

ANGLAIS POUR DÉBUTANTS 4

EANDO

Niveau 4

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COURSE PROFILE FRAMEWORK

COURSE OVERVIEW	UNITS	ACTIVITIES INFORMATION
Space reserved for school <i>(to be completed)</i>		
Description/Rationale	Unit Description	Description
Unit Titles	Strands and Expectations	Strands and Expectations
Unit Descriptions	Activity Titles	Planning Notes
Teaching/Learning Strategies	Prior Knowledge Required	Prior Knowledge Required
Assessment/Evaluation Techniques	Unit Planning Notes	Activity Instructions
Resources	Crosscurricular Links	Assessment/Evaluation Techniques
OSS Policy Applications	Teaching/Learning Strategies	Resources
Course Evaluation	Assessment/Evaluation Techniques	Appendices
	Accommodations (for students with special needs)	
	Security	
	Resources	

**TABLE OF OVERALL EXPECTATIONS AND
SPECIFIC EXPECTATIONS**

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
Overall Expectations						
EANDO-O-OE.1	demonstrate an understanding of English spoken in different contexts and for a variety of purposes;		2.4	3.2 3.3		
EANDO-O-OE.2	listen actively to others' oral presentations and provide appropriate feedback;	1.4 1.5 1.6		3.5	4.5	
EANDO-O-OE.3	communicate for specific purposes and to specific audiences in a variety of forms and using appropriate vocabulary;	1.3 1.4 1.5 1.6		3.4 3.5	4.2 4.5	
EANDO-O-OE.4	participate in discussions and express opinions on a wide range of topics and current issues;	1.1 1.2 1.6	2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.3		
EANDO-O-OE.5	select and use English vocabulary, expressions, and levels of language that are appropriate to a given purpose, audience, and context.			3.4	4.2 4.5	
Specific Expectations: Listening						
EANDO-O-List.1	acquire new vocabulary and expressions, including idioms, by listening to a variety of oral communications;	1.1 1.2 1.4 1.5				
EANDO-O-List.2	demonstrate the ability to acquire new perspectives on people, places, and current issues from listening to different forms of oral communication;		2.2 2.4 2.5	3.1 3.2 3.3		
EANDO-O-List.3	acquire information from and identify main and supporting ideas in oral presentations;	1.5				
EANDO-O-List.4	demonstrate understanding of information in oral presentations by questioning and reformulating the main ideas;	1.5 1.6		3.5		
EANDO-O-List.5	follow complex oral instructions to perform school-related tasks;	1.1		3.4		
EANDO-O-List.6	take notes that accurately reflect the ideas and information in oral communications;	1.3		3.4		

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EANDO-O-List.7	express their opinions about social issues and presentations on a variety of topics, after listening to discussions on these issues and topics;	1.1 1.6	2.2	3.1 3.4		
Specific Expectations: Speaking						
EANDO-O-Sp.1	speak effectively in various contexts about own personal experiences and prior knowledge;	1.1				
EANDO-O-Sp.2	ask and respond to questions to clarify information and confirm understanding;	1.1 1.6	2.2 2.3 2.4 2.5	3.1 3.3		
EANDO-O-Sp.3	contribute positively to class discussions by sharing opinions and ideas;	1.1 1.2 1.3		3.1 3.2		
EANDO-O-Sp.4	use vocabulary acquired through listening activities for a variety of purposes;	1.1 1.2 1.3 1.5			4.2 4.5	
EANDO-O-Sp.5	select and use appropriate vocabulary and figures of speech in discussions and oral presentations, according to purpose, audience, context, and setting;	1.3 1.5		3.4		
EANDO-O-Sp.6	speak with confidence and skill in discussions about literature, using appropriate vocabulary;	1.2 1.4	2.1 2.2 2.3 2.4 2.5			
EANDO-O-Sp.7	discuss compositional elements of fiction and make connections between them;	1.2	2.1 2.3 2.4 2.5			
EANDO-O-Sp.8	express ideas and opinions clearly and concisely in response to a variety of oral presentations;	1.5 1.6				
EANDO-O-Sp.9	select and use formal or informal levels of language according to context;			3.4	4.5	
EANDO-O-Sp.10	identify colloquialisms and levels of language, and the specific purpose, audience, and context in which they are appropriate;			3.2 3.3 3.4		
EANDO-O-Sp.11	read aloud a variety of written work, using proper pronunciation, intonation, and volume;	1.4 1.6			4.2 4.5	
Specific Expectations: Communication Skills						
EANDO-O-Comm.1	present ideas convincingly by selecting appropriate introductory remarks, sequences, transitions, and closing comments in oral presentations;	1.5 1.6				

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EANDO-O-Comm.2	use the three main verb tenses (present, past, and future) in the indicative, progressive, and perfect modes in discussions and presentations;	1.1				
EANDO-O-Comm.3	prepare an oral reading of prose or poetry, focusing on content, pronunciation, and intonation;	1.4 1.6				
EANDO-O-Comm.4	refine own presentation techniques by listening to a variety of oral communications, and respond constructively to the presentations of others;			3.5		
EANDO-O-Comm.5	seek ideas of group members and others and integrate these into the preparation of own presentations and productions;			3.5		
EANDO-O-Comm.6	revise and rehearse material before making a presentation;	1.5 1.6				
EANDO-O-Comm.7	use a variety of resources, technical equipment, and techniques to complement oral presentations;			3.5		
Specific Expectations: Media Communication Skills						
EANDO-O-Media.1	view and listen to a range of media texts, identifying messages, levels of language, and target audiences and evaluating their potential impact;		2.2	3.3 3.4		
EANDO-O-Media.2	identify the presentation techniques used to help the audience grasp the message, theme, or main point of, and maintain its interest in, a media production;			3.4		
EANDO-O-Media.3	analyse, assess, and produce a variety of simple media works, respecting the characteristics of the chosen form.			3.5		

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Reading</i>		1	2	3	4	5
Overall Expectations						
EANDO-R-OE.1	read literary and informational texts in English for a variety of purposes;	1.2 1.3 1.6	2.2 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.3 4.5	
EANDO-R-OE.2	identify and explain the defining characteristics of a variety of English texts in print and electronic form;		2.2 2.3 2.4 2.5	3.2 3.4		
EANDO-R-OE.3	read independently and locate information efficiently, using a variety of reading strategies;					5.1 5.2 5.3 5.4
EANDO-R-OE.4	compare and contrast the structures and characteristics of various literary genres;		2.1 2.4			
EANDO-R-OE.5	read critically and respond to ideas in, answer challenging questions about, and justify opinions about texts read.		2.2 2.3 2.5		4.5	
Specific Expectations: Reading Comprehension						
EANDO-R-Compr.1	read a variety of genres from diverse cultural traditions to enhance their appreciation of literature;		2.1 2.2 2.3 2.4 2.5			
EANDO-R-Compr.2	explain basic compositional elements of fiction;	1.2	2.1 2.3 2.4 2.5		4.3	
EANDO-R-Compr.3	apply comprehension strategies according to the purpose and type of text;	1.3 1.6		3.4		5.2 5.3 5.4
EANDO-R-Compr.4	adopt different reading strategies to retrieve information;				4.5	5.2 5.3 5.4
EANDO-R-Compr.5	use textual cues and literary/stylistic devices to interpret texts;		2.2 2.3 2.4 2.5			
EANDO-R-Compr.6	differentiate forms of fiction and non-fiction, defining their characteristics;		2.4		4.3	
EANDO-R-Compr.7	respond to a variety of texts by answering questions that require different skills;		2.3 2.5		4.3	
EANDO-R-Compr.8	express responses to reading material and, following discussion and reflection, consider alternative interpretations;		2.2	3.4	4.3	

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Reading</i>		1	2	3	4	5
EANDO-R-Compr.9	identify a wide range of literary/stylistic devices in written material;		2.2 2.3 2.4 2.5			
Specific Expectations: Vocabulary Acquisition and Pronunciation						
EANDO-R-Voc.1	apply knowledge of word origins and derivations to determine pronunciation;			3.1	4.5	
EANDO-R-Voc.2	expand their bank of sight words from readings and integrate newly learned words and expressions into both oral presentations and written assignments;			3.1 3.5	4.5	
EANDO-R-Voc.3	use a variety of strategies to determine the meaning of unfamiliar vocabulary;			3.1		5.3
EANDO-R-Voc.4	adopt additional strategies to extend vocabulary;			3.1 3.4		
EANDO-R-Voc.5	use reference texts to locate specific information and to verify meanings of unfamiliar words;					5.1 5.3 5.4
EANDO-R-Voc.6	read English aloud, varying intonation, pace, and volume according to material, purpose, and audience;			3.5	4.5	
Specific Expectations: Critical Thinking and Response						
EANDO-R-Crit.1	analyse and make connections among personal experiences, prior knowledge, and reading materials;			3.1 3.2 3.3 3.4 3.5		
EANDO-R-Crit.2	make connections between elements of fiction;	1.2	2.5	3.5		
EANDO-R-Crit.3	explain and justify preferences for various literary genres;		2.1 2.4 2.5		4.3	
EANDO-R-Crit.4	identify a writer's perspective and discuss their opinions of the writer's views;		2.2 2.5	3.4		
EANDO-R-Crit.5	recognize and respond to bias, stereotypes, and prejudice in literary and informational texts;			3.1 3.2 3.3		
EANDO-R-Crit.6	respond critically to the choices and motives of characters in literary and media texts;		2.4 2.5			
EANDO-R-Crit.7	ask questions for clarification about the use of literary/stylistic devices;	1.3				
EANDO-R-Crit.8	explain how imagery, figures of speech, and symbols create tone and mood in texts;	1.3		3.4		

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Reading</i>		1	2	3	4	5
EANDO-R-Crit.9	identify language and imagery in literary and media texts that contribute to mood and appeal to emotions;			3.2 3.3 3.5		
EANDO-R-Crit.10	effectively use a variety of resources to research a specific topic.				4.5	5.1 5.3 5.4

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Overall Expectations						
EANDO-W-OE.1	write a variety of texts for different purposes;			3.1	4.2 4.4	5.3
EANDO-W-OE.2	write with confidence in different contexts;	1.5 1.6	2.4	3.1 3.5	4.5	5.4 5.5
EANDO-W-OE.3	write coherent descriptive and expository paragraphs, using sound paragraph structure, appropriate transitional words, and proper word choice, and applying language conventions appropriately and accurately;				4.1	
EANDO-W-OE.4	apply a staged writing process to further develop their expertise as writers;			3.5		5.1 5.2 5.4 5.5
EANDO-W-OE.5	use reference material to revise written work independently and collaboratively, choosing appropriate levels of language, improving use of language conventions, and enhancing clarity.			3.5	4.4	5.5
Specific Expectations: Forms and Techniques						
EANDO-W-For.1	convey ideas, opinions, and observations in different forms, demonstrating awareness of audience and context;			3.1 3.5		5.2 5.3 5.4 5.5
EANDO-W-For.2	express thoughts, ideas, and opinions about print and media texts in terms of personal experiences;		2.4	3.1		
EANDO-W-For.3	create original texts, demonstrating understanding of literary/stylistic devices and compositional elements;			3.5	4.2 4.4	
EANDO-W-For.4	write simple, compound, complex, and compound-complex sentences;				4.1	
EANDO-W-For.5	use transitional words to indicate a series of important points and to link sentences and paragraphs;				4.1	
EANDO-W-For.6	engage in prewriting activities to generate ideas for news reports, research reports, and essay-type answers;			3.5		5.1 5.2
EANDO-W-For.7	take notes to record research prior to drafting written assignments;					5.1 5.2
EANDO-W-For.8	adapt models from reading experiences to the writing of news reports, research reports, and essay-type answers, using appropriate organizational patterns;			3.5		5.3 5.4 5.5
EANDO-W-For.9	write and revise written work for clarity, coherence, and proper sentence structure, independently and collaboratively;				4.4	5.3 5.4 5.5

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EANDO-W-For.10	proofread final draft, with emphasis on applying language conventions appropriately and accurately, and using dictionaries, electronic spell-check programs, and feedback from teacher and peers;			3.5		5.4 5.5
Specific Expectations: Use of Conventions						
EANDO-W-Use.1	apply punctuation conventions in simple, compound, complex, and compound-complex sentences;			3.5	4.1	
EANDO-W-Use.2	identify and use complex punctuation;				4.4	
EANDO-W-Use.3	use proper punctuation throughout a text;				4.4	
EANDO-W-Use.4	identify all parts of speech and use them correctly to achieve clarity of expression and correct word order;				4.4	
EANDO-W-Use.5	identify and use transitive, intransitive, and copula verbs;				4.4	
EANDO-W-Use.6	use the comparative and superlative forms of irregular adjectives and adverbs to improve effectiveness in writing;				4.1	
EANDO-W-Use.7	demonstrate an understanding of the grammatical functions of gerunds, present participles, and past participles;				4.1	
EANDO-W-Use.8	consolidate knowledge of present, past, and future tenses in the indicative, progressive, and perfect modes for all regular and most irregular verbs;				4.1 4.4	
EANDO-W-Use.9	use consistent verb tenses in writing to ensure coherence and to achieve the desired effect;				4.4	
Specific Expectations: Spelling						
EANDO-W-Spel.1	identify and apply spelling conventions and patterns to spell difficult and unfamiliar words;				4.4	
EANDO-W-Spel.2	correctly spell words identified by the teacher;				4.5	
EANDO-W-Spel.3	use appropriate strategies and resources to edit and proofread written work;			3.5	4.2	
EANDO-W-Spel.4	demonstrate awareness of the differences and similarities in the spelling of similar French and English words, and spell these words correctly;				4.2	
Specific Expectations: Visual Presentation						
EANDO-W-Pres.1	select and use the format that is appropriate to the purpose of writing;	1.5 1.6		3.5	4.2 4.4	

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EANDO-W-Pres.2	integrate different sizes and styles of fonts or printing, cursive writing, and underlining into written work to enhance its visual appeal;	1.5 1.6		3.5	4.2	
EANDO-W-Pres.3	use relevant visual aids to highlight a main point or idea in a presentation.			3.5	4.2	

ANGLAIS POUR DÉBUTANTS 4		Units				
<i>Strand: Social Skills and Cultural Awareness</i>		1	2	3	4	5
Overall Expectations						
EANDO-S-OE.1	demonstrate flexibility and autonomy as learners in a variety of learning situations;	1.1 1.2 1.4	2.3			5.1 5.2 5.3 5.4 5.5
EANDO-S-OE.2	demonstrate awareness of the influence and impact of anglophone cultures and the way they are depicted by the media.	1.5	2.2 2.4	3.2 3.3 3.4		5.1 5.2 5.4 5.5
Specific Expectations: Social Skills						
EANDO-S-Soc.1	use English appropriately for a variety of purposes;	1.1 1.2 1.4 1.5				
EANDO-S-Soc.2	use appropriate levels of language to communicate ideas, questions, and opinions about current ideas to teacher and peers;	1.1		3.4		
EANDO-S-Soc.3	use a variety of school resources and community resources in English, to enhance their competence in English and to extend classroom learning;		2.2 2.3			5.1 5.4
EANDO-S-Soc.4	contribute courteously and positively to discussions, teacher-directed group work, and learning conditions;		2.4			5.1 5.2 5.3 5.4 5.5
EANDO-S-Soc.5	demonstrate the ability to recognize, appreciate, and value differences in spoken English;	1.2 1.4	2.2			
Specific Expectations: Cultural Awareness						
EANDO-S-Cult.1	demonstrate an understanding of the ways Francophone Canadian cultures are perceived by the anglophone communities;					5.2 5.4
EANDO-S-Cult.2	describe the impact of anglophone cultural influences, especially the influence of popular culture, on different age groups;		2.2 2.3	3.2 3.3 3.4		5.4
EANDO-S-Cult.3	conduct research and present a report on a particular anglophone cultural group;					5.1 5.2 5.4 5.5
EANDO-S-Cult.4	participate in and contribute to group discussions about the way anglophone Canadian media depict anglophone Canadian cultures.			3.2 3.3 3.4		5.2

COURSE OVERVIEW (EANDO)

Space reserved for the school (*to be completed*)

School:	School District:
Department:	Department Head:
Course Developer(s):	Development Date:
Course Revisor(s):	Revision Date:
Course Title: Anglais pour débutants 4	Grade:
Course Type: Open	School Course Code:
Secondary Policy Document: Anglais pour débutants	Publication Date: 1999
Ministry course Code: EANDO	Credit Value: 1

Description/Rationale

APD 4 prepares students to integrate into regular English courses, to use English with greater accuracy in written and oral assignments, and to become more independent learners. It focuses on reading, writing, and oral presentation skills. Activities include teacher-guided and independent reading of a wide variety of literary, informational, and media texts; responding to reading material in informal discussions; preparing formal oral presentations; writing descriptive, narrative, and expository paragraphs, essay-type answers, free verse, narrative poems, and news reports; and using resource material to complete teacher-guided research projects.

A prerequisite for this course is either the APD 3 credit or the achievement of level-three language proficiency. A diagnostic assessment will determine if students have achieved that level of proficiency.

Unit Titles

Unit 1: Critical Listening	Time: 20 hours
Unit 2: Appreciation of Literary Genres	Time: 20 hours
Unit 3: Enjoying Informational Texts and Media Works	Time: 25 hours
Unit 4: Express Yourself: Various Forms of Writing	Time: 20 hours
Unit 5: Research Report	Time: 25 hours

Unit Descriptions

Unit 1: Critical Listening

In this unit, students will develop their critical listening skills with a view to using English with greater accuracy in group discussions and for more formal presentations. Students will listen actively to acquire more vocabulary, to share opinions, to ask questions for clarification, and to speak confidently in a variety of discussions (e.g., current events, social issues, literature). They will read aloud prose and poetry and will prepare an oral presentation.

Unit 2: Appreciation of Literary Genres

In this unit, students will read a variety of texts from diverse cultural traditions to enhance their appreciation of literature. They will compare and contrast the characteristics and structures of various literary genres. Students will read critically and respond to material in terms of personal experiences and prior knowledge. Students' familiarity with poetic forms, short stories, plays, and novelettes will facilitate learning.

Unit 3: Enjoying Informational Texts and Media Works

In this unit, students will read informational texts (e.g., opinion piece, newspaper article, advertisement), recognize and respond to bias, stereotypes, and prejudice, and make connections in light of prior knowledge and experience. Students will view and listen to media works (e.g., advertisement, news broadcast, interview, television drama, situation comedy, documentary, opinion piece). They will look at the potential impact of certain media works on the audience, identify the presentation techniques in a media production, and produce a short media text.

Unit 4: Express Yourself: Various Forms of Writing

In this unit, students will write descriptive, narrative, and expository paragraphs. They will use sound paragraph structure and appropriate writing conventions (spelling, grammar, punctuation). Students will create original poetic works such as haiku and diamanté poems and use posters to illustrate their work. They will also write a script for a short play or a short story of reasonable length. In the end, students will select their best works and read them aloud to the class.

Unit 5: Research Report

In this unit, students will complete a teacher-guided research project. They will consult a variety of sources to research a specific topic dealing with culture and the media and will use different reading strategies to locate relevant information. Students will apply a staged writing process to further develop their expertise as writers. They will proofread the final draft of their research report, applying language conventions appropriately and accurately.

