

# WHAT YOU WILL LEARN

In this lesson, you will

- define what you mean by “success”
- learn the third step of the PSQ3R reading comprehension method—questioning
- learn how the Ontario secondary school program is organized
- make an appointment to speak with a guidance counsellor, teacher-adviser, or ILC adviser
- chart the courses you need in order to graduate

# SUCCESS AND LEARNING

*“Success is picking yourself up one more time than you fall down.”*

*—Author Unknown*

Everyone dreams of being successful. Think about the successful people you know. What makes them successful? Do they think that they are successful? How do you define success?

Your definition of success may include having lots of money, friends, and fun. Or it may not. Everyone has different priorities. The simplest definition of success is this: **success is the achievement of personal goals** Your attitude, motivation, ability to set goals, and ability to learn will determine your success.

Often, success involves learning. Learning is most effective when:

- it is meaningful
- it is relevant
- it is enjoyable
- you have the opportunity to practise what you have learned

Think about the last time you learned something significant, in or out of school.

- What was it?
- Where did you learn it?
- Who was with you?
- Why was it significant?

In Key Question 14, you will give your definition of success by reflecting on a successful experience that you had. More than likely, that experience included some kind of learning.

## ASKING QUESTIONS

### **BEFORE YOU READ**

- What is this article or story about? What makes me think that?
- What do I already know about this topic?
- What do I want to find out about this topic?

### **WHILE YOU READ**

- What is this paragraph about?
- What is the writer's opinion?
- What do I think about this writer's opinion?

### **AFTER YOU FINISH READING**

- What was the article or story about? What was the main idea?
- Can I answer the five Ws (who, what, where, when, why) about this article or story?
- What was interesting to me?
- What did I learn?

# WAYS TO ANSWER QUESTIONS

Now that you have learned what is involved in asking questions, you can look for answers to these questions in the following places.

## IN THE LINES

Consider the words in a question. Sometimes a cluster of words from the question are hidden in the lines of the text. For example, in the nursery rhyme “Jack and Jill,” the answer to the question, “Why did Jack and Jill **go up the hill?**” is “Jack and Jill **went up the hill** to fetch a pail of water.” When you take your answer from the text in a nearly word-for-word manner, you are formulating a **literal** answer.

## BETWEEN THE LINES

The answer to a question is not always hidden in the lines of the text. Sometimes, the answer is hinted at, or found **between the lines**. Looking for an answer between the lines is a bit like being a detective. The text provides the clues and your job is to gather these clues and then make sense of them. For example, in the nursery rhyme “Jack and Jill,” you might ask the question, “Did Jack and Jill get hurt?” The nursery rhyme doesn’t specifically say that Jack and Jill got hurt, but it does say that they fell down a hill (a clue). Your world experience will tell you that falling down a hill would likely hurt. Using this logic, you can **infer**, or conclude, that Jack and Jill did get hurt because they fell down a hill.

## IN YOUR HEAD

Sometimes, when the answer is not hidden in the text, or hinted at in any way, you need to think of an answer. The answer you think of will be based on **your** knowledge and experiences. For example, the answer to the question, “Why were Jack and Jill fetching a pail of water?” is not hidden in the nursery rhyme, nor is it hinted at. A likely answer might be, “Jack and Jill were

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If you have decided that acquiring an OSSD is important to you, you need to carefully consider the following information:

- In Grades 9 and 10, you can choose from three types of courses: **academic, applied, and open** courses.
- In Grades 11 and 12, most courses will have **prerequisite** courses. For example, in order to take Grade 11 English, you will need to have successfully completed Grade 10 English (Grade 10 English is the prerequisite course for Grade 11 English).
- Academic courses will prepare you to take **university and university/college preparation courses** in Grades 11 and 12. Applied courses will prepare you to take **college and workplace preparation courses** in Grades 11 and 12. If you decide to switch between the academic and applied streams, you may take a **transfer** course to acquire the necessary knowledge and skills.
- Open courses are available in all grades.
- There are compulsory courses—courses you must take—in the academic and applied streams.

