

Queen Elizabeth Academy

High School Credits Summer and Fall (after school)

Our Approaches to Learning Mathematics and English

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Queen Elizabeth Academy High School Credits Summer and Fall (after school)

Queen Elizabeth Academy offers high school credits, summer and fall, with small class sizes. We deliver high quality lessons in a supportive and engaging atmosphere. We focus on building the foundation of our students to achieve long term success.

Credentials

Queen Elizabeth Academy is a private school, provincially inspected by the Ministry of Education. (School license BSID: 882306). Summer credits can be used for university admission and OSSD.

For over 8 years, we have worked with 1,000+ students, many of whom have entered top universities with scholarships ranging from \$2,000 to \$23,000.

Success Stories

QEA credit course students were successfully admitted to top universities

Glenn T.	Waterloo Engineering
Danielle T.	Queen's Commerce
Jeff R.	Queen's Commerce
Callum B.	Queen's Commerce
Colin H.	Queen's Commerce
Adam O.	Queen's Engineering
Max S.	Waterloo Mathematics
Nathan W.	Waterloo Business
Matt B.	Waterloo Aviation
Emily B.	Western Ivey
Melissa W.	Western Ivey
Jeremy R.	Western Ivey
Lola O.	Western Medical Science
Melissa S.	U of T Rotman
Jivtesh S.	Wilfrid Laurier Business
Jake L.	Wilfrid Laurier Business
Robbie M.	Wilfrid Laurier Business
Sean O.	Wilfrid Laurier Business
Maddy O.	Queen's Computer Sci.
David P.	Rotman Business School



The Queen Elizabeth Standard

High quality educational programs

Queen Elizabeth Academy is a premier education facility providing high quality academics for our students. We focus on building a sound academic foundation for our students preparing them for successful entry to top universities.

Queen Elizabeth Academy's Private credit courses provide our students with small class sizes, personalized attention based on step-by-step, easy to understand lessons. We focus on building the students' foundational knowledge to achieve long term academic success.



Benefits to Students

- 1. Organize Knowledge:** Our tutors will categorize types of problems and organize knowledge making it easier for students to retain.
- 2. Understand the Fundamentals:** The key to understanding concepts is knowing what they are and understanding the “why” behind them. Once students understand the fundamentals, solving problems becomes easier.
- 3. Building Foundations:** Most students struggle and lose marks because of knowledge gaps. Our tutors identify these gaps, provide the knowledge, and then reinforce it through practice.
- 4. Building Foundations:** Most students struggle and lose marks because of knowledge gaps. Our teachers identify the common gaps, provide the knowledge and then reinforce it through practice. For example, on our math courses we provide a welcome foundation package of 300-600 problems, for our students to prepare before coming to the first class, then we spend the first day going through them.

Course Details

Course Offered:

Advanced Functions	English 12
Physics	Chemistry
Biology	Math 10
Math 11	

Time / Day

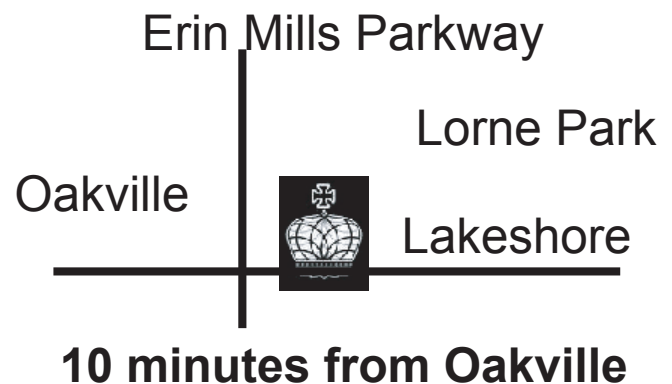
Summer: 8.00am to 1.30pm. Monday to Friday.
(Time may change slightly depending on the course)

Fall: 3.30-6.30 / 5.00-8.00. Mon / Wed or Tues / Thurs
(Time may change slightly depending on the course)

Location

Unit 5, 1020 Johnsons Lane., Mississauga.

we are located at the heart of Lorne Park, 5 minutes from QEW and 10 minutes from **Oakville** and **Port Credit**.



Our Approach to Teaching Mathematics

The issue many students have with math is that math knowledge is cumulative. This means that each year builds upon previous years of study. By the time students reach grade 12, they need to have a comprehensive understanding of math from grade 8 to grade 11.

Some of the problem lies within the student's own beliefs. Students who perform poorly in math often blame their personal limitations or that they just haven't inherited the right genes for the subject. However, this assumption is false. It's all about practicing and building a solid foundation. Students need to keep on top of the skills, maintain these fundamental skills, and practice, practice, practice! Just like anything else, students need to put the time in to succeed.

Personal aspects aside, the general root of the problem is that most students have gaps in knowledge from previous years, so when the current year addresses these topics, they're already behind before they've even started. So how do we tackle this? Well for starters, right away! The longer a student waits to catch herself or himself up, the more they'll fall behind in school. No matter how accommodating school might be, students need to take matters into their own hands to get caught up – time waits for no one.