Teaching/Learning Strategies

In this course, the teacher selects various teaching and learning strategies. The following are the most appropriate for this course:

- group discussions
- lecture
- reading response
- oral presentations
- reading in small groups
- response journal
- peer practice
- brainstorming
- think/pair/share
- reading aloud
- role playing
- homework
- research
- learning logs
- group presentations
- conferencing
- guest speaker

Assessment/Evaluation Techniques

“A well-designed system of assessment, evaluation and reporting is based on clearly stated curriculum expectations and achievement criteria.”(PPA) Therefore the Policy Document presents a specific achievement chart for each curriculum. According to needs, the teacher uses a variety of strategies for the following types of assessment:

- **diagnostic:** initially (e.g., questions and answers, interview, oral response, select response)
- **formative:** on-going, individual or group (e.g., anecdotal record, interview, observation)
- **summative:** at specific times during the course (e.g., quizzes, tests, examinations, essay, self-evaluation, oral presentation in the classroom)

Resources

The teacher refers to four types of resources during this course: pedagogical, human, material and technological. A listing of relevant resources is provided **in each unit**.

OSS Policy Applications

This course profile reflects the OSS Policy Document - 1999 in regards to the needs of students in special education, the integration of new technology, cooperative education and guidance, including specific elements of safety.

Course Evaluation

Course evaluation is an on-going process. Teachers will be able to judge the effectiveness of this course through the following:

- continuous evaluation of the course: additions, modifications, deletions throughout the implementation of the course profile (teaching and learning strategies, resources, activities, local particularities)
- course evaluation by the students: perhaps the use of one or more surveys during the semester or school year
- a class examination of the pertinence of teaching and learning strategies and activities (during the formative and summative evaluation process)
- exchanges with other schools using the course profile (e.g. a sharing of recommendations or suggestions)
- visits in the classroom by colleagues or the school administrators
- feedback from provincial testing
- continuous critical thinking about the course by the teacher
- an analysis of the degree of success by students in the summative tests or exam at the end of the course.

UNIT 1 (EANDO)

Critical Listening

Unit Description

In this unit, students will develop their critical listening skills with a view to using English with greater accuracy in group discussions and for more formal presentations. Students will listen actively to acquire more vocabulary, to share opinions, to ask questions for clarification, and to speak confidently in a variety of discussions (e.g., current events, social issues, literature). They will read aloud prose and poetry and will prepare an oral presentation.

Strands and Expectations

Strand: Oral Communication

Overall Expectations : EANDO-O-OE.2 - 3 - 4

Specific Expectations : EANDO-O-List.1 - 3 - 4 - 5 - 6 - 7

EANDO-O-Comm.1 - 2 - 3 - 6

EANDO-O-Sp.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 11

Strand: Writing

Overall Expectation : EANDO-W-OE.2

Specific Expectations : EANDO-W-Pres.1 - 2

Strand: Reading

Overall Expectation : EANDO-R-OE.1

Specific Expectations : EANDO-R-Crit.2 - 7 - 8

EANDO-R-Compr.2 - 3

Strand: Social Skills and Cultural Awareness

Overall Expectation : EANDO-S-OE.1 - 2

Specific Expectations : EANDO-S-Soc.1 - 2 - 5

Activity Titles

Activity 1.1: Looking at Current Events and Other Topics: Student Input (150 minutes)

Activity 1.2: Compositional Elements: Teacher-Selected Short Stories (300 minutes)

Activity 1.3: Poetry: A Study of Free Verse and Narrative and Diamanté Poems (300 minutes)

Activity 1.4: Reading Aloud: A Variety of Student-Selected Work (150 minutes)

Activity 1.5: Oral Presentations: Original Poems (300 minutes)

Activity 1.6: Summative Assessment Task - "News Break"

Prior Knowledge Required

- demonstrate ability to express oneself in group discussions
- know about compositional elements of fiction (e.g., plot, character, setting, theme)
- be familiar with poetry as a literary genre
- have the ability to read aloud with confidence
- have knowledge of verbal and non-verbal cues when giving oral presentations
- demonstrate the ability to use appropriate vocabulary and conversational conventions (e.g., wait for one's turn to speak, use "Excuse me" when asking a question)

Unit Planning Notes

The teacher will:

- inform students at the beginning of the unit of two assignments
- bring in newspaper and magazine excerpts of current events
- encourage students to bring in their own articles
- ask students to look at news reports on television and to listen on radio
- ask students to bring videotaped news clips
- select short stories to explore compositional elements
- find examples of a variety of poems (free verse, narrative and diamanté poems)
- prepare lesson plans on stylistic literary devices (imagery, figures of speech, and symbols)
- give specific guidelines (content, length of presentation, style of presentation) for oral reading and oral presentations

Crosscurricular Links

Français

- show confidence in expressing opinions on a variety of topics
- listen to acquire vocabulary and to gather information
- discuss elements of fiction in literary texts
- study different kinds of poems
- focus on the sounds and imagery associated with poetry
- read aloud with confidence and skill
- use creative potential to complete writing assignments
- show ability to prepare for and give an oral presentation

Other disciplines

- link current events and social issues to specific parts of the country and the world (geography, history)
- show ability to locate information and to look for specific details (most courses)
- discover how poetry is used to send messages on special occasions such as Valentine's Day (business class)

- recognize the importance of correct pronunciation and proper articulation in courses such as drama
- use artistic talents to enhance visual appeal of written work

Animation culturelle

- identify important cultural and social issues and examine how people learn about them
- read about cultural values, traditions, and beliefs in some short stories
- look at how songwriters use poetry in their work to appeal to cultural groups
- read poetry that reflects cultural values and beliefs
- speak with confidence about themes, beliefs, and values

Technology

- use the Internet to find out about the latest news
- explore technological resources to extend classroom learning
- discover how poetry is used to advertise products on the Internet and other media
- consult the Internet for poetry sites
- use computer software for visual presentation (if time allows)

Careers

- identify career possibilities following discussions about current events and social issues
- identify careers that relate to stories (e.g., counselling, public relations, writing)
- look at careers in song writing and advertising with respect to poetry as a form of communication
- identify careers where reading aloud is important (journalist, anchor person)
- explore careers that have to do with writing and public speaking

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|---------------------|-------------------------------------|
| - group discussions | - research |
| - lecture | - reading in small and large groups |
| - homework | - oral presentations |
| - guided reading | |

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: questions and answers, student observation

formative: learning log, questions and answers, homework

summative: performance tasks, quizzes, tests, classroom presentations

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- encourage students to share personal experiences
- look at work (personal notes) closely and note missing information
- ask questions to verify students' understanding (figures of speech, for example)
- help students with their selections
- verify their pronunciation of reading material
- provide additional explanations and support with respect to writing activity
- ask students questions about themes and topics that interest them (if they take longer to make choices)

Students requiring remedial and/or enrichment activities:

- simplify tasks and explanations
- ask students to look for additional events and issues (enrichment)
- play taped reading of story more than twice
- stop tape at different times during the reading
- give students the opportunity to listen to different stories (enrichment)
- provide additional examples and explanations
- read narrative poems more than once
- allow students the opportunity to discuss these poems at greater length (enrichment)
- encourage students to know the meaning of words as they read their selections out loud
- invite students to select a greater number of poems (enrichment)
- encourage students to write and to seek teacher's help or another student's advice
- explain assignment as clearly and as simply as possible
- invite students to use their creative skills to write additional poems (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- provide further explanation (e.g., topics, events, issues) if necessary
- simplify instructions
- provide encouragement and clarify questions
- allow extra time to complete assignment
- provide encouragement and additional explanations
- revise written work before letting students make final touches

Students requiring remedial and/or enrichment activities:

- provide students with opportunity to respond to several issues (enrichment)
- allow extra time to finish (Step E)
- give students additional questions or more open-ended questions, for example (enrichment)
- simplify tasks
- provide immediate feedback (whenever possible)
- give students several poems to write out (enrichment)

- ask students to use their expertise in presenting additional selections and in providing help to students who need it
- point out areas that were well done and others that need more work
- allow students to do additional poems and posters in their presentations (enrichment)

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1987, 148 p.

STERVER, Frank and Douglas VEITCH, *Literature in English for the French-Speaking Canadian I*, Toronto, J.M. Dent and Sons (Canada) Limited, 1968, 166 p.

Material

- cassette recorder, audio cassettes
- overhead projector, VHS
- magazines and newspaper articles (current events; social issues)
- posters, markers

Technological

News reports on television

Books of Poetry Bookshop

<http://www.poetz.ca>

English Lesson Plans: Literature, Poetry, Library, Writing

<http://www.3.sympatico.ca/ray.saitz/>

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

ACTIVITY 1.1 (EANDO)

Looking at Current Events and Other Topics: Student Input

1. Time

150 minutes

2. Description

In this activity, students give their responses to topics suggested by both other students and the teacher. They express opinions about current events and social issues and ask questions to clarify information or to extend discussion. Students use different verb tenses and continue to acquire vocabulary by participating in and listening to discussions.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-List.1 - 5 - 7
EANDO-O-Sp.1 - 2 - 3 - 4
EANDO-O-Comm.2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1

Specific Expectations: EANDO-S-Soc.1 - 2

4. Planning Notes

- make up a list of current events for discussion purposes
- ask students to supply topics
- select topics to complement student choices (a question of anticipation here)
- prepare handout on important current events
- look for newspaper and magazine articles (current events, social issues)

5. Prior Knowledge Required

- show ability to listen and to respond to a variety of oral communication
- know words and expressions to allow for exchange of opinions and sharing of feelings
- show knowledge of appropriate levels of language in group discussions

6. Activity Instructions

Step A: Current Events

Teacher: asks students to identify current events they have heard or read about.

Students: exchange information, ideas, opinions; ask questions for clarification.

Teacher: gives handout on some important current events (e.g., political, economic, social) and reviews them.

Step B: Social Issues

Teacher: suggests that students work in small groups to identify social issues.

Teacher: gives examples (e.g., discrimination, equality) and asks students to express their opinions and feelings in light of personal knowledge and life experiences.

Students: write down responses and look at additional social issues. The whole group then shares that information.

Teacher: asks students to suggest ways that can be used to deal with these social issues (e.g., funding, volunteering, caring).

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: oral questions and answers

formative: performance tasks

8. Resources

In this activity, the teacher selects from the following resources:

Material

- magazine and newspaper articles (current events; social issues)

Technological

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 1.2 (EANDO)

Compositional Elements: Teacher-Selected Stories

1. Time

300 minutes

2. Description

In this activity, students look at compositional elements of fiction (plot, setting, character, theme) through teacher-selected short stories. They discuss these elements, make connections between them, and explain their use in short stories. Students use appropriate vocabulary in discussions of literature and contribute positively by sharing opinions.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-List.1,
EANDO-O-Sp.3 - 4 - 6 - 7

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Compr.2,
EANDO-R-Crit.2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1

Specific Expectations: EANDO-S-Soc.1 -5

4. Planning Notes

- prepare handout to explain compositional elements (Step A)
- select suitable short stories (five in all) to enable students to identify compositional elements more easily
- prepare series of questions on compositional elements (Step C)
- tape selections for Steps C, D, and E
- write questions for Step E

- ask students to look for poems that they will present in the next activity (poems include free verse, diamanté and narrative)

5. Prior Knowledge Required

- show ability to listen to other students' ideas and provide feedback
- be familiar with the short story as a literary genre
- know vocabulary to allow for understanding
- show ability to listen to readings, discussions, and explanations and to speak with confidence

6. Activity Instructions

Step A: Review of Compositional Elements

Teacher: asks students to identify films that have impressed them Was it the theme? The characters? What about television programs? Sitcoms?

Teacher: asks students about stories they have read before, whichever they enjoyed the most, and why they liked them.

Teacher: gives handout on compositional elements (e.g., definitions, examples).

Teacher: invites students to make connections between elements. For example, how does setting affect characters?

Step B: Reading of Short Story

Teacher: asks students to focus on compositional elements as the story is read to them.

Students: look at two or three elements for the first story.

A class discussion follows the reading.

Students: write down personal comments and take notes relating to the discussions of compositional elements.

Step C: Listening to Story on Tape

Students: follow the texts as they listen to the taped version of the story.

Teacher: teacher's choice of story allows students to discuss other compositional elements not seen in previous story.

Teacher: encourages students to look at words in context to determine the meaning of new words.

Teacher: prepares series of questions for students to answer in small groups. Everyone writes down comments.

Step D: Listening Activity

Teacher: explains to students that they will listen to a short story on tape.

Students: will not have the text. They will focus on certain elements.

Teacher: writes names of characters on the blackboard and asks students to answer these questions.

Characters: - Who are they? (relationship with other characters)

- How do they behave?
- What obstacles (if any) do they face?
- How do they end up?

Step E: Putting Things Together (see Achievement Chart)

Teacher: selects two short stories to listen to (if time allows for two).

Students: students follow the text of first story as it is read and answer specific questions on compositional elements.

Students: for second short story, students listen only and have no text. Teacher plays it twice.

Students: then answer questions.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: oral questions and answers

summative: Step E (two short stories, with and without texts)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

STEVER, Frank and Douglas VEITCH, *Literature in English for the French-Speaking Canadian I*, Toronto, J.M. Dent and Sons (Canada) Limited, 1968, 166 p.

Material

- cassette recorder, audio cassettes

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 1.2.1: Achievement Chart - Compositional Elements: Teacher - Selected Short Stories

Achievement Chart - Compositional Elements: Teacher - Selected Short Stories

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Oral Communication</i> <i>Overall Expectations: EANDO-O-OE.1 - 4</i></p> <p><i>Strand: Reading</i> <i>Overall Expectation: EANDO-R-OE.1</i></p> <p><i>Student Task: Identification of compositional elements of fiction.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
The student: - recognizes the short story as a literary genre - identifies the compositional elements of fiction: plot, setting, character and theme	The student demonstrates limited knowledge of the short story and its compositional elements	The student demonstrates some knowledge of the short story and its compositional elements	The student demonstrates considerable knowledge of the short story and its compositional elements	The student demonstrates thorough knowledge of the short story and its compositional elements
Thinking/Inquiry				
The student: - makes connections between the elements of fiction	The student uses critical thinking skills with limited effectiveness to recognize the connections between elements	The student uses critical thinking skills with moderate effectiveness to recognize the connections between elements	The student uses critical thinking skills with considerable effectiveness to recognize the connections between elements	The student uses critical thinking skills with a high degree of effectiveness to recognize the connections between elements
Communication				
The student: - communicates information and ideas - contributes positively by sharing opinions - answers questions regarding compositional elements	The student answers questions with limited clarity	The student answers questions with some clarity	The student answers questions with considerable clarity	The student answers questions with a high degree of clarity, and with confidence

<i>Application</i>				
The student: - looks at words in context to determine meaning of new words	The student applies reading strategies with limited effectiveness to understand new vocabulary	The student applies reading strategies with moderate effectiveness to understand new vocabulary	The student applies reading strategies with considerable effectiveness to understand new vocabulary	The student applies reading strategies with a high degree of effectiveness to understand new vocabulary
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 1.3 (EANDO)

Poetry: A Study of Free Verse and Narrative and Diamanté Poems

1. Time

300 minutes

2. Description

In this activity, students learn about a variety of poems. They listen to readings of free verse, narrative and diamanté poems. Students look at figures of speech such as similes, metaphors, and personification. They begin to explore how imagery and symbols create tone and mood in texts.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.3

Specific Expectations: EANDO-O-List.6,
EANDO-O-Sp.3 - 4 - 5

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Crit.7 - 8
EANDO-R-Compr.3

4. Planning Notes

- find poems that are within students' reach
- prepare handout on explanation of figures of speech such as similes, metaphors, and personification (Step A)
- write exercise for students to explore these figures of speech (students match expressions (Step A)
- look for examples of free verse
- find narrative and diamanté poems (Steps C and D)

- write notes that explain and simplify tone (step C)
- prepare material for group work (fill in the blanks - Step D)

5. Prior Knowledge Required

- have knowledge of poetry as a form of communication
- be familiar with rhyme and alliteration in poems
- show ability to listen to poetry readings and to provide feedback

6. Activity Instructions

Step A: Introduction to Figures of Speech

Teacher: prepares a series of examples where similes, metaphors, and personification are used in simple poems. (It is understood that material accessible for students will be used.)

Teacher: may use examples from Valentine cards and other special occasions.

Teacher: prepares handout where students match expressions. Handout should have two columns; the first should be a list of figures of speech while the second should be expressions that must be matched to each figure of speech in the first column. (Similes are the primary focus.)

Teacher: distinguishes between similes and metaphors and uses examples to enable students to grasp the difference between the two.

Teacher: focuses on personification and shows how it is used in different poems.

Teacher: asks students to look for a song for next class (students will bring in the words to the song).

Step B: A Look at Free Verse

Teacher: brings examples of free verse.

Students: share words to a favorite song.

Teacher: then gives students different poems.

Students: work in small groups and answer specific questions concerning these poems. A discussion involving the whole group follows.

Step C: Narrative Poems

Teacher: reads narrative poems and ask students to identify some characteristics of these poems.

Teacher: then goes over characteristics of these poems and hands out two narrative poems.

Students: look for figures of speech and find images and symbols that create tone and mood in these poems.

Students: then respond within the context of the large group.

Step D: Diamanté Poems

Teacher: gives handout of explanations for the writing of diamanté poems.

Teacher: provides students with several examples of such poems.

Students: work in pairs to complete the second part of two or three diamanté poems.

Students: fill in the blanks, using their dictionaries to look for synonyms and antonyms.

Teacher: hears different responses from groups.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: oral questions and answers, fill in the blanks (Step D)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHURCHILL, Albert, *English Is*, Activity Book, Montreal, Lidec, 1995, 170 p.

CHURCHILL, Albert, *English Is*, Teacher's Guide and Answer Key, Montreal, Lidec, 1995, 190 p.

IVENSON, Margaret and Samuel ROBINSON, *MultiSource: Imagine Poetry*, Scarborough, Prentice-Hall, 1993.

OISE, *Emotive Writing - The Diamanté*, 1978, 34p.

