

ESQUISSE DE COURS

*Cours élaboré
à l'échelon local
donnant droit
à un crédit
obligatoire*

EAE1L

ENGLISH

Grade 9

Écoles secondaires catholiques de langue française de l'Ontario



Preamble

The Teaching of English in a French-language Catholic School

For francophone students in Ontario, learning English is beneficial in many ways: it offers them the advantages that come with learning a language other than their first language; it prepares them to meet the literacy demands that they will face as bilingual citizens in the province of Ontario; it also provides them with the opportunities that are inherent in the status of English as a *lingua franca* in today's world. How are these three aspects of the learning of English integrated into a Catholic school's approach to education?

Learning Another Language

In a Catholic school, learning another language is not only an intellectual pursuit. As students develop their literacy skills and knowledge of English, they broaden their horizons and deepen their understanding of diverse cultures in the world around them.

Students expand their horizons by gaining insight into diverse cultures and the human condition, including those elements that are specifically Christian in character. The exploration of humanist and Christian currents in English literary texts helps students mature as they pursue their own reflection as Catholic youths.

Learning another language such as English develops students' awareness of the diversity of the world by building on their cultural identity and allowing them to experience various ways of looking at the world and understanding it. The ability to communicate with others who do not share the same first language gives students the opportunity to view other cultures as it were, from the inside, to appreciate their richness, and to develop their understanding of them. This ability to appreciate other cultures will help students to accept others, to appreciate them for who they are, to welcome their differences, and to learn from them.

Integration into the Majority Culture

Assimilation with the majority culture, including the attendant loss of one's first language and cultural identity, can be perceived only within a Christian context as a loss for the individual and for society as a whole. For the Christian, cultural diversity enriches one's milieu and is considered a gift that must be protected, enhanced, and celebrated.

On the other hand, integration into the majority culture through bilingualism can be beneficial to students. For Ontario students in French-language Catholic schools, learning English allows them to develop a sense of belonging, to communicate with the majority, and to participate in social organizations and events without feeling excluded or marginalized.

Integration into a majority culture should be a critical process. French-language students of English in Catholic schools must be aware of the benefits and dangers of its use in the majority culture. Media awareness is especially important in a society that is so easily shaped by views expressed in films and songs, on television, or on the Internet. The ability to bring a Christian perspective to this critical study of language and culture is fostered in a Catholic school.

English as a *Lingua Franca* in Today's World

Like millions of students throughout the world, French-language students in Ontario learn English as another language not only because of its cultural proximity but also because of its prevalence. Learning English allows students to communicate with people from all walks of life wherever they might journey. It provides opportunities for employment and travel in foreign countries and facilitates their participation in the global community.

For young Catholics, learning English is one way of being active citizens in the global village we call Earth. This language is a path to intercultural and international exploration and discovery. The Catholic school encourages this openness to the human family in all its diversity and seeks ways to promote the understanding and involvement of its students in this perspective.

Similarly, the Catholic school develops students' awareness of the opportunities and dangers inherent to a "global culture" that can enhance communication and exchange at the cost of personal identity and the sense of belonging to a more local community. The identification of this "global culture" with American culture also calls for a critical stance which should be promoted among Catholic students. The Gospel not only must be expressed in different cultures, it must also challenge cultures in areas that are not consonant with the values of the Gospel.

Conclusion

The teacher of English in a French-language Catholic school in Ontario faces specific issues relating to cultural identity, social integration, and personal growth. These questions need to be addressed within the context of our Catholic tradition. The Gospel must shed light on these issues for our students so that they can grow to become responsible citizens of their province and of the world, and brothers and sisters to all, as children of the one God.

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Introduction

Locally Developed Compulsory Credit Course – Rationale

The Grade 9 Locally Developed Compulsory Credit (LDCC) course in *English* focuses on the knowledge and skills that students need in order to be well prepared for Workplace Preparation Courses.

Students with widely ranging levels of competency will benefit from this *English* course; some of these students may be four years behind grade level with significant gaps in knowledge, concept understanding, and skills. The LDCC course in *English* meets the needs of these students and supports students in developing and applying the communication skills of speaking, listening, reading, and writing, as well as their knowledge of language conventions.

The LDCC course in *English* interconnects the following skills: literacy, mathematical literacy/numeracy, and workplace essential skills. All LDCC courses focus on students' acquisition of these skills.

The Grade 9 *English* Locally Developed Compulsory Credit (LDCC) gives students the opportunity to fill gaps in their academic learning and to acquire the skills and knowledge they require to experience success throughout their secondary studies. This course follows the recommendations of the O'Connor Report (2003) and focuses on the development of literacy and mathematical literacy skills and on the essential skills needed for students' transition from school to the workplace.

Students who demonstrate the required level of competency and who achieve the specified outcomes of this Grade 9 course will be entitled to receive a credit for a Grade 9 *English* compulsory course. The locally developed course prepares students for the workplace stream.

Course Profile – Rationale

To facilitate the implementation of these newly developed courses, teams of teachers from all regions of Ontario have conceptualized, drafted, and designed course profiles to be used as pedagogical guides and working tools by their fellow teachers.

Each course profile provides the teacher with teaching, learning, and assessment/evaluation strategies that enable students to achieve specific outcomes and to demonstrate their skills and knowledge in the various strands of the course. The course profile outlines a series of learning and teaching activities that are optional. Teachers are expected to personalize and adapt these suggestions according to their teaching style and their students' needs.

The activities and assessment/evaluation strategies found in the course profiles are based on the overall and specific expectations of the locally developed compulsory credit courses which have been redesigned and approved by the Ontario Ministry of Education (2004). The overall and specific expectations have been coded and listed in a curriculum alignment table.

The course profiles meet the expectations of both catholic and public school boards. In some subject areas (e.g., mathematics), one course profile has been provided for both catholic and public schools; in other subject areas, there are two versions of the course profile. In a few cases, an introduction has been added to the course profile in order to explain the catholic dimension of the course profile whereas, in other cases, specific activities have been designed to meet the needs of LDCC course students in catholic schools.

Course Profile – Pedagogical Framework

This course profile is based on the theories and practices of explicit teaching as outlined by Steve Bissonnette and Mario Richard. According to this pedagogical framework, the activities in the course profile

outline a series of strategies and steps such as modelling, teacher-directed practice, individualized practice, self-assessment, and review. Activities are subdivided into sequential teaching and learning blocks that enable students to progress from simple to gradually more complex subject matter. The suggested teaching, learning, and assessment/evaluation strategies have been aligned with the overall and specific expectations outlined in the curriculum of locally developed compulsory credit courses (2004).

Course Overview

Course Code: EAE1L

Credit Value: 1

Course Description

In the Grade 9 Compulsory Credit Course in English, students develop and apply the communication skills of speaking, listening, reading, and writing, as well as their knowledge of language conventions, making connections between informational, literary, and media texts under study, and their personal experience. As students apply literacy, mathematical literacy/numeracy, and work-related skills, they learn to build relationships and to make informed choices in order to prepare for the school-work transition as well as to become responsible citizens in today's society. The Grade 9 Locally Developed Compulsory Credit Course in English prepares students for the workplace stream.

The Grade 9 Locally Developed Compulsory Credit Course in English is organized into four thematic strands. The overall and specific expectations of each strand have been organized by skills under the following subheadings: *Developing Speaking and Listening Skills*, *Developing Reading Skills*, *Developing Writing Skills*, *Developing Language Skills*.

In the **Living Responsibly** strand, students develop and apply communication skills as they explore various facets of the strand's theme, making connections with their personal experience and with relevant topics and issues. They assume responsibility and develop autonomy as they apply steps of the reading and writing processes to accomplish school and work-related tasks.

In the **Building Relationships** strand, students develop and apply communication skills as they explore various facets of the strand's theme, making connections with their personal experience and relevant topics and issues. They develop group skills and oral communication skills to interact in a positive way with their peers and teachers in a school and work-related context. They also develop an awareness of the importance of clear and correct communication when interacting with others.

In the **Making Informed Choices** strand, students develop and apply communication skills as they collect, interpret, and respond to relevant information in print and media texts as well as in electronic resources. They learn to manage information as they apply various strategies and processes for school and work-related purposes.

In the **Developing Work Skills** strand, students develop and apply communication skills as they explore and respond to workplace scenarios and documents. They develop an awareness of the expectations of the workplace, focusing on their own work interests and goals.

Unit Descriptions

These units suggest a range of activities on a variety of topics and tasks in order to facilitate teaching, learning, and assessment processes.

Unit 1: Living Responsibly

Time: 26 hours

In this unit, students:

- develop and apply various reading strategies as they explore the characters, events, and themes of a short novella and literary texts related to the theme of responsibility;
- present their opinions and share their views orally on various issues and texts under study in informal presentations, and in group and class activities;
- make connections with their personal experience and with the theme of living responsibly to describe a personal experience and to convey their opinions in well-structured answers and paragraphs;

- develop and apply proofreading skills and writing strategies to correct common spelling errors, to avoid sentence fragments, and to use main verb tenses.

Unit 2: Building Relationships **Time:** 28 hours

In this unit, students:

- apply speaking and listening skills, as well as the reading and writing processes to read and respond to literary, informational, and media texts on the theme of building relationships;
- share their views on relationships in informal oral presentations and in advice columns;
- make connections between the texts under study, their personal experience, and real-life situations as they explore the elements of plot, theme, character, and conflict;
- apply knowledge of elements of drama as well as speaking, reading, and writing skills to produce and dramatize scripts on relationships and conflicts;
- continue to develop and apply proofreading skills and writing strategies to correct common spelling errors, to use main parts of speech correctly, and to verify punctuation and capitalization in written texts.

Unit 3: Making Informed Choices **Time:** 29 hours

In this unit, students:

- record information and data on relevant topics and current issues, conducting a survey on television viewing habits and summarizing news reports;
- identify and criticize advertising techniques, producing their own ad for a product of their choice;
- apply a writing process and research strategies to make informed choices as consumers, conveying research and data in graphs, charts, and a brochure;
- apply proofreading skills and writing strategies to formulate clear and complete sentences, integrating newly learned vocabulary and appropriate levels of language into written texts and oral presentations.

Unit 4: Developing Work Skills **Time:** 27 hours

In this unit, students:

- apply speaking and listening skills, as well as the reading and writing processes to develop work skills and communicate in a workplace context;
- apply various reading strategies to understand and interpret forms, labels, instructions, and correspondence;
- make connections between their own job interests, their faith, and their personal pathways to the workplace as they explore various jobs, workplace scenarios, and apprenticeship options;
- complete job application forms and write various messages in response to work-related situations;
- continue to develop and apply proofreading skills and writing strategies to correct common errors in spelling, capitalization, and punctuation in work-related texts.

Activity Descriptions

The course profile suggests 110 hours of teaching and learning material subdivided into units and activities. Each activity consists of the following elements:

A preamble that provides the following information:

- **Description:** This section briefly describes the knowledge, skills, and expected outcomes on which the activity focuses.

- **Time:** Suggested time is indicated. The teacher is expected to make necessary adjustments in the duration of the activity according to students’ needs and progress.
- **Strands and Expectations:** This section lists the strands and codes of the overall and specific expectations which the student is expected to meet during the course of the activity. These codes are also found in the **Curriculum Alignment Table**.
- **Planning Notes:** This section lists the resources, documents, and pedagogical material that the teacher is expected to use or to prepare during the activity.
- **Prerequisites:** This section lists – when applicable – the main knowledge and skills students should have acquired (during this course or in the previous course) before beginning the activity.

A process that outlines the following steps:

- **Activity Instructions**
 - **CONTEXTUALIZATION:** This section suggests various strategies to reactivate students’ prior knowledge, to engage students through an introductory activity, and to clarify the expected outcomes. Prior knowledge and skills might also be verified through a **diagnostic evaluation**.
 - **TEACHING/LEARNING STRATEGIES:** This step consists of a series of teaching and learning blocks. Each block focuses on the acquisition of new skills or knowledge, and applies the following steps of Direct Instruction:
 1. Explanation/Modelling,
 2. Teacher-directed Practice,
 3. Individualized Practice.

An explanation and/or demonstration of new skills or knowledge by the teacher precedes all forms of practice. Students are given the opportunity to move on to individualized practice at least once during the course of each activity. Individualized practice might include a **formative evaluation** task.
- **Reflective Practice:** This step gives students the opportunity to synthesize newly acquired skills and knowledge. Through the suggested self-assessment activities, students also reflect on what they have learned during the course of the activity.
- **Review:** The review stage ensures students’ long term retention of prior learning or of newly acquired skills and knowledge, without being repetitive. Review activities might also prepare students for a specific summative assessment task.
- **Summative Assessment:** Each unit includes at least two summative assessment tasks: an assessment task that is integrated into the unit, at the end of an activity, and another more comprehensive assessment task at the end of the unit. The following steps are found in each summative assessment task:
 1. **Preparation:** This step suggests strategies to prepare students for the assessment task; a link might be made by the teacher with activities for synthesis and review of previous learning.
 2. **Evaluation:** This step suggests an assessment task and various evaluation strategies to determine students’ level of achievement according to the overall and specific outcomes of the course, as prescribed by the curriculum guidelines.
 3. **Follow-up:** This step suggests strategies – when applicable – to provide clear and specific feedback to students and to address students’ specific needs.
- **Extension:** This section suggests additional activities to enrich the course and to further students’ learning according to their needs and interests.

Assessment/Evaluation

“A well-designed system of assessment, evaluation and reporting is based on clearly stated curriculum expectations and achievement criteria.” (*Program Planning and Assessment, The Ontario Curriculum, Grades 9–12*, 2000, p. 13–16). Assessment and evaluation will be based on the curriculum expectations for locally developed courses and will refer to the achievement chart for English, as mandated by the Ontario Ministry of Education.

Teachers are expected to use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart that appears in the curriculum policy document for each discipline;
- are aligned with the overall and specific expectations of the course and with the knowledge and skills taught during the course;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Educational Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students’ ability to assess their own learning and to set specific goals;
- include the use of samples of students’ work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. This chart is organized into four broad categories of knowledge and skills and describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, and enable the teacher to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents.

Level 3 (70–79%) is the provincial standard. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. In order to ensure valid and reliable assessment and evaluation, the teacher uses a variety of strategies for the following types of assessment:

diagnostic evaluation

- a brief activity or task usually found at the beginning of a unit to verify students' prior knowledge and skills (e.g., brainstorming session, question and answer exercise, journal response, survey).

formative evaluation

- a brief activity or task during the course of students' individualized practice that provides feedback on students' performance and level of achievement (e.g., practice quiz, worksheet, homework, writing or reading log, student/teacher conferencing).

summative evaluation

- a task that focuses on the knowledge and skills taught and practiced during the course of one or more activities and that follows a formative assessment task; it is sometimes integrated into the course as part of an ongoing process but is usually found at the end of an activity or unit (e.g., oral presentation, test, written text).

Assessment/Evaluation tasks of each activity have been coded in the following way:

- diagnostic evaluation (**DE**)
- formative evaluation (**FE**).

Resources

The course profile lists various resources that might be of use to the teacher (e.g., textbooks, references, videos). The teacher is expected to update and adapt the list of suggested resources.

TEXTBOOK

HADDIX, Margaret Peterson. *Don't You Dare Read This Mrs. Dunphrey*, Toronto, Simon Pulse Edition, 2004, 125 pages.

PEDAGOGICAL MATERIAL

AKER, Don and David HODGKINSON. *Language and Writing 9*, Toronto, Nelson Canada, 1999, 223 p.

BARLOW-KEDVES, A., et al. *Sightlines 9*, Scarborough, Prentice Hall, 1999, 339 p.

DI LEONARDO, Martha, et al. *Literature and Media 9*, Toronto, Nelson Canada, 1999, 370 p.

HAUGHIAN, Sheree, et al. *Language Power: Book G*. Toronto, Gage Publishing, 2000, 140 p.

HILKER, D. and S. HARPER. *Elements of English 9*, Toronto, Harcourt Brace, 1999, 310 p.

SALIANI, D. and N. MORINE. *Crossroads 9*, Toronto, Gage, 1999, 336 p.

REFERENCES

ARCHER, Lynne, et al. *Reading and Writing for Success*, Toronto, Harcourt Brace, 2001, 256 p.

BATES, Susan. *Canadian Newspaper Stories*, Scarborough, Prentice-Hall Inc., 1991.

DUBÉ, Judith, et al. *Writing Sense 9*, Toronto, Harcourt Brace, 1998, 192 p.

TECHNOLOGICAL RESOURCES

Web Sites

Newspaper sites. (Consulted September 29, 2004):

- CBC News - www.cbc.ca;
- CN News Canada - <http://cnews.canoe.ca>;
- Google News - <http://news.google.ca>;
- Yahoo! News Canada - <http://story.news.yahoo.com>.

Ontario Ministry of Education and Training workplace related sites. (Consulted October 13, 2004):

- Ontario Prospects - www.ontarioprospects.info/2004/eng/index.html;
- Ontario Skills Passport - <http://skillsdemo.edu.gov.on.ca/OSPWeb/>;
- Ontario Youth Apprenticeship Program - www.edu.gov.on.ca/eng/welcome.html.

Course Evaluation

Course evaluation is an ongoing process. The teacher 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 relevance of teaching and learning strategies and activities (during the formative and summative evaluation processes);
- exchanges with other schools using the course profile (e.g., a sharing of recommendations or suggestions);
- visits in the classroom by colleagues or school administrators;
- continuous critical thinking about the course by the teacher;
- an analysis of the degree of success by students in the summative assessment tasks or exam at the end of the course.

In addition, it is expected that teachers and administrators will periodically assess the teaching/learning strategies and the assessment/evaluation techniques used during the course.



Living Responsibly

Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

Overall Expectation

By the end of this course, students will:

EAE1L-LR-5pList.OE

- apply listening and speaking skills to respond to literary, informational, and media texts relating to the theme of social and personal responsibility.

Units

1 2 3 4

1.1	2.1	3.1	
1.2	2.2	3.4	
1.3	2.3		
1.4			
1.5			

Specific Expectations

By the end of this course, students will:

EAE1L-LR-5pList.1

- express ideas and information orally on relevant topics, issues, and texts relating to the theme of responsibility:
 - by conveying feelings and reactions to a text or situation;
 - by responding to questions about topics, social issues, and texts under study;
 - by recalling main ideas and pertinent information;
 - by defending an opinion with confidence;
 - by justifying their views with examples from their personal knowledge and experience, and from texts under study.

1.1	2.2	3.4	
1.2	2.3		
1.3			
1.4			
1.5			

EAE1L-LR-5pList.2

- apply social conventions in oral communication situations (e.g., to ask a question, to contribute to class discussions) for personal and school-related purposes:
 - by making constructive suggestions;
 - by waiting for their turn to speak;
 - by respecting the speaker's point of view (e.g., avoiding confrontation, rephrasing opposite point of view);
 - by making relevant comments;
 - by recognizing and avoiding inappropriate language (e.g., slang, non-standard English);
 - by listening attentively in order to respond to questions and to information presented.

1.1	2.1	3.1	
1.2	2.3		
1.3			
1.4			

EAE1L-LR-5pList.3

- apply active listening skills (e.g., paraphrasing, clarifying, summarizing) by asking relevant questions and recalling main information and ideas in response to oral presentations.

1.1		3.1	
1.2		3.4	
1.3			
1.4			

Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

Overall Expectation

By the end of this course, students will:

Units

1 2 3 4

EAE1L-LR-R5.OE

- apply reading strategies to understand and interpret informational and literary texts on relevant topics and issues, with a focus on magazine articles and a novella dealing with the theme of responsibility.

1.1 2.3 3.4
1.2
1.3
1.4
1.5

Specific Expectations

By the end of this course, students will:

EAE1L-LR-R5.1

- apply the following reading strategies to understand and interpret informational and literary texts on topics and issues relating to the theme of responsibility:
 - skimming and scanning texts to answer questions;
 - defining unfamiliar words while reading silently, by using textual cues (e.g., punctuation, word origins, syntax, knowledge of French vocabulary);
 - defining unfamiliar words with reference to print and electronic sources (e.g., dictionary, thesaurus, electronic word banks, glossary);
 - recalling main ideas and events in texts by rereading, rephrasing, highlighting, charting, or mapping information.

1.1 2.3
1.2
1.3
1.4
1.5

EAE1L-LR-R5.2

- interpret magazine articles on topics and issues relating to the theme of living responsibly:
 - to answer questions on texts under study while identifying and explaining main ideas;
 - to express opinions (e.g., How can we help someone who has run away from home, quit school, faced discrimination or taken drugs?) on issues and topics presented in texts under study that are relevant to their lives;
 - to make connections with texts on the basis of personal experiences, cultural traditions, and previous knowledge;
 - to recognize the difference between the features of fiction and non-fiction (e.g., a short story has a climax along with a setting that is not always real; a magazine article focuses on the experiences of real people).

1.3 2.3 3.4
1.4

EAE1L-LR-R5.3

- apply reading strategies to read a novella that focuses on social issues and themes while following a reading process:

prereading

- making connections with their own experiences and previously read articles and stories;
- making predictions about the novella, examining features such as the title, the book jacket, the illustrations, and the chapter titles;

reading

- interpreting characters, events, and cause-effect relationships;
- charting the main events of the novella in chronological order;
- answering written and oral questions on main characters and events regarding the theme of responsibility (e.g., What does the character do, say, and think? What do you think of the character? In what ways is the character responsible or not? What other decisions could the character have made?);

postreading

- making connections with the novella under study by describing a personal experience and by expressing an opinion connected with the theme of responsibility;
- expressing their views on a topic (e.g., personal discipline, life choices, sibling rivalry, parental involvement) relating to the theme of responsibility, with reference to the novella and their own experience;
- conveying their understanding of a meaningful character or event in the novella through a visual representation (e.g., a poster, a maquette, a drawing, a storyboard, a photo collage, a timeline, a totem);
- making connections between the novella and a media text (e.g., television show, video clip, song) to find similarities in the ways the themes and social issues are presented.

1.1
1.2
1.3
1.4
1.5

Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-LR-WS.OE	1.1	2.1	3.4	
• apply a writing process to write short answers and coherent paragraphs on topics and issues relating to the theme of responsibility for the following purposes: responding to oral presentations and texts under study, describing personal experiences, and supporting opinions.	1.2 1.3 1.4 1.5	2.2 2.3		
Specific Expectations				
By the end of this course, students will:				
EAE1L-LR-WS.1	1.1	2.2		
– apply a writing process, focusing on the following prewriting strategies:	1.2	2.3		
– brainstorming to generate ideas (e.g., webbing, freewriting, mind-mapping, open-ended statements);	1.3			
– grouping and sequencing ideas (e.g., timelines, lists, charts/graphic organizers).				
EAE1L-LR-WS.2		1.2		
– write short answers, using simple and compound sentences, to respond to oral presentations as well as informational, literary, and media texts on responsibility.		1.3 1.4 1.5		
EAE1L-LR-WS.3	1.1	2.3		
– express ideas coherently in a well-structured paragraph on a relevant topic or issue while including the following elements:	1.2			
– an opening sentence that clearly states the topic or repeats the main point of the question;	1.3			
– a logical sequence and clear focus;				
– clear and well-developed ideas and information with reference to personal experience and texts under study;				
– a closing statement that summarizes the main idea.				
EAE1L-LR-WS.4	1.1	2.1		
– describe a personal experience in which they had to assume responsibility (e.g., reporting a hit-and-run accident, balancing work and family, keeping a secret, spending a paycheck, explaining an absence from school, helping a stranger) in a coherent paragraph that includes the following elements:	1.2	2.2		
– descriptive details and well-chosen adjectives and adverbs;	1.3			
– time indicators (e.g., while, before, after, yesterday, today, tomorrow);				
– correct verb tenses;				
– chronological sequence;				
– a relevant and original title.				
EAE1L-LR-WS.5	1.1	2.3	3.4	
– defend an opinion on a moral, personal, or financial decision (e.g., following family tradition or not, obeying parental and school rules or not, working after school or not) in a coherent paragraph that includes the following elements:	1.2			
– examples from personal experience and texts under study to support opinions;	1.3			
– reasons explaining position for or against stated opinions.				

Developing Language Skills

Students develop and use knowledge of language conventions to write in different forms, applying steps of a writing process.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-LR-L5.OE	1.1	2.1	3.1	
• apply a writing process, as well as knowledge of spelling and vocabulary, to identify and correct frequent errors in their own written texts.	1.2	2.2		
	1.3	2.4		
	1.4			
	1.5			
Specific Expectations				
By the end of this course, students will:				
EAE1L-LR-L5.1	1.1	2.1		
– apply a writing process, assuming responsibility for the production of a polished piece of work:	1.2	2.2		
– by spelling correctly words that differ only slightly in spelling from their French equivalent;	1.3			
– by using the dictionary and electronic resources to proofread and define unfamiliar words;	1.4			
– by applying knowledge of phonics to improve spelling;	1.5			
– by rereading and highlighting text, and by checking for typographical errors;				
– by conferencing with peers or the teacher to identify and correct frequent errors;				
– by distinguishing similar and confusing words (e.g., accept/except, affect/effect, than/then);				
– by applying knowledge of root words, prefixes, and suffixes to improve spelling.				
EAE1L-LR-L5.2	1.1	2.4	3.1	
– recognize and correct frequent errors in their own written texts, focusing on the following elements of language and usage:	1.2			
– writing dates, numbers, and numerical terms, with attention to hyphenation and capitalization;	1.3			
– spelling words containing <i>ie</i> and <i>ei</i> ;	1.4			
– doubling consonants;				
– using homonyms;				
– applying plural forms and possessive case of nouns;				
– using contractions;				
– capitalizing the pronoun “I” and the first word in a sentence.				

Building Relationships

Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

Overall Expectation By the end of this course, students will:	Units			
	1	2	3	4
EAE1L-BR-SpList.OE • apply speaking and listening skills in small and large groups to express opinions, ideas, and information relative to the theme of building relationships and to literary, informational, and media texts under study.	1.1 1.2 1.3 1.4 1.5	2.1 2.2 2.3 2.4 2.5		4.1
Specific Expectations By the end of this course, students will:				
EAE1L-BR-SpList.1 – apply oral communication and group skills to interact in a positive way with peers and teachers: – by assuming an active role in group work (e.g., group leader, note-taker, time-keeper, moderator, reporter); – by asking and answering questions related to the subject under discussion; – by integrating the input of other members into their work.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4 2.5		4.1
EAE1L-BR-SpList.2 – apply active listening skills in small and large groups for the following purposes: – to grasp the main ideas and information of the text under study; – to consider others’ points of view; – to clarify and reformulate a message; – to provide constructive feedback to peers; – to complete a task according to specific instructions.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4 2.5		
EAE1L-BR-SpList.3 – apply group skills to prepare, revise, rehearse, and present a script on the interaction of people in real-life situations (e.g., emergency situations: reporting an accident, a community crisis) or on texts under study.		2.2 2.4 2.5		
EAE1L-BR-SpList.4 – read out loud sections of texts under study, demonstrating understanding of meaning and purpose (e.g., to amuse, to instruct or inform, to convey an emotion of fear, relief, or enjoyment): – by adapting speed and intonation according to purpose and type of text; – by using correct pronunciation; – by observing punctuation for pauses and inflection.	1.2 1.5	2.2 2.3 2.4 2.5		
EAE1L-BR-SpList.5 – select formal, informal, or colloquial speech according to specific contexts or purposes (e.g., to negotiate, to resolve conflicts, to give instructions).	1.2	2.1 2.2 2.3 2.4 2.5		4.1
EAE1L-BR-SpList.6 – revise diction, sentence structure, and pronunciation when preparing and rehearsing oral presentations.		2.1 2.2 2.4 2.5		4.1

Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

Overall Expectation

By the end of this course, students will:

EAE1L-BR-R5.OE

- apply reading strategies to understand and interpret short informational and literary texts on relevant topics and issues, with a focus on magazine articles, 200-word stories, and scripts dealing with the theme of building relationships.