Independent Reading

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<p><b>“In the Lines” Questions</b></p>	<p><b>“Between the Lines” Questions</b></p>	<p><b>“In Your Head” Questions</b></p>
<p>Who did _____?</p> <p>How many _____?</p> <p>When did _____?</p> <p>What are _____?</p> <p>What does _____ mean?</p> <p>What happened before _____?</p> <p>What happened after _____?</p> <p>How many times did _____ do _____?</p> <p>What happened next?</p>	<p>Explain what you mean by _____?</p> <p>Why did _____?</p> <p>What kind of person was _____?</p> <p>What would happen if _____?</p> <p>What makes you think that _____?</p> <p>Is _____ the same as _____?</p> <p>What events led to _____?</p>	<p>What were your reactions to _____?</p> <p>In your opinion, _____?</p> <p>How do you feel about _____?</p> <p>Evaluate _____. Is it right/wrong/unfair?</p> <p>Do you agree with _____?</p> <p>How might the writer _____?</p> <p>Could this _____?</p> <p>Do you believe that _____?</p>

Adapted from “Reaching the Peak, A Tutor’s Guide For Using the Community Newspaper.”

# ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

*“Giving your best today is the recipe for a better tomorrow.”*

*—Author Unknown*

In Lesson 7, you were introduced to the concept of **success**, and you learned that everyone has a different definition of success. For many people, being successful includes acquiring a secondary school diploma.

In order to graduate with an Ontario Secondary School Diploma (OSSD), you must earn 18 compulsory credits and 12 optional credits. As well, you must pass the Ontario Secondary School Literacy Test (taken in Grade 10) and spend a minimum of 40 hours volunteering in your community.

