learning profile, and then applied to brain theory/anatomy and memory/learning theory discussed in the first three activities of this unit.

Planning Notes

- Review the three Learning Styles: Auditory (learns best by hearing), Visual (learns best by seeing), and Kinesthetic (learns best by touching/moving).
- Have a learning styles inventory for each student. Locate a web-based version of a learning styles inventory at www.vark-learn.com/questionnaire.htm and make sufficient copies of the study suggestions for each type of learning. Teachers are reminded that much of the material on the Internet is protected by copyright.
- Provide poster paper and markers for a group activity, allowing a different colour for each learning style and intelligence.
- Review the Multiple Intelligences: Spatial, Linguistic, Logical-Mathematical, Musical, Intrapersonal, Interpersonal, Bodily-Kinesthetic, and Environmental and locate a web-based version of a multiple intelligences test at www.ldpride.net/learningstyles.MI.htm.

Teaching/Learning Strategies

- Distribute copies of a learning style inventory and allow time for completion and scoring.
- Group the students by predominant intelligence and hand out copies of study suggestions by learning style. Students in each group discuss why they believe this style applies to them, and then make a (colour coded) poster of the suggestions for the classroom.
- Conduct a whole-class discussion on the types, acknowledging that many students use more than one.
- Distribute copies of the MI survey. Once again, do the first questions orally, and then allow time for all students to finish.
- Group the students by predominant intelligence, and hand out MI charts. Each group discusses why they believe this intelligence type applies to them. Each group is assigned a colour and makes a colour coded poster of the suggestions for their type for the classroom.
- Return to a whole-class discussion on all of the intelligences, acknowledging that many students will have several dominant ones. Initiate a discussion on why one type is never better than another, but rather a reflection of the unique gifts that God gives to each of us.
- As a reflective activity, students write an informal note about what they discovered about how they learn and their intelligences, and how they plan to use this information this academic term. This information is transferred to their Personal Learning Profile.

Assessment & Evaluation of Student Achievement

These activities are diagnostic and should not be used for evaluation purposes. The teacher may design a checklist for peer assessment of Teamwork for both group situations. An exemplar or an advance rubric may be used to guide students for the format of the posters.

Accommodations

- Allow sufficient time for all students to complete inventories.
- Inventories may be formatted to larger print versions, and/or conducted orally.
- Group students appropriately to improve student learning.
- Modify the reflection piece according to students' IEPs.
- For enrichment have students predict the match between careers and corresponding learning styles and intelligences.

Resources

Freder, Gloria. "Learning Styles" in *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville, TN: Incentive Publications, Inc., 1990. ISBN 0-86530-141-7 (pp. 21-26)

Activity 1.5: Memory Strategies

Time: 2.5 hours

Description

Students begin by thinking effectively and creatively about their own memory. This activity provides students with an array of techniques used to recall memory such as mnemonic devices and visualizations. Students practise with some general examples, and then draw some examples from courses they are currently taking. They note which techniques work best with their preferred learning style.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4b - demonstrates flexibility and adaptability;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Learning Skills

Overall Expectations

LSV.01 - demonstrate an understanding of theories related to individual learning processes and to the ways the brain stores and recalls information;

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies.

Specific Expectations

LS2.01 - describe and use memory strategies effectively in learning contexts;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

LS2.07 - demonstrate the effective use of strategies for improving concentration and minimizing internal and external distractions.

Prior Knowledge & Skills

Students use memory strategies when they study, and have discussed these techniques in Activity 1.3.

Planning Notes

- The six types of memory are: Sensory (involving the five senses); Motor Skill (involving physical movement); Verbal/Semantic (involving language); Photographic (visual); Short-Term (temporary) and Long-Term (permanent). Individuals have any combination of effective memory.
- Present mnemonics/strategies for improving memory to students in the form of a teacher-developed handout that leaves room below each strategy for students to include two additional examples, one from the teacher or the class and another from knowledge from another course in their timetable. Some examples are acrostics, acronyms, charting, visual emphasis, visualization, association, word linking, story linking, and rehearsal.
- Match these strategies to auditory/visual/kinesthetic learning styles on a handout for students, i.e., auditory – story linking, visual – acrostics, kinesthetic – rehearsal.
- The memory checklist may be repeated at the end of the unit to assess improvement in this area.