Here is our approach to teaching mathematics for our credit course students:

Approach #1: Facilitate understanding, not memorizing

One major challenge for many students, is the tendency to memorize the equations or steps, hoping that will help them through tests and exams. The fact is that for math, it is understanding that counts, because problems will change, and the student needs to come up with solution and *apply* this formula. This is the reason why many students experience difficulties.

What is understanding? It's knowing the *why* behind the concept. It's the ability to explain the concepts, problems and solutions in their own words. It's the ability to teach someone how to solve a problem and answer questions. If a student can do that, then he or she will truly understand and can perform well on tests. Our lessons focus on facilitating understanding. This is how our teachers will run the lessons. To take a step further, we have math presentations! This mimics university thesis defence, where a student will present a solution in class, and our teacher will drill and ask penetrating questions: "why do you do this step?", "what if I change this to something else". In this case, our students are trained to understand, not memorize.

Approach #2: Organizing knowledge

The fact is, for high school level math, there are only so many types of questions they can ask for each unit. The challenge for many students is that, they get mixed up and overwhelmed because they don't take an organized approach to the concepts they have learned. Questions need to be organized into type 1, type 2 etc. Once this is done, problems and concepts will become much clearer. Teaching our lessons in this way allows students to effectively digest the problems.

Approach #3: Strengthening foundational skills

For most math units in grade 11 and 12, answering questions takes place in steps. The first two steps are usually the new concepts, while the rest of the steps that follow are only used to simplify the solution. If students' foundation is weak, they can lose a lot of marks in these simplifying steps (reducing, factoring, simplifying, etc.). It appears as though they have made careless mistakes, but in reality, there are some recurring gaps in their thought process. If students discover any gaps within their basic skills, then the trick is to focus in on those types of questions. If students can try to aim for 60-80 of those types of questions, then they can be sure that they've bridged the gap. But where can these questions be found?

We realize that some of our students joining our credit course have this type of challenge. Therefore, we provide a welcome package for all our math courses, which contains between 250-650 problems. We give our welcome package 2 weeks before the first day of our class, to get our students to work on them. And on the first day, we dedicate 3 hours in taking over each type of foundation problem.

Math foundation skill is on going. We want our students to keep practicing throughout the term, and this is the only way to build a strong foundation for next year.

Our Approach to Teaching English

The challenge with English for many students, is that they never fully learn effective writing skills. At the junior level, they are accustomed to write the way they text on mobile phones. They never fully learn proper sentence structure. However, when they reach high school, they are expected to understand Shakespeare and perform critical analysis. In that case, they stumble because students merely give plot summaries instead of going deeper into the themes.

English is a foundation skill. The student needs to be able to communicate, via written or presentation, beyond the English class. He will need to write essays in other courses and research projects in university. Therefore, strengthening this skill is critical to the student's long term success.

At QEA, beside the required curriculum, we teach essay writing and critical analysis. Here is our approach:

Approach #1: Essay writing

What does excellent essay structure look like? What is the difference between a good thesis and a bad thesis? How do you support your argument with analytical evidence?

This is what we teach. At other schools, students are expected to explore, and learn this on their own. However, we dedicate specific lessons to each of these components, teaching students how to carefully craft each part of their essay, from writing a strong thesis, to constructing topic sentences, and ensuring that each paragraph follows a structure that flows smoothly. Our lessons are tailored to strengthen writing skills, by focusing on each section of an essay, and how to construct ideas and sentences specific to it. Essay writing requires practice, but also careful guidance. Our goal is for our students to learn these fundamental aspects carefully, and move on to be able to do independently.

Approach #2: Grammar

It is not surprising that students still have challenges with run-on sentences. Grammar starts at a young age, but if the student doesn't fully comprehend the rules, they will run into major challenges in the upper years of their educational career. Grammatical rules are often understated, and clumped into essay writing. However, students need to learn how to identify concepts such as verbs, adjectives and verbs, but also how to use them effectively within their own writing. To overcome grammatical challenges, we dedicate specific sessions on grammar to identify common grammatical errors, and teach grammatical rules, such as how to use and identify comparative and superlative adjectives. Moreover, we dedicate our time to teaching our students how to edit and proofread their writing in order to detect issues with grammar, word choice, and sentence structure, as well as how to correct them.

Approach #3: Critical Analysis

Critical analysis are one of the largest ongoing challenges for high school students. High school English requires students to understand literature beyond plot structure and summary writing. Instead, they must tie the plot to critical themes within the text, and be able to formulate an argument supported by the text. This requires a critical reading, whereby students are able to identify core themes by analyzing the detailed elements of the text such as word choice, and literary devices.

Moreover, students are required to tie these themes to their own personal experience as well as important societal issues in relation to the historical and political background of the text. For example, we not only read through Shakespeare, but we look at how specific aspects of the writing, as well as the historical background of the time period is significant to personal experiences, as well as the theme and moral of the text.

Our educators focus on this by teaching students the historical background of the text, as well as how to research it. We analyze the text with them by asking them questions beyond the plot structure, and teach them how to support their answer by looking at the details of the writing. Typically, 30% of the grades are allotted to critical thinking.



Queen Elizabeth Academy

Queen Elizabeth Academy has a strong tradition of providing quality education and tutoring. Over 8+ years, we have worked with 1000+ students, building their success step by step.

Contact:

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