Material

- Greeting cards (cards for special occasions)

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO1.3.1: Achievement Chart - Poetry: A Study of Free Verse and Narrative and Diamanté Poems

Achievement Chart - Poetry: A Study of Free Verse and Narrative and Diamanté Poems

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Oral Communication</p> <p><i>Overall Expectation:</i> EANDO-O-OE.3</p> <p><i>Student Task:</i> Completion of diamanté poetry.</p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - distinguishes among free verse, narrative and diamanté poetry - recognizes the characteristics of narrative poetry - identifies similes, metaphors and personifications 	<p>The student demonstrates limited knowledge of poetic forms and figures of speech</p>	<p>The student demonstrates some knowledge of poetic forms and figures of speech</p>	<p>The student demonstrates considerable knowledge of poetic forms and figures of speech</p>	<p>The student demonstrates thorough knowledge of poetic forms and figures of speech</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - explores how imagery and symbols create tone and mood 	<p>The student uses critical thinking skills with limited effectiveness to explore imagery and symbols</p>	<p>The student uses critical thinking skills with moderate effectiveness to explore imagery and symbols</p>	<p>The student uses critical thinking skills with considerable effectiveness to explore imagery and symbols</p>	<p>The student uses critical thinking skills with a high degree of effectiveness to explore imagery and symbols</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - shares the words of a song - answers specific questions - completes diamanté poems using appropriate vocabulary 	<p>The student shares song lyrics and poetry knowledge with limited clarity</p>	<p>The student shares song lyrics and poetry knowledge with some clarity</p>	<p>The student shares song lyrics and poetry knowledge with considerable clarity</p>	<p>The student shares song lyrics and poetry knowledge with a high degree of clarity, and with confidence</p>

<i>Application</i>				
The student: - matches expressions with figures of speech - completes two or three diamanté poems - uses dictionaries to look for synonyms and antonyms	The student demonstrates limited ability in using acquired vocabulary in new contexts	The student demonstrates some ability in using acquired vocabulary in new contexts	The student demonstrates considerable ability in using acquired vocabulary in new contexts	The student demonstrates a high degree of ability in using acquired vocabulary in new contexts
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 1.4 (EANDO)

Reading Aloud: A Variety of Student - Selected Work

1. Time

150 minutes

2. Description

In this activity, students choose and read aloud several poems and a short story excerpt. The selection of poems is facilitated by the work done in the previous activity.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.2 - 3

Specific Expectations: EANDO-O-List.1,
EANDO-O-Sp.6 - 11,
EANDO-O-Comm.3

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1

Specific Expectations: EANDO-S-Soc.1 - 5

4. Planning Notes

- bring to class different kinds of poems and excerpts from short stories (for students who will be unable to find these)
- write up a list of selections by students as they present their poems to the class (voting on students' favorite selection at the end)

5. Prior Knowledge Required

- have knowledge of different kinds of poems (free verse, narrative, diamanté)
- be able to read independently and complete assignments
- show ability to do oral work

6. Activity Instructions

Step A: Making Selections

Students: proceed to show choices of poems (three) and short story excerpt (if there is time to find short story excerpt).

Teacher: Asks students to work in pairs and to practise reading their selections aloud.

Students: may wish to tape their selections and hear the results.

Step B: Reading Aloud to Classmates

Teacher: asks students to write the titles of the new selections on the blackboard.

Students: share their selections, introducing their poems and stating why they have chosen them.

Teacher: asks volunteers to go first.

Teacher: welcomes other students' comments and questions after each reading.

Step C: Simplifying Out the Favorite Ones

Students: read all their selections and then vote on the best poem from each category.

Students: keep in mind two criteria for the best poems: the subject of the poem and the student's delivery.

Students: vote and share their opinions.

Teacher: has kept track of these poems and so have students, as all titles have been written on the blackboard before each presentation.

Winners are announced.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: reading aloud (Step B)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVENSON, Margaret and Samuel ROBINSON, *Multi Source: Imagine Poetry*, Scarborough, Prentice-Hall, 1993.

Material

- cassette recorders, audio cassettes

Technological

Books of Poetry Bookshop

<http://www.poets.ca>

English Lesson Plans: Literature, Poetry, Library, Writing

<http://www.sympatico.ca/ray.saitz/>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 1.5 (EANDO)

Oral Presentations: Original Poems

1. Time

300 minutes

2. Description

In this activity, students write original poems. They use models of free verse and narrative and diamanté poems to guide them in their writing. Students enhance the visual appeal of their presentation by integrating different sizes and styles of fonts or printing, cursive writing, and underlining into written work.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.2 - 3

Specific Expectations: EANDO-O-List.1 - 3 - 4,
EANDO-O-Sp.4 -5 - 8,
EANDO-O-Comm.1 - 6

Strand: Writing

Overall Expectation: EANDO-W-OE.2

Specific Expectations: EANDO-W-Pres.1 - 2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectation: EANDO-S-Soc.1

4. Planning Notes

- ask students to bring poster to use for their presentation
- prepare handout with explanations and guidelines for oral presentation

5. Prior Knowledge Required

- be familiar with free verse and narrative and diamanté poems
- know some figures of speech (simile, metaphor, personification) and integrate them into writing
- show ability to give oral presentations

6. Activity Instructions

Step A: Explanations: Guidelines and Expectations (Oral Presentation)

Teacher: informs students of their assignment: writing of three poems and giving an oral presentation.

Students: have two class periods to think and write, one class period to do the final touches, and the last period to present their original work.

Students: look at previously studied models for these poems. They then reflect for several minutes before brainstorming.

Step B: Brainstorming

Teacher: invites students to share themes and topics that be explored in the writing of the poems.

Students: express ideas and seek opinions from students and teacher before they start writing their poems.

Step C: Think-Pair-Share

Students: pair up and share ideas with respect to themes and topics suggested in brainstorming session.

Students: help each other with the writing of first poem, then go on to work individually.

Teacher: asks students to work on these poems at home or in the library.

Step D: Final Touches

Students: prepare poster and organize visual presentation.

Students: rehearse the reading of their poems and prepare introductory remarks, transitions, and closing comments for their oral presentation.

Step E: Oral Presentations

Students: present their work. They read their poems and use visual support to complement the oral work.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: task performance (brainstorming, rough drafts)

summative: oral presentations (Step E)

8. Resources

In this activity, the teacher selects from the following resources:

Material

- poster; markers

Technological

- software for visual appeal (if time allows)
- *Microsoft Powerpoint* or *Corel Presentation*

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 1.5.1: Achievement Chart - Oral Presentations: Original Poems

Achievement Chart - Oral Presentations: Original Poems

Appendix EANDO 1.5.1

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></i></p> <p><i>Strand: Oral Communication</i> <i>Overall Expectations: EANDO-O-OE.2 - 3</i></p> <p><i>Strand: Writing</i> <i>Overall Expectation: EANDO-W-OE.2</i></p> <p><i>Student Task: Writing original poems.</i></p>				
Categories and criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding				
The student: - uses models of free verse and narrative and diamanté poetry	The student demonstrates limited understanding of free verse and narrative and diamanté poetry	The student demonstrates some understanding of free verse and narrative and diamanté poetry	The student demonstrates considerable understanding of free verse and narrative and diamanté poetry	The student demonstrates thorough understanding of free verse and narrative and diamanté poetry
Thinking/Inquiry				
The student: - writes original poems - seeks opinions from peers and teacher before writing poems	The student uses critical thinking skills with limited effectiveness to write poetry	The student uses critical thinking skills with moderate effectiveness to write poetry	The student uses critical thinking skills with considerable effectiveness to write poetry	The student uses critical thinking skills with a high degree of effectiveness to write poetry
Communication				
The student: - writes and presents orally three poems - shares themes and topics - prepares introductory remarks, transitions and closing comments	The student presents poems with limited clarity , using language with limited accuracy and effectiveness	The student presents poems with some clarity , using language with some accuracy and effectiveness	The student presents poems with considerable clarity , using language with considerable accuracy and effectiveness	The student presents poems with a high degree of clarity, and with confidence , using language with a high degree of accuracy and effectiveness

<i>Application</i>				
The student: - prepares poster and organizes visual presentation - enhances visual appeal	The student demonstrates limited ability in using language and visual cues in new contexts, making connections with limited effectiveness between anglais and technological studies	The student demonstrates some ability in using language and visual cues in new contexts, making connections with moderate effectiveness between anglais and technological studies	The student demonstrates considerable ability in using language and visual cues in new contexts, making connections with considerable effectiveness between anglais and technological studies	The student demonstrates a high degree of ability in using language and visual cues in new contexts, making connections with a high degree of effectiveness between anglais and technological studies
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 1.6 (EANDO)

Summative Assessment Task "News Break"

1. Time

(Time allotment for the summative task must be an integral part of the activities' time frame.)

110 - 120 minutes

2. Description

For this summative assessment task, students will demonstrate their reading skills in selecting an article from print or electronic media. They will show their understanding of the 5 W's, prepare a summary of the article, create a media production (poster), and present it orally. This summative assessment task follows *EANDO 1.5 "Oral Presentation: Original Poems"*.

3. Strands and Expectations

Strand: Oral communication

Overall Expectations: EANDO-O-OE.2 - 3 - 4

Specific Expectations: EANDO-O-List.4 - 7
EANDO-O-Sp.2 - 8 - 11
EANDO-O-Comm.1 - 3 - 6

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectation: EANDO-R-Compr.3

Strand: Writing

Overall Expectation: EANDO-W-OE.2

Specific Expectations: EANDO-W-Pres.1 - 2

4. Planning Notes

- Provide students with copies of a newspaper or arrange for access to the Internet. Usually the library will offer students the opportunity to work with the Internet.
- If students have newspapers at home, they may bring their article prior to the start of the assessment task. All students need to have their choice of article approved prior to assessment task.

5. Activity Instructions

- Explain the summative assessment task to the students:
 - Students will demonstrate their reading skills and their understanding of an article from print or electronic media by:
 - identifying the 5 W's in the article
 - preparing a summary of the article
 - creating a media production (poster)
 - presenting it orally
- Explain the overall and specific expectations that will be used to assess the students' skills and understanding, as well as the criteria of *Achievement Chart 1.6.1*. Here are some of the expectations that students will achieve:
 - communicate for specific purposes and to specific audiences in a variety of forms and using appropriate vocabulary
 - demonstrate understanding of information in oral presentations by questioning and reformulating the main ideas
 - prepare an oral reading of prose or poetry, focusing on content, pronunciation, and information
 - write with confidence in different contexts
 - integrate different sizes and styles of fonts or printing, cursive writing, and underlining into written words to enhance visual appeal
- Hand out to the students the instructions, as well as the corresponding evaluation grid.
- Distribute the poster guidelines (see sample Poster in Student Booklet)

6. Resources

(No specific resource has been assigned for this activity: the teacher may select from among the resources listed in the course or unit descriptions or choose other resources that he/she considers relevant and appropriate.)

7. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EANDO 1.6.1: Achievement Chart - "News Break"

Appendix EANDO 1.6.2: Student Booklet - "News Break"

Achievement Chart - “News Break”

Appendix EANDO 1.6.1

<i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></i>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
The student: - demonstrates knowledge of poster format - understands the 5 W’s in an article - states the theme of an article	The student demonstrates limited knowledge of poster format and limited understanding of the content of an article	The student demonstrates some knowledge of poster format and some understanding of the content of an article	The student demonstrates considerable knowledge of poster format and considerable understanding of the content of an article	The student demonstrates thorough knowledge of poster format and thorough understanding of the content of an article
Thinking/Inquiry				
The student: - creates a poem - adds an interesting observation about article	The student uses critical and creative thinking skills with limited effectiveness to create a poem and comment on an article	The student uses critical and creative thinking skills with moderate effectiveness to create a poem and comment on an article	The student uses critical and creative thinking skills with considerable effectiveness to create a poem and comment on an article	The student uses critical and creative thinking skills with a high degree of effectiveness to create a poem and comment on an article
Communication				
The student: - writes a summary of an article - presents a poster orally	The student - uses the English language with limited accuracy and effectiveness to present a poster with limited clarity	The student - uses the English language with some accuracy and effectiveness to present a poster with some clarity	The student - uses the English language with considerable accuracy and effectiveness to present a poster with considerable clarity	The student - uses the English language with a high degree of accuracy and effectiveness to present a poster with a high degree of clarity, and with confidence

<i>Application</i>				
The student: - uses understanding of the 5 W's to summarize an article - creates a poster	The student applies knowledge and skills in familiar contexts with limited effectiveness	The student applies knowledge and skills in familiar contexts with moderate effectiveness	The student applies knowledge and skills in familiar contexts with considerable effectiveness	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

“News Break”**Step 1: Explanation of task****Activity:** Individual**Time:** 60 minutes

You are to prepare a large poster, which will include the following:

Poster Guidelines

1. Newspaper article neatly mounted.
2. 5 W's and How clearly/correctly answered. The questions (preferably in large font) must be answered using complete, concise sentences.
3. A correctly written 5-8 sentence expository paragraph with the purpose of giving a brief summary of the article.
4. One interesting observation after having read the article or analysed the photo included with the selection (example: too explicit violence depicted; a subsequent humanitarian action occurring as a result of the incident).
5. A poem, which will express the theme/main idea in this piece of writing. You may use one of the following types of poetry: free verse; narrative; diamanté

Reminders to students

1. Obtaining the bristol board (or poster) is your responsibility.
2. All writing, especially titles, **MUST** be in large font/writing (marker).
3. Poster sections A, B, C, D, E, must be neatly spaced on the poster.
4. Separate items must be written neatly/typed on computer and then mounted on the bristol board.
5. To enhance poster, you may add appropriate materials to improve poster quality, colour and create a 3-D visual effect.
6. Poster must be neat, professional and visually appealing.

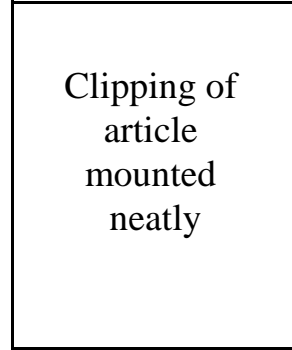
Sample Poster

Title of Article : _____
Newspaper/Internet: _____

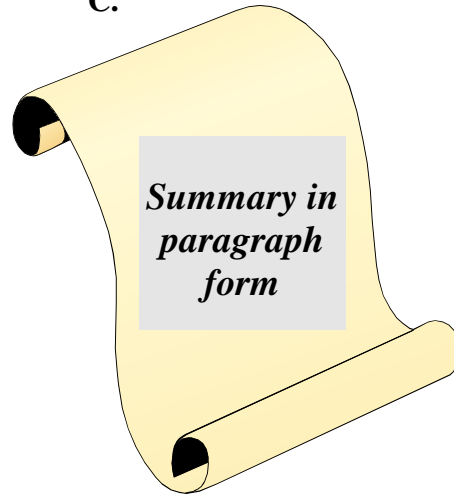
- B.** 1. Who?
2. What?
3. Where?
4. When?
5. Why?

6. How?

A.

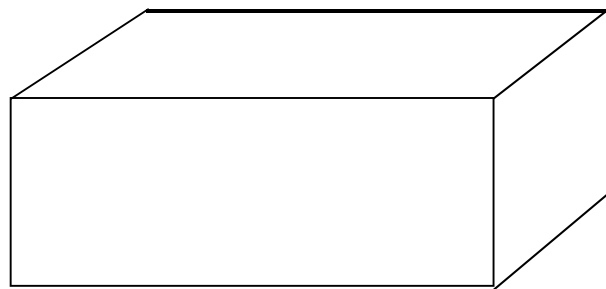


C.

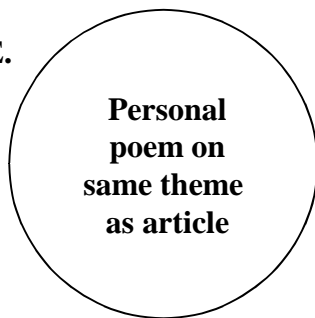


D.

Interesting
observation



E.



Theme: clearly stated

Step 2: Presentations

Activity: Individual
Time: 50 - 60 minutes
(according to group size)

You are to present your poster to the class orally.

The poster will be evaluated according to the following criteria:

- visual presentation and appeal (titles and sub-titles)
- neatness
- accurate spelling
- correct punctuation
- appropriate vocabulary
- oral reading (communication) (pronunciation, intonation, volume)

UNIT 2 (EANDO)

Appreciation of Literary Genres

Unit Description

In this unit, students will read a variety of texts from diverse cultural traditions to enhance their appreciation of literature. They will compare and contrast the characteristics and structures of various literary genres. Students will read critically and respond to material in terms of personal experiences and prior knowledge. Students' familiarity with poetic forms, short stories, plays, and novelettes will facilitate learning.

Strands and Expectations

Strand: Reading

Overall Expectations : EANDO-R-OE.1 - 2 - 4 - 5

Specific Expectations : EANDO-R-Compr.1 - 2 - 5 - 6 - 7 - 8 - 9
EANDO-R-Crit.2 - 3 - 4 - 6

Strand: Oral Communication

Overall Expectations:EANDO-O-OE.1 - 4

Specific Expectations : EANDO-O-List.2 - 7
EANDO-O-Sp.2 - 6 - 7
EANDO-O-Media.1

Strand: Writing

Overall Expectation: EANDO-W-OE.2

Specific Expectations: EANDO-W-For.2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1 - 2

Specific Expectation: EANDO-S-Soc.3 - 4 - 5
EANDO-S-Cult.2

Activity Titles

Activity 2.1: Literary Genres: Similarities and Differences (characteristics and structures)	(150 minutes)
Activity 2.2: Poetic Forms: Literary/Stylistic Devices	(225 minutes)
Activity 2.3: Making Connections Between Elements of Fiction: The Short Story	(225 minutes)
Activity 2.4: Drama: Dialogue, Fictional Elements and Role Playing	(300 minutes)
Activity 2.5: Study of the Novel: Content, Style, Writer's Perspective	(300 minutes)

Prior Knowledge Required

- have some experience reading literary texts
- know about compositional elements of fiction (e.g., plot, character, setting, theme)
- be familiar with poetry as a literary genre
- have knowledge of some literary/stylistic devices
- have the ability to use different reading strategies
- show the ability to respond critically to reading material

Unit Planning Notes

The teacher will:

- choose novel to hand out at the beginning of the unit
Note: suggestions are given for novel. Teacher may wish to use another one.
- prepare notes on various literary genres
- find poems that contain a variety of literary/stylistic devices
- select short stories and plays dealing with diverse cultural traditions

Crosscurricular Links

Français

- be familiar with a variety of literary genres
- respond critically and creatively to reading material
- relate work of poets from other cultural backgrounds to own cultural group
- make connections between elements of fiction in a story
- discuss characters' choices and motives

Other disciplines

- learn about other cultural traditions and countries (geography)
- gain new perspectives on people and places (history, geography)
- show ability to make connections (all courses)
- use skills in role playing for drama courses
- read a novel set in a different country and time (geography, history)

Animation culturelle

- discover how writers serve an important role in transmitting cultural values and traditions
- recognize the importance of poets and other writers in any cultural group
- identify important cultural elements that are interrelated (e.g., language, education, religion)
- identify plays as a means to transmit cultural traditions and values
- identify beliefs, values, and traditions of people from another cultural background

Technology

- use the Internet to extend classroom learning (e.g., author of novel, setting of novel)
- use technological resources to learn more about people from diverse backgrounds

- determine the role that technology has played in various aspects of daily life
- determine who some “players” are in world politics, for example, on the Internet

Careers

- find different careers associated with reading about various cultures (e.g., immigration, foreign affairs)
- explore careers in travel (e.g., travel agent, tour guides)
- identify careers that are associated with story-telling (e.g., writers, singers, actors)

- explore careers in theatre arts (e.g., director, actor, set designer)
- identify careers following the reading of the novel (e.g., writer, journalist, translator, interpreter)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|---------------------|--------------------|
| - group discussions | - small group work |
| - lecture | - role playing |
| - homework | - learning log |
| - reading response | - response journal |
| | - self-evaluation |

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: questions and answers, student observation

formative: learning log, questions and answers, essay-type answers, response journal, checklist

summative: quizzes and tests, select response (multiple choice)

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- ask students to take additional time to read notes on literary genres
- provide further explanations if necessary
- have students work within small groups to allow them to learn from their peers and ask questions
- allow students to tape their reading of poetry if this activity is too demanding for them
- encourage students to use dictionaries and to ask questions for clarification
- make sure that teams are fairly organized to include all students

- encourage students to review all notes to prepare for test
- verify students' understanding of compositional elements

Students requiring remedial and/or enrichment activities:

- structure students' readings and provide questions to guide students in their reading
- encourage students to explore other works by author if they complete the reading earlier (enrichment)
- simplify instructions and verify students' understanding of questions
- encourage students to take the role of leader within their small groups and help students to practice oral reading of poem(s) (enrichment)
- ask students to help those who can benefit from their help (enrichment)
- help students organize their notes and study schedule
- invite students to look at other works by the same author or at references

B. Assessment/Evaluation Techniques

Students with special needs:

- encourage students to read every day and to ask questions
- over the course of the unit, verify students' level of understanding of the novel
- allow extra time to finish answering questions on tests
- give additional explanations if necessary
- provide encouragement

Students requiring remedial and/or enrichment activities:

- ask questions to see if students understand the novel (over the course of the unit)
- provide other reading material by same author or other authors (enrichment)
- give examples if that helps students understand what is asked of them
- ask students to analyze more than required number of poems - (Step B) (enrichment)
- simplify questions and provide immediate feedback (whenever possible)
- ask students additional hypothetical questions (enrichment)

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BRUCHAC, Joseph, *The Circle of Thanks: Native American Poems and Songs of Thanksgiving*, USA, Bridgewater Books, 1996, 32 p.