Teaching/Learning Strategies

- Students copy the board note on the six types of memory into their notebooks. The teacher asks for clarification and examples after each type of memory.
- Students read the teacher-developed handout on mnemonics and other memory strategies. The teacher provides an example for each strategy, and students write them in the appropriate space on the handout.

-
- Students provide an additional example from other courses they have taken or are taking as a homework assignment.
 - After taking up the homework assignment, students apply this information to their learning history in the Personal Learning Profile.
 - The class organizes the information from this activity, using the mnemonics and strategies taught in preparation for a quiz. The quiz will require that students recall this information from their memory, and will be marked according to the number of items successfully recalled. It is peer marked to further reinforce the retention of concepts.

Assessment & Evaluation of Student Achievement

- Learning Skills – Works Independently, Work Habits, Initiative.
- The quiz is formative and can be marked on a percentage basis.

Accommodations

- The board note and handout may be modified according to students' IEPs.
- The quiz may be conducted orally.
- For enrichment, allow students to design the quiz themselves.

Resources

Davis, Leslie and Sandi Sirotowicz. *Study Strategies Made Easy: A Practical Plan for School Success*. Plantation, FL: Specialty Press, Inc., 1997. ISBN 1-886941-03-3 (pp. 70-79)

Freder, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville, TN: Incentive Publications, 1990. ISBN 0-86530-141-7 (pp. 151-167)

Activity 1.6: Active and Critical Reading Strategies

Time: 2 hours

Description

This activity, and the one that follows, teaches students to become more effective communicators. Here, they learn active reading techniques and have the opportunity to practise them with material from one of the other courses in their timetable, or some personal reading such as a magazine or newspaper.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

Strand(s): Learning Skills

Overall Expectations

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies.

Specific Expectations

LS1.03 - identify, describe, and demonstrate different types of thinking;

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.03 - use active and critical reading strategies effectively to acquire, process, and evaluate information from a variety of written materials;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing.

Prior Knowledge & Skills

- Students have a variety of reading comprehension and critical reading skills.

Planning Notes

- The active reading strategy is an eight-step approach to reading course material. Students: preview, outline, question, read, underline, answer, recite and review the contents of the chapter under the direction of the teacher.
- Students bring a textbook or article to class that they use to practise this technique independently.

Teaching/Learning Strategies

- The teacher introduces the topic with an explanation of reading for comprehension and retention.
- The teacher models the active reading process as students are guided through the contents of a chapter, reading and making notes as directed.
- Students read material of their choice, and communicate how they worked through each step of the process in the form of an assignment, submitted for evaluation.

Assessment & Evaluation of Student Achievement

- The assignment is a summative performance task and is evaluated using a teacher-developed checklist rating scale or rubric. It assesses knowledge and communication of the specific expectations.
- Learning Skills – Works independently.

Accommodations

- Students choose a reading selection that they can read in approximately 40 minutes.
- The method of communication is written, but may be modified according to students' IEPs.

Resources

Davis, Leslie and Sandi Sirotowicz. *Study Strategies Made Easy: A Practical Plan for School Success*. Plantation, FL: Specialty Press, Inc., 1997. ISBN 1-886941-03-3 (pp. 34-48)

Lacroix, Pauline. *Learning Strategies: A Foundation For Lifelong Learning*. Toronto: Granby House Productions, 2001, (pp. 5.3-5.13).

Activity 1.7: Note-Taking Strategies

Time: 2 hours

Description

Students learn the Cornell method of note-taking by making a sample under the direction of the teacher. This method is then practised independently using a topic in one of their other courses. Students then respond by stating how it was helpful to their learning in written, visual, or oral form.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5b - thinks critically about the meaning and purpose of work.

Strand(s): Learning Skills**Overall Expectations**

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies.

Specific Expectations

LS2.04 - use note-taking strategies effectively in a variety of settings;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing.

Prior Knowledge & Skills

- Students have used a variety of strategies to make study notes, including summarizing the main points. This method may have been taught in *Learning Strategies: Skills for Success in Secondary School*.