## COMPULSORY CREDITS (CREDITS YOU MUST ACQUIRE)

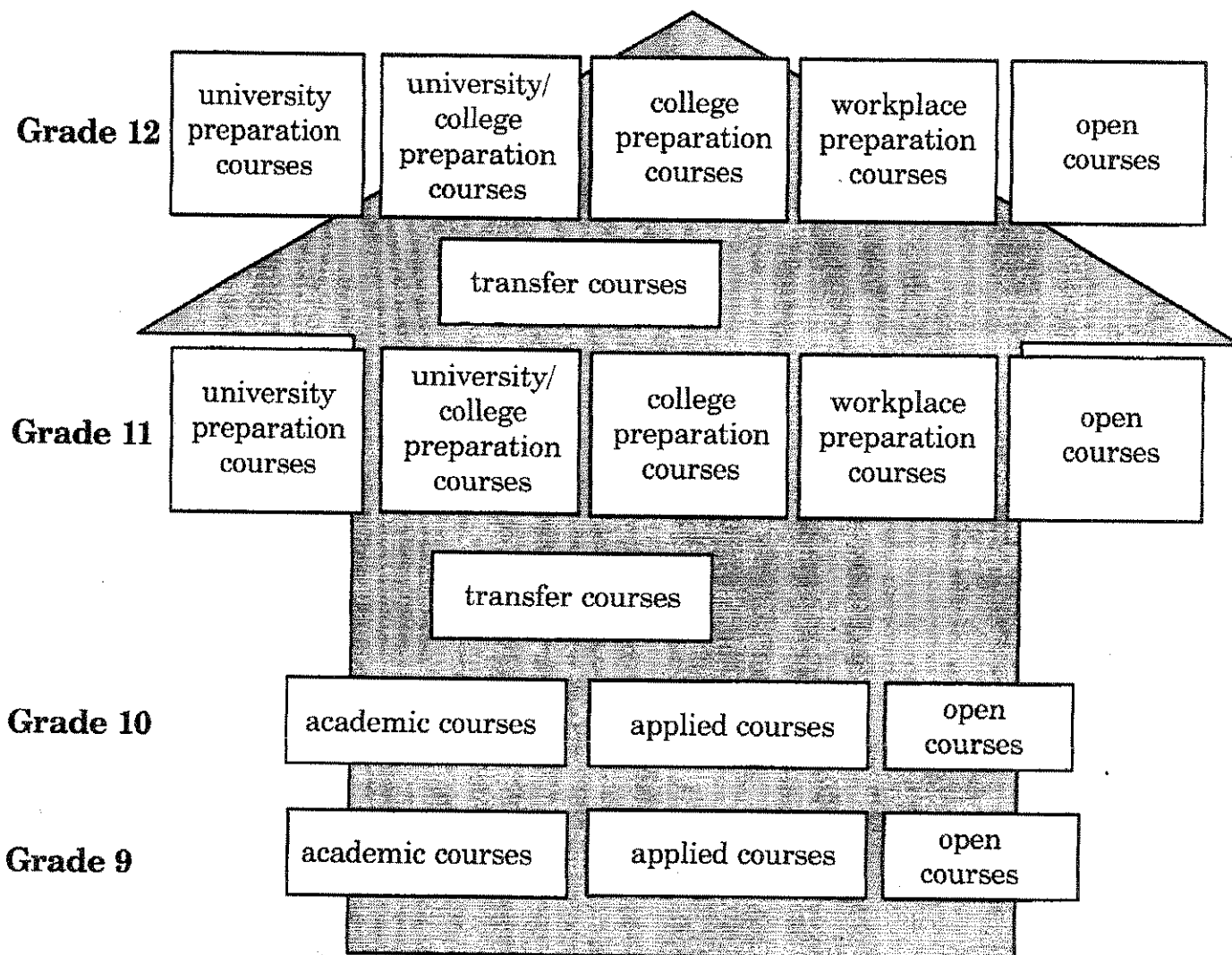
## OPTIONAL CREDITS

English .....	4 credits (1 per grade)	.... 1 credit
Math .....	3 credits (at least 1 in Gr.11/12)	.... 1 credit
Science .....	2 credits	.... 1 credit
French as a second language .....	1 credit	.... 1 credit
Canadian History .....	1 credit	.... 1 credit
Canadian Geography .....	1 credit	.... 1 credit
The Arts .....	1 credit	.... 1 credit
Health and Physical Education ...	1 credit	.... 1 credit
Civics .....	0.5 credit	
Career Studies .....	0.5 credit	
<b>Plus</b>		
English or a third language or Social Sciences or Canadian and World Studies .....	1 credit	.... 1 credit
Health and Physical Education or Business Studies or the Arts .....	1 credit	.... 1 credit
Science (Grade 11/12) or Technological Education .....	1 credit	.... 1 credit

If you have decided that acquiring an OSSD is important to you, you need to carefully consider the following information:

- In Grades 9 and 10, you can choose from three types of courses: **academic, applied, and open** courses.
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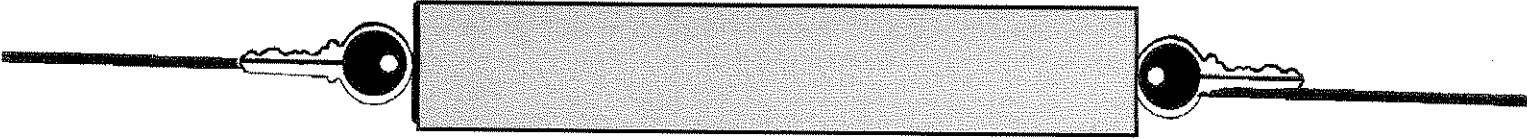
This overview of the secondary school program is like a road map. You need to decide which route to take.



Structure of the secondary school curriculum as of September 1999.