Units

1 2 3 4

1.1 2.1
1.2 2.2
1.4 2.3
2.4
2.5

Specific Expectations

By the end of this course, students will:

EAE1L-BR-R5.1

- apply reading strategies to understand and interpret informational texts (e.g., brochures, advice columns, “How to get along with…” articles, relationship surveys) while following a reading process:

prereading

- explaining strategies for the resolution of conflicts in relationships (e.g., mediation, compromise, considering various options) with reference to media texts (e.g., self-help shows, book and articles dealing with personal conflicts, talk shows) and to their personal experience and knowledge;
- defining new vocabulary in texts under study through word games and activities (e.g., word maps, word walls, acrostics, crosswords, mystery words, charades);

reading

- explaining main ideas and information found in the informational texts under study, stating whether they agree or disagree with the presented ideas;
- using visual cues and features of texts (e.g., font, capitalization, bulleting, punctuation of texts, illustrations, framing, diagrams, charts) to locate details and specific information in texts;

postreading

- drawing conclusions about conflicts and relationships, and relating texts under study to real-life situations (e.g., peer pressure, being accepted by a group, generation gap, cultural identity, stress resulting from school work, a personal problem, or changes in a family situation);
- comparing two texts on relationships (e.g., a visual or oral media text and an article), with attention to similar and different problems and solutions presented (e.g., portrayal of teenagers coping with peer pressure, parental discipline, stress).

1.4 2.2
2.3
2.4

EAE1L-BR-R5.2

- apply reading strategies to understand and interpret literary texts about relationships while following a reading process:

prereading

- predicting characters’ responses to conflicts and problems in texts under study;
- defining new vocabulary in literary texts under study and explaining in their own words specialized terms relating to the short story and scripts (e.g., narrator, setting, mood, conflict, point of view, plot, cues);

reading

- making connections between their own experiences and those of characters in texts under study;
- comparing their own views on conflicts and problems presented in texts with those of peers;
- explaining the different types of conflicts in relationships described in the texts under study (e.g., person versus person, person versus self, person versus society);
- identifying intentional variations in punctuation and other features of dialogue (e.g., exclamation marks, font, use of capital letters, quotation marks) that convey emotion (e.g., emphasis, fear, anger);

postreading

- interpreting texts from various cultures (e.g., myths, legends, tales, fables) with attention to similarities and differences in relationships (e.g., gender roles, family values, marriage traditions);
- charting the main events of a short story (e.g., introduction, rising action, climax, falling action, conclusion);
- responding to texts under study by altering or adding to the narrative (e.g., changing the setting or the ending, changing the point of view, continuing the story, solving a conflict).

1.1 2.1
1.2 2.2
1.4 2.3
2.4
2.5

EAE1L-BR-R5.3

- read narrative (e.g., a play, a diary entry) and descriptive texts (e.g., a letter, an advice column) as models for their own written texts.

2.1
2.4

Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-BR-WS.OE	1.1	2.1 2.2 2.3 2.4 2.5		
• apply a writing process to write creatively and to make connections between personal experiences as well as literary, informational, and media texts on relationships.				
Specific Expectations				
By the end of this course, students will:				
EAE1L-BR-WS.1		2.1 2.2 2.3 2.4 2.5		
– apply a writing process to write and revise creative texts (e.g., personal letter, poem, diary entry) and journal entries on relationships while using the following strategies:				
- conferencing with a peer or teacher;				
- eliminating ideas that are off-topic;				
- rearranging ideas logically;				
- using a checklist to assess own written texts.				
EAE1L-BR-WS.2		2.1 2.2 2.3 2.4 2.5		
– write creative narrative (e.g., an alternate ending or sequel to a story) and descriptive texts (e.g., an advice column from the point of view of a character in a story) in response to literary, informational, and media texts about relationships while showing an awareness of:				
- roles and relationships of characters (e.g., causes, effects, and resolutions of conflicts);				
- use of language (e.g., punctuation, sentence types, interjections) to convey feelings and mood.				
EAE1L-BR-WS.3		2.4 2.5		
– write a short script (e.g., comic strip, audio recording, skit), focusing on the interaction between people in real-life situations or in texts under study.				
EAE1L-BR-WS.4	1.1	2.2 2.3 2.5		
– make connections in journal entries between personal experience (e.g., a problem at school, a conflict with a family member, a solution to a problem) and literary, informational, and media texts under study.				

Developing Language Skills

Students develop and use knowledge of language conventions to communicate orally and to write in different forms, applying steps of a writing process.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-BR-LS.OE	1.1	2.1	3.1	
• recognize and understand the importance of correct grammar and usage, applying language conventions in everyday situations and in school-related tasks.	1.3	2.2		
	1.4	2.3		
	1.5	2.4		
		2.5		
Specific Expectations				
By the end of this course, students will:				
EAE1L-BR-LS.1	1.1	2.1	3.1	
– use appropriate language conventions, communicating clearly in interactions with peers and teachers:	1.3	2.2		
– by sharing information and personal experiences;	1.4	2.3		
– by asking questions and requesting information;		2.4		
– by speaking in informal oral presentations;				
– by contributing positively to group and class discussions.				
EAE1L-BR-LS.2	1.4	2.1	3.1	
– demonstrate an awareness of the importance of correct grammar and usage by following a writing process to write short creative texts, with attention to the following language conventions:	1.5	2.2		
– the main rules of subject-verb agreement;		2.3		
– consistent and appropriate verb tenses;		2.4		
– the main parts of speech, with a focus on personal pronouns;		2.5		
– the punctuation and capitalization of direct quotations (e.g., scripts and dialogue);				
– the principal parts of regular and irregular verbs;				
– the comparative and superlative forms of adverbs and adjectives (e.g., good, well, better, best);				
– subordinate conjunctions and adverbs (e.g., when, before, while, after) that indicate time.				

Making Informed Choices

Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

Overall Expectation By the end of this course, students will:	Units			
	1	2	3	4
EAE1L-MIC-SpList.OE • apply listening and speaking skills to respond to ideas and to retrieve information conveyed in print and media texts and oral communication situations.			3.1 3.2 3.3 3.4 3.5	4.4
Specific Expectations By the end of this course, students will:				
EAE1L-MIC-SpList.1 – ask relevant and well-formulated questions to clarify and gain information in response to print and media texts under study and in formal and informal situations (e.g., conversations, explanations by teachers or peers, oral instructions).			3.1 3.2 3.4	4.4
EAE1L-MIC-SpList.2 – express opinions orally in response to print and media texts under study and in formal and informal situations: – by using connecting words and phrases to show logical order in discussions and presentations (e.g., therefore, such as); – by using transitional devices to indicate a series of important points (e.g., first, next, finally); – by integrating newly learned vocabulary into oral presentations.			3.1 3.2 3.3 3.4 3.5	
EAE1L-MIC-SpList.3 – respond to a televised or audio news report: – by using note-taking strategies (e.g., checklist, keywords and ideas, diagram) to retrieve main and secondary information (e.g., the five Ws + H); – by explaining the organizational pattern of news reports (e.g., headline, byline, inverted pyramid structure); – by rephrasing in own words key statements and ideas; – by expressing opinions about the reported events.			3.2	
EAE1L-MIC-SpList.4 – identify gender bias, stereotypes, and prejudice in advertising (e.g., radio ads, television commercials).			3.3	
EAE1L-MIC-SpList.5 – identify the main marketing strategies (e.g., use of attractive and famous people, subliminal advertising, humour and exaggeration, jingles) in radio and television ads, drawing conclusions about the conveyed verbal and non-verbal messages.			3.3	
EAE1L-MIC-SpList.6 – explain their findings on a chosen product in an oral presentation, using a visual aid (e.g., poster, chart, diagram), and effective presentation techniques (e.g., tone of voice, body language, eye contact): – to summarize their findings (e.g., features, prices, brands, warranties, availability); – to clarify and justify their choices; – to establish a clear connection between their findings and their visual aid.			3.3 3.4 3.5	
EAE1L-MIC-SpList.7 – apply speaking skills and knowledge of main advertising techniques to produce and present a promotional item (e.g., T-shirt design, jingle, bumper sticker, radio or school newspaper ad) for an existing or new product (e.g., the novella under study, the product presented for a price research, a product of their own invention).			3.3	

Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

Overall Expectation

By the end of this course, students will:

EAE1L-MIC-R5.OE

- apply reading strategies to find, select, and understand information and data on a relevant topic or current issue, consulting graphs, newspaper articles, brochures, as well as print and electronic sources.

Units

1 2 3 4

2.3	3.1	4.2
	3.2	4.3
	3.3	4.4
	3.4	4.5
	3.5	

Specific Expectations

By the end of this course, students will:

EAE1L-MIC-R5.1

- apply the following reading strategies to locate, select, and understand information found in graphs, newspaper articles, brochures, as well as in print and electronic sources, in response to a specific question:
 - highlighting keywords and main ideas in informational texts;
 - explaining unfamiliar terms, with a focus on word placement, context clues, phonics, and morphology;
 - distinguishing between relevant and irrelevant information;
 - applying problem-solving techniques (e.g., asking questions, reordering words, finding synonyms, using visual and textual cues, rereading) to construct and clarify meaning.

2.3	3.1	4.3
	3.2	4.4
	3.3	
	3.4	
	3.5	

EAE1L-MIC-R5.2

- apply a reading process to select and retrieve information in graphs, newspaper articles, and brochures, as well as in print and electronic sources, in response to a specific research question:

prereading

- establishing focus of research by narrowing down or broadening topic in order to locate appropriate sources;
- skimming and scanning table of contents, indexes, and headings to select sources and locate information;

reading

- recording ideas, information, and data while conducting research (e.g., rephrasing in own words, point-form lists, diagrams, charts);
- applying the basic elements of research methodology to note the references of consulted print and electronic sources;

postreading

- conveying selected information in own words for the production of oral (e.g., presentation on product prices, report on two news events) and written forms (e.g., brochure, opinion paragraph, chart);
- responding to collected information by answering questions and by sharing reflections (e.g., in a class discussion, a photo essay, or a journal response).

2.3	3.1	4.3
	3.2	4.4
	3.3	4.5
	3.4	
	3.5	

EAE1L-MIC-R5.3

- apply reading strategies to find information on a relevant topic or current issue in newspapers and magazine articles, with attention to:
 - the visual features (e.g., lead, headline, captions, photographs, punctuation and capitalization, font);
 - the structure (e.g., inverted pyramid);
 - the information and facts (the five Ws + H).

3.1
3.2

EAE1L-MIC-RS.4			3.2	
– identify the features and sections of the newspaper (e.g., advice columns, current events, comics, classified ads, entertainment, promotional ads, front page).			3.3	
EAE1L-MIC-RS.5			3.1	4.2
– apply reading strategies (e.g., using a ruler to read along lines in a table, reading up from the horizontal axis, reading across from the vertical axis) to understand and interpret graphic texts (e.g., instructional diagram for assembling a tent, bar graph reporting habits of smokers and non-smokers, pie chart on Internet use among teens) with attention to features of layout and design (e.g., colour, font, spacing, levels of headings, grid patterns, subheadings).			3.2	4.4
			3.3	
EAE1L-MIC-RS.6			3.4	4.4
– apply reading strategies to understand and select information provided on the Internet with attention to:			3.5	
– organization and features of a site or Web page;				
– audio and visual elements of design (e.g., music, animation, pop-ups);				
– search tools and navigational options;				
– relevance of accessed information.				
EAE1L-MIC-RS.7			3.3	4.2
– apply reading strategies (e.g., reading diagrams from left to right, from top to bottom) to understand and select information found in instructional texts (e.g., brochures, signs, labels, safety symbols and warnings) with attention to:			3.4	
– features of layout (e.g., numbers, sections, sequence of panels);				
– design (e.g., headings and subheadings, logos, captions, font, spacing, bulleted lists, frames, icons, symbols);				
– purpose (e.g., to inform, to persuade).				
EAE1L-MIC-RS.8			3.4	
– apply reading strategies to research a product of their choice (e.g., article of clothing, athletic shoes, CD, video game, bicycle):			3.5	
– by consulting different types of sources (e.g., catalogues, local businesses, current magazines, flyers, newspaper ads, Web sites);				
– by using note-taking strategies to record relevant information (e.g., the price variations and features of various brands of the same product);				
– by assessing the product (e.g., choosing the brand that is the best buy), and by justifying their position.				

Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-MIC-WS.OE			3.1	4.4
• select, record, and organize information on relevant topics and issues, choosing appropriate print and electronic sources for personal and school-related tasks.			3.2	4.5
			3.3	
			3.4	
			3.5	
Specific Expectations				
By the end of this course, students will:				
EAE1L-MIC-WS.1			3.4	4.4
– apply a writing process to convey research results in a polished piece of writing:			3.5	4.5
– by recognizing appropriate and useful Web sites;				
– by consulting relevant print and electronic sources;				
– by documenting sources to note references;				
– by verifying spelling and meaning of unfamiliar terms with word processing programs.				

EAE1L-MIC-W5.2

- apply appropriate strategies (e.g., underlining, highlighting, index cards, graphs and charts, logs, surveys) to select, note, and collect information from at least two different sources in response to a research question on a relevant topic or issue (e.g., violence in the media, sexism in music videos, animal testing).

3.1
3.3
3.4
3.5

EAE1L-MIC-W5.3

- rephrase the main ideas of short paragraphs, eliminating repetition and using sentence-combining techniques (e.g., using prepositions, linking words, and coordinating conjunctions: and, or, but).

3.2 4.5
3.4
3.5

EAE1L-MIC-W5.4

- condense research on a relevant topic or issue (e.g., trends in the workplace, a chosen career, the pros and cons of video games, how to save money, the best product to buy) in a brief informational text (e.g., a summary, an instructional list, an informational brochure), focusing on:
 - grouping data under headings;
 - organizing information according to a logical sequence (e.g., chronological order, cause and effect);
 - discarding irrelevant information;
 - selecting appropriate images and visuals as support for the text;
 - selecting appropriate language for an audience of peers.

3.4 4.4
3.5 4.5

Developing Language Skills

Students develop and use knowledge of language conventions to communicate orally and to write in different forms, applying steps of a writing process.

Overall Expectation

By the end of this course, students will:

Units

1 2 3 4

EAE1L-MIC-LS.OE

- select and use appropriate vocabulary and correct sentence structure in oral communication situations and in school-related tasks.

1.1	2.3	3.1	4.1
1.2		3.2	4.3
1.3		3.3	4.4
1.5		3.4	4.5
		3.5	

Specific Expectations

By the end of this course, students will:

EAE1L-MIC-LS.1

- apply a writing process to make informed choices:
 - by selecting and applying gender inclusive and non-stereotypical vocabulary (e.g., firefighter, mail carrier, humanity);
 - by selecting terminology that demonstrates tolerance of race, creed, gender, physical and mental abilities, and social status;
 - by integrating newly learned vocabulary and appropriate levels of language into written texts.

2.3	3.1	4.1
	3.3	4.4
	3.4	4.5
	3.5	

EAE1L-MIC-LS.2

- apply oral and written communication skills, focusing on well-chosen vocabulary and sentence structure:
 - by applying knowledge of word families and derivations;
 - by varying sentence length and structure (e.g., interrogative sentence, exclamatory sentence);
 - by formulating clear and complete sentences, avoiding sentence errors (e.g., sentence fragments, run-on sentences);
 - by applying sentence-combining techniques (e.g., prepositional and participial phrases, semi-colons between two independent clauses, relative pronouns) to write compound and complex sentences.

1.1	2.3	3.1	4.1
1.2		3.2	4.3
1.3		3.3	4.4
1.5		3.4	4.5
		3.5	

Developing Work Skills

Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

Overall Expectation By the end of this course, students will:	Units			
	1	2	3	4
EAE1L-DWS-SpList.OE • apply speaking and listening strategies to communicate with one or more persons in a workplace context, using appropriate vocabulary and social conventions.			3.4	4.1 4.2 4.3 4.4 4.5
Specific Expectations By the end of this course, students will:				
EAE1L-DWS-SpList.1 – apply social conventions and appropriate language (e.g., using Mr. and Mrs.) in oral communication situations for personal and work-related purposes (e.g., responding to everyday inquiries, taking a message, obtaining specific information, reassuring a client, explaining procedures, dealing with minor conflicts): - by applying business terminology; - by avoiding slang and colloquialisms; - by selecting gender neutral, non-stereotypical, and non-biased language; - by applying bilingual skills to make transfers from French to English, and vice-versa (e.g., greetings, dates, addresses).			3.4	4.1 4.2 4.3 4.4 4.5
EAE1L-DWS-SpList.2 – apply speaking and listening skills to role-play a work scenario in a brief dialogue or conversation (e.g., a mechanic explaining a mechanical problem to a customer; a customer asking a sales clerk for a refund, for a product exchange, for a rain check, or for an item to be put on layaway; a customer complaining about a defective product).			3.4	4.1 4.2 4.3
EAE1L-DWS-SpList.3 – explain their findings on a selected job, using a visual aid (e.g., poster, chart, collage) and effective presentation techniques (e.g., tone of voice, body language, eye contact): - to summarize their findings; - to explain the reasons why they would be a good candidate for this job; - to clarify and justify their choice of job; - to make a link between their visual aid and their findings.				4.4 4.5

Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

Overall Expectation

By the end of this course, students will:

Units
1 2 3 4

EAE1L-DWS-RS.OE

- apply reading strategies to understand and interpret workplace documents and short forms of correspondence.

4.1
4.2
4.3
4.4
4.5

Specific Expectations

By the end of this course, students will:

EAE1L-DWS-RS.1

- apply a reading process to understand and respond to workplace documents (e.g., inventory lists, instructions, time sheets, charts) and short forms of correspondence (e.g., e-mails, phone messages, memos):

prereading

- defining business and work-related terms, using print and electronic sources as well as knowledge of root words, prefixes, and suffixes;
- comparing and contrasting the meaning of newly learned words (e.g., computer terms, mechanical terms, monetary terms) with their French equivalents;

reading

- explaining target audience and purpose of work-related documents (e.g., Who will read or receive the document? Why was the document written? How will the reader of the document react? What is the reader of the document expected to do?);
- identifying business conventions and main features of form (e.g., headings, date, spacing, font, capitalization, punctuation, level of language) to clarify information and to use as models for their own writing;
- highlighting, noting, and organizing numerical data and information into simple tables, forms, and charts (e.g., time sheet, job application form, inventory list, application for a social insurance number);

postreading

- making connections between research on trends in the workplace (e.g., apprenticeship programs, volunteer work, salaries, job openings) and their own job interests;
- explaining the importance of communication skills and bilingualism in the workplace;
- explaining the importance of good work habits (e.g., being on time, following a dress code, meeting deadlines, following procedures), and a positive attitude (e.g., accepting criticism, dealing with customers, interacting with peers) in the workplace;
- following instructions to accomplish personal and work-related tasks in response to work documents (e.g., health and safety brochure, first-aid applications label, operating a photocopier or fax machine), simple correspondence (e.g., e-mail messages, reminders, call-back messages, order and receipt forms), and graphs and charts (e.g., emoticons and icons, safety signs, labels, cost estimate charts).

4.1
4.2
4.3
4.4
4.5

EAE1L-DWS-RS.2

- apply reading strategies to research a job of their choice by consulting print and electronic sources (e.g., career sites, brochures from employment centres, local businesses, and school guidance office) to find information (e.g., training, skills, and qualifications required, task description, salary range, job opportunities, place of employment).

4.2
4.3
4.4
4.5

Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-DWS-W5.OE				4.1
• apply a writing process to convey information in routine business correspondence, forms, and documents, adapting language to a workplace context.				4.2 4.3
Specific Expectations				
By the end of this course, students will:				
EAE1L-DWS-W5.1				4.1
– apply a writing process to produce short messages, with attention to appropriate terminology, spelling, and usage.				4.2 4.3
EAE1L-DWS-W5.2				4.1
– apply knowledge of format and vocabulary, demonstrating an awareness of purpose and audience in the production of short business correspondence, forms, and documents (e.g., thank-you note, receipt, inventory sheet, order form for supplies).				4.2 4.3
EAE1L-DWS-W5.3				4.1
– write various messages (e.g., e-mail message, reminder, telephone message) in response to work-related situations, assuming the point of view of an employee in a local business (e.g., restaurant, hotel, garage).				4.2 4.3
EAE1L-DWS-W5.4				4.3
– complete a short job application form (e.g., job application from a fast-food chain, a landscaping business or a supermarket) and a variety of simple business forms requiring personal information and numerical data (e.g., accident report, deposit slip, time sheet, application for a social insurance number, work order).				

Developing Language Skills

Students develop and use knowledge of language conventions to write in different forms, applying steps of a writing process.

Overall Expectation	Units			
	1	2	3	4
By the end of this course, students will:				
EAE1L-DWS-LS.OE			3.1	4.1
• apply knowledge of spelling patterns, punctuation, and capitalization to proofread their own texts and simple business documents.				4.2 4.3 4.4 4.5
Specific Expectations				
By the end of this course, students will:				
EAE1L-DWS-LS.1				4.1
– apply knowledge of spelling, language conventions, and terminology pertaining to the workplace:				4.2
- by using word processing resources to define and apply specific work-related terms;				4.3
- by using word processing resources to correct errors in spelling, grammar, and numerical data.				4.4 4.5

EAE1L-DWS-LS.2			4.1
– apply knowledge of spelling to correct frequent errors in their own texts and simple business documents, focusing on the following spelling patterns:			4.3
– replacing <i>y</i> by <i>ies</i> when forming the plural;			4.5
– adding <i>s</i> to <i>ey</i> endings when forming the plural;			
– changing <i>y</i> to <i>i</i> when adding the suffixes <i>er</i> and <i>est</i> to adjectives;			
– spelling one-syllable words with short vowel sounds and spelling one-syllable words with long vowel sounds ending with <i>e</i> (e.g., hop/hope, hat/hate, mad/made, hid/hide, cut/cute).			
EAE1L-DWS-LS.3			4.1
– apply knowledge of main punctuation marks to proofread their own texts and simple business documents, focusing on the following:			4.2
– commas in series, addresses, and dates, as well as commas after salutations and time indicators;			4.3
– periods in abbreviations, acronyms, decimals, and at the end of sentences;			4.5
– colons to introduce lists and to indicate time of day.			
EAE1L-DWS-LS.4		3.1	4.1
– apply knowledge of capitalization to proofread their own texts and simple business documents, focusing on the following:			4.2
– acronyms, initials, and abbreviations (e.g., a.m./p.m., AD/BC, OYAP, WHMIS, Mr./Mrs./Ms./Miss, PO/Purchase Order) found in the workplace;			4.3
– names of people, places, nationalities, and institutions;			4.5
– dates, holidays, and addresses.			
EAE1L-DWS-LS.5			4.1
– apply knowledge of French spelling and business terms (e.g., development/développement, correspondence/correspondance, address/adresse) to recognize and correct frequent errors in their own work-related texts and simple business documents.			4.2
			4.3
			4.4
			4.5

Summary Chart

EAE1L - Curriculum Skills and Content

Developing Speaking and Listening Skills	Developing Reading Skills	Developing Writing Skills	Developing Language Skills
– express ideas and information on topics, issues, and texts	– articles on topics and issues relating to the theme of living responsibly	– write short answers using simple and compound sentences	– spelling of words similar to French
– apply social conventions for personal and school-related purposes	– a novella	– write a basic paragraph	– spelling of similar and confusing words (e.g., accept/except)
– ask relevant questions	– literary elements and terms: character, plot, theme	– describe a personal experience	– root words, prefixes, and suffixes
– recall main information and ideas	– informational texts on conflict resolution	– defend an opinion	– hyphenation and capitalization of dates and numbers
– apply group skills	– literary texts on relationships	– write a creative narrative texts (e.g., an alternate ending or sequel to a story)	– spelling of ie and ei words
– present a script	– literary elements and terms: conflict, plot chart	– write a creative descriptive text (e.g., an advice column)	– spelling of double consonants
– read out loud	– graphs	– write a short script	– spelling of homonyms
– select formal, informal, or colloquial speech	– newspaper articles	– write journal entries	– spelling of plural and possessive nouns and use of apostrophe
– revise diction, sentence structure, and pronunciation in a prepared presentation	– brochures	– apply steps of a writing process	– contractions
– express opinions and clarify and gain information in response to print and media texts	– research information in electronic sources (Internet)	– convey research on a product, in a brief informational text	– capitalization of I and first word of a sentence
– respond to a televised or audio news report	– consumer information and research	– apply note-taking strategies	– main rules of subject-verb agreement
– identify stereotypes and main marketing strategies in ads	– workplace documents	– write short messages	– main verb tenses

– present research on a chosen product, using a visual aid	– short forms of business correspondence	– produce business correspondence, forms, and documents	– main parts of speech
– produce and present a promotional item	– numerical data	– complete a short job application form	– punctuation and capitalization of direct quotations
– apply social conventions and appropriate language for personal and work-related purposes	– career information and research		– principal parts of regular and irregular verbs
– role-play a work scenario	– instructions		– comparative and superlative forms
– present research on a selected job, using a visual aid			– subordinate conjunctions and adverbs that indicate time
			– appropriate vocabulary
			– newly learned terms
			– word families and derivations
			– sentence length and structure (or type)
			– the complete sentence and the avoidance of sentence errors
			– sentence-combining techniques
			– word processing resources
			– proofreading strategies and spelling patterns
			– main punctuation marks
			– capitalization

Unit Overview

Unit 1

Living Responsibly

Description

Time: 26 hours

In this unit, students:

- develop and apply various reading strategies as they explore the characters, events, and themes of a short novella and literary texts related to the theme of responsibility;
- present their opinions and share their views orally on various issues and texts under study in informal presentations, and in group and class activities;
- make connections with their personal experience and with the theme of living responsibly to describe a personal experience and to convey their opinions in well-structured answers and paragraphs;
- develop and apply proofreading skills and writing strategies to correct common spelling errors, to avoid sentence fragments, and to use main verb tenses.