Planning Notes

- Become familiar with the Cornell method of note-taking as outlined in *Learning Strategies: A Foundation for Lifelong Learning* (see Resources).
- The teacher may choose to do this activity at the beginning of the course, and use it as the common method of note-taking.
- Design a note that can be easily categorized and includes new vocabulary.
- Ask students to bring a notebook from another class to *Advanced Learning Strategies* for this activity.

Teaching/Learning Strategies

- Instruct students to draw a margin on a clean sheet of notepaper, one-third of the distance from the left side of the page. They copy a board note in the right two-thirds of the page only, using only one side of each sheet. The teacher then notes which points should be summarized in the empty margin and students copy these down.
- Demonstrate that folding the 2/3rds side in towards the drawn margin reveals the summary notes only. These notes become their study notes.
- Independently, students redo a recent note from another class using this method. It is completed for homework.

Assessment & Evaluation of Student Achievement

- Learning Skills – Organization, Work Habits.
- Formative assessment of note-taking strategies.

Accommodations

- Make available some prepared sheets of notepaper to students.
- Condense the board note.
- Have a typed or hand-written sample available for distribution and to post in the classroom.

Resources

Lacroix, Pauline. *Learning Strategies: A Foundation For Lifelong Learning*. Toronto: Granby House Productions, 2001. (pp. 3.3 – 3.14)

Activity 1.8: Study Techniques and Test-Taking Strategies

Time: 2.5 hours

Description

Students learn about a variety of study techniques, and then decide which is most useful to them according to personal information gained previously in this unit. They develop a study plan for the next test or exam in one of their other courses. Adopting study plans in all subjects helps students to develop their overall potential. Test-taking strategies will be reviewed and then practised on mock tests. Students add to their study plan a list of strategies for the day of the test.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

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

Overall Expectations

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies;

LSV.04 - produce a personal plan for maximizing their learning while in secondary school and in subsequent years.

PKV.04 - explain the positive and negative impacts of personal factors on achievement.

Specific Expectations

LS2.05 - demonstrate the ability to adapt their study techniques and test-taking strategies to suit different subjects and testing formats;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

LS3.07 - demonstrate the ability to take charge of their learning by monitoring their development as learners and planning for ongoing learning;

PK2.08 - explain and demonstrate the effective use of a variety of systems for time and priority management.

Prior Knowledge & Skills

- Students have developed prior test-taking strategies.

Planning Notes

- The Five-Days-Before Method of Test Preparation: Day 5. Get organized by preparing a list of test topics, and ask for the teacher's help with any trouble areas. Day 4. Review class notes and personal notes, using methods that match your learning style. Day 3. Practise writing out possible answers in your own words. Day 2. Make up your own test using all the material in the unit and refine your answers. Day 1. Take a final review by skimming all notes and by reciting practice answers aloud. Test Day: Arrive rested and on time. Write down anything memorized as soon as the test begins. Relax and think positively.
- Prepare worksheets/notes on test anxiety, test-taking tips and test vocabulary.
- Create different types of sample tests (True/False, Multiple Choice, Matching, Fill-in-the-Blank, Essay, Label a Diagram, or Map, etc.) using general knowledge, or knowledge from this course.

-
- Design the format for the Study Plan, which includes information about their learning style as evidence for how to approach studying for a particular test and a structure for preparing for the test.
 - Have students bring a notebook from another class to Advanced Learning Strategies to use for their Study Plan.

Teaching/Learning Strategies

- Design a board note on the Five-Days-Before Method of Test Preparation and on the value of daily review-weekly review-unit review.
- Discuss how students can use their preferred learning style to review large amounts of material.
- Distribute information on test anxiety and discuss.
- Review the process of reading over the entire test first, and then deciding how and when to tackle each question or section.
- Provide a vocabulary list of the kinds of verbs used in test questions, and what each of these verbs means.
- Distribute practice tests to be done independently, and then discuss strategies that worked for each type of question.
- Direct students to use notes from another class and complete a study plan for the next major test in that course. This study plan is submitted for summative evaluation.

Assessment & Evaluation of Student Achievement

- Using the expectations being assessed, design a rubric to evaluate the study plan.