HARMON, William and G. Hugh HOLMAN, *A Handbook to Literature*, Scarborough, Prentice-Hall Inc., 1996, 669p.
IVESON, Margaret and Samuel ROBINSON, *Multisource: What A Story!*, Scarborough, Prentice-Hall, 1993.
MACNELL, James A., *Sunburst*, Scarborough, Nelson Canada, 1982, 192p.
PETRY, Ann, *Harriet Tubman: Conductor on the Underground Railroad*, New York, Simon & Schuster Inc., 1971, 227 p.
SMUCKER, Barbara, *Underground to Canada*, Toronto, Clarke, Irwin & Company Limited, 1978, 143 p.

Human

- students' diverse cultural backgrounds

Material

- cassette recorder, audio cassettes

Technological

English Lesson Plans - Literature, Poetry; Library, Writing

<http://www3.sympatico.ca/ray.saitz/>

Book of Poetry Bookshop

<http://www.poets.ca>

ACTIVITY 2.1 (EANDO)

Literary Genres: Similarities and Differences (characteristics and structures)

1. Time

150 minutes

2. Description

In this activity, students compare and contrast the characteristics and structures of various literary genres. Their familiarity with poetry, the short story, and plays will facilitate the process. Students get a look at a novel from a different cultural background. They will read it in time for the last activity of the unit.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANDO-R-OE.4

Specific Expectations: EANDO-R-Compr.1 - 2,
EANDO-R-Crit.3

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-Sp.6 - 7

4. Planning Notes

- write a quiz to determine how much students have retained from previous learning experiences
- prepare handout of characteristics and structures of literary genres
- have enough copies of books for all students
- invite students to take down personal notes as they read the novel
- inform students they have three weeks to read it

5. Prior Knowledge Required

- show familiarity with poetry, the short story, and drama
- know about compositional elements of fiction
- show ability to complete reading assignment on their own

6. Activity Instructions

Step A: Review of Literary Terms

Teacher: gives students a quiz dealing with literary genres. These terms have already been studied.

Teacher: goes over the answers to be given.

Teacher: looks at figures of speech in poetry and compositional elements of fiction, for example.

Students: identify simile, metaphor, and personifications in teacher-selected poems.

Step B: Handout on Characteristics and Structures

Teacher: gives students further explanations on the various literary genres, adding the novel as a new element.

Students: discuss common characteristics and major differences among the various genres.

Students: indicate their preferences for a literary genre (choose from short story, poetry and drama).

Step C: Guided Reading: The Novel

Teacher: hands out a novel and informs students they have three weeks to read it.

Teacher: encourages students to read every day, keeping a good pace.

Teacher: points out to students that they can divide the novel in three equal sections and read one section per week.

Students: take notes on characters and plot development as they read.

Students: keep in mind other literary genres and select one genre at the end of the unit.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: oral questions and answers

summative: refer to EANDO 2.5 Step D for summative evaluation of novel

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

PETRY, Ann, *Harriet Tubman: Conductor on the Underground Railroad*, New York, Simon & Schuster Inc., 1971, 227 p.

SMUCKER, Barbara, *Underground to Canada*, Toronto, Clarke, Irwin & Company Limited, 1978, 143 p.

(Note: Enrichment students may find it easier to read *Underground to Canada*. Another selection may be considered here.)

Human

- students' diverse cultural background (if that is the reality)

Material

- cassette recorder, audio cassettes

Technological

English Lesson Plans - Literature, Poetry; Library, Writing

<http://www3.sympatico.ca/ray.saitz/>

Book of Poetry Bookshop

<http://www.poets.ca>

Glossary of Poetic Terms

<http://shoga.wwa.com/~rgs/glossary.htm/>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 2.2 (EANDO)

Poetic Forms: Literary/Stylistic Devices

1. Time

225 minutes

2. Description

In this activity, students read poems dealing with various topics and from diverse cultural traditions to enhance their appreciation of literature. They identify figures of speech and use textual cues (e.g., structure of poems) to interpret texts. Students express responses to poems and discuss their opinions of the writer's views.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANDO-R-OE.1 - 2 -5

Specific Expectations: EANDO-R-Compr.1 - 5 - 8 - 9
EANDO-R-Crit.4

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-List.2 - 7
EANDO-O-Sp.2 - 6
EANDO-O-Media.1

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectation: EANDO-S-Soc.3 - 5
EANDO-S-Cult.2

4. Planning Notes

- ask students to find a poem that either reflects a different culture or that deals with a topic of particular interest to them (this is scheduled for third period)
- look for poems (different themes and diverse cultural backgrounds)

5. Prior Knowledge Required

- have experience reading literary texts (poems, in this activity)
- know some literary/stylistic devices (figures of speech, rhyme, alliteration)
- show ability to respond to reading material

6. Activity Instructions

Step A: Small Group Discussions: Poetry

Teacher: gives students several poems (e.g. free verse, narrative) to read and analyze.

Teacher: informs students that they need to answer all questions on style and content.

Teacher: may wish to assign different poems for each group to make the discussion even more meaningful. A representative from each group reads the poem out loud and addresses all questions.

Students: reactions from other students complete each informal presentation.

Step B: Ability to Read and Understand Some Poetry (see Achievement Chart)

Teacher: hands out several poems (three or four) for students to read and analyze individually.

Students: use dictionaries and notes to answer specific questions on content and style.

Teacher: questions by teacher deal with figures of speech, rhyme, alliteration, choice of words and with content (theme, topic).

Step C: Appreciating Poetry: Student Selection of Poems(s) (see Achievement Chart)

Students: bring two poems that they particularly enjoy and want to share with their classmates.

Students: before they actually read aloud, students pair up and practice reading their poems to make sure that pronunciation, intonation and articulation are all in order.

Students: write the titles of their poems on the blackboard before they proceed with the reading.

Students: it is important to note that with the experience students have had with poetry so far, they should be able to make good selections of poems and to read them with confidence.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: questions and answers

formative: (Step B) test: analysis of 3 or 4 poems

summative: (Step C) finding and presenting poems

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BRUCHAC, Joseph, *The Circle of Thanks: Native American Poems and Songs of Thanksgiving*, USA, Bridgewater Books, 1996, 32 p.

MACNELL James A., *Sunburst*, Scarborough, Nelson Canada, 1982, 192p.

Material

- cassette recorder, audio cassettes

Technological

English Lesson Plans - Literature, Poetry, Library, Writing

<http://www3.sympatico.ca/ray.sait2/>

Books of Poetry Bookshop

<http://www.poets.ca>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 2.2.1: Achievement Chart - Poetic Forms: Literary/Stylistic Devices

Achievement Chart - Poetic Forms: Literary/Stylistic Devices

Appendix EANDO 2.2.1

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Reading</i></p> <p><i>Overall Expectations: EANDO-R-OE.2 - 5</i></p> <p><i>Student Task: Presentation of two poems.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
The student: - identifies the figures of speech, rhyme and alliteration in poems	The student demonstrates limited knowledge of figures of speech	The student demonstrates some knowledge of figures of speech	The student demonstrates considerable knowledge of figures of speech	The student demonstrates thorough knowledge of figures of speech
Thinking/Inquiry				
The student: - analyses poems to content and style	The student applies few of the skills of analysis in study of poems	The student applies some of the skills of analysis in study of poems	The student applies most of the skills of analysis in study of poems	The student applies all or almost all of the skills of analysis in study of poems
Communication				
The student: - reads with confidence poems on various topics and from diverse cultural traditions - uses correct pronunciation, intonation and articulation	The student reads with limited clarity and uses speaking skills with limited accuracy and effectiveness	The student reads with some clarity and uses speaking skills with some accuracy and effectiveness	The student reads with considerable clarity and uses speaking skills with considerable accuracy and effectiveness	The student reads with a high degree of clarity, and with confidence and uses speaking skills with a high degree of accuracy and effectiveness
Application				
The student: - uses textual cues to interpret texts	The student applies reading skills with limited effectiveness	The student applies reading skills with moderate effectiveness	The student applies reading skills with considerable effectiveness	The student applies reading skills with a high degree of effectiveness
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

ACTIVITY 2.3 (EANDO)

Making Connections Between Elements of Fiction: the Short Story

1. Time

225 minutes

2. Description

In this activity, students read short stories, discuss compositional elements of fiction, and make connections between them. They look at texts that deal with different themes and read a story (or two) that examines diverse cultural traditions.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANDO-R-OE.2 -5

Specific Expectations: EANDO-R-Compr.1 - 2 - 5 - 7 - 9
EANDO-R-Crit.2

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-Sp.2 - 6 - 7

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1

Specific Expectation: EANDO-S-Soc.3
EANDO-S-Cult.2

4. Planning Notes

- prepare summary of basic compositional elements (oral or written)
- select a story where the author uses a first person point of view and prepare some questions that look at point of view and other aspects
- complete this activity with a story that looks at a different cultural tradition and prepare questions for students to answer. (Note: Questions should deal specifically with different aspects of the short story: compositional elements, differences in cultural traditions, etc.)

5. Prior Knowledge Required

- have the ability to use different reading strategies (e.g., skimming, scanning)
- know about compositional elements of fiction (e.g., plot, character, setting, theme, conflict, point of view)
- be familiar with some literary/stylistic devices (e.g., flashback, foreshadowing)

6. Activity Instructions

Step A: Discussion: What a Good Story is All About

Teacher: invites students to reflect on elements that make a story interesting. They write down comments in their response journal.

- a story that someone tells:
- a story that we listen to (tape, cassette, radio):
- a story that we read about in a magazine or a newspaper:
- a story that we read in a textbook:

Students: indicate comments and then share them with others.

Students: identify the most important element in a short story and justify their choice. They also take the time to indicate their answers in their response journal. Class discussion follows.

Step B: Review of Compositional Elements

Teacher: goes over basic compositional elements and asks students to reflect on point of view as a major element. Suppose there is a traffic accident. You happen to be walking by and all the events unfold before your eyes. How important would your point of view (or testimony) be for the police officer on the scene?

Students: then read a story where a first-person point of view is used. Students read individually and answer several questions pertaining to compositional elements.

Step C: Making Connections

Teacher: recalls that flashback is a literary device that allows the reader to make a connection between a character's actual difficulties (if that is the case) and his/her past experiences.

Teacher: invites students to reflect on people in general. When students first look at another person, do they sometimes wonder what kind of life these people have had? Do they make those connections between the present and the past?

- In fiction, elements are connected to one another.
- Identify some (examples: setting and character; theme and plot; character and conflict)
- Discuss the relationship between these elements.
- Students write answers in their response journal.
- A discussion follows.

Step D: Reading About a Different Cultural Tradition (see Achievement Chart)

Teacher: selects a story that deals with another culture.

Students: read the story individually, answer specific questions, and make connections between elements.

Note: If story about a different cultural tradition is not available, teacher can substitute another type of story.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

summative: Step D: test

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVESON, Margaret and Samuel ROBINSON, *MultiSource: What A Story*, Scarborough, Prentice-Hall, 1993.

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 2.3.1: Achievement Chart - Making Connections Between Elements of Fiction: The Short Story

Appendix EANDO 2.3.1

Achievement Chart - Making Connections Between Elements of Fiction: The Short Story

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></p> <p><i>Strand:</i> Reading</p> <p><i>Overall Expectations:</i> EANDO-R-OE.2 - 5</p> <p><i>Student Task:</i> Reading a short story and making connections between elements.</p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - reads story that examines diverse cultural traditions - examines point of view, plot, character, setting, theme and conflict - identifies flashback, foreshadowing 	<p>The student demonstrates limited understanding of elements of a short story</p>	<p>The student demonstrates some understanding of elements of a short story</p>	<p>The student demonstrates considerable understanding of elements of a short story</p>	<p>The student demonstrates thorough understanding of elements of a short story</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - recognizes the differences in cultural traditions - identifies the most important element in a short story and justifies choice 	<p>The student uses critical thinking skills with limited effectiveness to grasp the essential message of a short story</p>	<p>The student uses critical thinking skills with moderate effectiveness to grasp the essential message of a short story</p>	<p>The student uses critical thinking skills with considerable effectiveness to grasp the essential message of a short story</p>	<p>The student uses critical thinking skills with a high degree of effectiveness to grasp the essential message of a short story</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - reads short story aloud 	<p>The student reads aloud with limited clarity</p>	<p>The student reads aloud with some clarity</p>	<p>The student reads aloud with considerable clarity</p>	<p>The student reads aloud with a high degree of clarity, and with confidence</p>

<i>Application</i>				
The student: - uses various reading strategies - makes connections between compositional elements of fiction	The student applies reading strategies with limited effectiveness , making connections with limited effectiveness between elements of fiction	The student applies reading strategies with moderate effectiveness , making connections with moderate effectiveness between elements of fiction	The student applies reading strategies with considerable effectiveness , making connections with considerable effectiveness between elements of fiction	The student applies reading strategies with a high degree of effectiveness , making connections with a high degree of effectiveness between elements of fiction
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 2.4 (EANDO)

Drama: Dialogue, Fictional Elements and Role Playing

1. Time

300 minutes

2. Description

In this activity, students define drama, write a short dialogue to introduce conflict, and read several plays. They identify literary/stylistic devices and discuss compositional elements of fiction.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANDO-R-OE.1 - 2 - 4

Specific Expectations: EANDO-R-Compr.1 - 2 - 5 - 6 - 9
EANDO-R-Crit.3 -6

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.1 - 4

Specific Expectations: EANDO-O-List.2
EANDO-O-Sp.2 - 6 - 7

Strand: Writing

Overall Expectation: EANDO-W-OE.2

Specific Expectations: EANDO-W-For.2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectation: EANDO-S-Soc.4

4. Planning Notes

- provide situations of conflict for the writing of a short dialogue (Step A)
- prepare handout on literary/stylistic devices used in plays (e.g., flashback, foreshadowing)
- define irony and find examples of dramatic and verbal irony
- look for several short plays (some from diverse cultural backgrounds if possible)

5. Prior Knowledge Required

- be familiar with the play as a literary genre
- have some experience reading literary texts
- know about some literary/stylistic devices and compositional elements of fiction

6. Activity Instructions

Step A: Defining Drama

Teacher: asks students what comes to mind when they hear the word drama (e.g., television programs: with people dying, there is usually conflict; television news: hostages, people with guns, loss of life, threats).

Teacher: defines drama and goes over characteristics and structure of plays.

Teacher: points out that dialogue is an essential element.

Teacher: asks students to pair up and to use suggestions concerning situations of conflict.

Students: write a short dialogue, rehearse it, and present it to class.

Step B: Use of Literary/Stylistic Devices and Compositional Elements

Teacher: asks students to determine whether devices such as flashback and foreshadowing are used in plays and if so, how.

Teacher: defines irony and gives examples of dramatic and verbal irony.

Teacher: looks at compositional elements of fiction (e.g., plot, character, setting, theme, conflict) and asks students to determine whether these are used in plays as well.

Teacher: points out that in plays, for example, character development (the description of a character) is different from that in a short story.

Teacher: asks the following questions to which students write responses in their journal.

- In a short story, how does the reader learn about a character? (description, other characters, narrator, dialogue)
- In a play, what methods are used to reveal character? (dialogue, monologue, other characters)
- Which genre do you prefer: short story or play, and why?

Teacher: invites students to share answers.

Step C: Role Playing (see Achievement Chart)

Teacher: looks for plays that not only depict own cultural values but also give students a taste of other cultural traditions. **(If teacher cannot find plays from diverse cultural traditions, then use those at her/his disposal).**

Teacher: needs to have all students do role playing for learning and evaluative purposes. Teacher may wish to use two short plays to get everyone involved.

Teacher: sets up plays before the actual readings.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: questions and answers

formative: role playing (Step C)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVESON, Margaret and Samuel ROBINSON, *Multisource: Play Making*, Scarborough, Prentice Hall, 1993, 120 p.

HARMON, William and G. Hugh HOLMAN, *A Handbook to Literature*, Toronto, Prentice-Hall Inc., 1996, 669p.

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 2.5 (EANDO)

Study of the Novel: Content, Style, Writer's Perspective

1. Time

300 minutes

2. Description

In this activity, students work in groups to prepare summaries of different chapters of the book and present them to the class. They locate information, respond to characters' choices and motives and discuss compositional elements and literary/stylistic devices. Students identify the writer's perspective and discuss their opinions of the writer's views.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANDO-R-OE.1 -2 - 5

Specific Expectations: EANDO-R-Compr.1 - 2 - 5 - 7 - 9
EANDO-R-Crit.2 - 3 - 4 - 6

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-List.2
EANDO-O-Sp.2 - 6 - 7

4. Planning Notes

- prepare format to be used to write summary of chapters in different groups (e.g., section on plot, characters, setting, etc.)
- write a list of examples of flashback and foreshadowing
- prepare personal notes on compositional elements, literary/stylistic devices, and writer's views

- write a test (summative evaluation) that takes into account compositional elements, literary/stylistic devices, and the author's views

5. Prior Knowledge Required

- show ability to read and take notes
- use different strategies (e.g., skimming, scanning, reading over)
- show ability to respond critically to reading material
- know compositional elements of fiction (e.g., plot, character, setting, theme) and literary/stylistic devices (e.g., flashback, foreshadowing)

6. Activity Instructions

Step A: Content: Group Work

Teacher: gives handout for writing of summaries in small groups.

Students: review one chapter per group.

Students: have the opportunity to get summaries of all chapters as one representative from each group speaks to the class.

Step B: Literary/Stylistic Devices

Teacher: asks students to look for examples of flashback.

Students: indicate examples in response journal and state what they learn from them, about characters, for example.

Teacher: then invites students to look for foreshadowing. Teacher reviews definition of foreshadowing and asks students to look for any examples of this device.

Step C: Writer's Views

Teacher: asks students to work in small groups to answer the following questions.