Activity Titles

Time

Activity 1.1: Discovering the Self Within	6.5 hours
Activity 1.2: Discovering Others	7 hours
Activity 1.3: Taking Responsibility: Building Character	7 hours
Activity 1.4: Asking For Help: Never Too Proud	3.5 hours
Activity 1.5: End of Unit Assessment Task: Reading and Writing Independently	2 hours

Summative Assessment Tasks

- Activity 1.2: Discovering Others (Language and usage quiz on descriptive terms, homonyms, and complete sentences)
- Activity 1.3: Taking Responsibility: Building Character (Paragraph and oral presentation to convey opinions on an issue)
- Activity 1.5: End of Unit Assessment Task: Reading and Writing Independently (Oral reading of a passage and questions on the selected novella)

Overview of Unit 1

Resources

The following resources are suggested:

TEXTBOOK

- a novella on the theme of living responsibly to distribute to students. The following novella is suggested: HADDIX, Margaret Peterson. *Don't You Dare Read This Mrs. Dunphrey*. Toronto, Simon Pulse Edition, 2004, 125 p.

PEDAGOGICAL MATERIAL

- English and English/French dictionaries;
- articles on relevant topics and social issues;
- art supplies such as pencils, colouring pencils, crayons, glue, scissors, and a large roll of white or brown paper;
- magazines for the production of collages;
- a variety of fictional and non-fictional journal entries (e.g., *Anne Frank: The Diary of a Young Girl* by Anne Frank, *The Pigman* by Paul Zindel);
- selected images (or video clips) of people and events depicting emotional moments;
- informational resources such as an inventory of local community resources, the yellow and white pages, the local community telephone book, brochures, and pamphlets.

TECHNOLOGICAL RESOURCES

- an overhead projector, a cassette recorder, a VCR or DVD player, and a television;
- use of a computer or computer lab for word processing activities;
- electronic or hard copies of articles on effective communication from Google's Web site on communication skills (Consulted October 26, 2004) - www.hodu.com/;
- a list of idioms from a Web site such as D. Oliver's (Consulted September 10, 2004) - www.eslcafe.com/idioms/id-mngs.html.
- the text of the Ten Commandments. Suggested sites (Consulted March 7, 2005):
 - The Ten Commandments With Positive Calls to Love and Freedom: <http://www.whitestonejournal.com/tencommandments/index.html>;
 - Bible Study – The Ten Commandments: <http://www.keyway.ca/hm2002/tencom.htm>;
 - Catholic Community NET – Simple Catechism: <http://www.catholic.org.uk/library/catechism/thecommandments.shtml>.

MEDIA RESOURCES

- newspapers (local and city), pamphlets, brochures, and publicity handouts;
- articles depicting human conflict and problem situations;
- a video clip or excerpt from a television show (e.g., *Boston Public*) in a school setting.

Discovering the Self Within

Description

Time: 6.5 hours

In this activity, students:

- complete a diagnostic assessment of writing and speaking skills;
- apply reading strategies to make inferences about characters;
- develop knowledge of descriptive vocabulary and explore a variety of journal entries as models for their own journal entry relating to the theme of responsibility;
- convey their understanding of character in a visual representation and in a chart;
- begin to read a novella as they explore the theme of responsibility and elements of characterization, with reference to themselves and to fictional characters;
- maintain a Vocabulary Log, focusing on adjectives, adverbs, and descriptive terms.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices

Overall Expectations: EAE1L-LR-SpList.OE

EAE1L-LR-RS.OE
 EAE1L-LR-WS.OE
 EAE1L-LR-LS.OE
 EAE1L-BR-SpList.OE
 EAE1L-BR-RS.OE
 EAE1L-BR-WS.OE
 EAE1L-BR-LS.OE
 EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.5 - 2.4 - 2.5 - 2.6 - 3
 EAE1L-LR-RS.1.2 - 1.3 - 3.1 - 3.2 - 3.3 - 3.5 - 3.6 - 3.8
 EAE1L-LR-WS.1.1 - 1.2 - 3.1 - 3.2 - 3.3 - 3.4 - 4.1 - 4.2 - 4.4 - 5.1
 EAE1L-LR-LS.1.1 - 1.2 - 1.3 - 1.5 - 1.6 - 1.7 - 2.4 - 2.7
 EAE1L-BR-SpList.1.1 - 1.2 - 2.3 - 2.5
 EAE1L-BR-RS.2.3 - 2.4
 EAE1L-BR-WS.4
 EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4
 EAE1L-MIC-LS.2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- a brief survey in which students answer questions about themselves and the theme of responsibility (e.g., at home, school, and work);
- a diagnostic evaluation assessing students' speaking skills and knowledge of the main parts of speech and spelling;
- an overhead and photocopies of adjectives, adverbs, and descriptive terms;

- a personal (teacher) life-sized silhouette including descriptive terms;
- a large roll of paper, scissors, markers, and large letter stencils;
- a variety of fictional and non-fictional journal entries (e.g., *Anne Frank: The Diary of a Young Girl* by Anne Frank, *The Pigman* by Paul Zindel);
- written prompts for character exploration and vocabulary use in Block 2;
- selected images of people and events depicting emotional moments;
- blank silhouette work sheets for students' character notes in Block 5;
- review exercises on the elements of a correct simple sentence;
- an evaluation grid for the formative assessment of students' journal entries;
- copies of a novella on the theme of responsibility to distribute to students; the novella *Don't You Dare Read This Mrs. Dunphrey* by Margaret Peterson Haddix is suggested.

Prerequisites

Before beginning this activity, students should be able:

- to demonstrate an understanding of short literary texts;
- to read aloud in small groups;
- to listen to oral communications;
- to use a dictionary to check the spelling of common words;
- to follow a modelling process and short written and oral instructions in order to complete an academic task successfully.

Activity Instructions

CONTEXTUALIZATION

- Introduce course objectives and present expectations of this activity: to describe and make inferences about characters in fiction and non-fiction, including themselves.
- Explain the purpose of the Learning Log, Vocabulary Log, and Writing Folder, instructing students to organize their notebooks accordingly:
 - The Learning Log will include daily notes, practice exercises, review exercises, charts, surveys, and grammar and spelling exercises.
 - The Vocabulary Log will include new vocabulary lists, definitions, word maps, exercises, and formative and summative assessments of vocabulary activities.
 - The Writing Folder will include journal entries, drafts and works in progress, formative and summative writing tasks, as well as formative and summative assessments and evaluation grids.
- Have students, in a class activity, brainstorm a list of words they associate with the word *responsibility*; have students compare the spelling of this word with its French equivalent.
- Have students discuss what the term means to them. Suggested discussion prompts:
 - Is a responsible person mature?
 - Which type of responsibility is more important: home or school?

- What kind of choices or decisions does a responsible Christian person make?
- How do you know if a person or friend is responsible?
- Do responsibility and freedom go together? Why?
- Have students complete a survey (All About Responsibilities) in which they answer questions about themselves and the theme of responsibility. Suggested questions:
 - What types of responsibilities do you assume around the home? at school?
 - When and why did you take on these responsibilities?
 - Have you ever worked at a part-time job? Do you do volunteer work? What responsibilities do you associate with work?
 - Do you consider yourself responsible? How do you handle responsibility?
 - In what two ways are you more responsible and mature than last year at this time? **(DE)**
- Instruct students to share their response to the last question of the survey with a peer and to insert the survey in their Learning Log.
- Have students complete a diagnostic evaluation to assess their knowledge of the main parts of speech and of the spelling of common words. Suggested questions:
 - Apply basic capitalization rules.
 - Choose the correct regular verb.
 - Write the nouns in their plural form.
 - Identify the use of the correct homonym.
 - Identify the sentence fragment. **(DE)**

TEACHING/LEARNING STRATEGIES

BLOCK 1: CREATING A CHARACTER SILHOUETTE

Explanation/Modelling

- Present a list of adjectives, adverbs, and descriptive terms, explaining difficult terms and giving examples of the possible uses of this vocabulary (e.g., to describe a friend, a neighbour, a teacher, a priest, a family member, a pet, themselves); instruct students to keep this list handy in their Vocabulary Log.
- Model the process for reading the words out loud, emphasizing correct pronunciation, phonics, and accent (e.g., silent letters, first syllable emphasis, root words, French equivalences).
- Explain to students that they will be referring to this list of terms to describe themselves and to create their own life-sized silhouette, that is, a traced pencil outline of themselves that has been cut out and labelled.
- Explain the process for creating the life-sized silhouette by listing the steps on the board or on an overhead and by modelling the following steps:
 - writing their full name in large letters;
 - tracing/cutting the silhouette on unrolled paper;
 - conducting a “think out loud” to select adjectives, adverbs, and descriptive terms that best describe their physical and emotional traits, and an appropriate nickname;
 - preparing a draft (using silhouette worksheet) of the silhouette words;
 - adding symbolic visual elements.
- Model the presentation of personal life-sized silhouette by explaining components and descriptive terms of the silhouette to the class.

Teacher-directed Practice

- Reread the list of descriptive terms with students, asking them to read the words out loud and to find antonyms for each of the words listed; have students note the use of prefixes (e.g., im, in, dis, un) in the formation of antonyms.
- Have students work in pairs so that they can each create their life-sized silhouette according to the previously modelled steps.
- Give oral feedback on silhouettes as students work, with attention to the spelling of adjectives, adverbs, and descriptive terms.
- Have students consult a dictionary to check the spelling of descriptive terms before completing their silhouette.
- Instruct students to post their completed silhouette in the classroom.
- Have students take turns presenting informally their life-sized silhouette to the class; conduct a diagnostic assessment of students' speaking skills and knowledge of spelling. Suggested evaluation criteria:
 - use of adjectives, adverbs, and descriptive terms;
 - avoidance of inappropriate language (e.g., slang, non-standard English);
 - relevancy of ideas and explanation;
 - clarity of explanation;
 - application of active listening skills while others speak;
 - pronunciation and tempo;
 - use of grammar;
 - attentive listening to others' presentations in order to respond to questions and to information presented. (DE)

BLOCK 2: MAKING INFERENCES ABOUT CHARACTERS

Explanation/Modelling

- Read out loud a fictional journal entry, emphasizing correct pronunciation and explaining words that are new to students.
- Highlight elements of fiction and non-fiction as well as similar features (e.g., salutation, dates) and format.
- Model process for making inferences about characters during the reading process by:
 - focusing on the clues that reveal a character's personality and feelings (e.g., What words tell the reader that this character is overwhelmed? Which expression is used to show the character's love for...?);
 - thinking out loud, asking and answering questions such as the following:
 - Why did the character slam the door? She's angry.
 - I wonder how she feels now that...
 - If a character says "I'm not good at...", I can infer that he/she is insecure.
 - Is this something the character says about him/herself or is it another person saying it about them?
 - How do you know the character is happy? worried? affectionate?
 - highlighting and colour-coding adjectives, adverbs, and descriptive terms;
 - listing character traits and highlighted details.
- Describe character traits and feelings that can be inferred from the highlighted elements (e.g., This person must be very scared at this point in his/her life. He/She must feel unloved. I wonder if he/she feels this is too much responsibility for his/her age?).

Teacher-directed Practice

- Read, along with students, a selected journal entry, asking them a series of oral questions that facilitate character exploration; have students make inferences about characters with reference to the novel.
Suggested questions:
 - What feelings is this character expressing when he/she says this?
 - What does this action tell you about the character?
 - How would you feel if you were in the same situation?
 - Has this character acted responsibly, according to you? Why?
 - What adjective (or adverb) best describes the characters' feelings?
- Have students, in groups, read a variety of journal entries (one per group); students fill out the chart below to make inferences about the characters in the selected journal entries.

Name of Character	Character's Feelings/Emotions	Clue(s)/Inferences

- Have each group explain its character chart in an informal oral presentation.
- Give feedback on students' charts and emphasize the different traits associated with different characters. (FE)
- Instruct students to insert their completed chart into their Learning Log.

BLOCK 3: DESCRIPTIVE TERMS: ADJECTIVES AND ADVERBS

Explanation/Modelling

- Explain the use of the Vocabulary Log, and model the steps for finding definitions of new and unfamiliar words, with reference to the previous list of adjectives, adverbs, and descriptive terms. Suggested steps:
 - using a dictionary;
 - searching for a French equivalent;
 - looking at the prefixes or suffixes;
 - pronouncing the word out loud (What does it sound like? What are the silent letters?);
 - using the word in a familiar context.
- Model the use of the Vocabulary Log by selecting words from previous journal readings. Suggested notes:

Word	✓ Adjective	✓ Adverb	Transformation?
happy	✓		– changes to become the adverb happily by dropping the final "y" and by adding "ly"
emotionally		✓	– the suffix "ly" can be added to many adjectives to form an adverb – there is a similar French word - "émotionnel"

- Model the process for recognizing a sentence fragment versus a complete sentence. Suggested steps:
 - What is the subject (Who or what is doing the action)?
 - What is the verb (What is the action)?
 - Is it a complete thought or idea (e.g., Yesterday, because it snowed...)?
 - Is it grammatically correct (A fragment does not make sense, having no clear subject or action verb.)?
- Think out loud as you correct a series of sample fragments displayed on the board or on overhead by identifying and then adding the missing subject or verb, or by completing the sentence.

Teacher-directed Practice

- Verify students’ comprehension of new descriptive terms in selected journal entries, explaining the difference between an adjective and an adverb.
- Have students colour-code these two parts of speech in their Vocabulary Log as they write down the descriptive terms.
- Have students complete their Vocabulary Log by writing down the definitions of selected words, and by referring to a dictionary.

Individualized Practice

- Have students read individually a selected journal entry in class or as homework.
- Instruct students to define and colour-code a specific number of adjectives and adverbs found in the selected text, with reference to a dictionary.
- Have students complete the character chart as it applies to one or two characters in the entry.
- Review students’ list of adjectives and adverbs and lead a discussion on the characters in the text, having students note similarities and differences in character charts. (FE)

BLOCK 4: WRITING A JOURNAL ENTRY TO EXPRESS FEELINGS

Explanation/Modelling

- After asking students how they feel about their first days of school, model the first steps of a writing process out loud by brainstorming and mapping ideas and feelings. Suggested questions/answers:
 - What am I writing about?
 - What is today’s date? What is the time of day?
 - How can I start this entry?
 - What am I feeling most at the moment?
 - What can I learn from this present situation?

(Suggested topic - the first day of school: taking the bus, getting up on time, getting a new timetable, making friends, finding your way around, choosing the right clothes.)
- Explain the process for writing a journal entry to express feelings by modelling the following steps:
 - writing the date, time, and opening sentence of the entry;
 - capitalizing the pronoun “I” and the first word in a sentence;
 - using adjectives, adverbs, and descriptive details to convey feelings and to describe people;
 - using a chronological sequence and time indicators to describe actions or events;
 - writing a concluding sentence.

- Reread the modelled journal entry out loud, focusing on two or three words and sentences; model the proofreading process by:
 - checking homonyms and correcting spelling of selected words;
 - checking that all pronouns “I” and the first word of each sentence are capitalized;
 - rewriting selected sentences so that they are complete and grammatically correct;
 - integrating adjectives, adverbs, and descriptive terms from the Vocabulary Log.

Teacher-directed Practice

- For **Reflective Practice**, have students explain in a class discussion to what extent their feelings and experiences match those described in the model journal entry.
- Present selected images (or video clips) of people and events depicting strong emotions or dramatic moments (e.g., a car accident, a weather disaster, finding a lost relative, helping someone in need) and have students discuss and explain orally (a) the emotions of the characters involved, and (b) how they would react in a similar situation.
- Have students write, as a class, a fictional journal entry in response to one of the above images (or video clips), focusing on the use of vocabulary, adjectives, adverbs, and descriptive details to describe the sequence of events as well as the emotions of people.
- Reread this journal entry with students, emphasizing correct spelling and the avoidance of sentence fragments.
- Have students, in a class activity, complete an exercise to practice rewriting sentence fragments in complete sentences.

Individualized Practice

- Have students write (in class or for homework) a journal entry on an event or an experience relating to the theme of responsibility. Suggested topics:
 - their first responsibility;
 - an adult responsibility (e.g., leaving home, marriage) for which they might or might not be ready;
 - an experience (e.g., first paycheck) that taught them a lesson about responsibility;
 - a responsibility (e.g., babysitting, keeping a secret) they did or did not handle well.
- Use conferencing strategies to provide feedback as students write, encouraging them:
 - to pay attention to the features of the journal entry;
 - to briefly describe what happened and the feelings they experienced;
 - to integrate adjectives, adverbs, and descriptive terms from their Vocabulary Log.
- Assess students’ journal entry for formative purposes, according to the following criteria:
 - features of journal entries (e.g., date, time);
 - appropriateness of opening and concluding sentences;
 - use of adjectives and adverbs, and descriptive details to convey emotions;
 - capitalization of the pronoun “I” and of the first word in each sentence;
 - avoidance of spelling errors and sentence fragments;
 - chronological sequence. (FE)
- Provide feedback on students’ journal entries, highlighting the correct and incorrect use of language and supplying correct vocabulary where applicable. Record well-structured sentences from students’ entries on the blackboard or overhead, and read them out loud with students as model sentences.

- Instruct students to insert their journal entry and assessment into their Writing Folder as a reference for future writing tasks in **Activity 1.4** and **Activity 2.1**.

BLOCK 5: PORTRAIT OF A CHARACTER

- Use oral prompts to have students make predictions about the novella under study (*Don't You Dare Read This Mrs. Dunphrey* by Margaret Peterson Haddix) as they examine features such as the title, the book jacket, the illustrations on the cover, and the dates of the journal entries.

Explanation/Modelling

- Use oral prompts to introduce the novella's theme, linking ideas to entries read in Block 3.
- Review and explain keywords (e.g., *crochet*) from the novella before reading.
- Begin reading the novella out loud to students, stopping to draw students' attention to features of a journal entry. Model reading process by:
 - focusing on the clues that reveal a character's personality and feelings;
 - making predictions about the novel (e.g., I predict that... I wonder if...);
 - making inferences about the main character's personality and feelings;
 - making connections with previous readings and the theme of responsibility;
 - thinking out loud, by asking and answering questions such as the following:
 - Where is the main character when she is writing?
 - Is this story fiction or non-fiction?
 - What is happening to the main character?
 - Why is she writing and to whom?

Teacher-directed Practice

- Have students take turns reading out loud short passages from the novella up to page 18, encouraging them to vary intonation and expression to convey character's feelings.
- For **Reflective Practice**, have students answer questions which lead them to make connections between Tish's situation (e.g., For Tish, school is a "drag," she's thinking of dropping out of school, and teachers are stupid.) and their own experience.
- List the names of the main characters in the novella and have students, as a class activity, note the identity of each character in their Learning Log.
- Ask oral questions to verify students' comprehension; have students make predictions and inferences concerning events and characters. Suggested questions:
 - Why does this character (Tish) feel this way?
 - What clues (adjectives, adverbs, descriptive details) convey her feelings?
 - What are Tish's feelings about her part-time job?
 - Where's the father? What's the secret, according to you?
 - What will happen next?
- Have students, in groups, complete the silhouette of a character, using a worksheet to record traits (which they will complete as the novella progresses).
- Have students note and define new words (e.g., *prissy*, *flattest*, *dignified*) from the novella, in their Vocabulary Log.

- Have students take turns reading out loud a few passages from the novella (*Don't You Dare Read This Mrs. Dunphrey* by Margaret Peterson Haddix).
- Have students continue the silhouette worksheet of the main character (Tish), focusing on the use of adjectives, adverbs, and descriptive terms.
- Have students complete a formative exercise on complete sentences and fragments. Excerpts from the novella might be used for this purpose:

Sentence Fragment	Complete Sentence (add a subject and a verb)
so stupid (p. 5)	
a first-year teacher (p. 6)	
a crush on a teacher (p. 6)	
the highest score for the first time (p. 7)	
in bed almost asleep (p. 11)	

Individualized Practice

- Instruct students to continue the silent reading of next two or three journal entries of the novella in class and for homework (e.g., up to page 28).
- Instruct students to apply their knowledge of vocabulary and characterization by completing the following Character Chart with reference to their assigned reading:

Describe the character's feelings.	What is the clue?	Explain the reason why the character feels this way.

- Have students informally present their Character Chart. Give feedback to students, having them note similarities and differences in their charts. **(FE)**
- Have students discuss, in groups or as a class, an example of Tish's sense of responsibility (e.g., She refuses to shoplift. She helps her family by working after school.) in the novella.
- Have students complete practice exercises on the basic sentence and sentence fragments.
- Correct exercises with students. **(FE)**

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students recall main events of the novella, using the Character Chart, the silhouette worksheets, and the Vocabulary Log to jog their memory;

- at the end of Block 4, ask students self-assessment questions on their journal entry. Suggested questions:
 - What was easy? What was difficult?
 - What are you most proud of in this writing activity?
 - What worked? What didn't?
- give students the opportunity to discuss their feelings about reading. Suggested questions:
 - Do you like reading? If yes/no, why?
 - What do you think of this novella? Why?
 - Were you confident at first about reading this novella? If yes/no, why?
 - How can reading literature be useful?
 - Which aspects of this novella are most realistic for you?

Review

To ensure students' retention of previously learned knowledge and skills:

- have students recall the novella's events and characters in response to questions such as the following:
 - Do you remember when...?
 - What is the important idea in this journal entry (refer to a specific page number)?
 - Which important/specific detail do you remember about this character?
- have students note in their Vocabulary Log the spelling of descriptive words that are similar to French (e.g., fantastic, character, patient).

Summative Assessment

No summative assessment task is planned for **Activity 1.1**.

Extension

- Have students read an article about a famous personality from an entertainment magazine; students describe this person's character and make predictions about his or her life.
- Have students respond orally or in written form to the following question on the novella: If the teacher read Tish's journal entries, what would happen and how would Tish react?
- Have students read the description of their personality according to their astrological sign; students note the descriptive terms used and then explain why this description does or does not match their personality.
- Have students use an "emoticon" sheet to associate descriptive words with the faces depicted.

Discovering Others

Description

Time: 7 hours

In this activity, students:

- continue reading a novella on the theme of responsibility, applying reading and writing strategies to answer questions coherently on characters, events, and themes;
- understand the concept of appropriate word choice and the difference between slang and standard English;
- become familiar with the concept of symbol and produce a visual and oral presentation in which they convey their interpretation of a character from the novella;
- apply steps of a writing process to write a coherent paragraph in which they give their views on a problem faced by the main character in a novella;
- develop proofreading strategies to correct common spelling errors.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices

Overall Expectations: EAE1L-LR-SpList.OE

EAE1L-LR-RS.OE
EAE1L-LR-WS.OE
EAE1L-LR-LS.OE
EAE1L-BR-SpList.OE
EAE1L-BR-RS.OE
EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 2.3 - 2.5 - 3

EAE1L-LR-RS.1.1 - 1.2 - 1.3 - 1.4 - 3.1 - 3.3 - 3.4 - 3.5 - 3.6 - 3.7 - 3.8 - 3.9
EAE1L-LR-WS.1.1 - 1.2 - 2 - 3.1 - 3.2 - 3.3 - 3.4 - 4.1 - 4.2 - 4.4 - 5.1 - 5.2
EAE1L-LR-LS.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 1.6 - 1.7 - 2.4 - 2.6 - 2.7
EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.5 - 4.1 - 4.2 - 4.3 - 5
EAE1L-BR-RS.2.4 - 2.9
EAE1L-MIC-LS.2.2 - 2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- photocopies of another silhouette worksheet for students to complete as they interpret one or two characters in the novella;
- answers to written and oral questions on the novella under study;
- an overhead of a model paragraph (possibly from the novella) to present the “sandwich” structure of the paragraph;
- an excerpt from a movie or television show with a high school setting (e.g., *Boston Public*, *The OC*, *Degrassi Junior-High*), and necessary audiovisual equipment;
- evaluation grids for the formative assessment of students’ paragraph and speaking skills;
- four to six symbolic objects representing the novella’s characters;

- bristol board and art supplies for students’ visual representation of a character;
- practice exercises and a formative assessment of student’s knowledge of descriptive vocabulary, homonyms, and basic sentence structure (e.g., jumbled paragraphs, missing traits sentences, choose the right homonym);
- a summative assessment, including evaluation grids, of student’s knowledge of descriptive vocabulary, homonyms, and basic sentence structure.

Prerequisites

Before beginning this activity, students should be able:

- to demonstrate an understanding of the main features, characters, and events of a simple literary text such as a novella;
- to use prefixes to form the opposites of adjectives and adverbs;
- to recall and apply the main rules of capitalization in a simple sentence;
- to use adjectives, adverbs, and descriptive terms to describe feelings.

Activity Instructions

CONTEXTUALIZATION

- Have students play a “Jeopardy” type game to **review** their knowledge of character: ask questions so that students recall events and characters in the novella (e.g., Students answer, “Who is...” when presented with the name of a character from the novella.).
- Have students take turns relating an event in previously read journal entries in order to **review** the novella. **(DE)**
- Have students, in groups, formulate and defend their opinions on a variety of ethical dilemmas faced by the characters in the novella; remind students to use common courtesy and to respect each other’s point of view. Suggested questions:
 - Would you read Tish’s entries if you were Mrs. Dunphrey?
 - Would you let someone read your journal?
 - Would you “rat” on a friend?
 - Would you drop out of school to help your family?
 - Would you report an employer who is harassing you?
 - Would you let your friends convince you to do something you know is wrong? **(DE)**
- As students share their group views, conduct an informal survey of students’ responses to the dilemmas, noting the number of positive and negative answers; explain that this activity will focus on the real-life problems faced by the main character in the novella, Tish.

BLOCK 1: ANSWERING QUESTIONS ABOUT CHARACTERS, EVENTS, AND THEME**Explanation/Modelling**

- Read paragraphs from the novella where the concept of narrative point of view is clear to the reader, explaining that the narrator’s point of view is the only perspective the reader has (e.g., on page 20, where Bud asks Tish to go on a date; on page 30, where the teacher responds to Tish’s journal entry).
- Explain that the perspective (or point of view) would be different if another character were recalling the details (e.g., I wonder what Bud would have said if he were writing this paragraph? What if the manager had overheard this employee conversation? What if a customer had witnessed Tish’s rejection of Bud?).
- Read out loud the next journal entry of the novella and reflect orally on how a person might feel for the characters; emphasize the main character’s empathy for her teacher(s).
- Think out loud, formulating questions and making inferences about the main character. Suggested questions:
 - How do we learn about a person’s character in real life? in a story or movie?
 - Here, is it through what Tish says or through what she does?
 - What have other characters said about her?
 - What does the author want us to find out about her by saying this?
 - What unanswered questions do you have about Tish at this point?
- List new character traits on the board or overhead, explaining each inference orally (e.g., Tish is emphatic since she can feel emotions for another person in this journal entry. Matt is sensitive because he is hurt by others laughing at him.).
- Read out loud a short passage in the novella and model the following strategies for answering questions on a given text:
 - highlighting keywords in the question;
 - rereading the question;
 - skimming a text to look for keywords;
 - using context clues to understand a question;
 - using the main words in the question to start an answer;
 - using complete sentences to answer a question (and avoiding sentence fragments).