Accommodations

- Approach the information in this activity in small chunks.
- Convert the strategies and tips for oral testing format.
- Allow students to use the vocabulary list during tests.
- The study plan may be point form.
- Enrichment: Write the study plan in a creative format, such as a diary or narrative.

Resources

Davis, Leslie and Sandi Sirotowicz. *Study Strategies Made Easy: A Practical Plan for School Success*. Plantation, FL: Specialty Press, Inc., 1997. ISBN 1-886941-03-3 (pp. 80-101) (sample tests by type)

Ellis, David B. *Becoming a Master Student*. Rapid City, SD: College Survival Inc., 1985. (pp. 146-175)

Lacroix, Pauline. *Learning Strategies: A Foundation For Lifelong Learning*. Toronto: Granby House Productions, 2001. (pp. 7.3-7.15)

Activity 1.9: Acquire Communication Skills

Time: 4 hours

Description

Acquisition of effective communication skills is the goal of this activity. Students review the components of an effective communication model. They align their learning style and type of thinking with the model. Students communicate information to a variety of people from one of the activities in Unit 1 in a format that is consistent with their learning style.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

CGE4g - examine and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strand(s): Learning Skills

Overall Expectations

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);

LS1.03 - identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive);

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

LS2.07 - demonstrate the effective use of strategies for improving concentration and minimizing internal and external distractions.

Prior Knowledge & Skills

- Students have developed prior communication skills from curriculum and life experiences.

Planning Notes

- The communication process involves reading, writing, listening, speaking, and observing.
- Have a communication model chart for each student.
- Reproduce exercises addressing the components of the model for each student.
- Produce one copy of Appendix 1.9.1 and two copies of Appendix 1.9.2 for each student.

Teaching/Learning Strategies

- Review the components of communication.
- Distribute an exercise for reading comprehension, writing, listening, speaking, and observing.
- As a group, have students list their strengths and weaknesses for each exercise according to their preferred learning style and type of thinking.
- Have students transfer this information to Appendix 1.9.1, Communication Skills chart.
- Students choose personal information about their learning from one of the activities in Unit 1 to present.
- Hand out Assessment Rubric for oral presentations, Appendix 1.9.2.
- Using their strengths and weaknesses from Appendix 1.9.1, students plan their brief presentation.
- Students deliver the presentation twice to two different audiences. One must be in the classroom setting and one outside the classroom.
- Time is given for feedback from the Assessment Rubric (Appendix 1.9.2) for the first presentation.
- Have the students revise their presentation for their second audience.
- Students present to the second audience and Assessment Rubric.
- Collect both assessments.

Assessment & Evaluation of Student Achievement

- The exercises for the components of the communication process should be diagnostically assessed.
- Appendix 1.9.1, Communication Skills chart should be used as formative assessment.
- Appendix 1.9.2, Assessment Rubric for Oral Presentations should be used as formative assessment for the first presentation and summative assessment for the second presentation.

Resources

Adams, Janice, Cathy Costello and Steve Naylor. *Reading and Writing For Success Senior*. Toronto: Harcourt Canada, 2001. ISBN 0-7747-1490-5

Clark, Stewart, Zimmer. *Business English and Communication*. Toronto: McGraw-Hill Ryerson Ltd., 1990 ISBN 0-17-549857-X

Dawe, Robert, Barry Duncan and Wendy Mathieu. *Resource Lines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Goepfert, Paula S. *The Communication Handbook*. Scarborough: Nelson, 1982 ISBN 0-17-601507-8

Lacroix, Pauline. *Learning Strategies: A Foundation For Lifelong Learning*. Toronto: Granby House Productions.

