LEARN SMART: Strategies to Succeed in School and Life

Let’s start with taking a few minutes to flip through your textbook. This is your chance to see what it is you’ve signed up for! At the very beginning of your textbook, there is a section called Welcome to Learn Smart (p.viii-xi). Take a close look at this part, as it shows the different features of this textbook and some hints as to how to get the most out of this course.

Each chapter in this textbook will begin with a list of things you can expect to learn in that section. The final page of each chapter will summarize what was covered, so you can check and see if you are on track and learning what you are supposed to be learning.

For each chapter, you will receive a list of readings and activities to complete. You may work at your own pace, but do not skip activities and remember to stay on track. Keep in mind that there are 9 chapters in all, plus the summative project. One chapter per week is definitely a reasonable amount of material to cover so that should be your bare minimum goal. However, you should be able to work much more efficiently than that, so that you can have some time to work on other projects in this class.

Use the chart below to track your progress for yourself.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Date Started</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s Your Style</td>
<td></td>
<td></td>
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<tr>
<td>Chapter 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Manager of You is You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out There</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That’s Entertainment</td>
<td></td>
<td></td>
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<tr>
<td>Chapter 5</td>
<td></td>
<td></td>
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<tr>
<td>Going Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stand Up, Speak Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 7</td>
<td></td>
<td></td>
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<tr>
<td>Your Wired World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting the Information You Need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Your Own Advocate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Project: Digital Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1: It’s Your Style

1. Read about Daniel and about the Importance of Knowing Yourself on p.1.

2. Read about Starting Your Portfolio on p.2. It is important that you keep all your work in your binder as you work through this course. Many of the pages you work on will be used in your portfolio. Every page should have a title and the date.

3. Complete #1b on p.3. You should use the Line Master 1-1 to complete this activity.

4. Complete #2ab on p.3. You may answer this question on the back of your Line Master 1-1 page. You could also use a lined sheet of paper, if you prefer.

5. Complete #3 on p.3. You should type up your email to Daniel and print it off to add to your binder. Remember to give any papers a title and date so you can keep organized.

6. Read about Building a Personal Profile on p.4. Complete #2 on p.4. You should use the Line Master 1-3 to complete this Interests Inventory.

7. Read about Your Amazing Brain on p.5. Complete the Jump In activity at the top of p.6. Complete the quiz at www.emp.ca/is to learn more about your left and right brain. Have a conversation with your teacher about your quiz results.

8. Read about Your Abilities and Howard Gardner’s 9-Smart on p.6. Complete all of the questions in the Jump In activity on p.7. You should use the Line Master 1-4 for question 1b. Also, if the question requires discussion with a partner, you may have the conversation with your teacher or choose to do the question on your own.

9. Read about the 3 Styles of Learning at the top of p.8. Complete the Jump In activity on p.8 to find out about your preferred learning style. Use Line Master 1-5 to do the Seeing, Hearing and Doing quiz. Use the space at the bottom of the Interpreting the Results page to give complete sentence answers to the questions in 1b.

10. Read about Mix’n’Match Styles at the bottom of p.8. Take a close look at Line Master 1-6. Use one colour of highlighter to show which things you currently do that you should not do. Use another colour of highlighter to show things that you would be willing to try in order to enhance your learning style.

11. Complete the Jump In Activity questions on p.10. Use Line Master 1-9 to complete your Learning Style Profile. Have a conversation with your teacher about your Learning Style Profile. Make sure your Learning Style Profile goes into your binder as you will need it later when you are putting together your portfolio.

12. Read about Creating Motivation and Interest on pp.11-12. Complete the practise question 1abcd on p.12. You may write your answers on the back of your Learning Style Profile, or on a lined sheet of paper. Don’t forget the title and date!
Chapter 2: The Manager of You is You

1. Read about Tara’s Vanishing Day on p.15. Complete the Jump In Activity #1-3 on a piece of paper, or type it up on the computer and print off your answers.

2. Track the time you spend on activities by completing the Jump In Activity on p.16. Use Line Masters 2-1 and 2-2 for your record keeping. You may answer the questions in the textbook on the back of your Line Master sheets, or on another piece of paper. Question 1h refers to ‘your portfolio’. For now, keep everything together in your binder. We’ll put it into a portfolio later.

3. Read about Making Time for Everything on p.17. If you don’t have an agenda, it would be a good idea to get one! It’s important to plan for success 😊.

4. Read about Getting Organized on p.18. We won’t make you clean up your room as an assignment, but it would be a good first step towards getting organized!