Teacher-directed Practice

- Have students find and record traits of another character, using silhouette worksheets.
- Instruct students, in groups of three to five, to sit in reading triangles, using a length of ribbon to mark off the readers, or a string around a triangle of chairs or desks, or a large triangle of paper or blanket on the floor to delineate the “reading triangle”.
- Explain the instructions for this reading group activity:
 - Students each read out loud a page or a predetermined number of paragraphs in the novella without the help of the teacher.
 - Students determine reading order within the group.
 - Students understand that reading assistance is available inside the group only.
 - When a reader in the group is experiencing difficulty with a word, the group members are responsible for helping him/her with pronunciation and meaning.

- Readers must consult the resources (e.g., dictionary, thesaurus, French/English dictionary) placed in the centre of the reading circle.
- If the group reading stops for consultation, the readers must go back two complete sentences before continuing to read.
- Have “reading triangles” read out loud assigned pages or paragraphs of the novella.
- Have “reading triangles” respond to questions on assigned reading, orally and/or in short written answers. Suggested questions:
 - How do we know Rachel was very embarrassed by Mrs. Rhodes?
 - Why might Mrs. Dunphrey feel “frustrated” (p. 30)?
 - Why does Tish miss her grandmother so much?
 - Why does Tish say she’s “half-afraid” her mother would “slash her wrists” (p. 28)?
 - How does Tish cope with her mother’s instability and her father’s alcoholism?
 - What is the cause of Tish’s conflict with Bud Turner?
- Have students share their answers to the above questions, integrating peers’ ideas into their own answers.
- Give students feedback on their answers, emphasizing the need to write answers in complete sentences. (FE)
- **Review** the main components of the simple sentence with students, including sentence types, end punctuation, and the main rules of capitalization (e.g., capitalization of the first word of a sentence, of names of places and people, and of the pronoun “I”); have students complete and correct practice exercises on capitalization and the basic sentence.
- Have students complete character silhouette sheets as a follow-up to reading triangles. Suggested questions on characters:
 - Do you infer that Tish is a liar when she only lies to Bud Turner?
 - Do you conclude that Bud Turner is an overeater if Tish says “you can tell he’s eaten way too many Burger Boys and Big Burger Boys in his lifetime”? (p. 21)
- Have students answer questions relating the main characters and events of the novella to the theme of responsibility; emphasize the need to answer questions in complete sentences (e.g., avoiding answers that start with “Because...”). Suggested questions:
 - What does Tish say that makes you feel she is tired of this responsibility?
 - How do you know she fears for her mother’s mental stability?
 - What responsibilities are not being met by Tish’s parents?
 - How do you know that Tish cares about school (even though she never says so)?
 - Is Tish a responsible person?
- Have students use print and electronic resources to define new vocabulary from the novella in their Vocabulary Log. Suggested words: harassment, sappy, equivalent, dignified, whiny, wimpy, scent, previous, vague.

Individualized Practice

- Assign one or two journal entries in the novella (e.g., p. 32-35) for students to read in class and/or as homework.
- Have students record at least three new vocabulary words and their definitions in their Vocabulary Log; students also note at least three character traits from the assigned readings in their silhouette work sheets (e.g., Tish is ashamed of her mother’s language (p. 33) because she says... Mrs. Dunphrey is optimistic because she says...).

- Have students write complete sentences to answer at least two questions on the assigned readings.
Suggested questions:
 - Would you want to be friends with a character like Tish? Why?
 - Why is family important to Tish? Who’s most important to you in your family?
 - Why is Tish’s job important to her? Should Tish have a part-time job after school?
- Have students share their notes and answers on the assigned reading; check that answers are complete, correct, and well formulated. (FE)

BLOCK 2: WRITING A WELL-STRUCTURED PARAGRAPH

Explanation/Modelling

- Present a selected paragraph from the novella under study, underlining the elements of the basic paragraph (e.g., the topic sentence, the body, and the concluding sentence).
- Explain that this type of paragraph can resemble a sandwich, modelling briefly the “sandwich” step-by-step method of paragraph writing (e.g., If I were to put this sentence in the sandwich, it would be the top slice of bread, the topic sentence, this idea/sentence would definitely be the condiments because...).
- Use an overhead or poster of a giant sandwich for visual effect to explain to students that writing a paragraph is similar to preparing a delicious healthy sandwich:
 - for the top “bread slice”, we say what we are going to say in an interesting way (one sentence): this is the topic sentence;
 - the “condiments” state the point of the paragraph (one or two sentences);
 - the “meat and cheese” develop our point or topic and explain what we think (four to five sentences); it consists of the following elements:
 - events, information, and/or descriptive details to narrate, describe, prove, and explain our ideas;
 - time indicators (e.g., while, before, after, yesterday, today, tomorrow) to indicate sequence or order of events and ideas;
 - the bottom “bread slice” will summarize what we said (one sentence): this sentence wraps up the paragraph and holds the sandwich together, leaving a lasting impression.
- Explain to students that when writing a paragraph, they should try to keep it as short as possible (minimum of four sentences and maximum of seven sentences), and that ideas should always relate to a single topic.

Teacher-directed Practice

- Read along with the students one or two entries in the novella as examples of paragraphs, asking questions that focus on the paragraph form. Suggested questions:
 - How do we know that this is a topic sentence?
 - Which words and sentences develop or relate to the topic sentence?
 - How is the last sentence a concluding idea?
 - What time indicators are there?
 - How many sentences are used to describe or develop the topic? Are there any sentences missing?
- Present examples of good versus poor titles, topic sentences, and concluding sentences, underlining the strengths and weaknesses of each.
- Have students, in a class and then group activity, practice identifying and then writing good titles, topic sentences, and concluding sentences.

- Have students, in groups, sequence “jumbled” paragraphs according to the “sandwich” structure by numbering the sentences in the correct order.
- Lead the writing of a class paragraph on a topic developed in the novella, possibly a paragraph describing “a time when...” (e.g., you felt needed by your parents, you hated school, you and your sibling solved a problem together, you wished you had more money, you needed help). Have students apply the “sandwich” method:
 - to brainstorm ideas to write, as a class, a topic sentence for the “top bread slice”;
 - to pick the condiments (write the first descriptive sentence);
 - to discuss and organize the “meat” of the paragraph;
 - to wrap it all up with a “bottom bread slice”.
- Have students, in a group or class activity, complete the character silhouette and notes on another main character (e.g., Tish’s brother, father, boss, or mother) in their Learning Logs, with reference to the journal entries read during the course of this Block; remind students to keep their notes on the novella in their Learning Log, in preparation for the summative assessment task in **Activity 1.5**.

BLOCK 3: PROOFREADING AND THE WRITING PROCESS

Explanation/Modelling

- Model the use of the following strategies to proofread and correct a sample of commonly misspelled words listed in students’ Vocabulary Log:
 - rereading to identify French words;
 - identifying and correcting typographical errors;
 - using a dictionary to check spelling;
 - applying knowledge of phonics;
 - distinguishing similar and confusing words such as homonyms;
 - distinguishing between possessive adjectives and contractions (e.g., their/they’re, your/you’re, its/it’s);
 - applying knowledge of prefixes and suffixes to improve spelling.
- Model the use of the following steps of a writing process to revise and proofread a prepared draft of a paragraph, or preferably, the class paragraph written in the previous Block:
 - numbering sentences and relating them to the “sandwich” method;
 - using colour codes from **Activity 1.1** (Block 2) to enhance text by adding descriptive details, adjectives, and adverbs;
 - correcting spelling of homonyms and common words;
 - recognizing and avoiding sentence fragments;
 - capitalizing sentences and inserting correct end punctuation;
 - deciding on an appropriate and creative title for the paragraph.
- Explain to students that they will be expected to apply their knowledge of spelling, proofreading strategies, and complete sentences in the summative assessment task at the end of this activity.

Teacher-directed Practice

- Have students complete spelling and homonym exercises to consolidate understanding of new vocabulary and of spelling patterns.
- For **Review**, have students complete practice exercises requiring that they identify and correct sentence fragments.

- Have students, in pairs or groups, write a short paragraph in which they give their views on Tish’s problems and suggest strategies for coping with these problems. Suggested prompts:
 - Is Tish taking on too much responsibility? Why? What would you do?
 - Is Tish right to reject Bud’s offer? Why? What would you do?
 - How can Tish cope with her alcoholic father? Why? What would you do?
 - Should Tish ask Mrs. Dunphrey for help? Why? What would you do?
- Reread students’ paragraph, focusing on the following elements:
 - coherence of the paragraph and use of the “sandwich method”;
 - links with their own experience;
 - character inferences relevant to the novella;
 - avoidance of sentence fragments and common capitalization and spelling errors. (FE)
- Instruct students to insert a copy of this paragraph as well as their notes on the paragraph into their Learning Log in preparation for **Activity 1.3** when they will write a paragraph for summative assessment purposes.
- Have students, in pairs or groups, correct spelling errors and/or sentence fragments highlighted by the teacher in the assessed paragraphs; as students work, indicate to them whether or not they have correctly revised the errors.

BLOCK 4: DEVELOPING SPEAKING AND READING SKILLS

Explanation/Modelling

- Read out loud the next journal entry of the novella, explaining to students that the language and types of words used by Tish would be very different from her teacher’s and her brother’s.
- Introduce the idea of slang versus standard English (e.g., “...looked at me weird” p. 17, “I am so pissed” p. 22), referring to specific examples of slang used by Tish in the novella; convert slang words into standard English; explain that slang is usually found in spoken language and in familiar settings and informal forms of communication.
- Read out loud (or play an audio recording of) another journal entry or excerpt of the novella using applicable tone, tempo, and intonation.
- Model strategies to convey feelings and emotions orally when reading out loud. Suggested strategies:
 - slowing down;
 - taking into account punctuation to raise or lower intonation;
 - leaving a “dead” space/silence at the end for emotional impact;
 - using interjections appropriately (e.g., Ha! Hey! Yeah, right!).
- Use incorrect and correct tempo and intonation, stopping to correct and adjust in each excerpt and modelling a self-correction process as a reader and a speaker.

Teacher-directed Practice

- Read with students a passage from the novella (suggested pages: 35-36), repeating two readings of the same passage(s) with and without appropriate tone, tempo, and intonation.
- Ask students questions on the way tone and tempo affect their understanding of the text. Suggested questions:
 - What ideas or feelings are lost when tone/tempo is/are changed?

- What does the reader miss in terms of understanding or comprehension when no emotion is applied to the words read?
- What element of voice conveys sadness? anger? fear?
- Have students, in groups, take turns reading out loud (and listening to) short selected passages from the novella, with and without tone, tempo, and intonation.
- Instruct students, in groups, to identify the slang words or expressions in the assigned passages from the novella and to rewrite them in standard English.
- Correct with students the exercise on slang words; instruct students to insert the corrected work into their Vocabulary Log. (FE)

Individualized Practice

- Have students view a clip from a movie or television show with a high school setting (e.g., *Boston Public, Degrassi: The Next Generation*); instruct students to select the character in the video clip whose personality and feelings most resemble Tish according to them and to note (a) one example of what the selected character says and (b) one example of what he/she does to justify his/her choice.
- Have students informally present their notes on the video clip; review with students one particularly emotional or dramatic moment in the excerpt to focus on the ways the character expresses emotion.
- Assess students' knowledge of spelling, as well as their ability to recognize and correct sentence fragments, by having them complete a formative dictation on descriptive terms, and a language and usage quiz on new vocabulary, homonyms, and sentences, as practised in the last two activities. Suggested elements for assessment: associating word definitions and meanings from the Vocabulary Log, identifying fragments, rewriting complete sentences, identifying homonyms. (FE)
- Have students reread and insert this assessment into their Writing Folder in preparation for the summative assessment task at the end of this activity.

BLOCK 5: SYMBOLS AND VISUALS

Explanation/Modelling

- Read out loud to students an enigma in the form of a “What am I?” text (e.g., I am powerful, I am blue and white, energy producing, made of water, I tumble and fall: a water dam.), and comment on the various words, ideas, and vocabulary used to describe the object; repeat, if necessary, and then process and solve the enigma out loud.
- Present one object representing a recurring element of the novella (e.g., a Nintendo game, a milkshake glass, a sandwich wrapper, knitting needles) to model oral description techniques; use a variety of sentence types in the description (e.g., I included this because it reminds me of..., This object reminds me of..., This could represent Tish by the fact that, I found this..., and immediately, it reminded me of this character because...).
- Explain that this selected object is a symbol of a character's traits, likes or dislikes, or of a concept associated with a character.
- Explain to students that they will be asked to find and explain other symbolic objects that can be associated with characters in the novella. Present two or three symbolic objects from the novella. Suggested objects: a rag, a bag of Cheetos, an empty bottle of liquor, a movie stub, a television guide, a high school diploma, a spatula.
- Guess out loud which character could be represented by the symbolic object and explain its connection to the character.

Teacher-directed Practice

- Have students, in a class or group activity, generate ideas to produce a list of other objects or meaningful symbols from the novella that could be used in a visual representation of a character in the novella.
- Instruct students to list the symbolic objects and solicit class responses, explaining their validity as symbols.
- Have students copy the list of class-selected symbols in their Learning Log.
- Continue reading the novella along with students (p. 37-43), focusing on Tish’s relationship with her grandmother and the crocheting as a symbol of the positive impact of this relationship on Tish.

Individualized Practice

- Instruct students, individually or in pairs, to produce a visual representation of a character in the novella. Suggested formats: a picture or photo collage, a maquette, a treasure chest, a T-shirt, a drawing, a totem.
- Have students present and explain their visual of a chosen character in the novella, with attention to the following criteria:
 - making relevant comments concerning the character presented;
 - recalling main ideas and pertinent information about the character;
 - using appropriate descriptive terms as seen in **Activity 1.1**;
 - explaining the use of the visual as a symbol representing the character;
 - explaining the visual with reference to the novella;
 - using correct grammar and appropriate language. (FE)
- Explain to students that the summative assessment task at the end of this unit will focus on oral communication skills and the interpretation of theme, events, and characters; instruct students to insert their formative assessment grid into their Writing Folder for future reference in **Activity 1.5**.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students indicate the various components of a good paragraph on a blank “sandwich” chart for reference in **Activity 1.3** and in future writing activities;
- ask students to identify the part of the oral presentation in Block 5 that was most difficult/easy and to identify one or two strategies to improve their speaking skills, in preparation for the oral tasks in **Activities 1.3** and **1.5**.

Review

To ensure students’ retention of previously learned knowledge and skills:

- ask students, in small groups, to skim and scan one or two selected journal entries of the novella to suggest a title for that particular entry;
- have students, in groups, chart the important events in Tish’s life so far on a chronological timeline;
- have students play a timed memory game to exercise memory and use of vocabulary by:
 - timing a silent memorizing period;
 - turning over the list of words;
 - rewriting/recalling as many words as they can;

- have students complete an exercise on descriptive terms in their Vocabulary Log: students find synonyms for selected terms.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- have them review, in pairs, homonyms and descriptive terms by asking each other to spell and explain words from their Vocabulary Log and from the formative quiz;
- have them apply proofreading strategies to identify and correct spelling errors and sentence fragments in the journal entry that they wrote in **Activity 1.1**;
- have students review the formative assessment from Block 4.

Evaluation

The assessment task consists of a dictation on descriptive terms and of a language and usage quiz on new vocabulary, homonyms, and sentences, as practised in the last two activities. Suggested elements for assessment: associating word definitions and meanings from the Vocabulary Log, identifying fragments, rewriting complete sentences, identifying homonyms.

Assess students' knowledge of spelling, as well as their ability to recognize and correct sentence fragments, according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of spelling patterns and descriptive terms under study;
 - demonstrate knowledge and understanding of basic sentence structure and of descriptive terms.
- Communication
 - use listening skills to write common words and descriptive terms in dictation;
 - apply knowledge of spelling patterns and sentence structure to recognize and correct spelling errors and sentence fragments.
- Application
 - apply proofreading strategies to recognize and correct common spelling errors and sentence fragments;
 - use a reading process to transfer knowledge of spelling patterns to new vocabulary and sentence contexts.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students highlight in their Vocabulary Log the homonyms and descriptive terms that they consider difficult so that they can review them at various intervals and integrate them into their own written texts.

Extension

- Have students play an “ethics game” in response to ethical questions similar to those of the novel (e.g., *Choices*, *Scruples*, *The New Teen Version Board Game* by Rainfall, *UnGame Board Game* and *UnGame, Teens Version Board Game*, *Fib or Not? Board Game* by Talicor, *The Game of Life*, *Payday* by Hasbro).

- Have students find and explain a different “structure” for paragraph writing (e.g., a step ladder, a book, a screwdriver) and then present it to the class, comparing its efficiency to the sandwich/paragraph method.
- Instruct students to present and explain an object that symbolizes an aspect of their personality or an important moment in their life.
- Have students conduct an informal interview with a partner; students then write a brief biographical paragraph outlining the qualities of that person and including an appropriate title.

Taking Responsibility: Building Character

Description

Time: 7 hours

In this activity, students:

- understand the difference between fact and opinion, and fiction and non-fiction;
- explore themes, characters, and relationships in the novella under study, giving their views on various issues;
- convey their opinions coherently in an oral presentation and a well-structured paragraph on an issue relating to the theme of responsibility, using steps of a writing process;
- develop knowledge of spelling patterns with attention to doubled consonants and verbs.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices

Overall Expectations: EAE1L-LR-SpList.OE
 EAE1L-LR-RS.OE
 EAE1L-LR-WS.OE
 EAE1L-LR-LS.OE
 EAE1L-BR-SpList.OE
 EAE1L-BR-LS.OE
 EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 3
 EAE1L-LR-RS.1.1 - 1.3 - 1.4 - 2.4 - 3.1 - 3.2 - 3.3 - 3.5 - 3.6 - 3.7 - 3.9
 EAE1L-LR-WS.1.1 - 1.2 - 2 - 3.1 - 3.2 - 3.3 - 3.4 - 4.3 - 4.5 - 5.1 - 5.2
 EAE1L-LR-LS.1.2 - 1.4 - 1.5 - 1.6 - 1.7 - 2.1 - 2.3 - 2.4
 EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.4 - 2.5
 EAE1L-BR-LS.1.1 - 1.3 - 1.4
 EAE1L-MIC-LS.2.2 - 2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- a list of various school and classroom rules and of responsible and irresponsible behaviours;
- examples of facts and opinions on various issues (e.g., from articles on pollution, on the West Nile Virus in Ontario, on homelessness, on alcoholism, on child abuse);
- a list of slang words and expressions from the novella for use in Block 1;
- copies of an anonymous credit card statement;
- examples of words which double consonants and which do not double consonants when a suffix is added, as well as practice exercises;
- evaluation grids for the formative and summative assessment of students' ability to convey opinions in a coherent paragraph and a brief oral presentation.

Prerequisites

Before beginning this activity, students should be able:

- to express an opinion on a relevant issue or topic;
- to make links between their own experience and the main character of a novella under study;
- to use electronic resources to check the spelling and definition of new words;
- to recognize the present, simple past, and future tenses of common verbs.

Activity Instructions

CONTEXTUALIZATION

- Have students read and give their views on a series of rules. Suggested rules for discussion: school uniforms, home curfews, body piercings, hairstyles; informally assess students' ability to formulate and defend an opinion. **(DE)**
- Have students explain, in groups, the results of irresponsibility in a school context, with reference to their experience and to Tish, the main character in the novella. Suggested questions: What happens when someone...
 - rarely studies or does homework?
 - defies authority and breaks the rules?
 - is often absent from school?
 - goes to school to socialize with friends?
 - arrives late most of the time?
 - sleeps in class?
 - gives a friend the answers to a test question?
- Conduct an informal class survey on responsibility by having students identify behaviours they consider irresponsible. Suggested elements:
 - boating without a life jacket;
 - driving over the speed limit;
 - forgetting to lock doors when leaving home;
 - forgetting to tell your parents where you're going with your friends;
 - not wearing a seatbelt in a car;
 - skateboarding or cycling without protective gear;
 - lying to protect a friend;
 - giving out personal information over the Internet.
- Have students compare and justify their responses to the survey in a class or group discussion; informally assess students' ability to formulate and defend an opinion. **(DE)**
- For **Reflective Practice**, have students, in small groups, discuss rules and regulations in society, in response to the prompt: What would happen if there were no...
 - security measures in airports?
 - dress code whatsoever in schools?
 - parental control or responsibility of children?
 - laws regulating drivers and traffic?

- guaranteed minimum wage?
- by-laws regulating noise, garbage, pets, etc.?
- Have each group report briefly to class after discussion.

TEACHING/LEARNING STRATEGIES

BLOCK 1: FACT OR OPINION?

Explanation/Modelling

- Present incomplete statements on the board or on overhead, and then complete these statements with opinions. Suggested opinion statements to complete:
 - I love this course because...
 - Grade 9 students are great to teach because...
 - This school is great to teach at because...
 - English is a fun subject because...
 - I can say I learn every day because...
- Explain to students that they probably disagree with some of these completed statements because they are opinions, not facts.
- Think out loud to explain and outline the difference between a fact and an opinion, modelling the thought process. Suggested questions/answers:
 - Is this provable?
 - Is there a clue in the idea (such as a number, a percentage, a date, a proper noun) that can be verified factually?
 - Is this statement emotional (e.g., I hate... because they...)? Are there terms that generalize (e.g., all the time, never, everybody)?
 - Is there gross exaggeration (e.g., I've been there five million times already.)?
- Briefly explain that facts are more convincing than opinions and that opinions need to be supported and explained by examples, reasons, and facts. Present and comment the following concrete examples of facts versus opinions:
 - In an opinion paragraph on fries, if I say “These French fries are the best!,” is that enough to convince others?
 - Consider this second example: “These French fries are the best because they are made with pure canola oil and are crispy and salty.”
 - Which of these examples seems more complete? Why?
 - “The child is irresponsible” is a simple statement. How can we make it more complete?

Teacher-directed Practice

- Have students complete **Appendix 1.3.1: Fact or Opinion?** to practice applying knowledge and understanding of the difference between fact and opinion.
- Correct the previous exercise with students and discuss the comments that led students to understand the difference between fact and opinion. Suggested questions on **Appendix 1.3.1**:
 - Which clues or words point to the fact that the statement is based on fact or opinion?
 - Which statement can be proven?
 - Is there any emotion expressed in the statement?

- Can you change any of the opinion statements to fact? (**FE**)
- Read with students the next one or two journal entries in the novella. Have them note the difference between fact and opinion and between fiction and non-fiction. Suggested prompts:
 - Which events of the novella (even though she is the narrator) could be seen as fact?
 - Why does Tish seem like a real character?
 - Which elements of this novella could happen in real life?
 - What relevant or original title could we give to this entry?

Individualized Practice

- Have students continue reading the novella, at least up to page 80, noting at least three opinions expressed by the characters (e.g., White Sands is a perfume for older women (p. 37). Matt thinks his father is a good man when he gives him presents (p. 40). Tish hates her parents (p. 42).
- Have students complete the character silhouettes of the main characters begun in previous activities, using the newly acquired character information.
- Have students use print and electronic sources to define vocabulary in their Vocabulary Log. Suggested vocabulary from the novella: swollen, hostage, yarn, cowering, cashier, jerking, pleading, regain, cuddling, commitment, afghan, giggling, crocheted, lavender, baffled, scraggly.
- For **Review**, have students rewrite in standard English the slang words or expressions from previously read pages of the novella in order to avoid slang in their own opinion texts later in the activity. Suggested words: ratty, skag, cut back hours, prissy, crush, stashed away, fuffed-up, bangs, gag, fix me up with, sweatpants, wimp, (letting) it slip to his teacher.

BLOCK 2: TISH’S MODELS OF RESPONSIBILITY

Explanation/Modelling

- Read out loud a list of debatable statements on relevant topics or current issues such as the following:
 - Marijuana is less harmful than alcohol.
 - God is the best friend you can have.
 - Cities should house their street kids.
 - School rules (choose one) are useless.
 - Only looks count in high school.
 - Stereotypes are unavoidable.
 - Homework should be banned.
 - Smokers have rights too.
- Select a topic from the above list and begin to model the writing of a short opinion piece on the topic of responsibility. **Review** the “sandwich method” of paragraph writing with students, as a useful tool for writing an opinion paragraph.
- Brainstorm reasons for and against stated position in a pro/con chart.
- **Review** with students the main verb tenses (present, past, and future tenses).
- List on the board or on an overhead examples of words which double consonants and which do not double consonants when a suffix is added; point out those verbs which do or do not double consonants when the suffixes “ed” and “ing” are added; have students note differences in pronunciation (e.g., hoping/hopping, chipping/shipping) and various spelling patterns (e.g., fit/fitting, clip/clipping, walk/walking, talk/talking) as they copy examples in their Learning Log.

Teacher-directed Practice

- Have students brainstorm and list parental responsibilities as seen in the novella. Suggested responsibilities: keeping a roof over the children’s head, paying bills, buying and preparing food, helping with homework, overseeing curfews, communicating with school and teachers.
- Discuss with students the various responsibilities that Tish has in the novella and that students might also have at school and at home. Suggested responsibilities: taking out the garbage, cleaning their bedroom, unpacking groceries, washing dishes, helping out with siblings, doing homework.
- Ask students, in pairs, to determine which of the following adults in the novella is most responsible and reliable: Tish’s mother, father, or grandmother.
- Have pairs of students brainstorm ideas for the development of an opinion paragraph in which they take a position about the adults in Tish’s family.
- Instruct students to write a short opinion piece to explain which of the adults is most responsible according to them; have students skim and scan the novella to note precise examples and reference pages to justify their opinion.
- Have students present in pairs their short opinion piece on a responsible adult.
- Give students feedback on their presentation, discussing opinions that were not supported by fact from the novella, and suggesting elements that may have been omitted; explain to students that the summative assessment task at the end of this activity will require that they write and present their views on an issue relating to the theme of responsibility. (FE)
- Lead a class discussion on the impact of the parents’ irresponsible behaviour on Tish. Suggested prompts:
 - Why does Tish feel worthless (“Maybe I’m not any better than Dad and Mom.” (p. 42)?
 - How does Tish feel when her mother disappears and she must take care of her brother (p. 75)?
 - How was Tish’s grandmother a positive influence in her granddaughter’s life?
 - Is it fair for Tish to have so many responsibilities? How is Tish a responsible person?
 - Are Tish’s problems affecting her marks at school? Why do you think so?
- Remind students, as they discuss, to apply speaking and group skills such as the following:
 - making constructive suggestions;
 - waiting for their turn to speak;
 - respecting the speaker’s point of view;
 - making relevant comments only;
 - using correct grammar, common courtesy, and appropriate language.

Individualized Practice

- Have students note information on parental responsibility in chart form, in their Learning Log, using information from the previous oral activity. Suggested chart:

Irresponsible Behaviour	Responsible Behaviour
<ul style="list-style-type: none"> – Parents don’t realize that Tish went to a Hallowe’en party and didn’t come home until 3 a.m. (p. 39) – Father doesn’t seem to have a job anymore. (p. 39) – Father belittles his daughter by telling her that she is probably worse than her mother. (p. 39) – Father disappears. (p. 55) – Father hits Tish after she talks back. (p. 61) – Mother leaves Tish in charge of her brother. (p. 75) 	<ul style="list-style-type: none"> – Grandmother teaches Tish to crochet in order to change her mind set. (p. 44) – Grandmother comforts the children when the parents are fighting.

