

Catholic District School Board Writing Partnership

Course Profile

Learning Strategies 1: Skills for Success in Secondary School

Grade 9

Open

• for teachers by teachers

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 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 and Training. 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, past, and otherwise adapt this material for educational purposes.

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Course Overview

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

Identifying Information

District/School: York Catholic and Simcoe-Muskoka Catholic District School Boards

Department: Guidance/Special Education

District:

Course Title: Learning Strategies 1: Skills for Success in Secondary School

Grade: Nine

Course Type: Open

Development Date: March-August 1999

Ministry Course Code: GLS 10

Additional Codes: GLE 10

Credit Value: 1.0

Secondary Policy Document: Guidance and Career Education, 1999

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Revision Date: July 20, 1999

Description/Rationale

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students learn how to use reflective thinking, structured inquiry, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course also helps students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn. Students demonstrate the ability to use a variety of technologies/resources to find information about learning, work, and community involvement opportunities. This course develops not only knowledge and skills for the learner, but also the values, attitudes, and actions that constitute a way of life rooted in the Christian call to discipleship and service.

How this course supports The Ontario Catholic School Graduate Expectations

Becoming a successful and effective learner is a lifelong journey in which the dignity and value of each person is affirmed through relationships with God, self, others, and creation. Catholic education, understood within the context of Jesus Christ as the centre from which relationships unfold, seeks to mold the very essence of learners as whole persons – both who they become and how they give witness to peace, justice, and the sacredness of human life in the world in which they live. This Learning Strategies course focusses on three interconnected strands: learning, personal development, and interpersonal relationships. Within these three strands, students become more reflective thinkers, effective communicators, and self-directed responsible learners. Through the integration of body, mind, and spirit, rooted in Catholic values, beliefs, and traditions, they become more collaborative, caring, and responsible members of their society.

Unit Titles

Unit 1	Becoming a Self-Directed Learner: Personal Knowledge and Management Skills	18 hours
Unit 2	Becoming a Reflective Learner: Learning and Thinking Skills	26 hours
Unit 3	Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning	17.5 hours
Unit 4	Becoming an Effective Learner: Literacy and Numeracy	26.5 hours
Unit 5	Becoming a Collaborative Learner: Working in Groups and Learning Through the Community	22 hours

Unit Organization

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

Time: 18 hours

Description

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

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1i, 4g, 4h, 5c, 7d.

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

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

Specific Expectations: LS2.02X; LS3.06X; LS3.07X; PK1.01X - PK2.05X; PK3.02X; IK1.01X; IK1.03X - IK2.05X.

Unit 2: Becoming a Reflective Learner: Learning and Thinking Skills

Time: 26 hours

Description

In this unit, students identify and demonstrate an understanding of various learning theories and concepts through inquiry, research, and class discussions. Students demonstrate effective use of learning strategies to support them in their academic work. Students also develop effective writing and research skills through appropriate use of resources and technologies.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1a, 2e, 3a, 3c, 3d, 3e, 4a, 4b, 4e, 4f, 4g, 7a, 7b, 7e.

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

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

Specific Expectations: LS3.05X; LS2.01X; LS2.07X; PK2.03X; PK1.02X; PK1.04X; PK1.05X; PK1.01.X.

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

Time: 17.5 hours

Description

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

Strand(s) and Expectations

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

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

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

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

Unit 4: Becoming an Effective Learner: Literacy and Numeracy

Time: 26.5 hours

Description

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

Strand(s) and Expectations

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

Strand(s): Learning Skills

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

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

Unit 5: Becoming a Collaborative Learner: Working in Groups and Learning Through the Community

Time: 22 hours

Description

In this unit students gain an understanding of group dynamics, as well as the skills required for positive group involvement. Students identify roles in groups and reflect on the role that they traditionally adopt in group activities. Using personal inventories, role playing, and reflection papers, students demonstrate their knowledge of effective communication, teamwork, and leadership skills. Students examine obstacles to their learning and develop strategies to remove such obstacles.

An understanding of conflict resolution is acquired through group presentations using the jigsaw method and small group discussions. In addition, students explore to understand the importance of volunteer work, community involvement, and participation in school life to enhance their employability skills, strengthen their resumes, and enrich their spiritual lives for the common good.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1b, 1f, 1h, 1j, 3b, 3f, 4a, 4b, 4c, 4d, 5a, 5c, 5d, 5e, 5f, 5g, 6e, 7b, 7c, 7e, 7f, 7i, 7j.