5. Complete the Jump In Activity #1 on p.19. Use the Line Master 2-3 to set some reasonable goals for yourself. Really take some time to identify meaningful goals for yourself. People who set goals and write them down are already planning for success and are far more likely to achieve their goals!

6. Read about Study Tips on pp.20-21. Practise the Skill by completing #1abd on p.21. Complete these questions on a piece of paper and make sure it makes it into your binder. Don’t forget the title and date on your paper.

7. Read about Procrastinating on p.23. Do it now… don’t put it off until tomorrow! Complete the Jump In Activity on p. 24. Take the Are You a Procrastinator Quiz on Line Master 2-4. After you have checked your score, take some time to make a list of suggestions for yourself based on what you have read on p.23. What are some specific things you could do in your own life to overcome procrastination and get things done? Write them on the back of your Quiz sheet.

8. Read about Insisting on Perfection on p.24 and Giving Up Too Soon on p.25. On a piece of paper, make a short note for yourself in which you summarize the ways that you can avoid falling into these two traps. Your note may be in point-form, but it should still be understandable and complete.

9. Read about Staying Well on pp.26-27. Complete the Jump In Activity on p.27 by completing Line Masters 2-5 and 2-6. This week, see if you can follow through with some good goals for healthy eating and exercise.

10. This about the different types of stress you experience in an average week. Make a list of stressors (things that cause you stress). Beside each stressor, give yourself one suggestion for dealing with that stressor. Be realistic!
Chapter 3: Practise Your Skills

1. Read about Storm Chasers on pp.32-33. Note the web address for links to more information about stormchasing in case you are interested in finding out more. Do not highlight in the textbook, but do take a moment to note (on a piece of paper) key words and phrases about storm chasers. Complete the Read for Meaning and Sharpen Your Writer’s Craft questions on p.33. Make sure your answers are in complete sentences and that your piece of paper is safely stowed in your binder.

2. Complete Jump In Activity #1 on p.34. This involves playing the role of a storm chaser and making some decisions about equipment. Use Line Masters 3-1 and 3-2 to complete this task. Take a close look at the exemplar to ensure that you understand the level of detail required for your explanations.

3. Complete Jump In Activity #2 on p.34. Answer these questions on a piece of paper and be sure to place them in your binder.

4. Complete Jump In Activity #3 on p.35. Use Line Master 3-3 to complete this activity. Answer questions abcde on the back of that paper.

5. Complete Jump In Activity #4 on p.35. Use Line Master 3-4 to guide you. Your task will be to write a newstory about a storm. This activity will be useful practice for you for the Literacy Test. Once you have completed the Line Master sheets, type up a final copy of your newstory and print off the article to put in your binder.

6. Complete the Empower Yourself questions on p.37. Use Line Master 3-5 to complete question 3c. Obviously you won’t be able to brainstorm with the class. But you should be able to come up with ideas on your own.


8. Complete the Jump In Activity questions on pp.40-41. You can use Line Master 3-6 to help you write the formal letter for question 2. Type all your answers and place them in your binder.

9. Read about Doping in Sport on pp.44-45. Answer the questions at the bottom of p.45 in your notes.

10. Complete questions 1 and 2 of the Jump In Activity on p. 46. Answer the questions with complete sentences and be sure to put your paper in your binder.


12. Complete the Jump In Activity questions on pp.52-53. You will use Line Masters 3-13 and 3-14 to help you complete the activities. Answer all other questions on a piece of paper and make sure it ends up in your binder.
1. Read about motion-capture animation on pp.56-57. Make sure that you understand all the vocabulary words in the reading, and that you are able to explain how motion-capture animation works.

2. Complete all the Jump In Activity questions on p.58. You may do this on lined paper and put it in your binder when you've completed the activity.

3. Take a look at the pictures on p.59. Study each cartoon and explain what each character is communicating through body language. Then, turn the page to the Skills Workshop on p.60. Read about how you can make body language work for you. Note the advice given for each situation. Then, practise the skill by completing the activity at the bottom of the page. You do not need to work with another student to act out these scenarios. Just put your suggestions for effective body language down on paper.

4. Read about Music That’s More Than Entertainment on pp.62-63. Answer the Read for Meaning questions on p.63 and put your answer paper in your binder. Make sure that you have carefully labelled your answer paper with the title, page number and date. This is the best way to keep your binder organized!

5. Answer the Jump In Activity questions on pp.64-65. They all involve some of the things you would need to do to run a Keep The Beat fundraiser at your school. You will need to use Line Masters 4-6, 4-7 and 4-8 for some of these questions. This activity will show you just how much work goes into planning such an event!

