

A Personalized Strategy for Academic Success in Business and Social Studies

A great deal of academic success can be attributed not to personal gifts, but to personal habits. Students who wish to improve academically might wish to consider the following strategies:

- ❑ sitting up front in class;
- ❑ sitting apart from students who may wish to socialize during class;
- ❑ making sketchnotes or mind-maps in class, even if handouts or PowerPoints are provided online (Students should resist the temptation to copy word-for-word notes.);
- ❑ organizing all notes and handouts into a logical system of units and themes;
- ❑ asking questions in class—even if only to confirm understanding of issues or concepts;
- ❑ seeking to understand concepts as opposed to memorizing them;
- ❑ seeking to place individual concepts within a larger context (*i.e. see the “big picture”*);
- ❑ seeking to establish logical links between newly examined material and previously learned material;
- ❑ completing homework during class time, or as soon after class as is possible;
- ❑ working ahead on assignments and projects (*This tends to reduce panic while at the same time increasing motivation.*);
- ❑ examining marking schemes or rubrics before completing assignments;
- ❑ examining titles and headings before reading the actual content of a handout or textbook (*This allows the student to place the material within context while he/she is reading.*);
- ❑ reading with a goal of learning specific concepts or answering specific questions—as opposed to wandering aimlessly through pages of text;
- ❑ making use of review sheets while studying;
- ❑ completing any practice tests or assignments that may be available.

The teacher and parent(s) might wish to consider exploring some of the following strategies:

- Parent(s): Talk to your child every day to learn how he/she is progressing with course work.
- Parent(s): Ensure that your child dedicates sufficient time to reading the course text and addressing course work on a daily basis.
- Parent(s): Ensure that your child has a quiet, well-organized work space.
- Parent(s): Ensure that your child has a large calendar placed somewhere in open view. (*Both the students and the parents should have access to this calendar. All curricular and extra-curricular demands should be recorded on the calendar. Scheduling should include preparation and process time—not just due dates.*)
- Parent(s): Ensure that your child obtains a sufficient amount of sleep every night. (*The National Sleep Foundation suggests that teens require about nine hours of sleep each night.*)
- Parent(s): Ensure that your child does not skip breakfast. (*Effective learning and class participation requires concentration, and concentration requires energy.*)

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- Teacher: Set up a time for extra help. (*Note: This offer is contingent upon the student making productive use of class time. Extra help is not intended to provide an “alternative” to classroom instruction.*)
 - Teacher: Arrange for the student to meet regularly with a peer tutor at school.
 - Teacher and parent(s): Draw up a behavioral contract that clearly sets out a series of expectations for the student. This contract can also outline the consequences that will follow if the student falls short of the stated expectations.

Other: _____

Online Materials and Resources for BBI10



Remember, the course website contains:

- complete term outlines (class by class breakdown);
- lesson plans providing details of each class;
- all course handouts;
- all assignments and due dates;
- all test review sheets and testing dates;
- a variety of practice exercises, quizzes, tests, and exams;
- a collection of electronic resources linking students to newspapers, magazines, online libraries, government agencies and departments, and many other privately established websites.

Web Directions:

- This course site is accessible over Edvance
- ...or directly over the web at:
www.newlearner.com/courses/hts/bbi10

Contact Information

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