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

Overall Expectations: LSV.01X; LSV.03X; IKV.01X; IKV.02X; IKV.03X; IKV.04X.

Specific Expectations: IK1.01X - IK1.06X; IK2.01X - IK2.05X; LS3.04X; LS2.07X; LS3.03X.

Course Notes

1. Unit 4, Literacy and Numeracy, covers expectations that are integrated throughout the course. Each unit includes activities that enable students to meet the expectations listed in this unit.
2. All units include the development of learning materials that will be cumulatively added to the Student Learning Portfolio, which forms a major part of the final assessment and evaluation.
3. Recognizing the strengths and challenges of exceptional students and designing programs that best meet those needs are important and challenging aspects of program planning. It is essential that teachers use the most appropriate methods and provide the most appropriate materials to help exceptional students achieve the expectations outlined in their IEPs. Teachers may find it necessary to make changes in their style of presentation, their methods of organization, the amount and type of material covered, the use of technology and multimedia, reduced ratio class size, and the procedures for assessment and evaluation.
4. The rubrics provided are models for assessment and evaluation which should be modified or adapted according to the specific activity, the needs of the individual students, and the accommodations recommended in the students' IEPs.

Teaching/Learning Strategies

During this course, students:

- design and conduct a survey;
- plan and implement a class celebration;
- analyse a conflict situation;
- complete a personal self-interest inventory;
- evaluate peers using a peer evaluation rubric;
- present research findings orally and in a variety of written forms;
- use technology to enhance research and written and oral presentations;

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- design a poster and advertisement;
 - conduct an interview;
 - perform a skit;
 - learn a variety of concepts related to learning styles, strengths, and challenges and be able to identify how they affect the student in his/her learning environment.

Assessment/Evaluation

The assessment plan includes the following:

DIAGNOSTIC FORMATIVE SUMMATIVE

- checklist
- self-inventories
- teacher observation
- anecdotal record log
- quiz
- group brainstorming
- Student Learning Profile
- communication rubric
- group work checklist
- anecdotal record log
- conferencing
- brainstorming
- journal writing
- written assignments
- role playing
- student learning portfolio
- teacher observation
- notebook evaluation
- research process checklists
- quiz
- paper and pencil test
- written summaries
- projects
- group project
- research essay
- oral presentation
- social science survey
- note taking
- student learning portfolio
- final exam

Resources

- Fender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville: Incentive Publications, Inc., 1990.
- Ohme, Herman. *Learn How to Learn: Study Skills*. Palo Alto, California: California Education Plan, Inc., 1989.
- Townsend, W.J. *Study Skills Workshop*. Kitchener, Ontario: Brownlee Publishing, 1987.
- Peel District School Board (formerly Peel Board of Education). *Secondary Specific Learning Disability Curriculum Guidelines*. 1989.
- St. Roberts Catholic High School. *A Students' Independent Research Guide*. YDCSB, 1991.
- Shortcuts to Learning: a Basic Study Skills Activity Pack*. Weston Walch Publisher, 1985.
- Waterloo CDSB. *Authentic Assessment for Outcomes-Based Learning*.
- Johnson, David W. and Frank P. Johnson. *Joining Together: Group Theory and Group Skills*. Englewood Cliffs: Prentice-Hall, Inc., 1987.
- Myrick, Robert and Tom Erney. *Caring and Sharing: Becoming A Peer Facilitator*. Minneapolis: Educational Media Corporation, 1984.
- Canadian Mental Health Association Ontario Division. *Self*. 1993.
- Bodine, Richard, Donna Crawford, and Fred Schrupf. *Peer Mediation*. Illinois: Research Press, 1997.
- Brigman, Greg and Barbara Earley. *Peer Helping: A Training Guide*. Portland, Maine: J. Weston Walch, Publisher, 1980.
- Carr, Dr. Rey and Greg Saunders. *Peer Counselling Starter Kit*. University of Victoria: Faculty of Education, 1980.
- Classroom Assessment, Evaluation, And Reporting Made Easy and Effective*. Canada: Classroom Connections International, 1994.
- Fender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville: Incentive Publications, inc., 1990.
- Townsend, W.J. *Study Skills Workshop*. Kitchener: Brownlee Publishing, 1988.
- Video Series: Cooperative Learning Series, Episode 4, Three Frameworks: STAD, TGT, Jigsaw II, Association for Supervision and Curriculum Development 125 North West Street, Alexandria, VA 22314-2798, (703-549-9110)

Videos

Study Skills Game Lessonware, Inc., 1991.

Computer

Beginners Central: A Users Guide to the Internet

School computer network system for research.