6. Planning an event such as Keep the Beat requires good time management skills. Complete the Empower Yourself Activity on pp.66-67. You will use Line Masters 4-9, 4-10 and 4-11 for this activity. You won’t be able to do questions e and f, unless you are completing this activity with other students. You may skip those questions if you are working alone.

7. Read about the Aboriginal Peoples Television Network on pp.68-69. You may have seen this channel before on tv and this is your chance to learn more about it. Complete the Read for Meaning questions on p.69.

8. Complete the Skills Workshop about Pie Graphs on pp.72-73. Answer the Practise questions on p. 72 and the Empower Yourself questions on p.73. Your personal pie graph and paragraph will be added to your portfolio later, so make sure they are complete and well-labelled and put them in your binder.

9. Now here’s your chance to do what you often do in class already! Doodling! Read about the Art of Doodling on pp.74-75. Complete the Read for Meaning questions on p.75. Now complete # 1-3 of the Jump In Activity on pp76-77. You will use Line Masters 4-15, 4-16 and 4-19 to complete this doodling activity.
1. Read about Hemp and its uses on pp.80-81. You can visit www.emp.ca/Is to learn more about hemp. Answer the Read for Meaning questions on p.81 in your notes. Then, after reading about Brianna on p.83, answer the questions about her hemp purchases. Make sure these answers end up in your binder, with a clear title and the date marked on your paper.

2. Read about The Power of One on pp.86-87. You can visit www.emp.ca/Is to learn more about the campaign to save the Spirit Bear. Answer the Read for Meaning questions on p.87 in your notes. Then, take a look at the map on p.88. Complete the calculations in question 2 to practise your math skills. Remember to put all work in your binder.


4. Complete the Jump In Activity on pp.92-93. When you are ready to put together your survey, use Line Master 5-6 to record your results. Then use graph paper to graph the results of your Tread Lightly Survey. Discuss your findings with your teacher.

5. Read about Teamwork on p.95. In this activity, you are going to have to reflect on teamwork even though you are working on your own. Complete Line Master 5-7 with your ideas about teamwork.

6. Read about Fleet Smart: Police Cars that Save Money on pp.96-97. Answer the Read for Meaning questions at the bottom of p.97. Be sure to answer in complete sentences and to safely stow your paper in your binder.

7. Now complete the Jump In Activity questions on pp.98-99. You will use the Line Master 5-8 to calculate Nick’s dad’s fuel economy. Answer the questions on lined paper, or on the back of the Fuel Economy Calculator page. Make sure all papers are put in your binder. Don’t forget to note on your first page that you’ve completed another chapter in your course!
Chapter 6: Stand Up, Speak Up

1. Take a look at the Connect the Text Activity on p.100. Make a list of five characteristics of a healthy relationship, on a piece of lined paper. Now, read When Relationships Go Bad on pp100-101. Complete the Read for Meaning questions at the bottom of p.101 by putting your answers on the same piece of lined paper from earlier.

2. Complete the Jump In Activity on pp.102-103. You will use Line Master 6-1 to help you complete the final question in the train activity. All other answers can go on the piece of paper you used for #1. Be sure to carefully place your papers in the back of your binder to ensure that your notes are in chronological order.


4. Take a look at pp.112-113. Before you read about Beating the Odds, complete the Reading Strategy question by filling out Line Master 6-8. Once you’ve completed it, go on to read about Beating the Odds on pp.112-113. After reading about people who have struggled with learning difficulties, complete the Line Master 6-9 by following the instructions on p.114 in the Read for Meaning section. Then, answer the rest of the Read for Meaning questions on the back of the page you just used.

5. Read about How to Make a Good Argument on p.115. Complete the Practise the Skill activity at the bottom of p.115. You can write your claim and reasons on a piece of lined paper and put it in your binder. Remember to label your paper with the title, textbook page number and the date.

6. The Empower Yourself Activity on pp.118-119 takes a look at labels that people give each other, and themselves. Complete #1a by using Line Master 6-11. On the back of your Line Master 6-11, complete a T-chart to answer question #1c. Then use Line Master 6-12 to complete #1e by recording the strengths that the people in the article demonstrated. On the back of your Line Master 6-12, create another chart that combines the answers to #1f and #1g. Your chart should list your own personal strengths, and how strengths lead to success. You should be able to list at least six strengths that you possess.