- Have students complete a practice exercise on main verb tenses (present, past, and future tenses) and verbs which do and do not double consonants when the suffixes “ed” and “ing” are added.
- Continue reading the novella (at least up to page 94) with students. In a class activity, have students list and discuss the many responsibilities Tish must assume because of her parents’ irresponsibility and her lack of money. Suggested prompts: Tish takes on many adult responsibilities once her parents leave.
 - Would you know what to do if you were left alone?
 - What things would be important to do/check?
 - How can financial problems affect relationships in a family?
 - What basic things could you live without if you were without money for a while?
 - Where could you get assistance in an emergency?
- For **Reflective Practice**, have students discuss (a) whether or not Tish is right to shoplift in order to feed herself and Matt, and (b) how Tish reacts to unpaid bills and letters from creditors. Suggested pages of novella: 85, 88, 94.
- Discuss with students the importance of good money management and credit ratings.
- Have students, in a class activity, read a copy of an anonymous (sample) credit card statement and then answer short comprehension questions. Suggested questions:
 - How much does this person owe the credit company?
 - If unpaid this month, what would be the credit card bill next month, considering the high interest charges of x%?
 - Why do you think the company suggests a minimum payment?
 - What purchases are listed? Which purchases would have been wiser to make using cash or debit?
 - If a person buys an item on sale using credit, calculate the savings if the bill is completely paid off at the end of the month.

Individualized Practice

- Have students, individually or in pairs, write their ideas for dealing with a selected scenario based on the novella; indicate to students that they should come up with a least two courses of action for their chosen scenario. Suggested scenarios:
 - Tish has \$3.20 in her piggy bank. She has to decide between buying a carton of milk or buying a school notebook. What should she do?
 - A creditor from the telephone company calls and informs Tish that the phone will be disconnected at midnight. What should she do or say?
 - Both Tish and Matt are hungry. Tish sees a girl drop a twenty dollar bill in the school parking lot. What should she do?
- Instruct students to present their solutions or courses of action, as practice for the formative and summative assessment tasks at the end of this activity; after each presentation, have students informally debate their views. Give feedback on students’ solutions and speaking skills, emphasizing the following:
 - making constructive suggestions;
 - waiting for their turn to speak;
 - respecting the speaker’s point of view;
 - making relevant comments;
 - using correct grammar, common courtesy, and appropriate language;
 - formulating ideas clearly and in a logical order;

- tempo, volume, tone, and pronunciation;
- using examples and facts to support and explain their ideas. (FE)

BLOCK 3: WRITING AN OPINION PARAGRAPH

Explanation/Modelling

- Model the process for writing an opinion paragraph using the “sandwich” method (as explained in **Activity 1.2**); remind students that the summative assessment task at the end of this activity will require that they write an opinion paragraph as well. Suggested topics: Should Tish let Mrs. Dunphrey read her journal entries now that she is alone at home? OR Should Mrs. Dunphrey read Tish’s journal entries without Tish’s permission in order to help her with her problems?
- Choose a topic and use the board or an overhead to model the brainstorming and prewriting stages by mapping ideas in the form of a web. Suggested web design includes:
 - a topic at centre of board or overhead;
 - connecting/supporting ideas such as the following:
 - writer’s position on the topic;
 - personal experience and knowledge relating to topic;
 - references to the novella’s character(s) and events;
 - reasons explaining position for or against stated opinions;
 - a relevant and original title that is correctly capitalized.
- Instruct students to copy the above web in their Learning Log as a model for their own writing.
- Write complete sentences for each idea listed in the web, pointing out the following elements:
 - descriptive details and well-chosen adjectives and adverbs;
 - time indicators and transitional terms;
 - homonyms and common spelling errors, with attention to contractions (e.g., there/their/they’re) and the doubling of consonants;
 - correct use of main verb tenses and standard English.
- Number and sequence each sentence while continuing to organize and add details.

Teacher-directed Practice

- Have students complete exercises on verb tenses and doubling (or not) consonants, first as a class and then in pairs; correct exercises with students. (FE)
- For **Review**, have students consult notes from **Activity 1.2** on the “sandwich” method from their Learning Log.
- Have students, in groups, debate the causes and effects of one of the issues in the novella: Dealing with... divorce, sexual harassment, domestic abuse, verbal abuse, juvenile delinquency, peer pressure, poverty, homelessness, child neglect.
- Provide students with the criteria of an effective opinion paragraph (as listed below in Evaluation); have students, in groups, practice writing the draft of an opinion paragraph on their selected issue.
- Give students feedback as they work, helping them develop their ideas and checking that they have included the following elements:
 - personal experience and knowledge relating to their chosen topic;
 - references to novella character(s) and events;

- reasons explaining position for or against stated opinions;
 - a complete sentence for each idea;
 - a catchy title, topic sentence, and concluding sentence. **(FE)**
- Randomly select students to read their drafted paragraphs to their peers in rotating groups; have students give positive feedback to the readers.

Individualized Practice

- Have students complete exercises on verb tenses and doubling (or not) consonants; correct exercises with students, providing an answer key. **(FE)**
- Instruct students to apply the steps of a writing process to write a short opinion paragraph in response to one of the questions from Block 2, **Individualized Practice**.
- Conference with students as they brainstorm, develop, organize, and revise their ideas, reminding them to refer to their previously written texts and to **review** their notes on the “sandwich” structure of the paragraph.
- Have students proofread and revise their paragraph in consultation with peers; students submit their paragraph for formative assessment, according to the following criteria: **(FE)**
 - application of the steps of a writing process;
 - use of examples from personal experience and the novella under study to support opinions;
 - clarity of reasons for or against stated opinion;
 - avoidance of common spelling errors and sentence fragments;
 - correct capitalization and end punctuation;
 - application of the “sandwich” method of paragraphing.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- at the end of Block 2, have students list in chart form examples from the novella of Tish’s responsible and irresponsible behaviour;
- list, with students, the ways (e.g., using examples and facts, eye contact, intonation) in which they can convince a friend that their opinion is valid; instruct students to insert this point form list into their Learning Log.

Review

To ensure students’ retention of previously learned knowledge and skills:

- have students read notes in their Learning Log to review the difference between fact and opinion, fiction and non-fiction;
- have students complete two or three word games (e.g., crossword, hangman, mystery word puzzle) to review vocabulary, homonyms, and descriptive terms noted in their Vocabulary Log during **Activities 1.1** and **1.2**.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- read with students a sample opinion paragraph (written by a student in the class or published in a teen magazine) and review criteria of an opinion paragraph;
- review with students the basic structure of the paragraph as well as the elements of an effective oral presentation, with reference to diagnostic and formative assessments in this activity and in two previous activities.

Evaluation

The suggested assessment consists in an oral presentation and production of a well-structured paragraph in which students convey their opinions on an relevant topic or issue. Suggested topics: Should there be laws that impose age restrictions... for living on your own? for consuming alcohol? for quitting high school? for having a full-time job? for buying tobacco products?

Assess students' opinion paragraph according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge of basic paragraph structure;
 - demonstrate understanding of the purpose of the opinion text.
- Thinking
 - apply creative/critical thinking to formulate and defend opinions on a relevant issue.
- Communication
 - express views in a clear and sequential way;
 - communicate opinions orally, using common courtesy and an appropriate level of language;
 - use correct spelling, complete sentences, and main verb tenses in written and oral communications.
- Application
 - use techniques of brainstorming, drafting, and proofreading to write an opinion paragraph;
 - make connections between personal opinion, information from texts under study, and personal experience.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students develop one or two opinions that contradict their point of view.
- Have students informally debate their views in a group or class discussion.

Extension




- Have students research and present five nonsensical laws.
- Have students complete a Venn diagram in which they note similarities and differences between (a) Tish's family and their own, or (b) Tish's school and their own.

- Have students decide on a school or classroom rule they wish to change or abolish; students then write a class opinion paragraph on this rule.
- Have students read an urban legend to determine the elements that are fact or fiction.
- Present an excerpt from a reality show, a documentary, or a television show such as *Fact or Fiction*, asking students to identify which elements of the viewed excerpt are true and which are false.
- Have students write a “What I always wanted to say to my parents but was afraid to say” one-way conversation, in the form of a journal entry or private letter (that the teacher will not read without students’ permission, as in the novella under study).
- Have students work in small groups to produce an informal “Wanted: The Perfect Parent” and give feedback to students as they work on their “Wanted” poster. Have student groups present their “Wanted” poster.
- Present excerpts of a movie or television show that focuses on family. Have students compare and contrast the film excerpt with Tish’s responsibilities and those of her parents throughout the novella.

Fact or Opinion?

A. For each statement below, indicate with a checkmark whether it is an opinion or a fact.

B. In the Comment column, write in point form the reason why the statement is a fact or an opinion.

Statement	 Fact	 Opinion	 Comment
The West Nile Virus (WNV) is a mosquito-borne virus that was first isolated in West Nile, Uganda in 1937.			
I hate mosquito bites: they always get infected and I've been stung a billion times!			
WNV is an initialism for West Nile Virus.			
DEET concentrations of no more than 10% are safe to use on children over 6 months of age, according to Health Canada.			
Every time you kill a mosquito while it is stinging you, you won't get infected.			
I think only hunters are the ones that get infected with WNV.			
Everybody who has a pool should pay extra taxes because pools are breeding grounds for mosquitoes.			
If I find a dead bird, I should avoid touching it and contact my local Health Unit.			
Only female mosquitoes carry the WNV.			
"Skin So Soft" is the best mosquito protection!			

Asking for Help: Never Too Proud

Description

Time: 3.5 hours

In this activity, students:

- finish reading the novella under study with a focus on the problematic situations in the main character’s life;
- apply problem-solving strategies and develop awareness of the importance of communication skills as they explore various issues in literary and informational texts, making connections with their own experiences and knowledge;
- read articles and play games relating to effective communication skills;
- conduct a brief research on community resources to present to peers.

Strands and Expectations

Strands: Living Responsibly, Building Relationships

Overall Expectations: EAE1L-LR-SpList.OE
 EAE1L-LR-RS.OE
 EAE1L-LR-WS.OE
 EAE1L-LR-LS.OE
 EAE1L-BR-SpList.OE
 EAE1L-BR-RS.OE
 EAE1L-BR-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 2.1 - 2.2 - 2.3 - 2.5 - 2.6 - 3
 EAE1L-LR-RS.1.1 - 1.4 - 2.1 - 2.2 - 2.3 - 2.4 - 3.1 - 3.3 - 3.5 - 3.6 - 3.7
 EAE1L-LR-WS.2
 EAE1L-LR-LS.1.1 - 2.1 - 2.2 - 2.5 - 2.6 - 2.7
 EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.5
 EAE1L-BR-RS.1.2 - 1.3 - 1.5 - 2.3 - 2.4
 EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4 - 2.2 - 2.5

Planning Notes

The teacher will prepare the following resources and/or material:

- answers to written and oral questions on the ending of the novella under study;
- electronic or hard copies of articles on effective communication. Suggested articles from Google’s communication skills Web site at www.hodu.com/ (Consulted October 26, 2004):
 - “Six Common Mistakes that Spoil Conversation” by Loren Ekroth;
 - “Top Five Conversation Stoppers” by Loren Ekroth;
 - “Anticipation as a Key to Excellent Communication” by Susan G. Dunn, M.A.;
 - “Resolving Conflict Without Punching Someone Out” by Dianna Booher;
 - “Fourteen Winning Strategies for Handling Conflict” by Kare Anderson;
- a prepared drawing of a familiar object (e.g., lamp, desk, tree, window) and a list of roles for the “Can We Talk or Draw?” activity for Block 2;

- drawing material such as white paper, pencils, and markers for Block 2;
- a short text consisting entirely of idioms; a list of idioms can be found on the Internet in a Web site such as D. Oliver’s www.eslcafe.com/idioms/id-mngs.shtml (Consulted September 10, 2004);
- a selection of short magazine articles dealing with the theme of living responsibly for use in Block 2. Suggested sites (Consulted December 6, 2004):
 - The Student Center - Articles, <http://articles.studentcenter.org/>;
 - Parent’s Resource Center, Parenting Teens, www.learnwhatsup.com/prc/article/teen_articles/;
 - Open Directory Project, Kids and Teens: Teen Life: Magazines and E-zines, http://dmoz.org/Kids_and_Teens/Teen_Life/Magazines_and_E-zines/;
- informational resources such as an inventory of local community resources, the yellow and white pages, the local community telephone book, brochures, and pamphlets;
- practice exercises which focus on *ie/ei* words, contractions, and possessive case of nouns;
- a set of several cards and a list of at least 20 *ie/ei* words for the “Slap the *ie/ei* Game” in Block 3.
- the text of the Ten Commandments. Suggested sites (Consulted March 7, 2005):
 - The Ten Commandments With Positive Calls to Love and Freedom: <http://www.whitestonejournal.com/tencommandments/index.html>;
 - Bible Study – The Ten Commandments: <http://www.keyway.ca/htm2002/tencom.htm>;
 - Catholic Community NET – Simple Catechism: <http://www.catholic.org.uk/library/catechism/thecommandments.shtml>.

Prerequisites

Before beginning this activity, students should be able:

- to read more independently in order to complete a novel or text under study;
- to recognize complete sentences and correct frequent spelling errors in their own written texts;
- to write the plural of common forms of nouns;
- to recall main events and characters in a literary text;
- to work collaboratively in learning situations.

Activity Instructions

CONTEXTUALIZATION

- For **Review**, have students skim and scan the novella, individually or in pairs, to note differences in titles of journal entries. Have students note that every journal entry of the novel has been signed “Don’t read this, Mrs. Dunphrey” or “Don’t you dare read this, Mrs. Dunphrey.” Ask students to explain the reasons for the variations in the titles. Suggested answers:
 - Entries marked “Don’t you dare read this, Mrs. Dunphrey” are usually highly emotional and reflect Tish’s turmoil.
 - Entries marked “Don’t read this, Mrs. Dunphrey” are part of Tish’s writing assignment.
 - Length of entries varies according to the title and seriousness of Tish’s problems.

- Have students read up to page 113 of the novella through various “reading triangles” and small group or individual reading sessions. Discuss with students how Tish faces many challenges but chooses to keep everything bottled up inside (up to page 114).
- Ask students comprehension and interpretation questions on the assigned reading. Suggested questions:
 - Why do you think Tish behaves this way?
 - Is she acting responsibly according to you? Why do you think so?
 - If you were in her situation, how would you deal with these issues?
 - Would you hide them away or face them head on?
 - Would you seek the help of others to resolve your problems?
- Present the themes of problem solving and of effective communication, discussing with students the fact that getting help is often difficult but necessary. Suggested prompts:
 - Whom do you usually ask for help?
 - What defines the person you will ask for help?
 - Have you ever been asked to help someone? How did you feel?
 - John Donne wrote, “No man is an island.” What could this mean?

TEACHING/LEARNING STRATEGIES

BLOCK 1: TALK TO ME

Explanation/Modelling

- Walk into class, shutting the door loudly, and use body language and short, curt answers to convey a stressful or problematic situation (e.g., “I’m sorry, NO!” to students’ queries, worried looks, reading and rereading a folded paper several times, loud, exasperated, or fearful looks around class).
- Address class, asking students to react to the following oral prompts by a show of hands:
 - Who realized that I might be experiencing difficulty in my life right now?
 - Who is willing to help me?
 - Who wants to know the details of the situation before helping me?
 - Who thinks it is a professional/personal problem?
 - Who did not notice my physical reaction to the problem?
 - Who thinks they know what the problem is?
- Inform students that the problem was fictional, and that you were merely acting (e.g., there is no problem; there’s nothing on this paper except a grocery list; I am not upset).
- Explain to students that the previous dramatic presentation was intended to illustrate how people might react in a stressful or problematic situation, and how effective communication and problem-solving skills are necessary in order to build positive relationships.
- Read out loud Tish’s journal entry and Mrs. Dunphrey’s response (p. 114-117) to students. Think out loud, noting problem-solving strategies used (and not used) by Tish, such as the following:
 - reformulating ideas and communicating clearly when attempting to express one’s thoughts and ideas;
 - seeking help at the beginning of a problem (not waiting until there is a dire situation);
 - expressing feelings when dealing with problems in a calm way, using a problem-solving approach.
- Model the use of verb tenses with reference to a prepared list and to excerpts from the novella; think out

loud, changing verbs from present to past tenses and noting spelling patterns, silent letters, and pronunciation (e.g., shoot/shot, choose/chose, cut/cut, ring/rang, sing/sang).

Teacher-directed Practice

- Read along with students the text of the Ten Commandments. Discuss with students the ways in which the Ten Commandments can guide Tish and themselves in problematic situations.
- Ask students a series of questions on the last journal entry read in class, focusing on the role of communication in Tish’s problematic life. Suggested questions:
 - How did her parents communicate?
 - Do you think that her parents’ lack of good communication may have affected the way Tish expressed herself?
 - How did Mrs. Dunphrey deal with the problem, once she found out about the situation?
 - What does the teacher mean when she writes, “I’ll be talking to you next period but I wanted to put this in writing to help you believe me, just as you gave me your journal to help me believe you.”(p. 116)
- For **Reflective Practice**, discuss with students, various strategies for effective communication in a problematic situation, listing each element on an overhead or on the board. Suggested elements:
 - speaking clearly and coherently;
 - avoiding high emotional delivery of elements of the problem;
 - focusing on chronological/main points of the situation;
 - being respectful of each other’s point of view and listening to what the other has to say in order to be able to reciprocate;
 - being assertive and confident.
- Present to students a text that is comprised entirely of idioms.
- Explain to students what each idiom means and reread the text using standard English; ask students to supply the French equivalents of the text’s idiomatic expressions, emphasizing the importance of using correct language in oral communication.
- Underline the fact that a person can sometimes think he or she is communicating effectively, when in reality, the other person is getting more and more frustrated. Discuss with students the possible result of conflict when communication breaks down.
- Present an overhead of the above do’s and don’t’s of oral communication.
- Have students list, in a class activity, the reverse (or positive) rules of communication that can be deducted from the text on idioms; discuss with students the challenges of communicating in a bilingual setting, asking them to provide examples from their personal experience.
- Have students insert their notes on effective communication into their Learning Log for future reference.

Individualized Practice

- Instruct students, individually or in pairs, to explain the causes of the problems faced by Tish and to skim and scan the novella for specific references and examples of her problems:
 - at school,
 - at home,
 - at work,
 - with her friends.
- Instruct students to repeat the above exercise, as it applies to their personal experience.

- Have students share and compare their findings on conflict in a class discussion.
- Have students, in a class activity, explain Tish’s and their own solutions to the various problems.

BLOCK 2: CAN WE TALK OR DRAW?

Explanation/Modelling

- Read out loud a brief magazine or Internet article on a topic or social issue related to the theme of living responsibly.
- Ask oral questions to verify students’ understanding of the following elements in the article:
 - Which sentence(s) represent(s) the main idea of the article?
 - Is this article relevant to a teenager’s life? How?
 - What connection can you make between your life and the issue discussed in the article?
 - Which part(s) of this article consist(s) of real, hard facts?
 - How does the writer support the facts?
 - Which part(s) could be considered somewhat fictional? Why?
 - Are there any (fictional) characters in this article or does it relate a real-life story?
 - What could be an alternate title to this article?
- Present and model the rules and application of the following grammatical elements, writing examples on the board or overhead: the plural and the use of the apostrophe in contractions and possessives.
- Model the use of the apostrophe to show ownership, using the following questions and applicable examples:
 - What is the subject?
 - Who owns the subject?
 - Is the subject singular or plural? How does the plural word end?
 - What if the word already ends with an “s”?
 - To whom does the object belong?
 - If the apostrophe represents ownership, which word should have an apostrophe?
 - Where should the apostrophe be placed if the subject is singular? plural?

Suggested examples:

- the girl’s jacket (The jacket belongs to the girl.)
- the boy’s cat (The cat belongs to the boy.)
- the woman’s boat (The boat belongs to the woman.)
- the ladies’ jackets (The jackets belong to the ladies.)
- the boys’ cat (The cat belongs to the boys.)
- the women’s boats (The boats belong to the women.)
- Hilary Duff’s house (The house belongs to Hilary Duff.)
- Britney Spears’s hits (The hits belong to Britney Spears.)

Teacher-directed Practice

- Explain the “Can We Talk?” activity, emphasizing the purpose of the activity, that is, to understand the importance of effective communication skills.
- Assign a prepared written list of roles for the “Can We Talk?” activity to pairs of students. Suggested roles:
 - interviewers who will ask the questions;
 - interviewees whose role is to listen and to answer the questions;

- several key “moles” or “NO” interviewees whose role is to answer “No” and respond negatively to anything that is asked. Suggested responses for the NO person: Who cares? This “sucks”! None of your business! Why do you need to know? Who’s askin’?
- Begin the activity and have interviewers ask and record all answers on their sheets.
- Give students the opportunity to make observations about their communication skills, following the interview. Suggested prompts for **Reflective Practice**:
 - Did you experience difficulty recording answers? Why?
 - Did any questions pose a problem to you as a person? Were you uncomfortable?
 - When you were the interviewer/interviewee, did you have to repeat your question/answer? How often? Why?
 - Did you notice any body language during the interview?
 - Did the “NO” interviewees find the role difficult? Why or why not?
 - How did the interviewers for the “NO” person feel? Why?
- Have students complete practice exercises on the use of the apostrophe, and correct with students. (FE)

Teacher-directed Practice

- Explain to students that they will be playing a game that underlines the importance of effective communication.
- Have students form pairs to play a drawing and speaking game by assuming the following roles:
 - a “speaker” who will describe the picture in detail, using words only;
 - a “writer” who will listen and draw a picture described by the speaker.
- Have pairs of students sit back-to-back, ensuring writers all face the same direction.
- Explain the following rules of the game, as students listen:
 - The activity is reasonably timed to complete the drawing.
 - Once the activity has started, no member can turn around.
 - Use of “one way” communication only is permitted (e.g., only one person speaks).
 - The writer cannot request clarification or repetition.
 - No movement of the hands by the speaker is permitted.
 - The writer cannot make any noises, sounds, or movements other than drawing from verbal instructions.
 - The writer cannot show his or her drawing until the time is up.
- Give students the opportunity to ask questions about the “Can We Draw?” game, its purpose, and its rules.
- Supply white paper, pencils, and erasers to the writers; have speakers pick up a folded copy of a prepared drawing they will dictate, keeping it secret and hidden as they return to their assigned places. Instruct each speaker to relate the drawing orally to the writer according to the outlined rules.
- Have students assess the activity in the light of the effective communication strategies seen earlier in the activity. Suggested prompts for **Reflective Practice**:
 - How close is your drawing to the original?
 - What would you have needed to succeed better at this drawing?
 - What was effective or not?
 - What are the advantages or disadvantages of one-way communication?
 - What did you do to overcome the lack of communication from the other person?
 - How can one-way communication be seen as a conflict?

- Have students form reading groups to read and interpret a short magazine article on the theme of responsibility; students take notes and complete the following chart, explaining their findings in an informal oral presentation. Suggested chart:

Title, date, author and source of the article:	
What is the issue or topic discussed in the article?	
What opinions does the author express? Do you agree with the author's views? Why or why not?	
How does this article relate to teen life (e.g., What elements of the article can be found in your own life?)?	
Which teen behaviours in the article do you consider (a) responsible and (b) irresponsible?	
Which facts does the author use to prove his/her views?	
On a scale of 1 to 10 (10 being the highest), rate your group's ability to make connections with the issues discussed in this article.	
Highlight and count the use of apostrophes throughout your article.	

BLOCK 3: PROBLEM SOLVED!

Explanation/Modelling

- Present a sample problem that a person might experience. Suggested examples:
 - You get on the bus and realize you forgot your bus pass.
 - A family of skunks has moved under the back porch.
 - Your computer refuses to print an assignment that is due the next day.
 - You forget your lunch and have no money to buy food at the school cafeteria.
 - You find a dead crow on your front lawn.
- Explain or model the problem-solving process, asking and answering the following questions out loud:
 - What kind of problem is this (e.g., personal, medical, social, regional, provincial)?
 - What choices do I have?
 - What are the pros and cons of my chosen solution?
 - What are the possible consequences or results of my solution?
 - How or where can I get help?
 - How can I make a responsible decision?
 - What is available in my area when I encounter problems or need assistance?

Teacher-directed Practice

- Present on overhead an inventory of community resources (from the yellow pages or the community telephone book).
- Have students brainstorm, in small groups, answers to the following prompts:

Which resources are available to you in the following circumstances:

- You lose your dog in your neighbourhood.
 - You have a toothache that won't go away but no dental insurance or money.
 - Your best friend has left home and has no place to stay.
 - You have trouble sleeping due to stress.
 - There's a flood in your basement or apartment.
 - You are babysitting a child who suddenly gets a fever.
 - You have some old clothes that you want to give away.
- Have students locate information, using an inventory of community resources:
 - the yellow and white pages;
 - the community telephone book;
 - brochures and pamphlets from the local Health Unit or pharmacy display.
 - Have students note the above information in a chart such as the following:

Problem: City's water is coming in brown from the taps!				
Resource contacted + number	Contact Person	Date and time	Solution/Explanation	Call back?
Ottawa's Water Wks. Dept. 830-1566	machine, then live w/Mr. Day	Sept. 9, 2004 @ 2:30 p.m.	<ul style="list-style-type: none"> – wk being done on City pipes down my st. – boil water if need to dk – run main taps until clear (approx. 5 min.) – call back if water rusty again in one day 	↩ see info.

- Explain that information can be listed in categories and different subheadings, and explain the purpose of the blue pages (government and municipal resources.)
- Explain the grammatical rules concerning the following elements of language to students:
 - writing dates, numbers, and numerical terms;
 - using hyphenation and capitalization (e.g., titles, pronoun "I", and the first word in a sentence);
 - writing acronyms and initialisms as well as their long forms;
 - writing *ie/ei* words.
- Have students apply mnemonic devices or strategies to remember spelling rules.

Suggested strategies:

- a "mini-song" 🎵 i before e, i before e, i before e except after c, except after c 🎵! on a well-known tune;
- "slap the the *ie/ei*": a game where students have reviewed target *ie/ei* vocabulary and play to reinforce spelling of such words. Procedure:
 - Students sit in groups of three or four with paper and pencils.
 - The teacher reads an *ie/ei* word from a hidden list, repeating it twice for students to spell in their heads or to write it quickly.
 - Students must slap an *ie* or an *ei* card in front of them *first* to get the point. (Note: To avoid random "slapping" of the correct spelling of the word, the team that guesses using the 50/50 strategy will lose a point.)
 - Winners win a "piece" of the prize!

