

Guided Learning Package 2026/27

Sardis Secondary School
Mr. Wedel (Library)



Name: _____ Student #: _____ Block: _____

Introduction

Welcome to Guided Learning (GL). To pass this course you ***must complete the activities/assignments in this package*** and hand it in by the due date. There will also be ample opportunity for you to do work of your own choice. You may work alone, collaborate with fellow students, and/or connect with counsellors and support teachers as needed. Feel free to ask me for assistance at any time.

Course Conduct

- Remember that ***this is not a spare block.***
- Work quietly and independently in the library or other predetermined location.
- Be thoughtful and respectful of others sharing your workspace.
- Do not loiter in the halls, pit, or other school areas.
- Check Teams Guided Learning channel and student email for updates.

Assignments

- All the assignments/activities for this course are in this package. You will find the package in digital format in the ***file (shared) section of your Teams Guided Learning channel.***
- When an assignment/activity is done, please ***staple a paper copy of your work to the back of this package*** (if applicable).

Goal Setting & Assessment

- ***ATTENTION – failure to complete and hand in the Guided Learning Package will result in a failing grade.***
- You will be ***setting your own learning goals*** for GL and ***assessing your own performance.*** I will be checking your work to verify your self-assessment is accurate.

Due dates

- | | |
|----------------------|-------------------|
| • Semester 1 | Dec. 11/26 |
| • Semester 2 | May 21/27 |
| • Linear (full year) | May 21/27 |

Contact Info

- email: christopher_wedel@sd33.bc.ca
- Teams Guided Learning channel

Guided Learning Assignments & Activities

Assignments	Initial box when complete
1. Guided Learning Goal Setting - Page 4 of this package - Do this first	
2. Future Education & Career Plans - Review the assignments you have done on this topic in myBlueprint - Consider the knowledge you gathered from Post-secondary Night, Scholarship Meetings, Career Day, and Work Experience - Also consider discussions with family and friends on this topic - Reflect on your work in preparing the Capstone Project - Write a short <i>Future Education & Career Plans Report</i> (one page or less double spaced). Address the following: a. What career do I intend to pursue and why b. What education and/or experience will I need for that career c. Where/how will I get that education and/or experience d. How will I finance my education (if applicable) e. Will I be taking a gap year f. Any other pertinent info not asked about here - <i>Staple your Future Education & Career Plans Report to the back of this package.</i>	
3. Effective Study Strategies - Watch the video series <i>How to Get the Most Out of Studying</i> (Dr. Stephen Chew, Prof. of Psychology, Samford U.) Video 1: https://www.youtube.com/watch?v=RH95h36NChI Video 2: https://www.youtube.com/watch?v=9O7y7XEC66M Video 3: https://www.youtube.com/watch?v=1xeHh5DnCIw Video 4: https://www.youtube.com/watch?v=E9GrOxhYZdQ Video 5: https://www.youtube.com/watch?v=-QVRiMkdRsU - Explore the 10 <i>Essential Study Skills</i> (Algonquin College). Make a list (bullet points) of 5 top tips that you think could help you most. https://algonquincollege.libguides.com/study-skills/ - <i>Staple your 5 Top Tips List to the back of this package.</i>	