- What theme has the author chosen? How has she/he presented it?
- What social issues does the author look at? Does she/he propose any solutions?
- Who is the heroine/hero of the novel? What make her/him a hero?

Teacher: invites groups to share comments once discussion within smaller groups has ended.

Step D: Ending the Activity on a Positive Note (see Achievement Chart)

Students: show their understanding of the novel in writing test.

Teacher: looks at compositional elements, devices, and author's views.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

summative: test (Step D)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

HARMON, William and G. Hugh HOLMAN, *A Handbook to Literature*, Toronto, Prentice-Hall Inc., 1996, 669p.

PETRY, Ann, *Harriet Tubman: Conductor on the Underground Railroad*, New York, Simon & Schuster Inc., 1971, 227 p.

SMUCKER, Barbara, *Underground to Canada*, Toronto, Clarke, Irvin & Company Limited, 1978, 143 p.

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 2.5.1: Achievement Chart - Study of the Novel: Content, Style, Writer's Perspective

Achievement Chart - Study of the Novel: Content, Style, Writer’s Perspective

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Reading</i></p> <p><i>Overall Expectations: EANDO-R-OE.2 - 5</i></p> <p><i>Student Task: Comprehension test of a novel.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - prepares summaries of various chapters of novel - demonstrates understanding of content - discusses the compositional elements and literary stylistic devices 	<p>The student demonstrates limited understanding of the novel and its style</p>	<p>The student demonstrates some understanding of the novel and its style</p>	<p>The student demonstrates considerable understanding of the novel and its style</p>	<p>The student demonstrates thorough understanding of the novel and its style</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - responds to characters’ choices and motives - identifies the writer’s perspective - analyses flashback, character, foreshadowing, theme, social issues and author’s solution, hero/heroine 	<p>The student applies few of the skills of questioning, evaluating and concluding</p>	<p>The student applies some of the skills of questioning, evaluating and concluding</p>	<p>The student applies most of the skills of questioning, evaluating and concluding</p>	<p>The student applies all or almost all of the skills of questioning, evaluating and concluding</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - writes a test that takes into account compositional elements, literary/stylistic devices and author’s views 	<p>The student writes a test with limited clarity</p>	<p>The student writes a test with some clarity</p>	<p>The student writes a test with considerable clarity</p>	<p>The student writes a test with a high degree of clarity, and with confidence</p>

<i>Application</i>				
The student: - uses various reading strategies - responds critically to reading material	The student applies knowledge of reading skills with limited effectiveness	The student applies knowledge of reading skills with moderate effectiveness	The student applies knowledge of reading skills with considerable effectiveness	The student applies knowledge of reading skills with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

UNIT 3 (EANDO)

Enjoying Informational Texts and Media Works

Unit Description

In this unit, students will read informational texts (e.g., opinion piece, newspaper article, advertisement), recognize and respond to bias, stereotypes, and prejudice, and make connections in light of prior knowledge and experience. Students will view and listen to media works (e.g., advertisement, news broadcast, interview, television drama, situation comedy, documentary, opinion piece). They will look at the potential impact of certain media works on the audience, identify the presentation techniques in a media production, and produce a short media text.

Strands and Expectations

Strand: Reading

Overall Expectations : EANDO-R-OE.1 - 2

Specific Expectations : EANDO-R-Crit.1 - 2 - 4 - 5 - 8 - 9
EANDO-R-Voc.1 - 2 - 3 - 4 - 6
EANDO-R-Compr.3 - 8

Strand: Oral Communication

Overall Expectations : EANDO-O-OE.1 - 2 - 3 - 4 - 5

Specific Expectations : EANDO-O-List.2 - 4 - 5 - 6 - 7
EANDO-O-Media.1 - 2 - 3
EANDO-O-Sp.2 - 3 - 5 - 9 - 10
EANDO-O-Comm.4 - 5 - 7

Strand: Writing

Overall Expectation : EANDO-W-OE.1 - 2 - 4 - 5

Specific Expectations : EANDO-W-For.6 - 8 - 10
EANDO-W-Use.1
EANDO-W-Spel.3
EANDO-W-Pres.1 - 2 - 3

Strand: Social Skills and Cultural Awareness

Overall Expectation : EANDO-S-OE.2

Specific Expectations : EANDO-S-Cult.2 - 4
EANDO-S-Soc.2

Activity Titles

Activity 3.1: Reading a Variety of Informational Texts	(300 minutes)
Activity 3.2: Viewing and Listening to a Range of Media Texts	(300 minutes)
Activity 3.3: Impact of Media Works on Audience: Language and Message	(300 minutes)
Activity 3.4: Media: Key Concepts and Some Presentation Techniques	(225 minutes)
Activity 3.5: Producing and Presenting a Simple Media Work	(375 minutes)

Prior Knowledge Required

- be familiar with a variety of texts in print (e.g., advertisements, articles)
- demonstrate the ability to understand unfamiliar vocabulary in context
- have some knowledge of reports and other media works
- show ability to listen critically
- have knowledge of the techniques of oral presentation (e.g., verbal and non-verbal cues, organization of material)

Unit Planning Notes

The teacher will:

- tell students early in the unit about the oral presentation in Activity 5
- select a variety of texts in print: advertisements, opinion pieces, newspaper articles
- find texts with examples of bias, stereotypes, and prejudice
- ask students to find examples of such texts
- choose excerpts from television programs to view and listen to in class
- prepare notes on presentation techniques in a media production
- reserve technical equipment for oral presentations

Crosscurricular Links

Français

- recognize and react to bias, stereotypes, and prejudice in reading material
- enjoy media works, paying attention to content (e.g., level of language, topic, theme)
- identify popular French movies and target audience
- compare two markets (anglophone and French - Canadian, for example)
- identify techniques used in a media work
- use knowledge of current events and social issues to participate in class discussions

Other disciplines

- identify important elements in advertising such as words and graphic arts
- study media works in other courses such as media and visual arts (advertising) or computer graphics (if offered)

- discuss the impact of media such as television and movies on different age groups
- study design of advertisements (visual arts, computer graphics)
- relate newspaper stories to different parts of the city, country, or world (geography)

Animation culturelle

- recognize stereotypes in different cultures
- link interviewed personalities to their cultural groups
- identify the impact of advertising, television programs, and the film industry on attitudes, traditions, and values
- look at the presentation of certain ads to promote fashion and gender appeal in some cultural groups
- compare newspaper stories from anglophone and francophone newspapers, for example

Technology

- consult the Internet for informational texts (news and advertisements)
- use technological resources to create ads
- use a variety of resources (e. g., CD-ROMs, the Internet) to complement oral presentations

Careers

- explore career possibilities in advertising
- consult the Internet for news and advertisements
- explore career possibilities such as film critics, pollsters, or researchers (impact of advertising on consumers, for example)
- explore career possibilities where imagination, creative thinking, and innovation are highly valued
- explore careers in newspaper reporting and graphic arts

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|---------------------|------------------------|
| - reader response | - response journal |
| - group discussions | - homework |
| - small group work | - learning log |
| - lecture | - formal presentations |

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: questions and answers, observations

formative: learning log, quizzes, response journal, checklist, homework

summative: tests, oral presentations

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- invite students to look for informational texts that appeal to them
- ask students questions to verify their level of understanding
- help students choose news broadcasts or show students who good interviewers are
- invite students to give their opinions in group work
- ask students to look at additional ads to develop their critical thinking skills
- invite students to comment on ads in a spontaneous fashion
- help students with their choice of story or ad
- go over important elements of each work if necessary

Students requiring remedial and/or enrichment activities:

- help students find informational texts
- bring a variety of articles, ads, and opinion pieces for discussion purposes (enrichment)
- ask students questions to verify their understanding of media works
- encourage students to watch news broadcasts to stay well informed (enrichment)
- ask students to present own excerpts individually (enrichment)
- simplify instructions
- encourage students to help out other students who may need a hand (enrichment)

- give additional explanations and guide students in their choice
- invite students to do both the story and the ad (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- allow extra time to finish
- verify to see if students are on the right track with their opinion piece
- invite students to participate in group selections and discussions
- allow students as much time and as many opportunities as possible to respond to ad and newspaper story
- verify students' work as they produce it and before they present it

Students requiring remedial and/or enrichment activities:

- provide encouragement and immediate feedback
- ask students to respond to several issues or deal with additional events (enrichment)
- invite students to compare various broadcasts, to watch interviews, and to listen to educational programs (enrichment)
- ask students additional questions about the program and ad they present to the class (enrichment)
- ask students to look for and share interesting ads (enrichment)
- allow students to select one or two items to be evaluated (enrichment)

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects the following resources:

Pedagogical

ANDERSON, N., MARCUSE, G., and J. PUNGENTE, *Scanning Television*, Harcourt Brace, 1997.

CONSIDINE, David, *Visual Images: Integrating Imagery into Instruction*, Englewood Cliffs, Teachers' Ideas Press, 1998.

DESBARATS, Peter, *Guide to Canadian News Media*, Toronto, Harcourt Brace, 1997.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

WORSNOP, Chris M., *Assessing Media Work: Authentic Assessment in Media Education*, Mississauga, Wright Communications, 1996.

Material

- VHS, cassette recorder, audio cassettes, television program excerpts, video cassettes

Technological

Media Awareness Network (Website)

<http://www.schoolnet.ca/medianet/eng>

Some Canadian Newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

ACTIVITY 3.1 (EANDO)

Reading a Variety of Informational Texts

1. Time

300 minutes

2. Description

In this activity, students read a variety of informational texts (e.g., opinion pieces, newspaper articles, advertisements). They learn to recognize bias, stereotypes, and prejudice and to express their opinions in light of prior knowledge and experience.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Crit.1 - 5
EANDO-R-Voc.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.4

Specific Expectations: EANDO-O-List.2 - 7
EANDO-O-Sp.2 - 3

Strand: Writing

Overall Expectations: EANDO-W-OE.1 - 2

Specific Expectations: EANDO-W-For.1 - 2

4. Planning Notes

- find informational texts (e.g., opinion pieces, newspaper articles, advertisements)
- ask students to look for informational texts, in particular a newspaper article for Step B and an advertisement for Step C (Note: library usually carries copies of newspapers)
- tell students to tape an excerpt of a favorite television program and of a good ad for activity 3.3. They should do that as early as possible
- invite students to find an article dealing with prejudice (Step B) and an advertisement showing stereotypes (Step C)
- consult other references that contain examples of such texts

5. Prior Knowledge Required

- demonstrate the ability to determine the meaning of unfamiliar words in context
- be familiar with some informational texts
- show ability to make connections between reading material and prior knowledge

6. Activity Instructions

Step A: Opinion Pieces

Teacher: brings several examples of opinion pieces relating to different topics. There should be examples of student writing and adult pieces as well to show students the issues that seem important to both groups.

Teacher: asks students to look for and bring a newspaper article dealing with prejudice for next class (if possible).

Students: read one or two opinion pieces and write down reactions to main ideas raised by the author.

Teacher: encourages students to use different strategies (e.g., use syntactic and semantic cues, compare words with their French equivalents) to understand unfamiliar vocabulary.

Teacher: explains the term bias and provides examples of this. In most opinion pieces, authors show some degree of bias in expressing their point of view, some a little more subtly than others.

Newspapers carry opinion pieces and the weekend edition usually offers more of these. Some are written by students in the youth section.

Note: At the end of this activity, students write an opinion piece concerning a current event.

Step B: Newspaper Articles

Students: have a newspaper article that deals with prejudice, whether it examines the causes of wars, tensions between neighborhoods, conflicts between students, etc.

Students: show their article, briefly discuss its main points, and express comments with respect to author's views. Teacher and other students ask questions to confirm understanding.

Students: look for an advertisement (stereotypes) for next class.

Step C: Advertisements

Teacher: defines stereotypes and gives examples.

Teacher: shows different advertisements and ask students to determine what stereotypes are used.

Students: place their ads according to different categories (e.g., sports, clothing, beverages, shoes, etc.).

Students: form small groups, examine all ads, and determine the best ad, the ad with the worst case of stereotypes, and the least appealing ad.

Discussion of choices follows.

Step D: Writing an Opinion Piece (see Achievement Chart)

Teacher: invites students to reflect on current events and social issues.

Students: identify news events and important issues.

Teacher: gives students guidelines before they write their opinion piece (short paragraphs, interesting introduction, dealing with topic, etc.).

Students: consult peers after they are finished writing for revision and hand in their work.

7. Assessment/Evaluation Techniques

In this unit, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

summative: Step D - opinion piece

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CONSIDINE, David, *Visual Images: Integrating Imagery Into Instruction*, Englewood Cliffs: Teacher's Ideas Press, 1998.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Material

- newspaper and magazine articles

Technological

Media Awareness Network

<http://www.schoolnet.ca/medianet/eng>

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 3.1.1: Achievement Chart - Reading a Variety of Informational Texts

Achievement Chart - Reading a Variety of Informational Texts Appendix EANDO 3.1.1

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Writing</i></p> <p><i>Overall Expectations: EANDO-W-OE.1 - 2</i></p> <p><i>Student Task: Writing an opinion piece on a current or social issue.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - reads a variety of informational texts - recognizes bias, stereotypes and prejudice - identifies new events and important issues 	<p>The student demonstrates limited understanding of informational texts</p>	<p>The student demonstrates some understanding of informational texts</p>	<p>The student demonstrates considerable understanding of informational texts</p>	<p>The student demonstrates thorough understanding of informational texts</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - discusses the main points of a newspaper article - expresses comments with respect to author's views - judges the best and least appealing ad 	<p>The student uses critical thinking skills with limited effectiveness to assess an author's viewpoint</p>	<p>The student uses critical thinking skills with moderate effectiveness to assess an author's viewpoint</p>	<p>The student uses critical thinking skills with considerable effectiveness to assess an author's viewpoint</p>	<p>The student uses critical thinking skills with a high degree of effectiveness to assess an author's viewpoint</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - writes reactions to main ideas - writes an opinion piece - asks questions to confirm understanding 	<p>The student writes an opinion piece with limited clarity and uses language with limited accuracy and effectiveness to confirm understanding</p>	<p>The student writes an opinion piece with some clarity and uses language with some accuracy and effectiveness to confirm understanding</p>	<p>The student writes an opinion piece with considerable clarity and uses language with considerable accuracy and effectiveness to confirm understanding</p>	<p>The student writes an opinion piece with a high degree of clarity, and with confidence and uses language with a high degree of accuracy and effectiveness to confirm understanding</p>

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - uses different strategies (context, syntactic and semantic cues, French) to understand unfamiliar vocabulary - makes connections between reading material and prior knowledge - defines stereotypes and gives examples - uses a writing process for opinion piece 	<p>The student applies reading and writing strategies with limited effectiveness and makes connections with limited effectiveness between reading material and prior knowledge</p>	<p>The student applies reading and writing strategies with moderate effectiveness and makes connections with moderate effectiveness between reading material and prior knowledge</p>	<p>The student applies reading and writing strategies with considerable effectiveness and makes connections with considerable effectiveness between reading material and prior knowledge</p>	<p>The student applies reading and writing strategies with a high degree of effectiveness and makes connections with a high degree of effectiveness between reading material and prior knowledge</p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

ACTIVITY 3.2 (EANDO)

Viewing and Listening to a Range of Media Texts

1. Time

300 minutes

2. Description

In this activity, students view and listen to some media works (e.g., interview, news broadcast, advertisement). They read a news transcript (recent events), identify its characteristics, and determine what makes a good story.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.1 - 4

Specific Expectations: EANDO-O-List.2
EANDO-O-Sp.3 - 10

Strand: Reading

Overall Expectations: EANDO-R-OE.2 - 1

Specific Expectations: EANDO-R-Crit.1 - 5 - 9

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectations: EANDO-S-Cult.2 - 4

4. Planning Notes

- reserve VHS for Steps A, B, and D
- bring excerpts from interviews (Oprah Winfrey) (Pamela Wallin) (examples)
- ask technician to help out in taping (if such services are available)
- prepare a series of questions for students' reactions to two interviews (to be answered in small groups)
- choose two excerpts of news broadcast the same day but on different stations
- get a transcript of a recent broadcast (see information at end of newscast)
- select some television ads or get a video of the best ads
- remind students to have excerpts ready for next activity (television program and favorite ad)

5. Prior Knowledge Required

- show ability to understand media texts
- know how to listen to and respond critically to media works
- demonstrate the ability to understand unfamiliar vocabulary in context

6. Activity Instructions

Step A: The Interview

Teacher: begins by asking students if they watch television, how much they listen to it, and what they like to see.

Teacher: looks at different kinds of programs before showing interviews.

Teacher: brings examples of two interviews (Oprah, American; Pamela, Canadian).

Students: view segments of an interview and make comments on the level of language, the interviewer, the intended audience, the topics of discussion, the time slot of the program.

Students: work in small groups and then report their answers to the whole group.

Teacher: lists the range of interviews that go on, from interviews on *Entertainment Tonight* to interviews of war victims, from interviews of sports heroes to interviews of political figures. Teacher encourages students to listen to a wide range of interviews.

Step B: The News

Teacher: brings in an excerpt of a news broadcast. There could be two excerpts from different stations. Because some channels are all-news channels, it is possible to tape several news broadcasts.

Teacher: asks students to look for different elements (length of stories, type of stories, visual elements) before they view the segments.

Teacher: asks students to work in small groups and to comment on this question as well: Is television news more reliable and objective than news from other media such as the radio, print and electronic texts?

Step C: Transcript of a News Broadcast

Teacher: hands out copy of a recent news broadcast and invites students to comment individually on the text:

- Are the stories varied?
- Are the stories eye-catching? How is that accomplished?
- For what age group is the news broadcast intended?
- Does the news appeal to intellect and emotion too? Give an example.
- What makes a good news story?

Step D: Advertising on Television

Teacher: asks students to identify some of their favorite television ads.

Teacher: invites students to reflect on these ads and to ask themselves why advertising is so important. It keeps television stations going just like radio and newspapers.

Teacher: can bring some television ads or may wish to use a video of the year's best advertisements.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

summative: performance tasks (viewing, listening and responding)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ANDERSON, N., MARCUSE, G., and J. PUNGENTE, *Scanning Television*, Harcourt Brace, 1997, (6 hr. Videotape excerpts from CITY TV "Media Television", with teaching guide).

DESBARATS, Peter, *Guide to Canadian News Media*, Toronto, Harcourt Brace, 1997.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Material

- VHS, video cassettes

Technological

news transcripts of television broadcasts (consult television stations)

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.3 (EANDO)

Impact of Media Works on Audience: Language and Message

1. Time

300 minutes

2. Description

In this activity, students look at the potential impact of some media works on the audience. They identify popular films, determine their appeal, and examine some of the possible consequence of viewing certain films. Students work in small groups, choose a favorite television program and ad, and present excerpts to the class.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.1 - 4

Specific Expectations: EANDO-O-List.2
EANDO-O-Media.1
EANDO-O-Sp.2 - 10

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectations: EANDO-S-Cult.2 - 4

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Cult.1 - 5 - 9

4. Planning Notes

- reserve VHS (Steps B and C)
- get a list of the ten most popular films of the past year (and a description of each if possible)
- find out about the amounts of money made by the film industry on a yearly basis (e.g., business records in magazines)
- remind students they need to have excerpts of television programs and ads

5. Prior Knowledge Required

- be familiar with some media works (e.g., ads, interviews)
- know how to respond critically to viewing and listening activities
- show ability to express opinions and to contribute positively to classroom discussions

6. Activity Instructions

Step A: Discussion: The Film Industry

Teacher: gives students numbers (billions of dollars) made yearly on films.