- Have students, in a class and then a group activity, practice phonics and spelling rules (e.g., writing *ie/ei* words, long *e* spelling: ee, ea, ey, y) by completing various prepared exercises; correct exercises with students. (FE)

Individualized Practice

- Have students, in class and as homework, practice writing *ie/ei* words by completing various prepared exercises; correct exercises with students, providing an answer key. (FE)
- Have students, individually or in pairs, list various community resources that Tish could have used to get help once her mother left home. Suggested answers:
 - a government subsidized after-school program;
 - a local chapter of Alcoholics Anonymous or Al Anon;
 - a crisis centre for abuse victims and their families;
 - a church and/or priest;
 - a food bank and community shelter;
 - a social services or welfare office;
 - a clinic or hospital emergency ward;
 - a school guidance counsellor or social worker.
- Have students conduct a brief research on community resources, in class and/or as homework, by locating the address and telephone number of a local community resource and by obtaining information from that service on a specific problem.
- Have students informally share their findings with their peers, using a visual resource on solving the problem. Research results could include the following:
 - a brochure on West Nile Disease prevention;
 - a Web site printout on protecting waste from racoons;
 - a pharmacy pamphlet on teen STDs;
 - a “What To Do When...” brochure from a retail store.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- ask students to recall at least three strategies for effective communication using their Learning Log to jog their memory;
- give students the opportunity to discuss their feelings about problem-solving and communication strategies discussed during this activity. Suggested questions:
 - Were you ever involved in a situation where these strategies could have been used?
 - Why do you think the author made Tish so hopelessly alone and without help?
 - What are your feelings now that you’ve read a youth novel? Are you interested in reading other novels of this type? Why? Why not?
 - What realistic aspects of this novella can teens relate to in terms of problem solving?

Review

To ensure students’ retention of previously learned knowledge and skills:

- present students with a formative quiz on the use of the apostrophe and correct it with students;

- have students review the novella in preparation for the summative assessment task in **Activity 1.5** by asking them oral and written questions on the beginning and ending of the novella. Suggested questions:
 - When you started reading this novella, did you think it would have a happy ending? Why?
 - How is Tish’s situation at the end of the novel different from what it was at the beginning?
 - How are Tish’s personality and behaviour at the end of the novel different from what they were at the beginning?

Summative Assessment

The summative assessment task on the novella is outlined in **Activity 1.5**.

Extension

- Invite a guest speaker (e.g., public health nurse, police officer, social worker) to speak to students about social issues such as abuse, alcoholism, or child neglect.
- Organize a class field trip to visit a local establishment (e.g., a regional youth services bureau, a food bank, a family planning clinic, a community resource centre, a city hall emergency services office, a shelter for homeless people) relating to issues in this activity.
- Have students consult Ontario-based emergency preparedness Web sites to estimate the cost of preparing a “kit” in case of a three-day emergency. Suggested Web site (Consulted September 9, 2004): www.newswire.ca/.
- Have students create a grammar game for use with their peers (e.g., a grammar *Snakes and Ladders*; a language usage *Trivial Pursuit*).
- Have students write a letter of advice to Tish, the main character in the novella, to help her with one of her problems.
- Have students play a communication game using a taped telephone message where each student is asked to record briefly, in writing, the information they hear; have students compare results informally in a class discussion.
- Instruct students to reconstruct a puzzle as a team, without speaking and using only listening skills and visual clues for communication.

End of Unit Assessment Task – Reading and Writing Independently

Description

Time: 2 hours

The **End of Unit Assessment Task 1.5** consists of the following:

- Section One: Reading out loud a selected journal entry from the novella under study as a sight passage.
- Section Two: Writing answers in response to objective questions (e.g., true or false, multiple choice, association) on characters and events from the novella under study.
- Section Three: Writing coherent and grammatically correct answers in response to development questions on the characters, events, and themes of the novella under study.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices

Overall Expectations: EAE1L-LR-SpList.OE
EAE1L-LR-RS.OE
EAE1L-LR-WS.OE
EAE1L-LR-LS.OE
EAE1L-BR-SpList.OE
EAE1L-BR-LS.OE
EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.3
EAE1L-LR-RS.1.4 - 3.1 - 3.3 - 3.4 - 3.5 - 3.6 - 3.7
EAE1L-LR-WS.2
EAE1L-LR-LS.1.4
EAE1L-BR-SpList.4.3
EAE1L-BR-LS.2.2
EAE1L-MIC-LS.2.2 - 2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- a short “pay attention” quiz;
- a selected journal entry from the novella under study (e.g., *Don’t You Dare Read This Mrs. Dunphrey* by Margaret Peterson Haddix) as a sight passage;
- a tape recorder to record students’ oral reading of the sight passage;
- a review sheet for students, including a handout on the paragraph “sandwich” structure and the writing process;
- copies of the achievement chart to hand out to students.

Process

Preparation

- List the main skills and concepts of Unit 1, using the board or an overhead.

- **Review** this list out loud by rereading each element, adding page and place references where these skills can be reviewed (e.g., Learning Log, Vocabulary Log, Writing Folder).
- Have students take notes in their Learning Logs, using a chart to **review** key events of the novella in chronological order and to associate characters with Tish, the main character, at the same time. Sample chart:

Character in her life at that point in time:						
Event in Tish's life	Diary date this event takes place	Mrs. D.	Mom	Dad	Matt	Friend(s)

- Have students describe and list four characteristics of one of the characters from the novella, referring to the character silhouettes in their Learning Log.
- Remind students that development questions in Section Three will require answers that are written in complete sentences and that are correctly capitalized and punctuated. Have students, in pairs, proofread and revise the sentences of a journal entry written during the course of this unit.
- Have students complete a timed activity in which they follow instructions in the form of a summative quiz. Suggested activity:
 1. Read the entire quiz before beginning to answer.
 2. Write your name on the upper right-hand corner.
 3. Draw a smiley face next to the words in the list that are synonyms of “happy”.
 4. What is the sum of 2 + 2?
 5. How many stop lights are there from your house to school?
 6. ...
 10. Now that you have read the entire quiz, as asked in number 1, simply write your name on upper right hand corner and turn over your sheet. Wait attentively for the “time’s up” signal from your teacher.
- For **Reflective Practice**, have students go over the above quiz, in a class discussion. Suggested prompts: How did you feel under pressure? Did you read each question individually or did you follow instruction number one? Why it is a good idea to read through the entire quiz? Why is it a good idea to highlight and reread the main verb of a question?
- **Review** the characters, events, and themes of the novella with students by asking them short questions in the form of a game. Suggested games: *Trivial Pursuit*, *Jeopardy*, *Wheel of Fortune*, *Who Wants to Be a Millionaire*.

Evaluation

- Section One – Students read silently and then out loud a selected journal entry from the novella under study. Provide some time for students to practice first. (It is suggested that students’ reading be recorded.)
- Section Two – Students respond to objective questions on the novella.

- Section Three – Students use steps of a writing process to answer in complete sentences various development questions on the novella under study, including the passage which students read out loud. Questions focus on characters, on the theme of responsibility, and on related issues such as the role of parents, communication, and problem solving.

Assess students' answers and reading skills according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of characters, events, and theme in a novella under study.
- Thinking
 - apply critical thinking skills to answer short questions and to convey understanding of characters, events, and theme in a literary text;
 - apply critical thinking skills to reflect on the theme of responsibility and on related issues.
- Communication
 - formulate clear and coherent answers in response to questions on a novella under study;
 - use an appropriate level of language for short answers;
 - apply oral reading strategies to read a sight passage out loud;
 - avoid sentence fragments and use correct spelling, capitalization, and main verb tenses in short answers.
- Application
 - apply reading strategies to understand, interpret, and answer questions on a novella under study;
 - answer questions on a novella under study which require that they make connections between the characters' experiences and their own.

Follow-up

- Have students **reflect** on their summative assessment results by writing a journal entry in their Writing Folder on the results of their assessment and the amount of preparation involved. Suggested prompts:
 - What could you have done to prepare differently? better?
 - Were there any surprises on the test? Which ones?
 - Could you have asked for help from another person? From whom? Why?

Achievement Chart – Reading and Writing Independently

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding Level achieved: _____				
The student: – demonstrates knowledge and understanding of characters, events, and themes in a novella under study.	The student demonstrates limited knowledge and understanding of characters, events, and themes in a novella under study.	The student demonstrates some knowledge and understanding of characters, events, and themes in a novella under study and of descriptive vocabulary.	The student demonstrates considerable knowledge and understanding of characters, events, and themes in a novella under study.	The student demonstrates thorough knowledge and understanding of characters, events, and themes in a novella under study.
Thinking Level achieved: _____				
The student: – uses critical and thinking skills to convey interpretation of characters, themes, and events, and to answer questions on the theme of responsibility and on related issues.	The student uses critical and thinking skills to convey interpretation of characters, themes, and events with limited effectiveness , and to answer questions on the theme of responsibility and on related issues with limited effectiveness .	The student uses critical and thinking skills to convey interpretation of characters, themes, and events with some effectiveness , and to answer questions on the theme of responsibility and on related issues with some effectiveness .	The student uses critical and thinking skills to convey interpretation of characters, themes, and events with considerable effectiveness , and to answer questions on the theme of responsibility and on related issues with considerable effectiveness .	The student uses critical and thinking skills to convey interpretation of characters, themes, and events with a high degree of effectiveness , and to answer questions on the theme of responsibility and on related issues with a high degree of effectiveness .

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – formulates clear and coherent answers in response to questions. – uses an appropriate level of language for short answers. – applies oral communication strategies to read out loud a selected passage from a novella under study. – uses correct spelling, complete sentences, and main verb tenses in short answers. 	<p>The student communicates ideas in clear and coherent answers with limited effectiveness, uses an appropriate level of language and language conventions with limited effectiveness, and reads orally with limited effectiveness.</p>	<p>The student communicates ideas in clear and coherent answers with some effectiveness, uses an appropriate level of language and language conventions with some effectiveness, and reads orally using an appropriate level of language and language conventions with some effectiveness.</p>	<p>The student communicates ideas in clear and coherent answers with considerable effectiveness, uses an appropriate level of language and language conventions with considerable effectiveness, and reads orally using an appropriate level of language and language conventions with considerable effectiveness.</p>	<p>The student communicates ideas in clear and coherent answers with a high degree of effectiveness, uses an appropriate level of language and language conventions with a high degree of effectiveness, and reads orally using an appropriate level of language and language conventions with a high degree of effectiveness.</p>
Application Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – applies reading strategies to understand, interpret, and answer questions on a literary text under study. – makes connections between characters and issues in a novella and own experience. 	<p>The student applies reading strategies with limited effectiveness, and makes connections between a novella and own experience with limited effectiveness.</p>	<p>The student applies reading strategies with some effectiveness, and makes connections between a novella and own experience with some effectiveness.</p>	<p>The student applies oral reading strategies with considerable effectiveness, and makes connections between a novella and own experience with considerable effectiveness.</p>	<p>The student applies oral reading strategies with a high degree of effectiveness, and makes connections between a novella and own experience with a high degree of effectiveness.</p>
Comment: A student whose achievement is below level 1 (less than 50%) does not meet the required overall expectations for this task.				

Unit Overview

Unit 2

Building Relationships

Description

Time: 28 hours

In this unit, students:

- apply speaking and listening skills, as well as the reading and writing processes to read and respond to literary, informational, and media texts on the theme of building relationships;
- share their views on relationships in informal oral presentations and in advice columns;
- make connections between the texts under study, their personal experience, and real-life situations as they explore the elements of plot, theme, character, and conflict;
- apply knowledge of elements of drama as well as speaking, reading, and writing skills to produce and dramatize scripts on relationships and conflicts;
- continue to develop and apply proofreading skills and writing strategies to correct common spelling errors, to use main parts of speech correctly, and to verify punctuation and capitalization in written texts.

Activity Titles

Time

Activity 2.1: What Makes a Good Story?	6 hours
Activity 2.2: Resolving Conflict	4.5 hours
Activity 2.3: Take It or Leave It: Advice and Feedback	7 hours
Activity 2.4: The Roles People Play	7 hours
Activity 2.5: End of Unit Assessment Task: The 3R's of Reading, Writing, and Role-Playing	3.5 hours

Summative Assessment Tasks

- Activity 2.2: Resolving Conflict (Language and usage quiz on verbs)
- Activity 2.3: Take It or Leave It: Advice and Feedback (The letter of advice)
- Activity 2.5: End of Unit Assessment Task: The 3R's of Reading, Writing, and Role-Playing (Responding individually to a short story by answering questions and by writing and presenting, in groups, a sequel in the form of a script)

Overview of Unit 2

Resources

The following resources are suggested:

PEDAGOGICAL MATERIAL

AKER, Don and David HODGKINSON. *Language and Writing 9*, Toronto, Nelson Canada, 1999, 223 p.

BARLOW-KEDVES, A., et al. *Sightlines 9*, Scarborough, Prentice Hall, 1999, 339 p.

DI LEONARDO, Martha, et al. *Literature and Media 9*, Toronto, Nelson Canada, 1999, 370 p.

HILKER, D. and S. HARPER. *Elements of English 9*, Toronto, Harcourt Brace, 1999, 310 p.

SALIANI, D. and N. MORINE. *Crossroads 9*, Toronto, Gage, 1999, 336 p.

- English and English/French dictionaries;
- a selection of short magazine articles, scripts, and stories dealing with the theme of building relationships;
- a selection of advice columns and comic strips from newspapers and magazines.

TECHNOLOGICAL RESOURCES

- a cassette recorder, an overhead projector, a VCR or DVD player, and a television;
- selected comic strips. Suggested Web sites (Consulted September 22, 2004):
 - Comics - www.comics.com/basic/home.do;
 - User Friendly - <http://ars.userfriendly.org/cartoons/?id=20040922>;
 - General Protection Fault - www.gpf-comics.com/;
 - Stu's Views: Law and Lawyer cartoons - www.stus.com/sv/subjects/lawyerjokes.htm;
 - Dilbert - www.dilbert.com/basic/home.do?comicId=107.
- articles and advice columns. Suggested Web sites (Consulted September 22, 2004):
 - YM Magazine, Illegally Blonde - www.ym.com/diary/sayanything/oct3003.jsp;
 - Teen People, Teen2Teen, Boy Trouble - www.teenpeople.com/teenpeople/;
 - Teen Magazines, Are They Good or Bad? - www.connectingwithkids.com/tipsheet/2004/189_aug11/mag.html;
 - Ed The Sock - www.fazeteen.com/ed/index.html;
 - “How to Win friends and Influence People” - www.westegg.com/unmaintained/carnegie/win-friends.html;
 - “7 steps to effective apologies” by Jennifer Melo - www.homemakers.com/.
- selected scripts. Suggested site (Consulted September 21, 2004):
 - Scripts for Schools - <http://scriptsforschools.com>.

MEDIA RESOURCES

- video excerpts of current drama and comedy shows or movies focusing on the theme of building relationships;
- video excerpts of current talk shows (e.g., *Oprah*, *Dr. Phil*, *Helen Degeneras*, *Vicky Gabereau*, *The View*) focusing on lifestyles, self-improvement, and communication skills.

What Makes a Good Story?

Description

Time: 6 hours

In this activity, students:

- apply reading strategies to make inferences about elements of plot, character, and theme in short stories and media texts on the theme of building relationships;
- apply the steps of a writing process and respond creatively to the stories under study by writing a short narrative text based on their personal experience;
- develop and apply their knowledge of cooperative group skills to complete various tasks;
- develop and apply knowledge of plurals, past and perfect tenses, and conjunctions.

Strands and Expectations

Strands: Living Responsibly, Building Relationships

Overall Expectations: EAE1L-LR-SpList.OE
 EAE1L-LR-WS.OE
 EAE1L-LR-LS.OE
 EAE1L-BR-SpList.OE
 EAE1L-BR-RS.OE
 EAE1L-BR-WS.OE
 EAE1L-BR-LS.OE

Specific Expectations: EAE1L-LR-SpList.2.1 - 2.2 - 2.3 - 2.4 - 2.5
 EAE1L-LR-WS.4.2 - 4.3 - 4.4 - 4.5
 EAE1L-LR-LS.1.2 - 1.5
 EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 5 - 6
 EAE1L-BR-RS.2.2 - 2.3 - 2.7 - 2.8 - 2.9 - 3
 EAE1L-BR-WS.1.1 - 1.2 - 1.3 - 1.4 - 2.1
 EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4 - 2.1 - 2.2 - 2.5 - 2.7

Planning Notes

The teacher will prepare the following resources and/or material:

- an excerpt of a mystery or drama show or video as well as necessary audiovisual equipment. Suggested titles: *Who's Afraid of the Dark?*, *Crime Scene Investigations*, *Smallville*, *Degrassi*, *The OC*, *The Perfect Storm*, *Titanic*, *Peace Harbour*, *The Day After Tomorrow*;
- blank copies of a plot graph to hand out to students;
- a selection of fables, short stories, myths, and legends focusing on the theme of building relationships and related themes such as friendship, belonging and accepting others;
- oral and written questions and answers on the short stories under study;
- practice exercises on the past tense, perfect tenses, and conjunctions;
- an evaluation grid for the formative assessment of students' narrative writing.

Prerequisites

Before beginning this activity, students should be able:

- to read more independently in order to understand short stories and texts under study;
- to recognize and use time indicators to sequence events or ideas;
- to apply the “sandwich” structure of the basic paragraph to write creatively;
- to understand character and recognize context clues;
- to form the plural of common nouns and verbs;
- to work collaboratively and cooperatively in learning situations.

Activity Instructions

CONTEXTUALIZATION

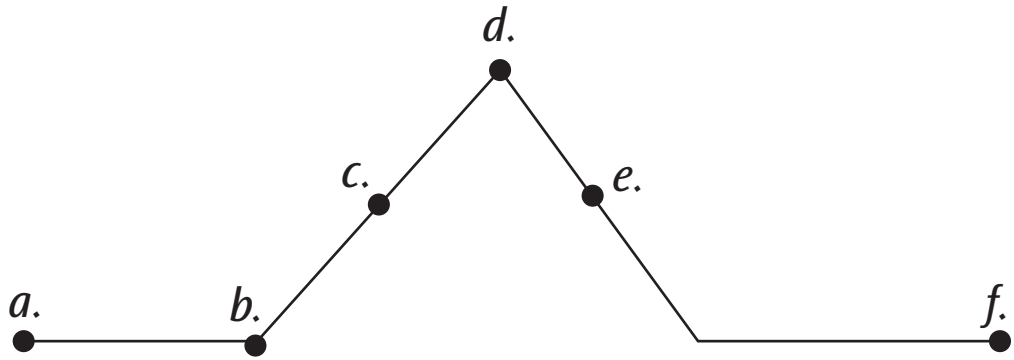
- Present the expectations of this activity, explaining to students that they will have the opportunity to experience the different roles for cooperative group work as they explore various kinds of narrative texts on relationships.
- Divide the class into groups of four to five students, and have them play a cooperative group game. Suggested game strategy: A blindfolded student must reach an “island” without bumping into other students placed like rocks on the way to the island, using only the “swish” sound made by the group members for guidance when the student gets too close to them. (DE)
- As **Reflective Practice**, lead a class discussion once the game is finished by asking the following questions :
 - What went well? What didn’t?
 - Which parts of the game were frustrating?
 - What does this game teach about trust and interdependence?
 - Who became a leader in your group? How do you know this?
 - What else could have been done to help the blindfolded students reach their goal?
- Explain the elements needed for successful group work, focusing on the following skills:
 - a sense of belonging and of working together as a team;
 - respect for other members’ input (active listening);
 - a predetermined game plan;
 - a strong sense of role;
 - good communication skills;
 - a good idea of the objective or task at hand;
 - participation of all members.
- Have students take turns reading out loud passages from a short narrative on relationships (e.g., “The Goal Post” by Edward Smith in *Literature & Media* 9, p. 111-112); introduce the theme of building relationships.
- **Review** with students the strategies for making inferences about characters by asking them written or oral questions on the text (e.g., Which of the above group skills apply to a sports team? Which of these groups skills are displayed by the main character? How do you know that the main character has a close family and that his parents were supportive?). (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: PLOTTING TOGETHER!

Explanation/Modelling

- Read out loud (or present an audio recording) a short story on relationships (e.g., “The Visitation” by Fernando Sorrentino in *Literature and Media* 9, p. 59-63), noting key events and making predictions about them.
- Explain the parts of the plot in a short story: Introduction, Inciting Incident, Rising Action, Climax, Falling Action and Conclusion/End with reference to events in the selected story.
- Model the process for identifying events and explaining the elements of plot in the story by filling out a plot chart, using the overhead or board. Suggested format:

1. Title	2. List ALL important events	3. Organize important events in sequence, giving each a number
		1 2 3 4 5
4. Plot Graph: a. Introduction b. Inciting Incident c. Rising Action d. Climax e. Falling Action f. Conclusion/End		
 <p style="text-align: center; margin-top: 10px;">(Use the plot graph to chart important events.)</p>		

- Model the process for recording events of a story in a plot graph. Suggested questions for thinking out loud:
 - Which event is the most interesting?
 - What would I tell someone about the story if I don’t want to give away the ending?
 - Which event happened first/second/last?
 - Which event was unexpected/predictable?
 - How have the characters changed during this event? Does that affect the outcome?
 - Which event is the climax of the action?

Teacher-directed Practice

- Have students view an excerpt from a TV mystery or drama show or video/film. Suggested dramas: *Who’s Afraid of the Dark?*, *Crime Scene Investigations*, *Smallville*, *Degrassi*, *One Tree Hill*, *The OC*, *Gilmore Girls*. Suggested videos: *The Perfect Storm*, *Titanic*, *Peace Harbour*, *The Day After Tomorrow*.
- Ask students oral questions requiring that they analyse the excerpt for elements of plot. Suggested questions:
 - What is the TV drama about?
 - What would I tell someone about the show if I don’t want to give away the ending?
 - Which event happened first/second/last?
 - Which event was unexpected/predictable?
 - What are the ten most important events of the selected drama/show?
 - What is the moment with the most action?
- Have students work in groups to complete the plot graph for the selected video clip.
- For **Reflective Practice**, have students discuss the similarities and differences in each group’s graph, and the difficulties or advantages of working as a group to complete an assigned task.
- As a follow-up to group work, explain definitions of cooperative learning roles, using the overhead, board, or chart. Suggested definitions and vocabulary:

Cooperative Group Role	What Your Job Is
moderator	– to make sure that everyone completes his/her respective task or role;
leader	– to make sure that everyone participates equally (without speaking necessarily more than others); to assure that all decisions represent the group’s point of view;
reporter	– to report progress or overall findings to the teacher;
motivator	– to make sure everyone participates; to encourage others via positive comments; to ask questions to all members so that the group can come to a consensus;
timekeeper	– to keep track of time, ensuring that the group respects time limits, to remind members when time is running out, and to keep everyone on track; to stay informed of due dates;
note taker	– to write down ideas and information dictated by group members or discussed during the cooperative task.

Individualized Practice

- Assign as homework the viewing of a television drama or mystery show of students’ choice.
- Have students complete a plot graph of their selected drama, using the chart from their Learning Log.
- Ask students to informally present the plot graph of their selected drama; have students, in a class activity, note similarities and differences in the events and sequence of the various plots. **(FE)**

BLOCK 2: IT'S ABOUT THEME!

Explanation/Modelling

- Read along with students a short fable, myth, or legend. Suggested titles: *The Lion and The Mouse* by Aesop (www.pacificnet.net/~johnr/aesop/), Fairy Tales of Hans Christian Andersen.
- Explain how the chosen text deals with the theme of relationships (e.g., in this case, the idea of helping each other; the idea that a strong person might need the help of a smaller or weaker person).
- Define the term *theme*, explaining that the moral of a fable is a type of theme or lesson; make links with other fables known to students, including those by Lafontaine.
- Model the thought process to make inferences about the theme of the text. Suggested questions for thinking out loud:
 - What is this story about? How do I say it in the least possible words? in one word?
 - Many events take place to make me understand a final point. What is that point?
 - Have I ever been in a similar situation? How did I react?
 - Is there a lesson or a moral to that story?
 - If it's about love/hate/fear, what do we learn as a reader, in the end, about that emotion (e.g., love hurts, hate destroys, fear can be overcome)?
 - Which ideas, words, and passages from the text help me understand the theme?
 - How does this story remind me of another story or movie?
- **Review** verbs with students by highlighting the simple past and perfect tenses of verbs found in the selected text. Give students examples of the past and past participle of common irregular verbs, instructing them to note these examples in their Learning Log.

Teacher-directed Practice

- Ask students to explain how different events in their lives can influence relationships. Suggested prompts:
 - What events give you a sense of being a Christian?
 - Why is your group of friends important to you?
 - Does your family/culture/faith/country give you a sense of belonging? How?
 - What events (e.g., family traditions, holidays, festivals) give us a sense of being a Canadian and a Franco-Ontarian?
 - How can a group pressure you to act a certain way?
 - Can a person act differently from one group to the next? Why?
- Have students take turns reading out loud passages from a selected short story on relationships (e.g., “On Love and a Lake” by Renée David in *Literature and Media* 9, p. 110); have students draw conclusions about the theme, with reference to specific passages.
- For **Reflective Practice**, have students make connections between their own experience and those of the characters in the text under study in a class discussion. Suggested prompts:
 - What is the basis of a good relationship?
 - What would be a life without friends, family, and relationships?
 - How do you feel when someone criticizes you or encourages you?
- Have students, in a class and then group activity, practice writing the past and participle form of irregular verbs in one or more exercises.

Individualized Practice

- Assign a short story (e.g., “Moving Day” by Helen Porter in *Literature and Media 9*, p. 17-20) for students to read on their own.
- Instruct students to explain in their own words the lessons (or themes) this story teaches them about relationships.
- Have students share their interpretations of theme, asking them if the message of the story is valid and applicable to their experience and/or personal situation. (FE)
- Assess students’ individual speaking and listening skills for formative evaluation purposes, focusing on the following criteria: intonation, volume, speed, pronunciation, clarity, word choice, use of complete sentences and correct verb tenses, asking/answering questions, courtesy. (FE)

BLOCK 3: SEQUEL SAYS...

Explanation/Modelling

- Model the process of writing the draft of a short narrative in the form of a sequel or an appropriate ending to a story read in this activity. For **Review**, emphasize the following steps of a writing process: brainstorming the events, outlining and sequencing the events, and relating the events in a short paragraph.
- Think out loud, suggesting possible endings to the story such as the following:
 - the expected ending;
 - a positive ending instead of a negative one, or vice-versa;
 - the same character ten years later;
 - justice is (or is not) done.
- Revise the modelled draft, **reviewing** the “sandwich” structure of the basic paragraph with students, as explained in **Activity 1.3**.
- Point out the indicators of time and the subordinate adverb clauses (of time) used in the modelled narrative.
- Model writing and combining sentences using phrases and subordinate adverb clauses (e.g., when..., after..., before...) to indicate time and to combine sentences by sequencing and combining ideas.
- **Review** with students the elements of complete sentences and the process for avoiding fragments as explained in **Activity 1.3**.
- Explain to students that they will practise writing a narrative at the end of this activity and will be expected to write and present, in groups, a sequel to a short story for summative assessment purposes in **Activity 2.5**.