4. Identifying Information Bias - Read <i>Understanding the Political Spectrum</i>. https://www.unifrog.org/know-how/understanding-the-political-spectrum - Watch <i>Noam Chomsky's Manufacturing Consent Revisited</i> https://www.google.com/search?q=manufacturing+consent+revisited&rlz=1C1GCFX_enCA1109CA1112&oq=manufacturing+consent+revisited&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCggCEAAyGAQYogQyCggDEAAyGAQYogQyCggEEAAyGAQYogQyCggFEAAyGAQYogQyCggGEAAyGAQYogTSAQkxMTQ4OGowajeoAgCwAgA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:75fc1e66,vid:pf-tQYcZGM4,st:o - Explore the following <i>AllSides</i> website links. (note - this is an American site. In US politics Red=rightwing and Blue=leftwing. In Canada it is opposite: Red=left, Blue=right) Media Bias Ratings: https://www.allsides.com/media-bias Red Blue Translator: https://www.allsides.com/translator - Find one term from the “Blue Red Translator” that interests you. Choose one of the <i>Questions to Play With</i> at the end of that page and write a paragraph answer to it (note – not all terms have questions following, so you should check before you choose). - <i>Staple your Paragraph Answer to the back of this package.</i>	
5. Transitioning to Post-secondary. - Read <i>Moving from High School to University</i> (SFU). https://www.lib.sfu.ca/about/branches-depts/slc/learning/transition/high-school-university - Look over <i>How to Navigate the High School to College Transition</i> (Ivy Scholars). https://www.ivyscholars.com/how-to-navigate-the-high-school-to-college-transition/ - Write a brief reflection (1 page or less double spaced) on the following 2 questions: a. What do I think my biggest challenge aside from course work will be and why? b. What am I looking forward to the most about college life? - <i>Staple your Reflection to the back of this package.</i>	
6. Graduation Profile Survey - Pages 5 & 6 of this package - Complete the survey	
7. Guided Learning Self-assessment - Page 8 of this package - Do this last	

Activities (you may use GL class time to complete the following tasks)	Initial box when complete
1. Meet with school counselor and review: - Graduation plans and credits attained - Career/post-secondary goals	
2. Post-secondary Night: - Attend and explore your options - This event happens in semester 1. If you take GL in semester 2 and have not attended, mark as N/A.	
3. Scholarships: - Connect with the Career Advisor (Ms. Christiansen) regarding scholarships	
4. Capstone: - Work on your Capstone Project	

Guided Learning Goal Setting (assignment 1)

At the beginning of this course, you must set your personal goal(s) for learning.
Some suggestions are:

- extra study to succeed in your SSS courses
- study/practice in preparation for your future education or career
- work on an area of personal interest/passion you intend to pursue
- other

Below, identify and list one or more goals (other than completing the GL Package)

1. Complete the Guided Learning Package and hand it in by the due date (required).

2. _____

3. _____

4. _____

Graduation Profile Survey (assignment 6)

Preamble

A Graduation Profile provides a brief snapshot of your growth and learning so far. Reflect on the questions and complete the survey as honestly as you can. The answers you choose will not affect your mark, but you will be assessed on whether or not you complete the survey.

Instructions:

- Read each statement carefully and try to rate yourself to the best of your ability. **Circle** the letter corresponding to your rating (Excellent, Good, Average, Poor.)

A. LITERACY				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
1. Reading for enjoyment in your spare time	A	B	C	D
2. Understanding what you read in a textbook at school	A	B	C	D
3. Writing a paragraph that is clear and concise.	A	B	C	D
4. Writing an essay on a specific topic.	A	B	C	D
5. Explaining an event or a feeling to another person.	A	B	C	D
6. Explaining an event or a feeling to a small group of people.	A	B	C	D
7. Listening attentively to another person and responding to what has been said.	A	B	C	D
8. Finding information on a topic and then using that information to solve a problem.	A	B	C	D
9. Reading and learning something and asking questions about it.	A	B	C	D
10. Explaining Canadian government and politics to another person.	A	B	C	D
11. Describing the differences between Canada and the United States to another person.	A	B	C	D
B. COMMUNICATION				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
12. Giving a presentation to the rest of the class.	A	B	C	D
13. Introducing yourself to people who don't know you.	A	B	C	D
14. Resolving conflicts with your peers.	A	B	C	D
15. Making decisions about your life (e.g. healthy lifestyle, job, etc.)	A	B	C	D
16. Being polite to others even when you disagree with them.	A	B	C	D
17. Working together with others.	A	B	C	D
18. Understanding and responding to the needs of others in a helpful way.	A	B	C	D