Teacher: invites students to rank the top ten films of the year from a list provided.

Teacher: asks students to match films with age groups and to determine why such films appeal to them.

Students: work individually and express opinions concerning these last two aspects.

Students: form small groups and answer questions like:

- What are some ingredients of a good film?
- Why do some people like to watch violent films?
- What are the short-term and long-term effects of watching movies that contain violence?

Class discussion follows.

Step B: Excerpts of Television Program (see Achievement Chart)

Teacher: decides depending on the number of students if students work in small groups or individually.

Students: choose the extract they would like to show to the class after coming to some sort of consensus in selecting one excerpt.

Students: introduce their program and invite peers to comment on level of language and target audience after the viewing activity.

Students: ask peers questions about the excerpt:

- What values are transmitted through words and actions?
- Identify role models that viewers can look up to.
- Does the program affect your own values and attitudes?

Step C: Television Ads

Teacher: chooses to have students work in small groups and present their best ad or asks them to make short individual presentations.

Teacher: asks students to limit their introductions to the ads and to invite classmate to make brief comments after they are done.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: oral questions and answers

formative: Step B - excerpt of a television program

summative: discussion; informal presentations

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ANDERSON, N., MARCUSE, G., and J. PUNGENTE, *Scanning Television*, Harcourt Brace, 1997, (6 hr. Videotape excerpts from CITY TV “Media Television”, with teaching guide).

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen’s Printer, 1989.

TURKLE, Sherry, *Life on the Screen: Identity in the Age of the Internet*, New York, Simon & Schuster, 1995.

Material

- VHS, Video cassettes, television excerpts, television ads

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.4 (EANDO)

Media: Key Concepts and Some Presentation Techniques

1. Time

225 minutes

2. Description

In this activity, students look at their concepts of media and examine some presentation techniques in a media work. They identify techniques (e.g., structure, colour) that are used to help the audience grasp the message, theme, or main point of a media work (e.g., newspaper story, advertisement).

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANDO-O-OE.3 - 5

Specific Expectations: EANDO-O-List.5 - 6 - 7
EANDO-O-Media.1 - 2
EANDO-O-Sp.5 - 9 - 10

Strand: Reading

Overall Expectations: EANDO-R-OE.1 - 2

Specific Expectations: EANDO-R-Compr.3 - 8
EANDO-R-Crit.1 - 4 - 8
EANDO-R-Voc.4

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.2

Specific Expectations: EANDO-S-Soc.2
EANDO-S-Cult.2 - 4

4. Planning Notes

- hand out note on key concepts of the media (Step A)
- prepare a glossary of media terms (e.g., content analysis, foreground/background, gaze, inverted pyramid, image bank, journalistic voice, target audience, representation, etc.)
- bring a newspaper and magazine to show different elements of these media texts
- bring newspaper stories for analysis (Step B)

5. Prior Knowledge Required

- be familiar with media texts and works
- show ability to respond critically to messages in ads
- know how to determine the meaning of unfamiliar vocabulary (e.g., news story) by using context clues

6. Activity Instructions

Step A: Key Concepts of Media

Teacher: looks at four key concepts:

- Media use codes for communicating
- Media convey values and ideologies
- Media are big business and have some commercial implications
- Media communicate with an audience

Teacher: mentions codes used in the media. In films and television, a villain might wear dark colors. There are also technical codes (e. g., use of camera angles, dissolves, sound effects) and symbolic codes (e. g., the use of a clenched fist to convey anger).

Teacher: explains how media convey values and ideologies. What do people consider to be the good life and happiness, roles associated with gender?

Teacher: asks students if they believe Canadians and Americans share some value system?

Students: explain what relationship exists between the media and big business. (Media producers will create programs that will be popular and that will attract advertising dollars).

Teacher: looks at another key media concept: audience. There is the target audience, the group of people at whom advertisers and television networks aim their productions. There are different ways in which people negotiate meaning, that is, make sense of a media text. Audience study encourages media teacher to find out why we interpret media in certain ways, and what pleasure we gain from being media consumers. Audience study also raises questions about how we position ourselves to any media work through factors such as age, gender, race, and class.

Step B: Presentation Techniques in a Newspaper Story

Teacher: points out the function of different elements in a newspaper (e.g., headline, photograph, regular column, feature article, editorial).

Teacher: invites students to comment on a newspaper story:

- How is the story organized?
 - Is the lead (opening of the story designed to hook the reader with a quote or dramatic action) strong and clear?
 - Does the author use the inverted pyramid structure?
- How are ideas and content presented?
 - the controlling idea clear?
 - Are relevant details used to support the controlling idea?
- How effective is the language?

- Are word choice and sentence structure suited to the purpose and tone of the story?
- How well is the journalistic voice captured?
(The journalistic voice refers to the stance expected of journalists: to try to be neutral in their reporting. They establish a tone in their writing that allows readers to make up their own minds.)

Step C: Presentation Techniques of an Ad (see Achievement Chart)

Teacher: invites students to examine several elements in ads: colour, image and text.

Teacher: shows students a variety of ads.

- Colour:
- Do several colours make up the ad? What is the effect of the colours?
 - Is black and white used? What is its effect?
 - Are there connections between colours and anything else in the ad?
- Image:
- Is there a dominant element in the image? Why?
 - Identify elements in the foreground and background.
 - Is the image symbolic? Do you associated it with something else?
- Text:
- How much of the ad is devoted to language?
 - What is the importance given to language in the ad?
 - Comment on the design of the print component in the ad (font, size, etc.)
 - What level of language is used to convey the overall message of the ad?

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: oral questions and answers

summative: Step C - test

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ANDERSON, Neil, *Media Works*, Toronto, Oxford University Press, 1989 .

DESBARATS, Peter, *Guide to Canadian News Media*, Toronto, Harcourt Brace, 1997.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

WORKSNOP, Chris M., *Assessing Media Work: Authentic Assessment in Media Education*, Mississauga, Wright Communications, 1996.

Material

- advertisements, newspaper stories

Technological

Media Awareness Network

<http://www.schoolnet.ca/medianet/eng>

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

9 Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 3.4.1: Achievement Chart - Media: Key Concepts and Some Presentation Techniques

Achievement Chart - Media: Key Concepts and Some Presentation Techniques

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Reading</i></p> <p><i>Overall Expectations: EANDO-R-OE.1 - 2</i></p> <p><i>Student Task: Analysis of presentation techniques of an ad.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - recognizes presentation techniques of an ad - grasps the message, theme or main point of a media work - recognizes the technical and symbolic codes in media - understands the functions of different elements in a newspaper 	<p>The student demonstrates limited knowledge of presentation techniques and limited understanding of messages in media</p>	<p>The student demonstrates some knowledge of presentation techniques and some understanding of messages in media</p>	<p>The student demonstrates considerable knowledge of presentation techniques and considerable understanding of messages in media</p>	<p>The student demonstrates thorough knowledge of presentation techniques and thorough understanding of messages in media</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - responds critically to messages in ads 	<p>The student uses critical thinking skills with limited effectiveness</p>	<p>The student uses critical thinking skills with moderate effectiveness</p>	<p>The student uses critical thinking skills with considerable effectiveness</p>	<p>The student uses critical thinking skills with a high degree of effectiveness</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - recognizes effective language and levels of language in media 	<p>The student recognizes language use and level with limited accuracy and effectiveness</p>	<p>The student recognizes language use and level with some clarity</p>	<p>The student recognizes language use and level with considerable clarity</p>	<p>The student recognizes language use and level with a high degree of clarity, and with confidence</p>

<i>Application</i>				
The student: - understands the key concepts of media: - use of codes for communication - conveying of values and ideologies - big business and commercial implications - directed toward specific audiences	The student makes connections with limited effectiveness between media and the world	The student makes connections with moderate effectiveness between media and the world	The student makes connections with considerable effectiveness between media and the world	The student makes connections with a high degree of effectiveness between media and the world
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 3.5 (EANDO)

Producing and Presenting a Simple Media Work

1. Time

375 minutes

2. Description

In this activity, students produce a simple media work (e. g., advertisement, newspaper story) and present it to the class. For the ad, they use language and imagery that contribute to mood and appeal to emotions. For the newspaper story, students use appropriate structure, voice, and effective language. Students may wish to make use of technical equipment or techniques to complement oral presentations.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.2 - 3

Specific Expectations: EANDO-O-List.4
EANDO-O-Comm.4 - 5 - 7
EANDO-O-Media.3

Strand: Writing

Overall Expectation: EANDO-W-OE.2 - 4 - 5

Specific Expectations: EANDO-W-For.1 - 3 - 6 - 8 - 10
EANDO-W-Use.1
EANDO-W-Spel.3
EANDO-W-Pres.1 - 2 - 3

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Crit.1 - 2 - 9
EANDO-R-Voc.2 - 6

4. Planning Notes

- make a list of suggestions for newspaper stories
- tell students to look at the news and see what's happening in their community, in the world
- invite students to consult newspapers to get example of newspaper stories

- bring reference books and magazines to help students who have chosen to do the ad
- look for newspaper stories to inspire students in their creative work
- remind students to bring their poster if they choose to do the ad

5. Prior Knowledge Required

- show ability to use creative thinking skills
- know how to combine verbal and non-verbal cues in oral presentations
- show confidence in producing simple media work and in presenting it

6. Activity Instructions

Step A: Explanations and Looking at Examples

Teacher: explains what needs to be done: one simple media work.

Teacher: refers students to previous activity.

Students: opting for the ad, look at magazine and reference books for inspiration.

Students: opting for the newspaper story, read examples of stories.

Teacher: gives students guidelines (time to work on presentations, length of presentation, style, content).

Step B: Brainstorming

Teacher: asks students for suggestions and provides them with some too.

Teacher: welcomes all ideas for newspaper stories and then for the ad.

Teacher: goes over important element of newspaper stories (e. g., journalistic voice, organization, content) and of ads (e. g., use of colour, image, text).

Step C: Think/Pair/Share

Teacher: invites students to work individually at first to get some inspiration for their work.

Students: after a reasonable thinking period, students pair up, exchange ideas, and express opinions.

Students: then proceed to work alone.

Teacher: gives students feedback, making suggestions and providing encouragements.

Step D: Putting it All Together

Students: complete their assignment, ask their peers to revise it, make necessary corrections, and proceed with the final steps.

Students: wishing to complement their oral presentation using technical equipment (e. g., cassette recorder) or techniques (e. g., superimposition of sounds and voices or an audio cassette) may do so. Students ask their peers for suggestions.

Step E: Presenting the Media Work (see Achievement Chart)

Students: present their media work, speaking with confidence and using verbal and non-verbal cues effectively.

The audience responds appropriately.

Teacher: may invite students to submit their work to :

- a) a local newspaper;
- b) a local radio station;
- c) a magazine;
- d) a contest.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: oral questions and answers

summative: Step E - oral presentation of an ad or story

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ANDERSON, Neil, *Media Works*, Toronto, Oxford University Press, 1989.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- local reporter or journalist (to facilitate students' understanding of newspaper stories)

Material

- magazines, newspapers, cassette recorder, audio cassette

Technological

Some Canadian newspapers:

The Ottawa Citizen

<http://www.ottawacitizen.com>

The Montreal Gazette

<http://www.montrealgazette.com>

The Globe and Mail

<http://www.globeandmail.ca>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 3.5.1: Achievement Chart - Producing and Presenting a Simple Media Work

Achievement Chart - Producing and Presenting a Simple Media Work

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANDO-O-OE.2 - 3</i></p> <p><i>Student Task: Production and presentation of an advertisement or newspaper story.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
The student: - produces and presents an advertisement or newspaper story	The student demonstrates limited understanding of advertisement and newspaper forms and contexts	The student demonstrates some understanding of advertisement and newspaper forms and contexts	The student demonstrates considerable understanding of advertisement and newspaper forms and contexts	The student demonstrates thorough understanding of advertisement and newspaper forms and contexts
Thinking/Inquiry				
The student: - complements message in ad with visual effects - combines verbal and non-verbal cues in oral presentations	The student uses creative thinking skills with limited effectiveness to enhance oral presentations	The student uses creative thinking skills with moderate effectiveness to enhance oral presentations	The student uses creative thinking skills with considerable effectiveness to enhance oral presentations	The student uses creative thinking skills with a high degree of effectiveness to enhance oral presentations
Communication				
The student: - uses appropriate structure, voice and effective language - uses language and imagery that contribute to mood and appeal to emotions	The student uses speaking skills with limited clarity and language with limited accuracy and effectiveness	The student uses speaking skills with some clarity and language with some accuracy and effectiveness	The student uses speaking skills with considerable clarity and language with considerable accuracy and effectiveness	The student uses speaking skills with a high degree of clarity, and with confidence and language with a high degree of accuracy and effectiveness

<i>Application</i>				
The student: - makes use of technical equipment or techniques to complement oral presentations - makes connections between the newspaper and the world - revises text using a writing process	The student applies knowledge of a writing process with limited effectiveness , making connections with limited effectiveness between the subject and the world	The student applies knowledge of a writing process with moderate effectiveness , making connections with moderate effectiveness between the subject and the world	The student applies knowledge of a writing process with considerable effectiveness , making connections with considerable effectiveness between the subject and the world	The student applies knowledge of a writing process with a high degree of effectiveness , making connections with a high degree of effectiveness between the subject and the world
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

UNIT 4 (EANDO)

Express Yourself: Various Forms of Writing

Unit Description

In this unit, students will write descriptive, narrative, and expository paragraphs. They will use sound paragraph structure and appropriate writing conventions (spelling, grammar, punctuation). Students will create original poetic works such as haiku and diamanté poems and use posters to illustrate their work. They will also write a script for a short play or a short story of reasonable length. In the end, students will select their best works and read them aloud to the class.

Strands and Expectations

Strand: Writing

Overall Expectations : EANDO-W-OE.1 - 2 - 3 - 5

Specific Expectations : EANDO-W-Use.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

EANDO-W-Pres.1 - 2 - 3

EANDO-W-For.3 - 4 - 5 - 9

EANDO-W-Spel.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.2 - 3 - 5

Specific Expectations : EANDO-O-Sp.4 - 11

Strand: Reading

Overall Expectation : EANDO-R-OE.1 - 5

Specific Expectations: EANDO-R-Compr.2 - 4 - 6 - 7 - 8

EANDO-R-Crit.10 - 3

EANDO-R-Voc.1 - 2 - 6

Activity Titles

Activity 4.1: Different Paragraphs and Writing Conventions (375 minutes)

Activity 4.2: Poetry: Combining Print and Art (225 minutes)

Activity 4.3: Models: Play and Short Story (150 minutes)

Activity 4.4: Creating an Original Play or Short Story (300 minutes)

Activity 4.5: Reading Aloud Student Originals (150 minutes)

Prior Knowledge Required

- have knowledge of some writing conventions (see units on writing, previous levels)
- be familiar with narrative, descriptive, and expository paragraphs
- have knowledge of paragraph structure

Unit Planning Notes

The teacher will:

- inform students at the outset of the last activity
- find some good examples of descriptive, narrative, and expository paragraphs to teach students about conventions
- prepare lesson plans to review four types of sentences, verb tenses in the three modes, and transitional words
- prepare notes on haiku and diamanté poems to refresh students' memory
- bring models of play and short story
- guide student writing activities: brainstorming activities at first, for example

Crosscurricular Links

Français

- express ideas and opinions, respecting writing conventions
- study different poetic forms used to express thoughts and emotions
- enjoy short stories and plays and respond to reading material
- use writing process to complete assignments
- use presentation skills in many situations (informal talks, formal discussions, introducing guests)

Other disciplines

- organize ideas and write coherent paragraphs for most course requirements
- use visual arts to make presentations more interesting
- read plays in drama classes
- relate the writing of plays to courses in drama and visual arts
- to speak with confidence is a skill that extends to all disciplines

Animation culturelle

- write about different cultural groups (open topics)
- write about issues, topics and values reflecting one's cultural group
- become familiar with important playwrights and short-story writers
- find sources of inspiration for writing of play or short story in own cultural group

Technology

- use computer software to improve writing skills
- consult technological resources for visual presentation
- find out about most popular contemporary plays
- use electronic spell-check program to revise work
- consult technological resources for different purposes (to do research, to acquire vocabulary, to extend class learning)

Careers

- look at careers related to writing (e. g., translators, editors, writers, journalists)
- look at career possibilities in advertising (combining print and visual)
- discover new interests related to drama
- look at career possibilities in drama (e.g., children's theatre)
- look at careers that require good communication skills

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- group discussions
- lecture
- response journal
- peer practice
- small group work
- homework
- learning log
- reading aloud
- self-evaluation

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: oral response, fixed response (fill-in-the-blanks)

formative: learning log, response journal, homework, quizzes, checklist

summative: performance tasks, quizzes, tests, rubrics

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- invite students to ask questions concerning language conventions
- verify students' understanding of assignment
- invite students to ask questions for clarification
- ask students to rehearse before a presentation
- listen to students practise their roles or read their story

Students requiring remedial and/or enrichment activities:

- provide additional explanations (if necessary)
- ask students to look for narrative and descriptive paragraphs (enrichment)
- guide students in their choice of topics and words
- encourage students to do additional poems and offer advice to other students (enrichment)
- ask students to analyze elements of fiction (enrichment)
- invite students to write short stories; the choice, however, is theirs (enrichment)
- provide encouragement as students prepare for roles and reading
- ask students to offer advice and share their expertise (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- allow students extra time to complete work (e. g., may bring home poster to finish)
- make sure students understand how elements of fiction are related to each other

- allow extra time to complete assignments
- give students feedback (effort, areas of improvement, aspects requiring improvement)

Students requiring remedial and/or enrichment activities:

- give students immediate feedback and make suggestions for improving their writing
- encourage students to write two paragraphs (enrichment)
- look at students' work before final copy is prepared
- ask students to present more than one poster (enrichment)
- simplify instructions
- ask students to speculate and predict (enrichment)
- encourage students to seek other students' advice, and to offer it as well (enrichment)
- invite students to continue with creative writing on their own (enrichment)

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park, Crisp Publications Inc., 1993, 168 p.

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauga, Barron's Educational Series Inc., 1997, 204 p.

IVESON, Margaret and Samuel ROBINSON, *MultiSource: Imagine Poetry*, Scarborough, Prentice-Hall, 1993.

RINALOO, Denise, *Scope Magazine*, New York, Scholastic Inc, 1999.

STEVER, Frank and Douglas VEITCH, *Literature in English for the French-Speaking Canadian I*, Toronto, J.M. Sent & Sons Canada Ltd., 1968, 166p.