Teacher-directed Practice

- For **Reflective Practice**, ask students the following questions:
 - Which cooperative group role do they usually assume?
 - With which role are they most comfortable? Why?
 - Which role do they consider most difficult? easy? What are their reasons?
- Instruct students to break up into cooperative work groups and to decide on roles.
- Supply each group with a list of themes or topics on relationships such as the following:
 - what goes around comes around;

- looks can be deceiving;
 - love at first sight;
 - don't judge a book by its cover;
 - losing face;
 - growing pains;
 - speaking my mind;
 - following your heart.
- Have students work cooperatively to practice writing a narrative, using large sheets of paper, pencils, and erasers; allow sufficient time for creative thought, role exploration, and individual participation. As a team, students follow these steps of a writing process:
 - selecting one theme/topic from the list;
 - brainstorming main events as well as ideas for a possible theme;
 - determining characters and setting of narrative;
 - outlining sequentially a skeletal plot for at least five events;
 - selecting a title for the narrative.
 - Have group reporters present their story outline; give feedback on students' stories, focusing on the following elements for assessment:
 - development of theme or topic (e.g., use of detail, clarity);
 - plausible setting, characters, and events;
 - sequence and relevancy of events;
 - relevancy and originality of the title;
 - inclusion of a minimum of five plot events. **(FE)**
 - Have students complete practice exercises in class and/or group activities in which they combine sentences using transition words as well phrases and clauses to indicate time. **(FE)**

Individualized Practice

- Instruct students to apply a writing process to write a short narrative paragraph on relationships, with reference to their personal experience and knowledge. Suggested topics:
 - If only I had known...
 - A moment I'd rather forget...
 - A relationship that could have been...
 - A time when I should have (or not) listened to my friend(s) or parent(s)...
 - A disagreement that made a relationship stronger...
 - A lesson I learned about myself...
- Have students list and number events chronologically; give feedback to students on their planned narrative.
- Conference with students as they apply steps of a writing process to write and revise their creative text.
- Have students read their narrative to a peer and vice versa; instruct students to make at least one positive comment about their peer's story and one suggestion for improvement; instruct students to integrate peer's suggestion into their narrative.
- Collect students' narratives for formative evaluation according to the following criteria:
 - understanding of the importance of correct grammar and usage in writing texts;

- use of subordinate adverb clauses (when..., after..., before...);
 - use of the sandwich method of paragraphing;
 - sequence and clarity of ideas and events;
 - use of complete sentences and avoidance of sentence fragments;
 - correct use of verbs and avoidance of common spelling errors;
 - development of basic elements of plot, character, and theme.
- Give feedback to students on their narrative text, with reference to completed evaluation grid, and instruct students to insert their narrative into their Writing Folder. (FE)

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students note in chart form, in their Learning Log, the definitions of plot, character, and theme as well as one or two examples from the stories under study in this activity;
- have students reflect on their experience as a cooperative group member by answering written and/or oral questions in their Learning Log:
 - Which cooperative member roles did you fill?
 - Which role did you find you did well or preferred?
 - Which roles did you find more difficult? Why? How can you improve for the next time?
 - How well do you think your group worked together? Why?
 - Would you do anything differently next time? What?

Review

To ensure students' retention of previously learned knowledge and skills:

- review with students the new vocabulary in the short stories under study, emphasizing the various parts of speech studied so far (adjectives, adverbs, subjects, verbs); have students list synonyms for each of the new words in their Vocabulary Log;
- have students play a relay race in class, during which groups race to associate the synonyms with the vocabulary from the Word Wall. Suggested list of words for the Word Wall Game:

Synonym	Word Wall Match
mutuality	interdependence
sharing	contribution
authority	leadership
evaluation	feedback
responsibility	accountability

- review the concept of symbol with students, as explained in **Activity 1.2**. Instruct students to create and present an illustration that symbolizes one or more relationships in their life. Suggested visuals:
 - a tree, with all of its strong and weaker branches;
 - a web that expands and circles around the student;
 - a clear jar with layers of sand, stones, shells, and water;
 - a building with a central elevator.

Summative Assessment

No summative assessment task is planned for **Activity 2.1**.

Extension

- Have students use cooperative group skills to solve mini-mysteries. Suggested source: Travis, F., *Great Book of Whodunit Puzzles: Mini-Mysteries for You to Solve*, New York, Sterling Publishing Co., 1993.
- Have students create a comic strip illustrating the events of a story under study in this activity.
- Have students prepare a book jacket of a story, including an illustration and an attention-getting summary.
- Have students practice and record an oral reading of their written narrative; students submit their recording along with their narrative, for assessment purposes.
- Present a video excerpt that exemplifies cooperative group roles. Suggested video excerpts: *Survivor*, *The Amazing Race*, *The Apprentice*, a game show such as *Family Feud* or *Fear Factor*; ask students to identify the cooperative skills demonstrated in the video clip.
- Have students write and present a short narrative on a person that exemplifies a specific quality (e.g., perseverance in spite of obstacles, courage in the face of adversity, hope against all odds).
- Have students form cooperative work groups (of three students each, if possible). Each group must act like a family that has just been left a restaurant in the will of a great uncle who has recently passed away. The opening night is in a week and they must prepare the restaurant. The group first decides who will play which role in the cooperative assignment (moderator, leader, reporter, etc.), and then prepares and presents a menu that includes the following information:
 - the type of restaurant (e.g., a café, take-out and delivery, a family restaurant, a bistro);
 - the restaurant’s name and location;
 - the type of food served;
 - three to five choices (including prices) for appetizers, entrees, and desserts.
- Have students play a “Who Am I” game (e.g., I am known to keep asking what? Pardon me? Can you say that again slower, please? = I am the note keeper!) to review the roles of members in a cooperative group, as explained in **Activity 1.4**.

Resolving Conflict

Description

Time: 4.5 hours

In this activity, students:

- continue exploration of elements of short stories and media excerpts with a focus on conflict and the theme of building relationships;
- prepare and present a two-minute skit on conflict resolution and building relationships;
- apply a writing process to write and revise a creative text on relationships;
- complete a language skills quiz on subject-verb agreement, verb tenses, and regular/irregular verbs.

Strands and Expectations

Strands: Living Responsibly, Building Relationships

Overall Expectations: EAE1L-LR-SpList.OE
 EAE1L-LR-WS.OE
 EAE1L-LR-LS.OE
 EAE1L-BR-SpList.OE
 EAE1L-BR-RS.OE
 EAE1L-BR-WS.OE
 EAE1L-BR-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.3 - 1.4 - 1.5
 EAE1L-LR-WS.1.2 - 4.1 - 4.2 - 4.3 - 4.4 - 4.5
 EAE1L-LR-LS.1.2 - 1.3
 EAE1L-BR-SpList.1.1 - 1.2 - 2.1 - 2.2 - 2.3 - 2.5 - 3 - 4.1 - 4.2 - 4.3 - 5 - 6
 EAE1L-BR-RS.1.1 - 1.3 - 1.5 - 1.6 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 2.8
 EAE1L-BR-WS.1.1 - 1.3 - 1.4 - 2.1 - 4
 EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4 - 2.1 - 2.2 - 2.3 - 2.5 - 2.7

Planning Notes

The teacher will prepare the following resources and/or material:

- copies of an emotional IQ quiz for students to complete. Suggested sites (Consulted September 11, 2004):
 - “How likeable are You?” - www.sq.4mg.com/;
 - Hay Group Emotional Intelligence Services - http://ei.haygroup.com/resources/default_ieitest.htm;
 - iVillage - <http://quiz.ivillage.com/health/tests/eqtest2.htm>;
 - Institute for Health and Human Potential - www.ihhp.com/quiz.htm;
- a selection of short magazine articles and stories dealing with the theme of building relationships for use throughout the activity;
- oral and written questions and answers on texts under study;
- a brief story in which the following elements of grammar and usage have been highlighted for use in Block 1: verbs (regular and irregular); subject - verb agreement; parts of speech (pronouns, conjunctions used in subordinate clauses); a series of practice exercises on these elements;

- a video clip of dramatic scenes in a film or a TV show and one or two songs describing conflict (e.g., Pink’s *Family Portrait*, Everclear’s *Wonderful*, Harry Chapin’s *Cat’s in the Cradle*, Mike and the Mechanics’ *The Living Years*), as well as necessary audiovisual equipment;
- an evaluation grid for the formative assessment of students’ creative writing and oral presentations of a conflict scenario;
- a questionnaire and an achievement chart for the summative assessment on verbs.

Prerequisites

Before beginning this activity, students should be able:

- to understand the elements of plot, character, and theme from **Activity 2.1**;
- to recognize fictional versus non-fictional characters and aspects of characterization in each;
- to recognize and use main tenses of common verbs;
- to understand the concept of symbol;
- to use complete sentences to answer questions orally and in written form;
- to apply prewriting stages of a writing process to brainstorm and revise a creative text.

Activity Instructions

CONTEXTUALIZATION

- Present the theme of the activity by having students read and listen to lyrics of one or two songs that describe a personal conflict.
- Have students respond to the selected song(s) by discussing the conflict(s) found in the song(s). Suggested prompts:
 - What difficult situation(s) or problem(s) does the song describe?
 - Are these problems realistic? Can they be found in our own lives?
 - How is your experience similar to the experience of the characters in the song(s)?
 - What solution(s) does the song suggest, if any?
 - What kind of relationship(s) does the song describe?
 - What is the theme, message, or moral of the song?
- **Review** with students the stories read in **Activity 2.1**; ask students to describe some of the difficult situation(s) or conflict(s) encountered by the characters in these short stories. Suggested prompts: What caused them? What could have been done to avoid them? (**DE**)
- For **Reflective Practice**, ask students the following questions on conflict:
 - When people consider the conflicts they encounter as opportunities for personal growth and development, does it change their view of the problem?
 - How can conflict strengthen you as a person?
 - Why do some people “run away” from conflict?
- Have students complete an emotional IQ quiz or survey; instruct students to record their results in their Learning Log. (**DE**)

- Ask students to write their (anonymous) results on the board; students chart the results for males/females separately and discuss the similarities and differences in the results. Suggested prompts:
 - Are the results on the boys’ charts very different from the girls’?
 - Which areas of weaknesses/strengths are similar and different in each graph?
 - If adults had filled out the quiz, would the results have been different? Why?

TEACHING/LEARNING STRATEGIES

BLOCK 1: CONFLICT HERE!

Explanation/Modelling

- Explain how conflicts between people or fictional characters can be seen as a kind of struggle, problem, or crisis. List and define the different types of conflicts commonly found in short stories and novels (e.g., person versus person, person versus self, person versus society, person versus nature), referring to situations and problems described in the novella under study in Unit 1; instruct students to note the types of conflicts in their Learning Log.
- Begin to read out loud a suspenseful short story (e.g., “Coffee, Snacks, Worms” by Karleen Bradford in *Crossroads*, p. 87-92) that depicts various types of conflicts.
- Interrupt reading to point out the various conflicts and to highlight the context and vocabulary clues in the story that show conflict.
- Model the process of identifying conflicts in the selected story. Suggested steps:
 - highlight textual clues or words in the story that indicate anger, fear, or negative emotions (e.g., yelled, cried, impatiently);
 - highlight words in the story that are synonyms of the word “conflict;”
 - list, in point form, three or more events or relationships in the story that consist of a struggle, a disagreement, or an argument;
 - reread the ending and highlight the sentences that relate to the listed conflict;
 - note the passages at the end that relate the outcome of the conflicts and explain them in your own words.
- Think out loud to make predictions about the outcome of the conflicts in the story and to answer the following questions on characters, relationships, and conflict based on the literary text under study:
 - Who are the characters involved in this story’s conflict?
 - In what ways is this character responsible or not for the conflict?
 - What would you do if you were this character?
 - What type of conflict is it? What external factors caused the conflict?
 - What clues are there in the story as to the outcome of the conflict?

Teacher-directed Practice

- Read along with students the end of the selected story, asking them the following questions on the outcome:
 - What efforts did any/all characters make to resolve the conflict?
 - Have you ever experienced a similar conflict? How did you deal with it at the time?
 - What other decisions could the character have made? Could any other solutions have been applied?

- Which characters impede/accelerate the conflict resolution? How?
- For **Reflective Practice**, have students, in a class or group activity, make connections between the story and their own experiences and knowledge by outlining a response to a conflict and explaining what they would do or say if...
 - they were at a party and their friend, who was the designated driver, was drunk;
 - they found a wallet containing \$100 and no ID;
 - someone they didn't invite showed up at their house;
 - a salesclerk falsely accused them of shoplifting;
 - a teacher asked them about a friend who was skipping school.
- Have students take turns reading out loud passages from a short story (e.g., “Loathe at First Sight” by Ellen Conford, *Literature and Media* 9, p. 21-25), reminding students to read dialogue with correct intonation, tempo, pronunciation, and feeling.
- Ask the following questions orally to verify students' comprehension and understanding:
 - What type of conflict is found in this story?
 - What is the cause of the conflict?
 - Which dialogue clues show conflict (e.g., tone, word choice, monosyllabic answers)?
 - How is the conflict resolved?
 - What could be an alternate resolution or ending for the story?
- Have students, in a class activity, identify and explain the conflicts, and their resolutions, in the selected story.
- As **Reflective Practice**, have students explain in their own words the basic rules for solving conflicts and avoiding problems such as the following:
 - keep a cool head;
 - use “I” statements to express how you feel;
 - listen respectfully and speak honestly;
 - keep communication “two-way” and open to resolving the conflict;
 - focus on the problem or issue, not the person; don't accuse;
 - respect other people's points of view.

BLOCK 2: CONFLICT THERE!

Explanation/Modelling

- Present a short video, TV show, cartoon, or film excerpt on the theme of relationships and human conflict. Suggested media excerpts: *Confessions of a Teenage Drama Queen*, *Mean Girls*, *The Family Guy*, *Walt Disney's The Lion King*, *It Could Happen To You*.
- Display on an overhead the suggested **conflict chart** below to model viewing and active listening skills for the purpose of:
 - identifying and explaining the main conflict(s);
 - providing feedback on the possible solution(s) to the conflict(s);
 - identifying the characters involved;
 - explaining the outcome of the conflict(s).

Sample Conflict Chart - Title: *Everybody Loves Raymond*

Type of Conflict	Conflict Observed	Conflict Resolved?
person versus person	<ul style="list-style-type: none"> - Raymond is in a conflict with his entire family when he lies to them about his whereabouts during a family reunion. - He gets deeper and deeper into trouble as he has to lie about the lies and the family starts to push him aside. 	<ul style="list-style-type: none"> - The family confronts and challenges him by setting a trap. - Raymond keeps getting deeper into deception but finally admits to his deception and asks to be forgiven. - He spends extra time and effort to make his family include him in their activities. - He realizes what's important to him as a family member.

- Model the process of identifying and explaining the different types of conflicts depicted in the viewed excerpt.
- Write on the board or an overhead the events and dialogue clues from the media excerpt that show viewed conflict; point out the intentional variations in features of dialogue (e.g., intonation, informal/formal language, tone, characters' body language, expressions, interjections).
- Think out loud, answering the following questions on the media excerpt under study:
 - Who are the characters involved in this conflict?
 - What type of conflict is it?
 - What efforts did characters make to resolve the conflict?
 - Could any other solutions have been applied?
 - Which characters impede/accelerate the conflict resolution? How?
- **Review** with students the plural of nouns and the main rules of subject-verb agreement; model the process of using the singular and plural forms of nouns and verbs in sentences, providing examples from passages in texts under study and rewriting singular sentences in the plural and vice versa.
- Think out loud during modelling process, focusing on textual cues and problem areas such as the following:
 - some words are spelled the same way in singular and plural forms (e.g., sheep/sheep, moose/ moose);
 - to determine use of *there is/are*, read before and after the verb;
 - some words end with an "s" but are singular (e.g., news);
 - having a plural noun next to a verb does not mean the verb is plural; the same is true of a singular noun (e.g., My marks during this semester are going up.);
 - "everyone" has a plural meaning but requires a singular verb;
 - some words have irregular plurals (e.g., mouse/mice, tooth/teeth).

Teacher-directed Practice

- Have students brainstorm a list of synonyms for the term *conflict*.
- Read with students at least one article on conflict resolution. Ask students questions to verify their comprehension of main ideas and concept of conflict in the article and to make connections with their own experience. Suggested questions:

- Have you ever been in a similar situation?
- How did you (or how would you...) resolve the conflict?
- What is the cause of conflict according to this article?
- What are other possible outcomes to the conflict presented?
- Have students form cooperative groups to prepare and present their own dramatization of conflict: students improvise a two-minute skit illustrating the conflict in one of the literary texts read in this activity or in **Activity 2.1**.
- Provide feedback to students following the skits with attention to students' ability:
 - to express characters' emotions and thoughts accurately and appropriately;
 - to understand the concept of conflict;
 - to apply group skills to accomplish a specific task;
 - to use appropriate tone, pronunciation, tempo, volume and level of language, according to context and character. **(FE)**
- Explain to students that the summative assessment task at the end of the unit will consist in the preparation and presentation of a skit relating to a selected short story.
- Have students practice the following language conventions through class exercises, drills, and homework: subject-verb agreement, verb tenses, regular and irregular verbs.
- Have students notice differences in audio patterns of verbs, using a class game to memorize and complete irregular verb ending phrases (e.g., sing, sang, sung; drink, drank, drunk).

Individualized Practice

- Have students continue to complete practice exercises on verbs such as the following:

Fill in the blanks using regular or irregular verbs.

Today, I/you/we/they	Yesterday, I/you/we/they	A long time ago, I/you/we/they
walk	walked	have/had walked
think	<i>thought</i>	have/had thought
do	did	<i>have/had done</i>
say	said	have/had said
bring	brought	<i>have/had brought</i>
buy	<i>bought</i>	have/had bought
think	thought	<i>have/had thought</i>
speak	<i>spoke</i>	have/had spoken
go	went	<i>have/had gone</i>
<i>approach</i>	approached	have/had approached

- Correct the practice exercises with students. **(FE)**
- Ask students to write a journal entry describing a conflict or unresolved problem that they experienced recently at home, work, or at school. Suggested process:
 - describing the conflict briefly in the present, using correct verbs;
 - listing in chronological order the events that led to the conflict;

- giving their text an interesting and appropriate title;
 - describing the role and relationships of persons involved in the conflict and the possible causes, effects, and resolution of the conflict;
 - adding interesting opening and closing sentences.
- Conference with students as they apply proofreading strategies to reread their journal entry; have students use a checklist to verify spelling and grammar.
- Collect students' journal entries on conflict for formative assessment, focusing on students' use of the following elements of grammar and usage:
 - applying the main rules of subject-verb agreement;
 - using verb tenses and principal parts of regular and irregular verbs;
 - writing complete sentences and using correct capitalization and end punctuation;
 - using subordinate conjunctions and adverbs (e.g., when, before, while, after) to indicate time. **(FE)**
 - Have students insert their evaluation grid and assessed journal entry into their Writing Folder as a reference for the writing task in **Activity 2.3**.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- create, along with students, a class chart illustrating and defining different types of conflicts and adding keywords and examples from the stories read in this activity.

Review

To ensure students' retention of previously learned knowledge and skills:

- ask students to draw a comparison chart or a Venn diagram to illustrate the similarities and differences between the main characters in the stories under study in **Activity 2.2** and Tish, from the novella studied in Unit 1;
- review with students the use of apostrophes to form the singular and plural possessive of nouns as students complete practice exercises on plurality and subject-verb agreement.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- reinforce the acquisition of grammar and usage through review exercises of the main rules of capitalization (e.g., names of people, first words of sentences, titles) and of subject-verb agreement (e.g., rewriting singular sentences in the plural form, and vice versa);
- have students write a list of verbs used for actions throughout the day (e.g., verbs used when getting ready for school, or when in class, or while preparing dinner) and apply correct spelling of present/past/past participle tenses of verbs.

Evaluation

The assessment task consists of a grammar and usage quiz focusing on the following language conventions: subject-verb agreement, verb tenses, and regular and irregular verbs. Suggested elements for assessment:

associating verb endings by groups of regular and irregular verbs, completing sentences with the appropriate verb and tense, applying correct verb tenses to a paragraph where subordinate conjunctions and adverbs (e.g., before, when, after, while) are used, identifying verbs and subjects and applying rules of subject-verb agreement.

Assess students' ability to apply knowledge and understanding of language conventions regarding the use of subject-verb agreement, verb tenses, and regular and irregular verbs, according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of spelling patterns of regular and irregular verbs and their principal parts;
 - demonstrate knowledge and understanding of common verbs, verb tenses, subject-verb agreement, and spelling of verb endings.
- Communication
 - write clear and correct sentences, including appropriate verb tenses and applying main rules of subject-verb agreement;
 - apply knowledge of spelling patterns of verbs tenses, regular/irregular verbs and verb endings in sentences to recognize and correct spelling errors in verbs.
- Application
 - apply proofreading strategies to spell verbs, verb endings, and regular/irregular verbs correctly.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students write new and difficult verbs in their Vocabulary Log; students highlight the verbs they consider difficult so that they can review them at various intervals and integrate them into their own written texts and oral speech.

Extension

- Have students view excerpts from videos (e.g., *The Boy Who Drank Too Much*) or read brochures on juvenile delinquency.
- Have students play cooperative games (e.g., Scavenger Hunt, Shipwrecked on an Island, Starting a Nation) to allow them to practice the language skills in this activity.
- Have students reflect on the comedic aspect of conflict (e.g., comedy in *Everybody Loves Raymond*, *Will and Grace*, *Friends*).
- Invite a guest speaker to speak to the class about conflict management, mediation, and negotiation.

Take It or Leave It: Advice and Feedback

Description

Time: 7 hours

In this activity, students:

- apply reading strategies to understand and interpret informational texts such as articles and advice columns, while following a reading process;
- respond to media texts on relationships by expressing orally and in written form their opinions and ideas and by writing a letter of advice;
- make connections between their own experience and informational, literary, and media texts on relationships as they apply problem-solving techniques.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices

Overall Expectations: EAE1L-LR-SpList.OE

EAE1L-LR-RS.OE

EAE1L-LR-WS.OE

EAE1L-BR-SpList.OE

EAE1L-BR-RS.OE

EAE1L-BR-WS.OE

EAE1L-BR-LS.OE

EAE1L-MIC-RS.OE

EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.4 - 1.5 - 2.5 - 2.6

EAE1L-LR-RS.1.4 - 2.1 - 2.2 - 2.3

EAE1L-LR-WS.1.1 - 1.2 - 3 - 5.1 - 5.2

EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 4.1 - 4.2 - 4.3 - 5

EAE1L-BR-RS.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 1.6 - 2.1 - 2.2 - 2.3 - 2.4 - 2.7 - 2.9

EAE1L-BR-WS.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 4

EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4 - 2.3 - 2.5 - 2.6

EAE1L-MIC-RS.1.1 - 1.3 - 1.4 - 2.3 - 2.4

EAE1L-MIC-LS.1.1 - 2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- advice columns from newspapers, magazines and Web sites. Suggested columns: “Dear Abby”, “Hints from Heloise”, “Miss Manners”, “Teens’ Health”. Suggested Web sites (Consulted September 22, 2004):
 - YM Magazine - www.ym.com/diary/sayanything/oct3003.jsp;
 - Teen People, Teen2Teen, Boy Trouble - www.teenpeople.com/teenpeople/;
 - Teen Magazines, Are They Good or Bad? - www.connectingwithkids.com/tipsheet/2004/189_aug11/mag.html;
 - Ed The Sock - www.fazeteen.com/ed/index.html;
 - “How to Win friends and Influence People” - www.westegg.com/unmaintained/carnegie/win-friends.html;

- “7 steps to effective apologies” by Jennifer Melo - www.homemakers.com/;
- class sets of newspapers and magazines for Block 1;
- selected short stories and articles on personal problems and relationships, as well as written and oral questions on the selected texts;
- an excerpt from a talk show or media text (e.g., *Dr. Phil*, *Oprah*, *Maury Povich*) on lifestyles and self-improvement, and necessary audiovisual equipment;
- a list of synonymous words and vocabulary to arrange in sequence from most informal to formal in Block 3;
- copies of **Appendix 2.3.1: Frankly, François** to hand out to students;
- a crossword puzzle on parts of verbs for review;
- evaluation grids and selected letters of advice for the formative and summative assessment of students’ ability to write a letter of advice in response to a text.

Prerequisites

Before beginning this activity, students should be able:

- to use and spell common regular and irregular verbs;
- to understand the role of the imperative form of verbs;
- to understand the concept of theme;
- to recognize and use an appropriate level of language in an academic context;
- to use correct capitalization of names, titles, and headings.

Activity Instructions

CONTEXTUALIZATION

- Explain the objective of this activity to students: students will practice effective communication skills learned in previous activities and will integrate advice and feedback from others as well as problem-solving techniques to deal effectively with conflict.
- Have students read one or two selected advice columns and/or articles on problem scenarios.
- Explore the various scenarios and advice along with students, highlighting key ideas and asking students to respond orally to the presented situations. Emphasize to students the importance of listening attentively in order to understand and to respond to the following questions:
 - What are the problems encountered by teens in these advice columns?
 - Do you agree with each piece of advice? Why or why not?
 - How would you have handled the problem? What could he or she have done differently?
 - How can an embarrassing moment be a learning situation for others?
 - Have you ever had an embarrassing moment that you wish to share? (**DE**)
- Discuss the idiom “putting yourself in someone else’s shoes,” relating it to the French equivalent of “se mettre à la place de quelqu’un”, and the expression “to walk a mile in somebody’s shoes.” Explain the word “empathy” and relate the idiomatic expressions to the term.

- Solicit student examples from texts or media previously seen in Units 1 and 2 where empathy is present.
- Give examples, with reference to the above articles or advice columns, of the need to feel empathy before attempting to give advice. Suggested prompts:
 - Have you ever been in an embarrassing situation similar to the one in the text?
 - Why was the girl so embarrassed?
 - How do you think her “crush” felt? What did he think?
 - What advice could you have given her “on the spot”? Later in the day?
 - How can a different point of view change the perspective on a problem or conflict?
- Have students, in pairs or groups, read an article on self-improvement (e.g., Consulted September 22, 2004 - “How to Win friends and Influence People”, www.westegg.com/unmaintained/carnegie/win-friends.html).
- Instruct students to explain in their own words the main and secondary ideas in the chosen article. Suggested questions:
 - What did you learn?
 - What problem is presented?
 - What advice or tips does the author suggest?
- Have students present their findings on relationships in a brief informal oral presentation.

TEACHING/LEARNING STRATEGIES

BLOCK 1: READING FOR INFORMATION

Explanation/Modelling

- Read out loud a sample letter from a teen magazine and model the process of identifying the main ideas in the problem and the solution, and of determining whether or not the advice given is valid.
- Model strategies for reading non-fiction or informational texts. Suggested strategies:
 - using visual cues and features of texts (e.g., font, capitalization, bulleting, punctuation of texts, illustrations, framing, diagrams, charts) to locate specific information;
 - highlighting factual information such as dates and names of people and places;
 - using divisions in text and paragraph structure to locate main ideas, since main ideas are usually stated at the beginning of a text or paragraph and often repeated at the end;
 - paraphrasing or rephrasing an idea in your own words;
 - interrupting reading to make connections with your own experience;
 - interrupting reading to mentally review what you have read.
- Explain the link between tone, punctuation, and feelings, rereading specific passages in the chosen letter.
- Think out loud as you read the advice column to identify the pros and cons of the advice provided. Model the process by noting main ideas on the board or overhead in a pro/con chart.
- Explain basic strategies used for problem-solving and conflict resolution (e.g., mediation, compromise, considering various options).