Saliani, Dom. *Communicate!* Scarborough: Nelson Thomson Learning, 2001. ISBN 0-17-619716-8

Websites

How Do Facts Stick In Our Mind? – <http://www.stn.org/backgrounders/memory.html>

Appendix 1.9.1

Communication Skills

	Reading	Writing
Strengths		
Weaknesses		

	Listening	Speaking	Observing
Strengths			
Weaknesses			

Summary Statement

Appendix 1.9.2

Assessment Rubric

Oral Presentation

Personal Information about learning

Name of Assessor: _____ Date: _____

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding LS1.01 LS1.03 LS2.06 LS2.07	- demonstrates limited understanding of theories about how one learns best - demonstrates limited understanding of relationships between theories about how one learns best	- demonstrates some understanding of theories about how one learns best - demonstrates some understanding of relationships between theories about how one learns best	- demonstrates considerable understanding of theories about how one learns best - demonstrates considerable understanding of relationships between theories about how one learns best	- demonstrates thorough and insightful understanding of theories about how one learns best - demonstrates thorough and insightful understanding of relationships between theories about how one learns best
Thinking/ Inquiry CGE2c CGE4f	- demonstrates limited ability to explore/express thoughts when speaking to others - demonstrates limited ability to utilize the ideas of others	- demonstrates some ability to explore/express thoughts when speaking to others - demonstrates some ability to utilize the ideas of others	- demonstrates considerable ability to explore/express thoughts when speaking to others - demonstrates considerable ability to utilize the ideas of others	- demonstrates a high degree of ability to explore/express thoughts when speaking to others - demonstrates a high degree of ability to utilize the ideas of others

Activity 1.10: List Your Strengths and Strategies

Time: 4 hours

Description

Students review and evaluate all personal learning information that they have accumulated throughout Unit 1. They set appropriate goals for school, work, and personal life for this school year. Students create a Personal Learning Profile with emphasis on strengths and strategies.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4f - applied effective communication, decision-making, problem solving, time, and resource management skills;

CGE7b - accepts accountability for one's own actions.

Strand(s): Learning Skills, Personal Knowledge and Management Skills,
Preparation for Transitions and Change

Overall Expectations

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies;

LSV.04 - produce a personal plan for maximizing their learning while in secondary school and in subsequent years;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best;

TCV.03 - demonstrate the effective use of decision-making, goal-setting and action-planning strategies to prepare for their transition to their first postsecondary destination.

Specific Expectations

LS1.03 - identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive);

LS2.02 - demonstrate effective use of the inquiry/research process and problem solving in learning;

LS2.06 - use a variety of visual thinking/organizing methods effectively in learning new material and planning for writing;

LS3.07 - demonstrate the ability to take charge of their learning by monitoring their development as learners and planning for ongoing learning;

PK1.01 - produce an analysis explaining how they learn best, with reference to learning theory and the results of a variety of assessment techniques (e.g., inventories, feedback from others, reflection on past experiences);

PK1.02 - summarize their learning strengths and needs and explain how they could improve the areas in which they are weak;

TC1.04 - explain the success or failure of strategies they have used in the past to manage a transition.

Planning Notes

- Teacher may wish to convert the Personal Learning Profile, Appendix 1.10.1, into a word processing format and book computer lab time for students to complete the profile.
- Have a duplicate copy of Appendix 1.10.1 for each student.
- Reproduce three copies of a rubric assessment for Personal Learning Profile (Appendix 1.10.2).

Teaching/Learning Strategies

- Distribute the Personal Learning Profile Appendix 1.10.1.
- Distribute the Rubric for Personal Learning Profile, Appendix 1.10.2, and review expectations.
- Choose one of the categories in the profile and complete it collaboratively with students using their notes.
- Do a mock assessment of the completed category with students using the rubric.
- Students complete the remainder of the Personal Learning Profile.
- Individual assistance may be given to students as they work independently.
- Students assess their completed Personal Learning Profile using the rubric tool. Peers assess the profile as well.
- Students revise the rough copy of profile based on the assessments and complete a final copy.
- Teacher evaluates the completed profile using the rubric.