Material

- posters, markers

Technological

electronic spell-check programs

<http://www.edunet.com/english/grammar/index.cfm> (On Line English Grammar)

<http://www.m-w.com/netdict.htm> (Merriam-Webster On Line Dictionary)

<http://www.ansernet.rcls.org/deskref/drdict.htm#DRDICT> (Dictionaries)

Microsoft Powerpoint or Corel Presentation (visual appeal)

ACTIVITY 4.1 (EANDO)

Different Paragraphs and Writing Conventions

1. Time

375 minutes

2. Description

In this activity, students look at a variety of paragraphs (e. g., descriptions, narrative, expository). They pay attention to sound paragraph structure and good word choice. They study appropriate writing conventions as they proceed with the different paragraphs.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANDO-W-OE.3

Specific Expectations: EANDO-W-For.4 - 5
EANDO-W-Use.1 - 6 - 7 - 8

4. Planning Notes

- inform students of the presentation at the end of the unit
- hand out a series of words to spell at the end of the unit
- find examples of descriptive and expository paragraphs
- ask students to find examples of narrative paragraphs
- prepare a list of irregular adjectives and adverbs and ask students to write the comparative and superlative forms of these words
- prepare notes on four types of sentences
- hand out a series of regular and irregular verbs for students to complete and review (three modes: indicative, progressive, and perfect)
- write notes on grammatical function of gerunds, present participles and past participles
- prepare list of topics for writing of paragraph

5. Prior Knowledge Required

- know some writing conventions (e. g., grammar, spelling, punctuation) from preceding units (see details in the writing sections of those units)
- be familiar with paragraph structure
- show ability to write a paragraph clearly and confidently

6. Activity Instructions

Step A: Look at Description

Teacher: finds examples of descriptive paragraphs: people, places.

Teacher: identifies characteristics of descriptive paragraphs (e.g., use of vivid adjectives, colourful verbs, details).

Students: underline all adjectives in several descriptive paragraphs and determine the meaning of unfamiliar words by using a dictionary or by looking at context clues.

Teacher: looks at comparative and superlative forms of irregular adjectives and adverbs. Students have already studied regular adjectives and adverbs at the advanced level.

Step B: Narrative Paragraph

Students: share their paragraph.

Teacher: goes over characteristics of narrative paragraph.

Teacher: uses the narrative paragraph as a means to integrate grammar lesson on four types of sentences. Teacher also brings in punctuation conventions related to these sentences. (Students have already studied the first three types of sentences.)

Teacher: asks students to work in pairs and to identify different sentences. Correction of sentences follows.

Step C: Expository Paragraph: Transitional Words, Verbs and Gender

Teacher: goes over characteristics of the expository paragraph.

Teacher: gives models of exposition and asks students to look for transitional words.

Students: identify transitional words (e.g., first, second, next, however, finally) to indicate a series of important points and to link sentences and paragraphs.

Teacher: integrates a look at verbs as students consolidate knowledge of present, past and future tenses in the indicative, progressive, and perfect modes for most regular and irregular verbs.

Students: also get to study grammatical functions of gerunds (e.g., Teaching brings many rewards), present participles (e.g., Catch a falling star) and past participles (e.g., The stolen car, parked in a vacant lot, was easily located by the police).

Step D: Choosing the Paragraph (see Achievement Chart)

Teacher: presents students with a variety of topics and the possibility of writing a paragraph of their choice (descriptive, narrative, or expository).

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: paragraph of their choice (Step D)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BONET, Diane, *Easy English: Basic Grammar and Usage*, Menlo Park, Crisp Publications Inc., 1993, 168 p.

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

Material

- magazines, newspapers, cassette recorder, audio cassette

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 4.2 (EANDO)

Poetry: Combining Print and Art

1. Time

225 minutes

2. Description

In this activity, students use poetry to express their thoughts and feelings. They create original poetic works (e. g., haikus and diamanté poems) and use posters to illustrate their works.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANDO-W-OE.1

Specific Expectations: EANDO-W-For.3
EANDO-W-Pres.1 - 2 - 3
EANDO-W-Spel.3 - 4

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.3 - 5

Specific Expectations: EANDO-O-Sp.4 - 11

4. Planning Notes

- prepare handout for review of characteristics of haikus and diamanté poems (or other poems)
- bring some examples of these poems
- asks students to bring posters and markers

5. Prior Knowledge Required

- be familiar with haiku and diamanté poems (or other poems)
- know how important choice of words is to create images and evoke feelings
- show ability to work with other students

6. Activity Instructions

Step A: Review of Characteristics of Poems

Teacher: gives handout on characteristics of haiku and diamanté poems (or other poems selected by teacher).

Teacher: reads examples of these poems and asks students to comment.

Teacher: informs students of time given to writing (two periods), several poems required, team effort involved, and visual presentation of work (posters).

Teacher: encourages students to choose a student with whom they have not worked before (or not as often).

Step B: Think/Pair

Students: reflect on topics and issues.

Students: then form pairs and exchange ideas.

Students: agree on topics and decides on method they will use to write: write alone and share or work collaboratively from the start.

Teacher: invites students to use dictionaries (synonyms, proper word choice).

Step C: Revising

Students: look at poems, carefully reviewing spelling, word choice and grammar.

Teacher: checks poems and points out any corrections that need to be done before poster is started.

Step D: Presenting Poems

Students: agree on who will read what poems.

The presentation is informal.

Posters are displayed on the walls.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: oral questions and answers

formative: observation

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVESON, Margaret and Samuel Robinson, *MultiSource: Imagine Poetry*, Scarborough, Prentice-Hall, 1993.

Material

- examples of student work (haiku and diamanté poems)
- dictionaries

Technological

- software for visual presentation
- Microsoft Powerpoint or Corel Presentation

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 4.3 (EANDO)

Models: Play and Short Story

1. Time

150 minutes

2. Description

In this activity, students read a play and a short story. They examine the characteristics of both genres and choose to focus on one genre for the writing assignment in the next activity.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANDO-R-OE.1

Specific Expectations: EANDO-R-Compr.2 - 6 - 7 - 8
EANDO-R-Crit.3

4. Planning Notes

- select two literary genres: a play and a short story to read with students
- both works need to be fairly limited in length
- prepare handout on characteristics of both genres

5. Prior Knowledge Required

- be familiar with two genres (play, short story)
- know compositional elements of fiction
- show ability to do role playing
- read aloud with confidence

6. Activity Instructions

Step A: Short Play

Teacher: briefly describes the setting and explains what roles need to be played

Teacher: asks for volunteers and invites students to look out for certain elements. Are there

examples of foreshadowing, flashback, irony? Are the characters well described and do they come across as realistic? Do the events in the play tell the audience more about the characters? What is the theme?

Step B: Short Story

Teacher: hands out story.

Teacher: asks students to look for elements of fiction. Does the setting influence plot? Do the events affect the characters? What is the theme?

Students: address these questions and express feelings and opinions concerning the story.

Step C: Reflection

Teacher: ask students to choose one of two genres for the next activity. If students choose the short story, they will probably work alone. If students opt for the play, they will probably work in groups of three or four.

Teacher: may wish to suggest the short story to some students (enrichment, for example).

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

STEVER, Frank and Douglas VEITCH, *Literature in English for the French-Speaking Canadian*, Toronto, J.M. Dent & Sons Canada Ltd, 1968, 166 p.

RINALDO, Denise, *Scope Magazine*, New York, Scholastic Inc., 1999.

Technological

Literature Resources for the High School

<http://www.teleport.com/~mgroves/>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 4.4 (EANDO)

Creating an Original Play or Short Story

1. Time

300 minutes

2. Description

In this activity, students write either a play or a short story. The play is a collaborative effort, with three or four students per group. The short story is an individual assignment. Integrated in this writing assignment are three elements: the review of all parts of speech, three types of verb (transitive, intransitive, copula), and some complex punctuation (quotation marks, dashes, ellipses).

3. Strands and Expectations

Strand: Writing

Overall Expectations: EANDO-W-OE.1 - 5

Specific Expectations: EANDO-W-For.3 - 9

EANDO-W-Pres.1

EANDO-W-Use.2 - 3 - 4 - 5 - 8 - 9

EANDO-W-Spel.1

4. Planning Notes

- prepare handout on review of parts of speech, another on types of verbs, and a last one on some complex punctuation
- distribute the handouts on different days, usually at the end of the day, and pick up exercises at the beginning of next period
- prepare different exercises for each one

5. Prior Knowledge Required

- show ability to go through the process (e.g., brainstorming, think/pair, drafting, etc.)
- know words and expressions that will help the creative process manifest itself
- be familiar with all parts of speech and learn to use synonyms for different parts of speech in tests

6. Activity Instructions

Step A: Brainstorming

Teacher: invites students to reflect on their choice of topics and genre.

Teacher: suggests situations that can be explored within the context of a play.

Students: give suggestions as well.

Teacher: looks at possibilities for the short story. What type of story will it be? An adventure story, a character story? Who will the characters be? What will the conflict be?

Teacher: suggests that students preferring to work individually should opt for the short story.

Step B: Team Work or Individual Work

Teams are formed for plays and students start discussions before any actual writing begins.

Teams and individuals start writing during the first period and think about what they will write the next day as part of their homework. The other part of students' homework deals with the review of parts of speech.

Teacher: asks students to complete exercise on parts of speech at home. This is in fact a review for them. They hand in the completed exercise the next day, at the beginning of the period.

Step C: Drafting (see Achievement Chart)

Teacher: picks up exercise on parts of speech and asks students to continue with their assignment.

Teacher: helps out students who need a little inspiration and encouragement.

Teacher: informs students that the next period will be the last for drafting. Revision will take place at the beginning of the fourth period of the activity.

Teacher: asks students to continue thinking about their writing assignment as part of their homework. They also do an exercise on types of verbs (transitive, intransitive, and copula). Students already know about direct and direct objects.

Step D: Drafting (last period) (see Achievement Chart)

Students: hand in the exercise on verbs at the beginning of the period, and continue working on their draft.

Teacher: reminds students to remain on task and to continue contributing to group effort. Students who write individually may consult other students or teacher for advice.

Teacher: hands out exercise on more complex punctuation to complete for homework. Students read the instructions, do the exercise, and hand it in the next day, at the beginning of the period.

Step E: Revision and Handing in Work

Students: revise other group work or other individual work. They write appropriate comments and indicate question marks when meaning is not clear.

Students: make necessary changes and corrections. They then proceed to write out the final copy or to use a computer for the final copy.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: (Steps C and D) evaluating rough draft

summative: original work: play or short story (step F) (see Achievement Chart)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park, Crisp Publications Inc., 1993, 168 p.

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

RINALDO, Denise, *Scope Magazine*, New York, Scholastic Inc., 1999.

Technological

Electronic spell-check program

Merriam-Webster On Line Dictionary

<http://www.m-w.com/netdict.htm>

dictionaries

<http://ansernet.rcls.org/deskref/drdict.htm#DRDICT>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 4.4.1: Achievement Chart - Creating an Original Play or Short Story

Achievement Chart - Creating an Original Play or Short Story Appendix EANDO 4.4.1

<p><i>Assessment Techniques: diagnostic □ formative □ summative □</i></p> <p><i>Strand: Writing</i></p> <p><i>Overall Expectations: EANDO-W-OE.1 - 5</i></p> <p><i>Student Task: Writing an original play or short story.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - understands and uses correct format and compositional elements - uses transitive, intransitive and copula verbs - uses complex punctuation (quotation marks, dashes, ellipses) 	<p>The student demonstrates limited knowledge of language conventions and limited understanding of play and short story format and compositional elements</p>	<p>The student demonstrates some knowledge of language conventions and some understanding of play and short story format and compositional elements</p>	<p>The student demonstrates considerable knowledge of language conventions and considerable understanding of play and short story format and compositional elements</p>	<p>The student demonstrates thorough knowledge of language conventions and thorough understanding of play and short story format and compositional elements</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - analyses situations explored within the context of a play 	<p>The student uses critical thinking skills with limited effectiveness applying few of the skills of analysis</p>	<p>The student uses critical thinking skills with moderate effectiveness applying some of the skills of analysis</p>	<p>The student uses critical thinking skills with considerable effectiveness applying most of the skills of analysis</p>	<p>The student uses critical thinking skills with a high degree of effectiveness applying all or almost all of the skills of analysis</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - writes an original play or short story - uses synonyms to avoid repetition 	<p>The student writes a play or short story with limited clarity using language with limited accuracy and effectiveness</p>	<p>The student writes a play or short story with some clarity using language with some accuracy and effectiveness</p>	<p>The student writes a play or short story with considerable clarity using language with considerable accuracy and effectiveness</p>	<p>The student writes a play or short story with a high degree of clarity, and with confidence, using language with a high degree of accuracy and effectiveness</p>

<i>Application</i>				
The student: -correctly applies various stages of writing as a process	The student applies knowledge of writing as a process with limited effectiveness	The student applies knowledge of writing as a process with moderate effectiveness	The student applies knowledge of writing as a process with considerable effectiveness	The student applies knowledge of writing as a process with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 4.5 (EANDO)

Reading Aloud Student Originals

1. Time

150 minutes

2. Description

In this activity, students read aloud an original work, either a play or a short story. In the case of the play, roles have already been assigned as students finished writing the play. Students who have worked individually may wish to record their work or read it to the group. Students then complete the unit with a spelling test (words given at the beginning of the unit) or a spelling bee in the classroom.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANDO-O-OE.2 - 3 - 5

Specific Expectations: EANDO-O-Sp.4 - 9 - 11

Strand: Writing

Overall Expectation: EANDO-W-OE.2

Specific Expectation: EANDO-W-Spel.2

Strand: Reading

Overall Expectation: EANDO-R-OE.1 - 5

Specific Expectations: EANDO-R-Compr.4
EANDO-R-Voc.1 - 2 - 6
EANDO-R-Crit.10

4. Planning Notes

- remind students there will be a spelling test after the last presentation
- plan class time for presentation rehearsal (one period)
- have cassette recorders and audio cassettes available for students who wish to record their story

5. Prior Knowledge Required

- show ability to speak clearly and confidently
- be familiar with role playing
- know how to listen and respond constructively to oral presentations
- know how to spell words identified by teacher (handed out at the beginning of the unit)

6. Activity Instructions

Step A: Proceeding with the Work

Teacher: decides to let students rehearse their play or short story if there is enough time (depending on group size).

Teacher: asks for volunteers to begin presentations.

Students: briefly introduce their work, mentioning the names of important characters and the setting in which the events unfold.

Students: are aware of the importance of mechanics (proper pronunciation, intonation, pitch).

Step B: Student Feedback (see Achievement Chart)

Students: express opinions and ask questions after each presentation.

Students: may offer suggestions and make connections between own experiences and presentations.

Teacher: indicates the positive aspects in student presentation and adds constructive remarks with respect to what needs to be improved or looked at for future presentations.

Step C: Spelling (Words handed out at beginning of unit) (see Achievement Chart)

Teacher: gives a spelling test after presentations are completed.

Students: received the list of words at the beginning of the unit and were told they would have a test at the very end.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: spelling test (step C)

summative: oral presentation (play or short story) (step A)

8. Resources

In this activity, the teacher selects from the following resources:

Human

- students' original work

Material

- cassette recorder, audio cassettes

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

UNIT 5 (EANDO)

Research Report

Unit Description

In this unit, students will complete a teacher-guided research project. They will consult a variety of sources to research a specific topic dealing with culture and the media and will use different reading strategies to locate relevant information. They will apply a staged writing process to further develop their expertise as writers. Students will proofread the final draft of their research report, applying language conventions appropriately and accurately.

Strands and Expectations

Strand: Writing

Overall Expectations: EANDO-W-OE.1 - 2 - 4 - 5

Specific Expectations: EANDO-W-For.1 - 6 - 7 - 8 - 9 - 10

Strand: Reading

Overall Expectation: EANDO-R-OE.3

Specific Expectations: EANDO-R-Compr.3 - 4
EANDO-R-Voc.3 - 5
EANDO-R-Crit.10

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANDO-S-OE.1 - 2

Specific Expectations: EANDO-S-Soc.3 - 4
EANDO-S-Cult.1 - 2 - 3 - 4

Activity Titles

Activity 5.1: What Is Research?	(300 minutes)
Activity 5.2: Researching Material and Perception of Culture by Media	(300 minutes)
Activity 5.3: Looking at Reports and Continuing Research	(300 minutes)
Activity 5.4: Writer's Workshop	(300 minutes)
Activity 5.5: Final Version: Proofreading and Presentation	(300 minutes)

Prior Knowledge Required

- be familiar with school resources
- show the ability to use different reading strategies

- know how to select pertinent information
- have knowledge of language conventions (refer to unit on writing, previous levels)
- show the ability to organize information
- use sound paragraph structure, transitional words, and consistent verb tenses

Unit Planning Notes

The teacher will:

- tell students about important deadlines with respect to project
- prepare a list of topics from Cultural Awareness, specific expectations 2 and 3
- identify sources of information (e.g., database, the Internet)
- prepare lessons on review of different reading strategies
- provide access to Internet; reserve time at the computer lab and the library
- advise librarian to look for material on cultural groups and the media

Crosscurricular Links

Français

- conduct research to learn new facts, to discover new interests and to fulfil course requirements
- learn how to obtain material, choose and organize relevant data
- distinguish between informal and formal reports
- use knowledge of organizational patterns (e.g., opening, key ideas, supporting details, concluding paragraph) in written assignments
- share responsibilities equally in group work

Other disciplines

- write a report for a science or health education assignment, for example
- study the influence of media on francophone Canadian cultures in history and media careers
- write informal reports (cooperative education)
- write reports (informal or formal) to meet requirements of most courses
- show persistence, organization, and willingness to put in effort in order to complete assignments successfully

Animation culturelle

- know how and where to get information with respect to particular cultural groups
- demonstrate a greater understanding of the relationship between media and culture
- read reports designed to keep different cultural groups informed (events, past and future)
- be a volunteer for one's cultural group or other organization and write or revise reports
- recognize importance of group work within cultural organizations

Technology

- use various sources (e.g., the Internet, databases, CD-ROMs) to acquire information
- consult the Internet to read reports dealing with business, science, etc.
- use electronic spell-check programs to proofread final draft

Careers

- discover career possibilities in different fields of research
- look at careers associated with research
- consider career options in writing and revising reports for companies, government agencies
- consider career possibilities that require skills in reading, writing, and revising reports
- look at careers where writing reports is part of the job description (writing, police work, teaching, business, etc.)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- brainstorming
- think/pair/share
- lecture
- small group work
- research
- group discussions
- response journal
- conferencing
- learning log
- homework
- guest speaker

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: questions and answers

formative: response journal, research, learning log, performance tasks

summative: research report

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- verify students' level of understanding
- verify students' choice of material for research and its relevance to topic
- give students suggestions for choice of material (if necessary)
- provide additional explanations for terms such as level of language, purpose, audience, etc.
- encourage students to follow their outline as they write the draft
- ask students to use dictionary and thesaurus for proper spelling and for variety in the use of words and expressions

- give additional time to prepare final copy (computer lab)
- encourage students to use computer lab after school to finish up

Students requiring remedial and/or enrichment activities:

- provide a positive working environment
- encourage students to conduct research individually if odd number comes up (number of students in group) (enrichment)
- provide additional explanations and structure students' schedule for research
- ask students to consult a variety of sources and resources (enrichment)
- verify students' level of understanding of the two reports
- read additional reports, both informal and formal (enrichment)
- give additional help or instructions for drafting of report
- invite students to write a longer report than the required length if they feel inspired (enrichment)
- offer advice and encouragement
- invite students to use their expertise (writing, computer lab) to lend a helping hand (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- take extra time to do research
- encourage students to participate, to state opinions
- remind students before conference of items that they will need
- provide structure and encouragement
- ask students about their method of presentation and give suggestions (if necessary)

Students requiring remedial and/or enrichment activities:

- simplify instructions
- invite students to use their creative and critical thinking skills (enrichment)
- provide encouragement and immediate feedback
- consult students for their choices of material (enrichment)
- invite students to ask questions for clarification
- lead groups of students to present informal reports (enrichment)
- give students handout before conference so they know what to bring to the conference
- ask students to have most, if not all, of their draft ready (enrichment)
- allow students to explore their creative thinking skills in their work (enrichment)

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

DUCAN, Barry, *et al.*, *Mass Media and Popular Culture*, 2nd ed., Toronto, Harcourt Brace, 1996.