Web Site

“Ask Pete”

<http://www.pete.com>

<http://www.northern.webs.com/bc>.

The Internet in the Classroom: Internet, 104.

OSS Policy Applications

Cooperative Education: Policies & Procedures for Ontario Secondary Schools, 1989

Regulation 183

The Ontario Curriculum: English, 1999

The Ontario Curriculum: Mathematics, 1999

The Ontario Curriculum: Individual Education Plan, 1999

The Ontario Curriculum: Technological Education, 1999

The Ontario Curriculum: Guidance and Career Education, 1999

Course Assessment/Evaluation

The effectiveness of this course in Learning Strategies is assessed in a variety of ways:

- ongoing monitoring of the changes in student success rate in a variety of subjects;
- students' evaluation of the course re: how it helped them, where it might have helped them more;
- teachers' review of course effectiveness with other subject teachers, guidance teacher-counsellors, and school administration.

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.

Coded Expectations: Learning Strategies 1, Open, Grade 9

Learning Skills

Overall Expectations

LSV.01X

-demonstrate and use an increasing variety of numeracy and literacy skills;

LSV.02X

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

LSV.03X

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

LSV.04X

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

Specific Expectations

Developing Literacy and Numeracy Skills

LS1.01X

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

LS1.02X

-demonstrate effective use of a variety of reading strategies to improve understanding of text;

LS1.03X

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

LS1.04X

-identify and use a variety of methods for making calculations and for solving different types of problems.

Developing Learning and Thinking Skills and Strategies

LS2.01X

-demonstrate an understanding of different learning theories and concepts;

LS2.02X

-use the inquiry/research process effectively;

LS2.03X

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

LS2.04X

-demonstrate effective use of note-taking strategies;

LS2.05X

-demonstrate effective use of focus and memory strategies that improve concentration and retention of information;

LS2.06X

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

LS2.07X

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

Planning for Learning**LS3.01X**

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

LS3.02X

-explain their own high school course selection in the context of the requirements for secondary school graduation;

LS3.03X

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

LS3.04X

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

LS3.05X

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

LS3.06X

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

LS3.07X

-describe strategies for overcoming internal and external barriers to learning;

LS3.08X

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

Personal Knowledge and Management Skills**Overall Expectations****PKV.01X**

- explain how their competencies and interests affect their learning;

PKV.02X

- describe and evaluate the ways they learn best;

PKV.03X

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

PKV.04X

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

PKV.05X

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

Specific Expectations**Developing Personal Knowledge****PK1.01X**

-produce a personal profile of their competencies and interests and explain how these affect their attitudes towards learning;

PK1.02X

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

PK1.03X

-describe their most effective ways of demonstrating learning (e.g., writing, oral presentation, performance, graphical presentation) and identify those they need to improve;

PK1.04X

-identify how the ways of learning with which they are less successful are required in a variety of learning situations, and describe how they adapt to these situations;

-identify their learning strengths and challenges by analysing past learning successes and failures.

Developing Personal Management Skills**PK2.01X**

-describe a variety of personal management skills (e.g., stress management), habits (e.g., maintaining a personal planner), and characteristics (e.g., assertiveness) that contribute to success in high school;

PK2.02X

-demonstrate understanding of the value of effective personal management skills, habits, and characteristics by analysing their use in daily life and their impact on academic, work, and life success;

PK2.03X

-explain how intrinsic and extrinsic motivation affect learning performance;

PK2.04X

-describe and document their own personal management strengths and challenges;

PK2.05X

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

Applying Personal Management Skills**PK3.01X**

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

PK3.02X

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

PK3.03X

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

PK3.04X

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

PK3.05X

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

Interpersonal Knowledge and Skills

Overall Expectations

IKV.01X

-describe the knowledge and skills needed for working effectively in groups or teams;

IKV.02X

-use interpersonal and teamwork skills effectively in learning environments;

IKV.03X

-produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development;

IKV.04X

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

Specific Expectations

Working in Groups

IK1.01X

-explain how effective group processes can promote individual learning and the achievement of group goals;

IK1.02X

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

IK1.03X

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

IK1.04X

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

IK1.05X

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

IK1.06X

-identify the interpersonal and teamwork skills they need to improve.

Learning Through the Community

IK2.01X

-identify school and community resources available to support learning and explain how and when to access them;

IK2.02X

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

IK2.03X

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

IK2.04X

-explain the role of the mentor and the benefits of having a mentor to support learning and decision making;

IK2.05X

-explain how individual learning can be enhanced through community-based learning experiences.