Assessment & Evaluation of Student Achievement

- Appendix 1.10.1 – Rough copy should be used for formative assessment
- Appendix 1.10.1 –Final copy should be used for summative assessment

Appendix 1.10.1

Personal Learning Profile

Name:

Date:

A Brain Theory and Learning

Left- or Right-brain learned:

Strengths	Weaknesses

Strategies:

School	Work	Personal Life

Reflection:

B Memory and Learning

	Short Term	Long Term
Strengths		
Weaknesses		
Strategies:		
School		
Work		
Personal Life		
Reflection		

Appendix 1.10.1 (Continued)

C Stages of Memory

	Encoding	Storage	Retrieval
Strengths			
Weaknesses			
Strategies:			
School			
Work			
Personal Life			
Reflection			

D Learning Style

Type:

Strengths	Weaknesses

Strategies:

School	Work	Personal Life

E Note-taking Techniques

Strengths	Weaknesses

Strategies:

School	Work	Personal Life

F Study Techniques and Test-Taking

Strengths	Weaknesses

Strategies:

School	Work	Personal Life

Appendix 1.10.1 (Continued)

G Communication Skills

	Reading	Writing
Strengths		
Weaknesses		
Strategies:		
School		
Work		
Personal Life		
Reflection		

	Listening	Speaking	Observing
Strengths			
Weaknesses			
Strategies:			
School			
Work			
Personal Life			
Reflection			

Summary Statement:

Appendix 1.10.2

Rubric for Personal Learning Profile

Criteria/Expectations	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
- demonstrates in the Personal Learning Profile correct use and understanding of key facts and terms	- demonstrates limited use and understanding of the key facts and terms	- demonstrates some use and understanding of the key facts and terms	- demonstrates considerable use and understanding of the key facts and terms	- demonstrates a high degree of use and understanding of the key facts and terms
Thinking/Inquiry				
- completes the task in a critical and creative manner - decision-making model - predictions- original format	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with some effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness
Communication				
- presents the Personal Learning Profile in a visually appealing and organized manner - uses language clearly and effectively - clear accurate language - clear accurate visuals - audience appeal	- uses visuals with limited appeal and organization - uses language with limited clarity and effectiveness	- uses visuals with some appeal and organization - uses language with some clarity and effectiveness	- uses visuals with considerable appeal and organization - uses language with considerable clarity and effectiveness	- uses visuals with a high degree of appeal and organization - uses language with a high degree of clarity and effectiveness
Application				
- completes Personal Learning Profile logically - logical use of knowledge	- connects knowledge with limited logic	- connects knowledge with some logic	- connects knowledge with considerable logic	- connects knowledge with a high degree of logic

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Activity 1.11: Start Advocating for Yourself

Time: 3 hours

Description

Students begin by reviewing their communication skills from Activity 1.9 “Acquire Communication Skills.” Using the Personal Learning Profile, they will prepare a presentation to advocate for optimum performance during this year at school, work, and in their personal life.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4f - applied effective communication, decision-making, problem solving, time and resource management skills.

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

Overall Expectations

LSV.02 - demonstrate the effective use of learning and thinking skills and strategies;

LSV.03 - describe personal factors that may interfere with learning and thinking and identify strategies to reduce negative impacts;

PKV.01 - produce an analysis of their learning behaviour, identifying their learning strengths and needs and the ways in which they learn best.

Specific Expectations

LS1.01 - demonstrate an understanding of theories that explain how one learns best (e.g., theories about learning styles);

LS1.03 - identify, describe, and demonstrate different types of thinking (e.g., lateral, divergent, convergent, logical, intuitive);

PK1.03 - identify aspects of school assignments that are not compatible with their learning strengths and present arguments to support requests for specific, reasonable modifications to those assignments.

Prior Knowledge & Skills

- Knowledge of communication skills strengths from Activity 1.9 is required. Successful completion of the Personal Learning Profile from Activity 1.10 is a necessity.

Planning Notes

- Have two copies of Appendix 1.9.2 for students.
- Prepare a memo of explanation to distribute to staff that are requested to participate in this advocacy program.

Teaching/Learning Strategies

- Review presentations and assessments from Activity 1.9.
- Distribute Appendix 1.9.2 and review the assessment categories with the students.
- Have students choose a subject area and teacher in order to align the presentation.
- Students prepare to present two of the categories in their Personal Learning Profile to a small group in the classroom.
- Small group provides feedback to student using Appendix 1.9.2.
- Students complete their advocacy presentations. They arrange an appointment with one of the selected subject teachers to discuss their Personal Learning Profile as it pertains to that subject.
- Subject teacher completes Appendix 1.9.2 assessment provided by the student.

Assessment & Evaluation of Student Achievement

Appendix 1.9.2 is a summative assessment.