7. Create a PowerPoint presentation in which you present your personal strengths. You should have a minimum of six strengths. For each slide, state and explain the strength, and then discuss how it will lead to success in life. On the final slide, make a list of an additional six strengths that you would like to develop in the future.

8. Complete the Skills Workshop on p.123. You may answer your questions on a lined piece of paper.

9. Complete #3 of the Jump In Activity on p.125. You will use the Line Master 6-16 to practise choosing the right type of graph to show your data.
Chapter 7: Your Wired World

1. Read about Urban Legends of the Internet on pp. 128-130. Answer the Read for Meaning questions on p. 130 by writing complete sentence answers in your notes.

2. Complete the entire Jump In Activity on pp. 131-132. You will use Line Masters 7-1, 7-2 and 7-3 to complete these activities.

3. The Empower Yourself section on p. 133 asks you to have discussions with your classmates. Instead, answer the questions on your own in your notes (#1a-d). If you prefer, have a discussion with your teacher in which you cover all the questions. Media literacy is an important topic and worth the conversation!

4. Read about IM Madness on pp. 134-135. Answer the Read for Meaning questions (p. 135) in your notes.

5. The Jump In Activity on p. 136 involves time management. Complete both questions by using Line Masters 7-4 and 7-5.

6. Question #3 on p. 137 asks you to think about distractions you encounter when trying to do your homework, and solutions or actions you could take to ensure that you complete your schoolwork. Use Line Master 7-6 to organize your thoughts.

7. Read about Stamp Out Bullying on pp. 138-139. Answer the Read for Meaning questions (p. 139) in your notes.

8. Read about the IM-Speak Essay Challenge on pp. 144-145. Answer the Read for Meaning questions (p. 146) in your notes. Be sure to use complete sentence answers and remember to put your paper in your binder.

9. Take a few minutes to read the Skills Workshop information on p. 147. Notice the specific suggestions given to help you write a persuasive essay.

10. Return to the bottom of p. 146. Your major assignment for this unit will be to write a five-paragraph essay as described in the Sharpen Your Writer’s Craft section. You may choose your topic but it must relate to this chapter’s theme (Your Wired World). Use Line Master 7-9 to help you organize your points before you begin to write. Remember to structure your argument well, use good topic and concluding sentences and stay on topic!

11. Complete the Jump In Activity on p. 148. This kind of exercise is good for your brain and good practice for your EQAO tests. Use Line Master 7-10 to fill in your answers.

2. Read about A World of Information on pp.154-155. Complete the Jump In Activity on p.156. Use Line Master 8-2 to help you apply the information gathering steps.

3. Read about Getting What’s Yours at School on pp.158-159. Complete the Jump In Activity on p.159. Use Line Master 8-3 to help you interview three people from your school.

4. Read about What You Need to Graduate on p.160. Complete the Jump In Activity on p.161. This activity will require you to go back and think about what your interests and skills are. When you go to fill in your course plan, use your guidance counsellor as a resource. Ask for a Credit Counselling Summary (CCS) which will show you which credits you have already earned, and which requirements you still need to meet. Also, ask for a course planning form and a course calendar so that you can make a plan for your courses next year.

5. Read Imagine Your Future on p.162. What type of job would suit your strengths and interests? Complete the Jump In Activity on p.163. Help Joel make a plan for his future. Then use Line Master 8-6 to help you make your own plan for the future.
Chapter 9: Be Your Own Advocate


2. Read about Self-Advocacy on pp.168-169. Have a conversation with your teacher in which you answer the questions in the Jump In Activity on p.168.

3. Read about Reflecting on Your Actions on p.171. This Skills Workshop will require you to think about a time when you had to advocate for yourself but didn't. Then take a moment to write about a time when you wish you would have self-advocated, or stood up for yourself. Write down the scenario and then describe how you would do things differently this time by applying some of the strategies you have just read about. Your answer should be written in paragraph form on a piece of paper. Be sure to give your paper a title and a date, and then place it in your binder.

4. Read about Knowing Whom to Approach on p.172. Then use Line Master 9-4 to answer the questions in the Jump In Activity on p.172.

5. Read about Knowing Your Audience on pp.173-174. This is a very important lesson to learn because often teenagers fail to make a good first impression simply because they approach people the wrong way. Use the computer to type up your answers to the Jump In Activity on p.174.

6. Read the Tips for Advocating in Different Situations on p.174. Students often run into trouble when they are trying to advocate for themselves with teachers or administrators. This is because they are unaware that some of the things they are doing or saying are undermining their cause. Your words and actions should convince someone to want to help you, not cause them to dismiss your requests. Complete the Jump In Activity on p.175.