C. NUMERACY				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
19. Performing math operations.	A	B	C	D
20. Solving math problems.	A	B	C	D
21. Gathering, interpreting, researching, and summarizing data.	A	B	C	D
22. Understanding statistics.	A	B	C	D
23. Understanding trends in science and technology.	A	B	C	D
24. Understanding the importance of math and science in your life.	A	B	C	D
D. CITIZENSHIP/PERSONAL RESPONSIBILITY				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
25. Appreciating diversity in your community (e.g., ethnic, cultural, religious, etc.)	A	B	C	D
26. Promoting equity, justice, and democracy.	A	B	C	D
27. Promoting the protection of the environment.	A	B	C	D
28. Feeling that you are capable of trying new things.	A	B	C	D
29. Living a healthy and balanced lifestyle.	A	B	C	D
30. Taking the initiative to learn about something that you are interested in.	A	B	C	D
E. TECHNOLOGY				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
31. Operating a personal computer.	A	B	C	D
32. Using e-mail and accessing the internet.	A	B	C	D
33. Understanding the use of technology in the world today.	A	B	C	D
F. CAREERS				
HOW DO YOU RATE YOURSELF AT:	Excellent	Good	Average	Poor
34. Creating a resume.	A	B	C	D
35. Being interviewed.	A	B	C	D
36. Working hard and doing a good job.	A	B	C	D
37. Setting goals and working towards them.	A	B	C	D
38. Thinking up ways of making your own employment.	A	B	C	D
39. Being honest and trustworthy.	A	B	C	D
40. Being on time and showing up for work/or school.	A	B	C	D

Guided Learning Assessment Rubric

You will be evaluating yourself in the following 4 areas:

- ***responsibility***
- ***thoughtful, careful work***
- ***independence***
- ***respect and cooperation***

	Responsibility	Thoughtful, careful work	Independence	Respect and cooperation
Extending	Always chooses work locations that maximize productivity. Hands in assignments on or before due date. Checks Teams for messages and responds quickly.	Assignments carefully and thoughtfully done. Expresses own ideas and opinions clearly. Willing to revise ideas and opinions in response to learning.	Chooses work that helps student succeed at school and aligns with student's future goals. Does assignments without reminders.	Works without disturbing others and helps-out if needed. Cooperates with staff and students sharing the library space. Does not wander the halls.
Meeting Expectations	Usually chooses work location that maximizes productivity. Hands in assignments on due date. Checks Teams for messages and responds.	Assignments carefully and thoughtfully done. Expresses own ideas and opinions clearly.	Chooses work that helps student succeed at school. Does assignments with minimal reminders.	Works without disturbing others. Cooperates with staff and students sharing the library space. Does not wander the halls.
Emerging / developing	Sometimes chooses suitable work location. Hands in assignments late or incomplete. Requires multiple reminders on Teams before responding.	Assignments are sloppy and/or incomplete. Own ideas and opinions expressed unclearly or incompletely.	Chooses to waste time sometimes. Leaves class at inappropriate times. Needs many reminders to get assignments done.	Sometimes disturbs others including staff and students sharing the library space. Sometimes wanders the halls.
Not meeting	Rarely chooses suitable work location. Does not hand in assignments. Does not respond to messages on Teams and parents must be sent reminders.	Assignments are sloppy, incomplete, or not done at all. Unable to express own ideas and opinions. Assignments plagiarized or done by AI.	Chooses to waste time habitually. Often leaves class at inappropriate times. Doesn't get assignments done even with many reminders.	Often disturbs others including staff and students sharing the library space. Often wanders the halls and/or leaves early.

Guided Learning Self-Assessment (assignment 7)

Name _____

Date _____

Near the end of the course, you must complete this self-assessment. You can reference the Guided Learning Assessment Rubric (page 7 of this package) to help you.

Answer each question by scoring your work (5, 4, 3 or 2). Add all scores for your total.

In Guided Learning ...	Always (5)	Usually (4)	Maybe (3)	Rarely (2)
-I choose work locations that maximize my productivity, and do not wander the halls.				
-I hand in assignments on or before due date.				
-I check Teams for messages and respond quickly.				
-I complete assignments carefully and thoughtfully.				
-I express my own ideas and opinions clearly.				
-I revise my ideas and opinions in response to learning when appropriate.				
-I choose work that helps me succeed in school and which aligns with my future goals.				
-I do assignments without reminders, and submit them on or before the due date.				
-I work without disturbing others and help-out if needed.				
-I cooperate with staff and students sharing the library space.				
Add all scores and put your total (out of 50) here:				
Total /50				