Your Annual Education Plan (AEP) will be your itinerary and the record of your journey. It is important that you start planning what you are going to learn. For more detailed information on the secondary school curriculum in Ontario, read the document, *Stepping Up* at [www.edu.gov.on.ca/eng/document/brochure/stepup/stepup.html](http://www.edu.gov.on.ca/eng/document/brochure/stepup/stepup.html).

It is also recommended that you meet with a teacher-adviser, guidance counsellor, or consult with an ILC adviser to review the courses that you will need in order to graduate.



Complete the following Activities: Save your written work to your Google Documents. Print out the assignments and give to Mr. Smisko when finalized/approved by Mr. Smisko.

Journal

Reflect on an experience in which you were successful. Describe the experience using the outline below.

**What?** What did you do? What skills and/or knowledge did you acquire?

**So What?** Why were you trying to acquire these skills?

**What Else?** What steps did you take next?

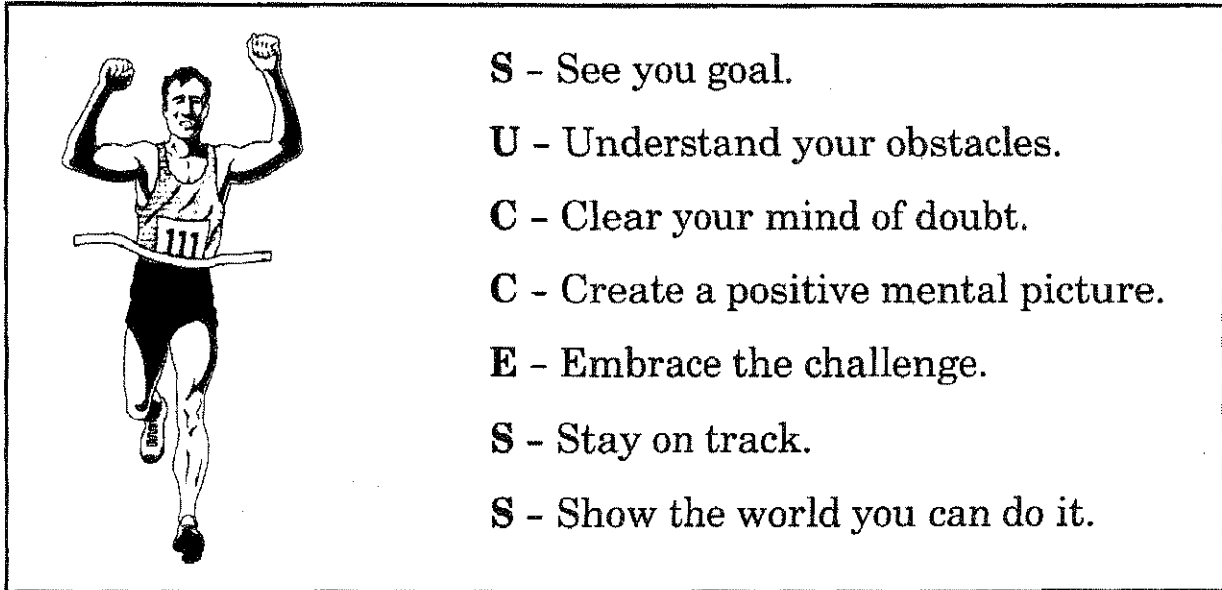
**Now What?** Where else could you apply what you learned?

If you have an artifact from the successful experience that you described, you may wish to include it by stapling it, or a photo of it, into your Course Journal or scanning a photo into your e-Journal. For example, you might glue in a ribbon or a photo of a medal from a sporting event, an assignment with a perfect mark, or a photo or sketch of something that you constructed. If you have no photos or artifacts, use words to describe each artifact.

b) Design a Tips for Success poster to display your definition of success and suggestions for achieving success. Consider these guidelines:

- Include a variety of personal management skills, habits, and characteristics.
- Use vocabulary that is appropriate for the topic. You can use a catchy slogan to convey an idea.