MCDONALD, K., *Kid Culture: Children and Adults and Popular Culture*, Toronto, Second Story, 1994.

MISENER, Judy and Sandra STEELE, *The Business of English*, 2nd ed., Toronto, Oxford University Press, 1995, 278p.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediale/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- guest speaker from the anglophone community
- librarian, data engineer

Material

- index cards

Technological

excerpt from *Jeopardy*

electronic spell-check programs

On Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Merriam-Webster On Line Dictionary

<http://www.m-w.com/netdiet.htm>

<http://www.ansernet.rcls.org/deskref/drdict.htm#ORDICT>

ACTIVITY 5.1 (EANDO)

What is research?

1. Time

300 minutes

2. Description

In this activity, students find out about ways to conduct research, where to look, and what steps to follow. Students become familiar with process and guidelines.

3. Strands and Expectations

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANDO-S-OE.1 - 2

Specific Expectations: EANDO-S-Soc. 3 - 4
EANDO-S-Cult.3

Strand: Reading

Overall Expectation: EANDO-R-OE.3

Specific Expectations: EANDO-R-Voc.5
EANDO-R-Crit.10

Strand: Writing

Overall Expectation: EANDO-W-OE.4

Specific Expectations: EANDO-W-For. 6 - 7

4. Planning Notes

- create a poster illustrating or enumerating the steps and post it in the classrooms
- prepare schedule, process, due date, guidelines, source of information
- reserve time for research at the library and at the computer lab
- have examples of index cards ready
- asks students to keep learning log (for research)
- ask librarian to prepare a group lesson on how to go about doing research
- bring excerpt of television game show “Jeopardy”

5. Prior Knowledge Required

- be familiar with school resources
- show the ability to use different reading strategies
- know how to select pertinent information
- have some ability to organize information

6. Activity Instructions

Step A: What is Research?

Teacher: explains why people conduct research. People do research to find answers to questions or solutions to problems.

Teacher: adds that research is conducted everywhere: in laboratories, businesses, universities, etc.. What is research? Essentially it is finding information.

Teacher: asks students to copy question and find answers (for next class):

- The producer of *Star Wars* is _____.
- The chair of our school board is _____.
- My Zodiac sign is _____ and my most compatible sign happens to be _____.
- Canada's tallest building is _____.

Step B: Steps in Research

Teacher: gives students six steps to follow in order to conduct successful research:

1. state the problem or question (e.g., How can a person handle job-related stress?)
2. identify several sources of information
3. gather information
4. organize the information
5. determine method of presentation of information
6. proceed with self-evaluation

Teacher: invites students to consider these questions when going through Step 1: What is the problem? What do I already know? What information do I need? (Step 1)

Teacher: inform students of possible research resources (e.g., libraries, government agencies, professional organizations) and sources (e.g., encyclopedias, atlases, videotapes, computer databases, CD-ROMs) (Step 2)

Teacher: distinguishes between primary and secondary sources of information. Primary information is first-hand material obtained direct from people who are interviewed. Secondary information is material previously researched and recorded. Teacher asks students to use index cards to record information. (Step 3)

Teacher: tells students about how to organize the information according to the approach. For example, if they deal with the topic of stress, they may want to look for information on care-and-effort and other information related to methods of handling stress. (Step 4)

Teacher: looks at next step, which is determining method used to present information. Here are some possibilities: an oral presentation, an audio-visual recording, a written report... A written report is necessary if the information is complex. An oral or audio-visual

presentation might be more suitable if the audience is invited to ask questions. Perhaps the most effective choice is a combination of media. (Step 5)

Teacher: explains the last step, evaluating one's work. Students ask questions such as: Did I collect the information from reliable sources? Have I answered the questions? Is my presentation of the material clear? (Step 6)

Step C: Guidelines

Teacher: asks students to give answers to the four questions from Step A and make a list of all sources of information they used to answer questions.

Teacher: informs students of guidelines. Research report should be about eight pages in length (title page (1), table of contents (1), body of report (4-5), and bibliography (1).

Teacher: asks students to use learning log to keep track of work they do with respect to research.

Students: have the choice of presenting their report formally or informally. Peers will give more feedback or ask them questions.

Students: determine what specific questions they will try to answer in their research. Their topic involves culture and the media.

Students: work in pairs and determine what they wish to look at. They keep a "research and report log" that they use to keep track of their activities during their research.

Teacher: asks students to look at material on media, go to the library, speak to people, family, friends.

Step D: A Visit With The Librarian

Teacher: reserves time at the library with group.

Librarian: explains what is available on the topic, where to look.

Step E.: Example of Research Used in Media

Teacher: brings in an episode of *Jeopardy*. In this show, contestants are given a series of answers listed by subject category and are asked to formulate the correct question for each answer. The show is an excellent example of research material.

Students: watch a segment of the show and then work in small groups. Each student chooses a subject and researches it to find five answers.

Teacher: asks students to complete it and use some class time to put it all together. This part of Activity 1 does not take as long to do. It will be looked at later in Activity 2.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

DUNCAN, Barry, *et al.*, *Mass Media and Popular Culture*, 2nd ed., Toronto, Harcourt Brace, 1996.

McDONALD, K., *Kid Culture: Children and Adults and Popular Culture*, Toronto, Second Story, 1994.

MISENER, Judy and Sandra STEELE, *The Business of English*, 2nd ed., Toronto, Oxford University Press, 1995, 278 p.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- librarian, data engineer

Material

- index cards

Technological

- Excerpt from *Jeopardy*

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.2 (EANDO)

Researching Material and Perception of Culture by Media

1. Time

300 minutes

2. Description

In this activity, students learn more about research from a primary source and exchange opinions concerning the media in general. Through brainstorming and think/pair sessions, they examine ways francophone Canadian cultures are perceived by the anglophone communities. Students look at various anglophone Canadian cultures and begin to analyse how the media depict them.

3. Strands and Expectations

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANDO-S-OE.1 - 2

Specific Expectations: EANDO-S-Cult.1 - 3 - 4
EANDO-S-Soc.4

Strand: Reading

Overall Expectation: EANDO-R-OE.3

Specific Expectations: EANDO-R-Comp. 3 - 4

Strand: Writing

Overall Expectation: EANDO-W-OE.4

Specific Expectations: EANDO-W-For.1 - 6 - 7

4. Planning Notes

- invite a television journalist, magazine writer, or newspaper reporter to speak to students about the role of research
- if speaker is not available, look for other sources (e.g., film, documentary)
- reserve computer lab (access to Internet for research)
- find information on various francophone and anglophone Canadian cultures

5. Prior Knowledge Required

- be familiar with school resources
- identify media works
- know how to select pertinent information

6. Activity Instructions

Step A: Guest Speaker: Research

Teacher: invites guest from local newspaper, magazine, or television station to speak about research in their work.

Teacher: uses film or documentary if speaker is not available.

Students: asks questions about person's background, interest in media, and some tips on how to conduct research.

Students: discuss their own topics with guest and try to gain new perspectives or learn about good references.

Teacher: selects one student to thank the guest.

Step B: Francophone Cultures and the Media (general comments)

Teacher: identifies various francophone Canadian cultures.

Students: work in groups and determine what they know about these different cultures, how they know about them, and how anglophone cultures perceive them (look at media for some answers).

Students: identify different resources and sources that can be consulted to know more about these cultures.

Students: share observations with the whole group.

Students: pair up with their research partner and continue work.

Step C: Researching Material (see Achievement Chart)

Teacher: invites students to discuss progress and process as far as their research is concerned.

Students: show list of resources and sources so far consulted and explain where they are heading.

Teacher: asks students if the pairs are sharing responsibilities with reading material and reminds them to use index cards to keep track of reference works they consult and material they view.

Students: continue with their work.

Step D: Anglophone Canadian Cultures and the Media (general comments) (see Achievement Chart)

Teacher: identifies various anglophone Canadian cultures.

Teacher: asks students who have selected this topic for their research to head different groups and to bring their expertise to the small group discussions.

Students: look at the way anglophone Canadian media depict anglophone Canadian cultures.
Teacher: invites students to share their observations with the whole group.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: process (Step C)

summative: discussion (Step D)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

DUNCAN, Barry, *et al.*, *Mass Media and Popular Culture*, 2nd ed., Toronto, Harcourt Brace, 1996.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- guest from newspaper, television, or magazine

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.3 (EANDO)

Looking at Reports and Continuing Research

1. Time

300 minutes

2. Description

In this activity, students look at the difference between informal and formal reports. They select a situation and write a short informal report. Student continue with their research and consult peers and teacher as they begin to organize their material.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANDO-W-OE.1

Specific Expectations: EANDO-W-For.1 - 8 - 9

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANDO-S-OE.1

Specific Expectations: EANDO-S-Soc.4

Strand: Reading

Overall Expectation: EANDO-R-OE.3

Specific Expectations: EANDO-R-Comp. 3 - 4
EANDO-R-Voc.3 - 5
EANDO-R-Crit.10

4. Planning Notes

- make sure that the work for this activity can be completed in class (note: the students already have much work to do for their research report)
- prepare notes on two types of reports: informal and formal
- look for examples of informal and formal reports
- reserve time at the computer lab (access to Internet, last period) during this activity

5. Prior Knowledge Required

- be familiar with audience and purpose in writing
- show ability to work in groups
- know words and expressions to make possible clarity of expression in both speech and writing

6. Activity Instructions

Step A: Distinguish Between the Two Types of Report

Teacher: points out that all reports have the general purpose of investigating, assembling, and organizing data. The ultimate objective is to answer a question or solve a problem.

- The **audience** for the informal report is usually known; the **language level** is informal; the **length** is from a single page to a maximum of four-six; the **format** is usually the memo, organized in three parts: recommendations, major considerations, and conclusion; headings may be used as they help the reader grasp the most important ideas presented
- The **audience** for the formal report is not necessarily known; the **language level** is formal; the **length** is seldom less than 8-10 pages and may be hundreds of pages (**note**: for this assignment, the total number of pages, including title page, etc., is eight pages); the **format** is adjusted here to include title page, table of contents, body (introduction, findings, conclusion), and the bibliography.

Step B: Writing an Informal Report

Teacher: shows students examples of informal reports. These can be an accident report or a progress report, for example.

Teacher: asks students to choose a situation, prepare an outline, and then write a rough draft. They work in small groups. Students consider purpose, audience, and format.

Teacher: points out that the informal or short report is usually presented in **memo format**. There are three parts: recommendations, major considerations, conclusion. The recommendations come first because the reader may be pressed for time. If the reader needs more information, the major considerations provide that. The conclusion summarizes the main purpose of the text.

Step C: Selection of Situation (see Achievement Chart)

Teacher: gives several situations. Groups choose one. Here are examples:

- Your teacher agrees to write a recommendation letter for you. Before he or she does so, you need to prepare a progress report on your performance during the school year.
- You are interested in changing a school procedure that you think could be handled more efficiently.
- Your supervisor wants you to write a report on the different tasks involved in your part-time job. The report will be used to instruct new employees who will perform similar tasks.

Students: write the three parts of the report. They take one period to write it and the next to present it.

Step D: Continuing with Research

Students: continue working on their research and consult peers and teacher as they begin to organize their material before proceeding with the drafting of the report. They write an outline to facilitate presentation of ideas.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: questions and answers

formative: drafting of report

summative: reading informal report prepared by group (Step C)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BROMBERG, Murray and Julius LIEBB, *The English You Need to Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

MISENER, Judy and Sandra STEELE, *The Business of English*, 2nd ed., Toronto, Oxford University Press, 1995, 278 p.

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.4 (EANDO)

Writer's Workshop

1. Time

300 minutes

2. Description

In this activity, students continue to apply the writing process, with pre-writing done and drafting well in progress. At this stage, students use appropriate structure (content and style), draft reports, and get feedback from teacher in student-teacher conferences.

3. Strands and Expectations

Strand: Writing

Overall Expectations: EANDO-W-OE.2 - 4

Specific Expectations: EANDO-W-For.1 - 8 - 9 - 10

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANDO-S-OE.1 - 2

Specific Expectations: EANDO-S-Soc.3 - 4
EANDO-S-Cult.1 - 2 - 3

Strand: Reading

Overall Expectation: EANDO-R-OE.3

Specific Expectations: EANDO-R-Comp. 3 - 4
EANDO-R-Voc. 5
EANDO-R-Crit.10

4. Planning Notes

- organize time of conference (time, teams)
- reserve time at the computer lab (access to the Internet)
- advise teacher of method of presentation in last activity
- plan an activity (if there is time at the end) with links to research (note: after a very lengthy and work-intensive section, students may need a relaxed activity)

5. Prior Knowledge Required

- have knowledge of language conventions (refer to units on writing, all levels)
- be familiar with four types of sentences (simple, compound, complex, compound-complex)
- show ability to use sound paragraph structure, transitional words, and consistent verb tenses.

6. Activity Instructions

Step A: Drafting (completion)

Students: continue drafting their reports. They may wish to use a few quotations in their work.

Teacher ; shows students how to integrate quotations in their texts.

Students: use dictionary and thesaurus to improve quality of writing.

Students: may type their formal report before meeting teacher for conference. It is not essential to have the worked typed at this point.

Step B: Student-Teacher Conference (see Achievement Chart)

Students: bring “research and report log”; index cards, outline, and draft.

Teacher: verifies to see if content matches outline.

Teacher: looks at index cards and asks students to give feedback on different sources they have consulted.

Students: show “research and report log” and express views on team work as they progressed with the activity.

Students: inform teacher what they plan to do with the last activity (e.g., audio-visual presentation, formal or informal presentation). It is important to know what equipment needs to be reserved.

Step C: Final Version

Students: engage in peer consultation and correction to get a fresh outsider’s view on it.

teacher: plans a relaxed activity at the end of the period if there is time. An activity with links to research would be beneficial.

Teacher: asks students to begin to proofread their final draft, with emphasis on language conventions.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: student-teacher conference (Step B)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BROMBERG, Murray and Julius LIEBB, *The English You Need to Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

Material

- dictionary, thesaurus

Technological

Electronic spell-check program

On Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Merriam-Webster On Line Dictionary

<http://www.m-w.com/netdict.htm>

dictionaries

<http://www.ansernet.rels.org/deskref/drdict.htm#DROICT>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.5 (EANDO)

Final Version: Proofreading and Presentation

1. Time

300 minutes

2. Description

In this activity, students proofread the final draft of their research report, applying language conventions appropriately and accurately. They use dictionaries, electronic spell-check programs, and feedback from peers and teacher. Students already indicated in previous activity what method of presentation (e.g., formal, informal, audio-visual, oral) they would now use.

3. Strands and Expectations

Strand: Writing

Overall Expectations: EANDO-W-OE.2 - 4 - 5

Specific Expectations: EANDO-W-For.1 - 8 - 9 - 10

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANDO-S-OE.1 - 2

Specific Expectations: EANDO-S-Soc.4
EANDO-S-Cult.3

4. Planning Notes

- guidelines for evaluations are given to students (content, style)
- reserve computer lab (final draft of research report)
- reserve equipment for presentation
- prepare schedule for teams and time of presentation
- prepare evaluation forms (presentation)
- write evaluation forms (research report)

5. Prior Knowledge Required

- be familiar with school resources (computer lab)
- know language conventions (see writing units, all levels)
- show ability to use sound paragraph structures, transitional words, and consistent verb tenses

6. Activity Instructions

Step A: Final Touches

Students: at this point, should have completed the proofreading of their final draft.

Students: are ready for the computer lab for the typed version of the report.

Students: take turns with the computer work.

Students: give the teacher one copy and keep another.

Students: should rehearse, if there is time available.

Step B: Last Step (see Achievement Charts)

Teacher: invites teams to proceed with their presentations.

Individual teams choose their method of presenting the report. Teacher has already been advised and has reserved necessary equipment.

Teacher: invites audience to ask questions, make comments, and evaluate some aspects defined beforehand.

Step C: Teacher's Final Comments

Teacher: summarizes whole process, points out positive aspects, and also looks at elements that need to be worked on.

Teacher: asks interested students to present their work to another class.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: observation

formative: questions and answers

summative: research report (Step B)

8. Resources

In this activity, the teacher selects from the following resources:

Material

- dictionary, thesaurus, cassette recorder (and other equipment)

Technological

On Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Merriam-Webster On Line Dictionary

<http://www.m-w.com/netdict.htm>

dictionaries

<http://www.ansernet.rels.org/deskref/drdict.htm#DRDICT>

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANDO 5.5.1: Achievement Chart - Final Version: Proofreading and Presentation

Achievement Chart - Final Version: Proofreading and Presentation

<p><i>Assessment Techniques: diagnostic □ formative □ summative □</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EANDO-W-OE.2 - 4 - 5</i></p> <p><i>Strand: Social Skills and Cultural Awareness</i> <i>Overall Expectations: EANDO-S-OE.1 - 2</i></p> <p><i>Student Task: Presentation of formal, informal, audio-visual or oral report.</i></p>				
<i>Categories and criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - applies language conventions - is aware of criteria of good formal, informal, audio-visual and oral reports - uses appropriate structure (style and content) 	<p>The student demonstrates limited knowledge of language conventions and limited understanding of style and content of reports</p>	<p>The student demonstrates some knowledge of language conventions and some understanding of style and content of reports</p>	<p>The student demonstrates considerable knowledge of language conventions and considerable understanding of style and content of reports</p>	<p>The student demonstrates thorough knowledge of language conventions and thorough understanding of style and content of reports</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - selects pertinent information - identifies and consults resources and sources - analyses how media depict anglophone Canadian cultures 	<p>The student uses critical thinking skills with limited effectiveness to select information and applies few of the skills of research</p>	<p>The student uses critical thinking skills with moderate effectiveness to select information and applies some of the skills of research</p>	<p>The student uses critical thinking skills with considerable effectiveness to select information and applies most of the skills of research</p>	<p>The student uses critical thinking skills with a high degree of effectiveness to select information and applies all or almost all of the skills of research</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - presents report on a topic dealing with culture and the media 	<p>The student presents a report with limited clarity</p>	<p>The student presents a report with some clarity</p>	<p>The student presents a report with considerable clarity</p>	<p>The student presents a report with a high degree of clarity, and with confidence</p>

<i>Application</i>				
The student: - applies all steps of writing as a process - use dictionaries, electronic spell-check programs and feedback from peers and teacher	The student applies knowledge of writing as a process with limited effectiveness	The student applies knowledge of writing as a process with moderate effectiveness	The student applies knowledge of writing as a process with considerable effectiveness	The student applies knowledge of writing as a process with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				