7. Read more about Advocating with Teachers and Administrators on p.175. Then flip the page to read about Getting Past Bad Experiences and When to Advocate on p.176. Complete the Jump In Activity on p.176 by using Line Master 9-5 to think about self-advocacy scenarios.

8. You may not realize it, but you already have people in your life who advocate for you. Read about Advocacy Support Groups on p.178. Complete the Jump In Activity questions on p.178. Use the Line Master 9-7 for your organizer.

9. If you are good at advocating for yourself and others, you might enjoy a career in advocacy. Read about Careers in Advocating on Behalf of Others on p.179. Complete the Jump In Activity on p.180. You will need Line Master 9-9 to help you gather information.

10. Read over the summary points on p.181. This are important ideas to remember as self-advocacy is a key to success in life.
Now it’s time to take what you’ve learned and take what you’ve produced and put it all together! We’ll call it your **digital portfolio**.

Your task is to create a PowerPoint presentation that will act as summary of what you have learned about yourself.

- Your presentation must include a **title page** which includes your name, age, a picture of yourself and five other details about yourself.

- Next should be a **table of contents** in which you list all the rest of the pages that will be included in your digital portfolio.

- The main part of your presentation will include **15 of the following topics**. For each slide, include colour and graphics and the required information. Think of creative ways to present the information so that your digital portfolio is interesting and informative. There are 20 topics listed below. Remember, you only need to choose 15 of them.

1. **Name Brand** – reproduce the word poem you made from your name in Ch.1 (or even create a new one if you feel you can now come up with better descriptors for yourself)

2. **Personal Quality** – select one personal quality that you possess and share a brief description of a time when this attribute helped you succeed

3. **Interests** – summarize your interests, both in and out of school

4. **Smarts** – summarize what you learned about the ways you are smart and how you demonstrate your intelligences

5. **Learning Styles** – list tips for your teachers based on your learning style(s)

6. **Time Use** – create a pie graph that shows how you typically use your time each day (week days)

7. **Time Management** – list some strategies that you should use to help you manage your time wisely

8. **Stress** – give your top 5 stressors, and ways that you can manage your own stress

9. **Success Mind Map** – create a graphic organizer (mind map) to show the various strategies you can use that will lead to success in your life

10. **Eco-footprint** – summarize your results from your eco-footprint quiz

11. **Relationship Advice** – make a list of good tips for having a healthy relationship

12. **Facing Difficulty** – describe a situation in life or school where you have faced a difficulty and how you overcame that obstacle

13. **Internet Tips** – make a list of good tips for using the internet safely
14. **6 Steps to Information** – describe a situation where you've successfully applied the 6 steps to get what you needed

15. **Personal Map to Graduation** – chart out your course selections for the rest of high school and include your plan for volunteer hours

16. **Long-term Goals** – create a mind-map which shows five long-term goals that you have, and how you might make them happen

17. **Self-Advocacy How-To** – give a list of tips to show other students how to effectively advocate from themselves at school or work

18. **My Advocates** – make a list of the people in your life who are your advocates and explain the ways that each one advocates for you

19. **Possible Careers** – create a chart that shows 5 careers that interest you, why you think you’d like them (working conditions, salary, fascinating etc) and why you think you’d be good in that career (skills, interests, personality etc)

20. **Team Work** – summarize what you’ve learned about working well in a team (communication, co-operation etc)

Use the checklist on the next page to make sure that you’ve followed all instructions and completed all the parts of your digital portfolio.

To **hand in your work**, provide your teacher with both a **digital copy** of your digital portfolio. This will allow your teacher to see your presentation in all its colourful glory! You could email a digital version, or give it to your teacher on a memory stick.
Digital Portfolio Checklist

☐ I have created a title page for my digital portfolio
☐ My title page includes my name and age
☐ My title page includes five other details about me
☐ My title page includes a picture of me
☐ My title page shows interesting use of colour and font

☐ I have created a table of contents for my digital portfolio
☐ My table of contents lists all 15 slides from my digital portfolio
☐ My table of contents shows interesting use of colour and font

☐ I have created 15 slides from the list of 20 possible slides
☐ I have made each slide colourful
☐ I have used fonts and layouts in an interesting and effective way
☐ I am sure that each slide contains the required information
☐ I have clearly communicated my ideas
☐ I have included some sort of graphic on each slide
☐ If I have used pictures from the internet, I have included the source

☐ I have used correct spelling and grammar in my digital portfolio
☐ I have had a friend proofread my work for me