- If possible, use word processing or graphics software to present your work. If you don't have access to a computer, you can cut out pictures and words from magazines or newspapers. Your poster might look something like this:



15. Make an appointment to meet with a guidance counsellor or a teacher-adviser from a local secondary school. You can also consult with an ILC adviser. Explain that you want to discuss your secondary school diploma requirements and view a course calendar. A typical course calendar lists and sometimes describes the courses that are available to secondary school students.

If possible, take your action plans and a list of questions to your meeting. Your list of questions might look like this:

- What credits do I need to graduate?
- What courses should I take to prepare me for the workplace or for postsecondary education?
- If I decide to return to a traditional secondary school, what courses does your school offer? Does it offer the courses I need? If not, where can I go to get these courses?

Be prepared to take notes. Your goal is to make a plan of the courses you will take to complete all of your graduation requirements.

# POSTER

<p><b>Presentation</b></p>	<p>Presents information with a limited sense of audience and purpose.</p>	<p>Presents information with some sense of audience and purpose.</p>	<p>Presents information with a clear sense of audience and purpose.</p>	<p>Presents information with a strong sense of audience and purpose.</p>
<p><b>Use of Language and Visuals</b></p>	<p>Communicates ideas with limited effectiveness.</p>	<p>Communicates ideas with some effectiveness.</p>	<p>Communicates ideas with considerable effectiveness.</p>	<p>Communicates ideas with a high degree of effectiveness.</p>
<p><b>Thought and Preparation</b></p>	<p>Demonstrates little thought and attention to detail.</p>	<p>Demonstrates some thought and attention to detail.</p>	<p>Demonstrates considerable thought and attention to detail.</p>	<p>Demonstrates a high degree of thought and attention to detail.</p>

# Meeting Interview

Remember to thank your guidance counselor or teacher adviser. Review your notes after the meeting. Were all of your questions answered? Have you determined the courses you need to take? Use the following – MY ACADEMIC PLAN forms to identify all of the courses that you have taken and plan to take in high school. Decide when you will take each course. When you have completed the form scan it in to Google Documents and Print. Submit to Mr. Smisko. Remember to submit your meeting notes and Signature of Counsellor too!!!

Refer to your Rubrics for your assignments.

## EVALUATION CRITERIA FOR KEY

Your meeting notes and your course plan will be evaluated using the following rubric. Level 1 is considered a pass. Level 3 is the provincial standard.

Category	Level 1	Level 2	Level 3	Level 4
Content (meeting notes)	Few details are provided in the meeting notes.  Few of the details are related to the student's course choices and/or career plans.	Some details are provided in the meeting notes.  Some of the details are related to the student's course choices and/or career plans.	Sufficient details are provided in the meeting notes.  Most of the details are related to the student's course choices and/or career plans.	Comprehensive details are provided in the meeting notes.  All of the details are related to the student's course choices and/or career plans.
Content (course plan)	Few of the courses that the student plans to take are identified on the form.	Some of the courses that the student plans to take are identified on the form.	Most of the courses that the student plans to take are identified on the form.	All of the courses that the student plans to take are identified on the form.



# MY ACADEMIC PLAN

Date: \_\_\_\_\_

	Compulsory Courses	Academic	Applied	Optional Courses	Academic	Applied	Open
Grade 9							

# MY ACADEMIC PLAN

Date: \_\_\_\_\_

	Compulsory Courses	Academic	Applied	Optional Courses	Academic	Applied	Open
Grade 10							

# MY ACADEMIC PLAN

Date: \_\_\_\_\_

	Compulsory Courses	Academic	Applied	Optional Courses	Academic	Applied	Open
Grade 11							

# MY ACADEMIC PLAN

Date: \_\_\_\_\_

	Compulsory Courses	Academic	Applied	Optional Courses	Academic	Applied	Open
Grade 12							