**GLS10 CCA: “Growth Mindset in Action” Portfolio**

*Your course culminating activity (CCA) will have a number of steps and components. Please make sure you use your time wisely, do your own work, and reflect on what you have learned from all the experiences you have had in GLS class so far. This project will make up the largest chunk of your GLS mark – 30%. It is meant to be comprehensive – it pulls together all the things you’ve learned in GLS, as a culminating activity should. Your GLS binder will serve as your portfolio, meaning everything you hand in will be in your binder.* ***Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Knowledge Components**

1. You must demonstrate that you understand growth mindset:

* How the brain learns
* Importance of reinforcement/practice/repetition
* Importance of sleep
* Attitude toward effort being the factor that improves intelligence
* Use of strategies (as opposed to random efforts or just plain old hope to improve)

**How to show understanding of growth mindset**:

Write a letter to your future self (maybe you in second semester) about how you can change/improve your mindset (fixed ⇒mixed⇒growth). Incorporate the feedback you got from your teachers’ perspectives on growth mindset. Add the letter as a separate hand-written page inside your binder directly after the growth mindset package.

**Application Components**

1. You must connect your previous learning about growth mindset to at least 5 other skills you learned in GLS class:

* Numeracy, financial literacy
* Habits and goals
* Studying for tests and exams (plus new 3-column review sheet)
* Stress
* Taking initiative
* Reading strategies (types of questions, identifying topic and purpose, identifying meaning through context, fiction, non-fiction, graphic text)
* Spelling rules
* Writing complete sentences
* Cell phone concerns
* Note-taking
* Time management
* Writing strategies (BOPEAP, transitions)
* Interpersonal skills
* Course selection

**How to connect growth mindset to skills**:

Use a **connection sheet** to explain how growth mindset connects to 5 other skills. Insert connection sheets in your binder directly after each relevant worksheet.

1. You must connect your previous learning about growth mindset and the above-listed skills to your future employability:

Employability skills - top skills wanted by employers:

<https://www.monster.com/career-advice/article/work-skills-2018-1217>

Read the article above (the link to it is on the blog (gluskin.ca) under GLS: Growth Mindset.) Connect 3 of the 5 skills named below to what you’ve learned/done in GLS (growth mindset + other) and how they’ll help you become employable in the future.

## Problem solving

## Social media literacy

## Creativity

## Resiliency

## Willingness to learn new skills

**How to connect to employability skills:**

Write a properly structured paragraph following the outline template using the BOPEAP strategy. Don’t forget to include a brainstorming sheet in your binder/portfolio. Brainstorming should happen before you write. Your topic sentence should argue that your top 3 employability skills are closely connected to the GLS curriculum.

**Thinking/Inquiry Components**

1. You must reflect on how effectively you’ve used 4 in-class strategies that have been taught / recommended / commented on repeatedly by Ms. G and Ms. P. You may not have been listening, so take this opportunity to acknowledge missed opportunities.

* Practice before you get marked on something
* \*Reading teachers’ comments (feedback)
* Accepting constructive criticism
* Importance of consistent effort
* Avoidance of multi-tasking
* Staying focused without being distracted by cell phone
* Doing independent work productively
* Setting weekly and daily goals
* Writing your name and date on each piece of paper to keep binder organized
* Organization of papers in your binder
* Daily use of agenda
* Taking initiative to ask for help or to clarify

**How to reflect**:

Use a reflection sheet to show how you have and/or have not used 4 of the above-mentioned skills, including the one with an \*asterisk. Insert reflection sheets in your binder directly after each relevant worksheet.

**Communication Components**

1. You must make a work-back calendar for culminating activities and exam studying for all of your courses.

**How to make the calendar**:

You will be given blank templates and some models to follow. You will have to work backwards from the due dates of culminating activities and exam dates to include when you should study/prepare and what you should study/prepare. Include your GLS culminating activity as well.

**TIPS**

**A: Use the following checklist to make sure your CCA is complete when you hand in your binder/portfolio.**

* Letter to future self
* 5 connection sheets (each after the relevant worksheet)
* Employability skills brainstorm sheet
* Employability skills outline template (write it on the BOPEAP sheet you got in November)
* Employability skills paragraph
* 4 reflection sheets
* Work-back calendar

**B: Divide your binder into two sections:**

* Worksheets and handouts (dated)
* Weekly log sheets

**C: Include this CCA assignment (and rubric) as the last worksheet.**

**D: If your binder is incomplete we will not make an attempt to find the missing material. It is your responsibility to hand in a complete final product.**

**Rubric for GLS CCA, Dec./Jan. 2018-19**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I can…** | **Insightfully**  **Level 4** | **Well**  **Level 3** | **Basically**  **Level 2** | **In a limited way**  **Level 1/Below 1** | **SCORE** |
| **Show knowledge of growth mindset**  *through letter to future self* | Student clearly demonstrates accurate understanding of how growth mindset works:  Letter to future self shows key learning about all aspects of growth mindset | Student generally shows understanding of growth mindset:  Letter to future self is shows good general understanding of growth mindset | Student shows some understanding of growth mindset (picked up a few hints):  Letter to future self shows some understanding of growth mindset (still missing key aspects) | Student is barely able to show understanding of growth mindset:  Letter to future self shows limited understanding of growth mindset (if not written = 0) |  |
| **Apply what I have learned about growth mindset and learning skills and strategies**  *through*   * *5 connection sheets* * *Employability paragraph* | The 5 connections are consistently deep, clear, well thought out and personal, not just completed  Student brainstorms, structures and writes an employability skills paragraph with precision, detail and well-explained connections | The 5 connections are relatively clear and competent  Student brainstorms, structures and writes an employability skills paragraph with good detail and appropriate connections | The 5 connections show some clarity and accuracy but are not deep enough or personal enough. More emphasis on completion.  Student brainstorms, structures and writes an employability skills paragraph with some details and some appropriate connections | The connections show limited awareness of either growth mindset and/or the chosen skill. Connections are rushed and impersonal.  Student brainstorms, structures and writes an employability skills paragraph with limited details and connections |  |
| **Demonstrate thinking about growth mindset and learning skills and strategies**  *through 4 reflection sheets* | Student consistently reflects deeply, honestly, and thoroughly (in detail) | Students reflects effectively | Student reflects with some depth and honesty | Student reflects with little depth, detail, honesty |  |
| **Communicate what I have learned about growth mindset and learning skills and strategies**  *through use of a work-back calendar for exams and culminating activities for GLS and other classes* | Student’s detailed and accurate work-back calendar communicates key dates and requirements with considerable effectiveness (easy to read and follow, detailed, precise) | Student’s work-back calendar communicates key dates and requirements effectively | Student’s work-back calendar communicates some dates and requirements with some effectiveness | Student’s work-back calendar communicates dates and requirements with limited effectiveness (may be incomplete, hard to read and follow) |  |
| **SCORES** | 4++ (100%) 4+ (95%), 4 (88%), 4- (82%), 3+ (78%), 3 (75%), 3- (72%), 2+ (68%), 2 (65%), 2- (62%), 1+ (58%), 1 (55%), 1- (52%) Below level 1 (49-0) has not met the expectations for this assignment. | | | | | |

**Overall Curriculum Expectations: by the end of the course students will …**

Identify and use a variety of literacy skills and strategies to improve reading and writing in everyday contexts; demonstrate an understanding of learning skills and strategies required for success in school; apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school; demonstrate the use of personal-management skills and strategies to enhance learning.