Teacher-directed Practice

- Ask students whether they agree or disagree with the advice given in the advice column that was presented for modelling purposes; have students justify their opinion, reminding them to give consideration to opposite points of view.
- Read along with students an informational text or article that presents advice on building relationships. Suggested article (Consulted September 22, 2004): “7 steps to effective apologies” by Jennifer Melo, www.homemakers.com/.
- Have students explain the main ideas and information found in the above informational text, stating whether they agree or disagree with the presented ideas. Suggested questions:
 - Which guidelines do you find most relevant or useful? Why?
 - How are the specific steps or guidelines formatted (e.g., numbers, bullets, titles)?
 - Does the author state his/her sources for their condensed information?
 - Does the author quote expert advice in his/her informational text or advice?
 - Which strategy for problem-solving and conflict resolution (e.g., mediation, compromise, considering various options) is found in the text?
 - How is empathy important when apologizing?
- Have students, in a class activity, identify visual cues and features of texts (e.g., font, capitalization, bulleting, punctuation of texts, illustrations, framing, diagrams, charts) as they locate specific information in the selected article.
- Brainstorm, along with students, a list of various teen problems that can come up in their lives. Possible responses: stress resulting from school work; coping with parental rules; ending a relationship with a close friend; saying no to the consumption of drugs, alcohol, or tobacco; being part of a crowd.
- Ask students questions to solicit oral advice they might give in the following situations: What would you do if...
 - your friend suddenly stopped eating and was losing weight?
 - your friend was always late and sleeping at his/her desk?
 - your friend told you that he or she was experimenting with illegal drugs?
 - a friend told you he/she was depressed? suicidal?
 - you saw your friend being verbally abused by his/her boy/girlfriend?
 - a friend was a victim of bullying?
- Present a video excerpt from a talk show or media text (e.g., *Dr. Phil*, *Oprah*, *Maury Povich*) on lifestyles and self-improvement.
- For **Reflective Practice**, have students discuss the validity of the advice presented in the talk show as they relate it to their personal experience and knowledge; have students explain the ways in which the advice is similar to or different from the advice provided in the previously read articles and advice columns.

Individualized Practice

- Have students find two advice columns by skimming newspapers, magazines, and/or Web sites.
- Instruct students to read and highlight in each of their selections:
 - the main idea or problem;
 - the main idea or solution;
 - the similarities and differences in the two columns;

- basic features of text (e.g., font, framing illustrations, capitalization of words and punctuation of texts).
- Instruct students to summarize the main ideas in a few sentences and to predict the person’s response to conflict in each of the texts under study; students share their notes on their selected columns in a group or class activity.
- Provide students with feedback on the accuracy, completeness, and clarity of their responses; give students the opportunity to informally debate the validity of the advice provided. **(FE)**

BLOCK 2: DEAR PARENTS

- For **Reflective Practice**, ask students questions to solicit oral advice they might give in the following scenarios:
 - How would you react if your parents disagreed with your choice of friends?
 - What if your parents forbid you to fall in love or have a crush on someone?
 - What if your parents prevent you from going out past 8:00 in the evening?
 - What if your parents think that a young adult should marry only someone of the same culture, race, and/or religion?
 - Should you always obey your parents? Why or why not?
 - Are there any family traditions or rules that you find outdated? Why?

Explanation/Modelling

- Apply the following steps of a writing process to model the process of giving advice in response to one or two of the listed scenarios or problems:
 - identifying the problem and explaining it in own words;
 - listing possible causes of the selected problem;
 - listing possible effects or consequences of the selected problem;
 - brainstorming possible solutions to the problem;
 - assessing the solutions and selecting the best one(s);
 - formulating at least two or three possible pieces of advice for the person with the selected problem.
- Model the process for applying reading strategies and problem-solving techniques to answer questions on a text when the words and point of the question are unclear. Suggested process:
 - rereading for textual cues (e.g., punctuation, order, and placement of words);
 - highlighting keywords (e.g., a name, an interrogative word, a literary element, a title);
 - highlighting the action verbs in the question (e.g., discuss, explain, list, define);
 - noting words that have French equivalents;
 - finding possible synonyms or alternate words;
 - using print and electronic resources to check definitions;
 - jotting down ideas in point form as the question becomes clearer.
- Think out loud as you apply the above strategies and techniques to answer sample questions presented on the board or overhead.

Teacher-directed Practice

- Make the connection between the introductory scenarios and the next short story, emphasizing the link between culture and relationships.

- Have students take turns reading passages from a short story on culture and relationships (e.g., “How We Met” by Kristin Rushowy in *Elements of English 9*, p. 107-109).
- Ask students to predict the characters’ response to conflict in the text under study; have students give examples of family values, rules, or traditions that have an impact on their relationships at home and at school, with friends and with family members.
- Review with students the cooperative roles and tasks explained in **Activity 1.4**.
- Have students explain, in a class activity, the scenario presented in the selected short story by answering questions orally. Have students apply reading strategies modelled above. Suggested questions:
 - What is the main problem in the story?
 - What is the cause of the problem?
 - Which problem-solving and conflict resolution (e.g., mediation, compromise, considering various options) strategy would be most useful in this case?
 - What advice would you give someone who is faced with a similar problem?
- Have students note the similarities and differences in their responses and views, reminding them to show consideration for differing points of view and values.

BLOCK 3: THE LETTER OF ADVICE

Explanation/Modelling

- Select a teenage problem (e.g., abuse, bullying, breakups, racism, parental expectations and peer pressure, social conventions) to model writing the letter of advice.
- **Review** with students the “sandwich” method and the steps of a writing process, with reference to their previous journal entries.
- Brainstorm possible solutions out loud, highlighting the problem and listing possible solutions (e.g., write two to three possible solutions).
- Draft, revise, and write the letter of advice, using the board or an overhead.
- Use an overhead or a handout to explain and model ways to give advice in the form of dos and don’ts:

<p>DO</p> <ul style="list-style-type: none"> – use the technique of Stop, Start, Continue; – use constructive criticism through positive language; – use encouraging words and be courteous; – use a friendly tone and informal language; – say “Thank you.” <p>DON’T</p> <ul style="list-style-type: none"> – use swear words; – point the finger; – insult; – make sarcastic jokes about the person to whom you are giving feedback.

- Reread the model letter of advice, using a checklist (that has been distributed to students) to check the following elements:
 - salutation (e.g., Dear..., Please Help) and signature (e.g., Sincerely, Conflicted in...);
 - a question asking for advice regarding a specific problem;
 - a response to the problem consisting of the following:
 - an opening sentence stating the problem;
 - two possible strategies or solutions to deal with the problem;
 - a conclusion ending with a note of encouragement;
 - informal language, non-threatening vocabulary, courtesy;
 - empathy, consideration of the other person’s point of view.
- Explain to students the reasons why they should use appropriate language and usage according to context. Suggested reasons:
 - Language is a tool of communication (e.g., the right tool must be used at all times; specific tools (words) are associated with a specific job or person).
 - When there are no visuals (e.g., pictures, images) to communicate information, language (written or spoken) becomes the only form of communication.
 - Language helps you understand what is going on in the world around you (e.g., you can communicate with others, it connects you with others and your occupation); language can assist you in solving problems.
 - Language helps you to make better choices in life, to think, and to build on what you learn daily.
- Model and explain the use of the imperative form of verbs and correct language and usage (e.g., using appropriate level of language; avoiding slang, insults, and sexist language).
- Think out loud, providing examples of situations when appropriate language and usage are required. Suggested questions:
 - Would I say this to my boss? Why not? How do I know that?
 - What could happen if I use inappropriate language in the presence of an employer? of a teacher?
 - What does the use of appropriate language say about me as an individual?
 - Why can a sexist joke hurt a person?
 - How can some forms of language be inappropriate in more than one circumstance?

Teacher-directed Practice

- Read along with students **Appendix 2.3.1: Frankly, François**, noting the italicized vocabulary in the letter; remind students to pay attention to tone, punctuation, and pronunciation as they read out loud, and encourage them to read with feeling.
- Have students, in pairs, list the italicized words/expressions in alphabetical order as they complete the following task:
 - rereading the sentence where the words or expressions are found;
 - explaining orally, in their own words, what they think the words and expressions mean;
 - listing idioms in their Vocabulary Log and providing synonymous words or expressions.
- Correct the exercise on idioms with students. **(FE)**
- Relate François’s letter to students’ own experience: Instruct students to check their school agenda for rules regarding cheating and have students discuss school rules and regulations:
 - Have you ever faced a similar situation (e.g., cheating or dishonesty)?

- Is cheating a problem in schools?
- Why do people cheat?
- Are the rules regarding cheating too strict? not strict enough? Why?
- What would you do if your friend asked you to cheat for him/her?
- What is most important to you: your friends, your reputation, or your grades? Explain why.
- Have students answer orally, using complete sentences, the following comprehension questions on “Frankly François’s” letter:
 - What specific problems or conflicts are described in this letter?
 - What predictions can you make about François’s classmates and their reactions to his problem and their conflict?
 - What is your opinion of François’s classmates? of his teacher? of François?
 - Why do you think he reacted this way?
 - Do you think he has spoken to his parents about this? Why? Why not?
 - Can you predict how his parents will react?
 - Do you think there is another reason François would not report the cheating incident to the teacher?
- Have students work in groups to outline in point form some advice to help François with one or more of his problems; students informally present and discuss the pros and cons of their advice in a class activity.
- Give students feedback on their advice, with reference to the checklist of elements. (FE)

Individualized Practice

- Instruct students to complete a practice exercise requiring them to identify the language level of various descriptive terms. Sample exercise:

Language Practice

Arrange the following groups of words in sequence from the most informal to the most formal level of language.

a) intelligent, brainiac, smart, clever, sagacious
 answer: 1. brainiac 2. clever 3. smart 4. intelligent 5. sagacious

b) angry, irate, annoyed, mad, ticked off
 answer: 1. ticked off 2. mad 3. angry 4. annoyed 5. irate

- For homework, have students write, in a confidential journal entry, a letter about a personal problem addressed to “Dear Problem Solvers”.
- Have students use the checklist of elements to revise their letter; have students work in pairs to proofread their letter with attention to the following elements of language and usage:
 - use of punctuation, capitals, and verbs;
 - avoidance of spelling errors;
 - use of complete sentences;
 - use of appropriate language;
 - use of paragraph structure;
 - use of descriptive terms.
- Instruct students to hand in their letter for formative assessment.

Teacher-directed Practice

- Correct with students the previous task on levels of language and have them place the corrected work in their Learning Log. (FE)
- Assess students’ “Dear Problem Solvers” letter according to the previously listed criteria. (FE)
- Select one or two letters and remove all personal and recognizable content, verifying for appropriateness and relevance of content, in preparation for the **Individualized Practice** that follows.

Individualized Practice

- Instruct students to respond to one of the anonymous problems (or one of the problems presented during the course of this activity), using the following process:
 - brainstorming possible solutions to the problem;
 - deciding on a solution and outlining its steps in a logical sequence;
 - drafting the letter;
 - applying at least one problem-solving strategy (e.g., mediation, compromise, considering various options);
 - using effective and proper language (e.g., showing appreciation for something, saying thank you, complimenting on an achievement, finding a strength in someone, being positive, using courteous language, avoiding slang and idioms);
 - conferencing with a peer or teacher as they reread their draft and correct errors in spelling and usage;
 - writing the final letter of advice and submitting it for formative assessment. (FE)
- Remind students to insert their assessed letter of advice into their Writing Folder in preparation for the summative assessment task at the end of this activity.

BLOCK 4: IT’S YOUR CALL!

Explanation/Modelling

- Present an issue such as child care, and more specifically child abuse, in preparation for the reading of a short story on this issue (e.g., “How to Tell Renata” by Linda Holeman, in *Sightlines* 9, p. 119-130) by asking a **reflection** question (e.g., If you suspect that the child you are babysitting has been abused, what should you do?).
- Brainstorm out loud a few responses to the above question.
- Begin to read the selected story out loud, applying the reading strategies explained in **Activity 1.1** to make inferences and to note characters’ emotions. (Since this is a rather long story, begin reading the story at the top of page 120, “The problem is that Renata...”).
- Stop reading the story (stopping possibly at “... today was the day I had to do it.” (p. 122).

Teacher-directed Practice

- Have students respond orally to the first passages of the selected story by:
 - predicting the various characters’ responses to the conflicts and problems in the text under study;
 - predicting the outcome of the story;
 - making connections between their own experience and those of the characters in the story;
 - listing the choices or options facing the characters;
 - explaining what advice they would give to help the characters deal with the problem.

- Have students take turns reading out loud passages from the rest of the story, in a class or group activity.
- Discuss the outcome of the story with students. Suggested prompt: To what extent did the characters handle the problem well (or not) according to them? Why?
- Ask students questions about their experiences in supervising children, babysitting, and/or doing volunteer work at a daycare.
- For **Reflective Practice**, have students make connections with their own babysitting experiences by answering oral questions on problem-solving scenarios they might face when babysitting or supervising children. Suggested questions: What would you do if...
 - the fire alarm went off once the child was in bed?
 - there was an electrical shutdown while you were on the job?
 - the child fell and was crying in pain?
 - there were unannounced visitors while you were babysitting?
- Begin reading with students a short story which focuses on the relationship between a teenager and children (e.g., “Babysitting Helen” by Kathy Stinson in *Crossroads*, p. 300-306).
- **Review** orally the concept of theme as it relates to the short story. Suggested prompts:
 - What is ageism? Give an example of ageism.
 - What connection can you make between real-life attitudes towards the elderly and the character in this story?
 - Why are people sometimes prejudiced towards the handicapped?
 - According to you, are most teenagers prejudiced towards the elderly? Why?
 - Do you know any older persons like Helen? different from Helen?

Individualized Practice

- Have students make a point form list of the advice they could have given the main character (Trish) at the beginning of the selected story.
- Have students finish reading the selected short story; students then explain in a few sentences the reason why they would or would not change their advice in the light of the story’s ending.
- Have students work individually or in pairs to answer questions on the selected story. Suggested questions:
 - Do you think Trish’s mother had the right to book her babysitting services?
 - What was the most difficult thing for Trish to do in this story?
 - Were you surprised by the twist? Why?
 - How has Trish grown as a character at the end of the story?
 - What elements in the story show Trish’s anger at the beginning?
 - What words indicate a change in Trish’s emotions at the end?
- Have students share their answers in a group or class activity; give oral feedback on answers to questions, noting those which are clear, accurate, and well formulated. (FE)

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- brainstorm, along with students, a list of conflicts experienced by one of the characters from a short story, scenario, or column read in this unit; have students write in chart form the main information for each topic and a possible solution to the conflict or problem:

Character and Short Story	Description of Problem	Advice
François in "Frankly, François"	<ul style="list-style-type: none"> – Other students hate him and tease him. – He is aware of their cheating on the exam. 	<ul style="list-style-type: none"> – Try approaching the teacher with the facts and history of the problem. – Ask for extra help in math. – Ask to retake the test.

Review

To ensure students' retention of previously learned knowledge and skills:

- review with students the techniques for solving different problems and conflicts (e.g., mediation, compromise, considering various options);
- review with students various spelling patterns and proofreading strategies outlined in Units 1 and 2 by having them complete a crossword puzzle on contractions and on the present, past, and past participle of common verbs;
- review with students the steps of a writing process as explained in **Activity 1.2**: list the steps (on an overhead or on the board) in the wrong order and ask students to (a) sequence them chronologically and (b) to explain in their own words what writing task occurs at each step.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- have students reread previously assessed written texts in their Writing Folder, checking that they include the element of the basic paragraph, with reference to the sandwich method;
- review the steps of the reading process as used in Block 3 and Block 4, with reference to the letter of advice.

Evaluation

The suggested assessment consists in the production of a well-structured letter of advice in which students convey their opinions and advice, focusing on an unresolved problem. It is suggested that the problem presented be authentic: students read and respond to a letter by a teenager requesting advice that the teacher has selected (from a local newspaper, teen magazine, or Web site).

Assess students' letter of advice according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge of proper advice letter form and structure;
 - demonstrate understanding of the purpose of the advice column;
 - demonstrate understanding of the problem presented in selected text.
- Thinking
 - apply thinking skills to identify a problem and to propose a solution, focusing on problem-solving skills as they apply to the letter of advice.

- Communication
 - clearly formulate and express a solution to the conflict/problem;
 - communicate opinions using an appropriate level of language;
 - sequence ideas logically in a well-structured paragraph;
 - use correct spelling, complete sentences, main verb tenses, and regular/irregular verbs.
- Application
 - use reading strategies to understand and respond to a short informational text on relationships;
 - apply brainstorming, drafting, and proofreading strategies during the writing process;
 - make connections between texts under study and personal experience.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students compare their advice with a peer's and give/receive feedback on the other's views.
- Present to students the advice published in the selected newspaper, magazine or Web site from which the advice column originated; have students note ways in which their texts are similar to and/or different from this advice.

Extension

- Have students write a letter of advice column in the school newspaper or Web site.
- Have students select and explain a proverb or famous saying (e.g., a quotation from Brainy Quotes Web site (Consulted September 21, 2004) at www.brainyquote.com/quotes/authors/d/dale_carnegie.html; students pick a quotation to explain in their own words, relating it to the problems discussed in this activity.
- Have students, in pairs, role-play a talk show interview that focuses on a personal problem or self-improvement.

Frankly, François

Dear Miss Knowing,

I am a fourteen year old *guy*. I am a Grade 9 student at Queensway High School. I've been at this new school for a little over a semester. The first semester was awful. I had trouble making friends because everyone thinks I am a *loser* and that I'm too *nerdy* to *hang* with them. It is true that I always try my best and study hard; I want to get good grades and get a good paying job when I finish Grade 12. Let me tell you why I have had such a miserable time.

It started with our first homework assignment. After hearing about my previous good grades (I told them about my other school), my classmates began asking if they could look at my homework. I told them, "NO"! And "Don't ask me again." I had worked *like a nut* on the homework and I wasn't going to let them have it for free. Then came the first big quiz. I'm sure the *chick* next to me copied the answers from my quiz 'cause she's got *the four eyes* look but doesn't show it in her grades. I got in trouble with the teacher because the two of us had the exact same answers! The teacher wouldn't believe my explanation. I had problems like this all semester. Then came *the final straw*.

Our Math teacher warned us that *the mid-term exam would be a killer!* I hate studying and I hate math even more but I *studied my hardest* anyways. After class, the day before the mid-term exam, someone told me that someone had *jacked* the answers from the teacher. He wanted to know if I wanted a copy of the answers. I was so angry at him! He *got on my case real hard* and *made fun* of me in front of all the other students. The day of the exam, I did my best but it was *hard as heck!* I was the last student to leave the classroom. You can imagine my shock when a week later the teacher *dropped the bomb*: the results were in and I had the lowest grade in the class!

At first, I really wanted to *blab* to the teacher, but then I remembered he hadn't believed me the first time and how *he was in my face* about the supposed cheating. It gets *on my nerves* that cheating is being rewarded and that *they got away with it*. Ever since that time my classmates have *dissed* me and avoided me. They call me *goody-goody*, *nerd face* and *laugh their heads off*. What a *crappy* life I lead at Queensway High School. Help!

Frankly,

François

The Roles People Play

Description

Time: 7 hours

In this activity, students:

- interpret literary and media texts in the form of dialogue and scripts on the theme of building relationships;
- develop communication skills and apply knowledge of elements of drama by role-playing scenarios on conflict;
- apply knowledge of features of scripts and of elements of plot, character, theme, and conflict to read and write dialogue.

Strands and Expectations

Strands: Living Responsibly, Building Relationships

Overall Expectations: EAE1L-LR-LS.OE
EAE1L-BR-SpList.OE
EAE1L-BR-RS.OE
EAE1L-BR-WS.OE
EAE1L-BR-LS.OE

Specific Expectations: EAE1L-LR-LS.2.4
EAE1L-BR-SpList.1.1 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 3 - 4.1 - 4.2 - 4.3 - 5 - 6
EAE1L-BR-RS.1.1 - 1.2 - 1.6 - 2.1 - 2.2 - 2.3 - 2.5 - 2.6 - 2.9 - 3
EAE1L-BR-WS.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 3
EAE1L-BR-LS.1.1 - 1.3 - 1.4 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6

Planning Notes

The teacher will prepare the following resources and/or material:

- an overhead or student copies of the sample letter “Dear Letme Helpyou”;
- a selection of cartoons representing a conflict between characters with blank dialogue bubbles for use in Block 1;
- selected comic strips from current newspapers or electronic sources. Suggested sites (Consulted September 22, 2004):
 - Comics - www.comics.com/basic/home.do;
 - User Friendly - <http://ars.userfriendly.org/cartoons/?id=20040922>;
 - General Protection Fault - www.gpf-comics.com/;
 - Dilbert - www.dilbert.com/basic/home.do?comicId=107.
- a segment of a taped interview (e.g., *Oprah*, *Mike Bullard*, *Vicky Gabereau*, *The View*) and of a television comedy show (e.g., *Everybody Loves Raymond*, *Raven*, *Will and Grace*, *Royal Canadian Air Farce*), and necessary audiovisual equipment.
- copies of **Appendix 2.4.1: Funny that You Say that!** for homonym practice;
- practice exercises on personal pronouns and the use of comparatives and superlatives;

- short plays and excerpts of scripts (e.g., “Odd Jobs” by Frank Moher in *Language and Writing 9*, p. 48-52; “The Last Leaf” in *Crossroads 9*, p. 283; “The Open Window,” “The Brute,” “The Fighting Days,” or “The Trouble With Tribbles” in *Sightlines 9*; (Consulted September 22, 2004); *Scripts For Schools, 10 things I Hate about You* by Karen McCullah Lutz and Kirsten Smith - <http://scriptsforschools.com>;
- oral questions on elements of drama and features of scripts;
- evaluation grids for the formative assessment of students’ comic strips and role-playing activities.

Prerequisites

Before beginning this activity, students should be able:

- to understand the basic elements of plot, character, theme, and conflict in the short story;
- to recognize the appropriateness of various levels of language in own written texts and dialogues;
- to understand the main ways feelings are conveyed in conversations and dialogue;
- to apply group skills and communication techniques to prepare an informal oral presentation.

Activity Instructions

CONTEXTUALIZATION

- Have students improvise a dialogue on one of the themes suggested below; students present their skits to their peers in a two-minute informal diagnostic assessment:
 - A person lies to you.
 - A friend talks behind your back.
 - A friend suddenly starts avoiding you.
 - A family member borrows something from you and won’t return it.
 - A coworker switches your shift behind your back for a better one.
 - You feel a lazy coworker is not working as hard as you. (DE)
- Explain to students that this activity will focus on reading, viewing, and producing dialogue and scripts. Have students consider the possible root words and etymology of the prefixes in “dialogue” and “monologue” and the words “script” and “scenario.” Define each word, relating it to different situations and purposes in everyday life such as the following:
 - dialogues in telephone and cellular phone conversations;
 - live electronic or Internet chat sessions and forums;
 - everyday conversations at home, school, and work;
 - internal conversation, as in prayer, daydreaming, meditating or personal diary;
 - written conversations such as e-mail, a diary, or journal entries at school.

TEACHING/LEARNING STRATEGIES

BLOCK 1: DIALOGUE IN COMIC STRIPS

Explanation/Modelling

- Present to students a comic strip from a newspaper, focusing on conflict and on the verbal and non-verbal humour. Explain to students that comic strips are a form of humorous dialogue or script, with

characters speaking directly to each other in a snapshot of time and that comic strips can also reveal character and present a deeper meaning or a serious conflict.

- Think out loud, explaining to students that comic strip dialogue is humorous, short, and to the point. Focus on elements of character, plot, and theme found in selected comic strips.
- To model the creation of comic strip dialogue, draw stick characters and comic strip bubbles, and write sentences of dialogue between two or more characters from one of the short stories under study in this unit (or use a blank comic strip where the dialogue bubbles have been “whited-out”). Focus on the following aspects of dialogue:
 - basic sentence punctuation and direct speech punctuation;
 - word choice and idioms;
 - precision and elimination of unnecessary words;
 - capitalization and font;
 - contractions and homonyms.
- Reread the completed comic strip to students, using appropriate intonation, pauses, and emphasis.
- Model the use of the superlative forms of adverbs and adjectives to express opinions and make comparative judgements; write various examples on the board or on an overhead, emphasizing spelling changes (e.g., y changes to i) and irregular spelling patterns in adverbs and adjectives. Suggested examples:
 - good/better/best (adjective)
 - happy/happier/happiest (adjective)
 - funny/funnier/funniest (adjective)
 - slowly/more slowly/most slowly (adverb)
 - carefully/more carefully/most carefully (adverb).

Teacher-directed Practice

- Explain the concept of direct speech; reflect on the fact that in a comic strip, dialogue, or script, direct speech can be punctuated differently:
 - comic strip: basic sentence punctuation, no quotation marks, direct speech inside the “bubble”;
 - dialogue: basic sentence punctuation, quotation marks before and after direct speech, line/paragraph change and dash before change of speaker;
 - script: basic sentence punctuation, no use of punctuation, character name with colon indicates character’s direct speech;
 - elements of language and usage (e.g., idioms, spelling errors or inconsistencies, level of language used, descriptive language, use of personal pronouns, regular and irregular verb tenses).
- Have students examine dialogue more closely; read along with students a selection of comic strips (e.g., “Zits” by J. Scott and J. Borgman in *Crossroads* 9, p. 54), asking students to explain what makes the comic strips funny and what inferences they can make about the characters and the artist’s intent.
- Provide students, in pairs or groups, with a variety of comic strips in which the dialogue bubbles are blank; have them fill in the dialogue.
- Have students informally present their comic strips; give feedback on students’ comics with a focus on the elements of language and dialogue. **(FE)**

- Read along with students the sample letter “Dear Letme Helpyou,” and highlight the following elements of language and usage: idioms, spelling errors, level of language used, descriptive language, personal pronouns, and regular and irregular verb tenses.

Dear Letme Helpyou,

My family moved to a new home about six months ago, and I haven't redecorated my new room - the walls are covered in Winnie-the-Pooh decals and wallpaper! Yuck! My parents have told me that if I want to change the decor, I'll have to pay for it myself!

I have a few hundred bucks saved up from babysitting, but they always tell me that cash should be used for college and not to be spendthrift! I think they should pay for the room's redeco job because they bought this house and put me in this room. My other room was way smaller but it was beautiful! Anyways, we had this huge argument Saturday morning before dance class, standing right here in the middle of my “baby” room! I ended up yelling and telling them to get out of MY room and all kinds of things I can't say in this letter.

So they left the room, quietly closing the door after saying all kinds of blah blah about responsibility and how they have no cash since the big move and being patient and whatever. Mom and Dad can be so stubborn and inconsiderate sometimes! They also said we would have a discussion when I've calmed down which is going to be NEVER! I know I'm absolutely right in this, but I need to hear you say so. Basically, I want you to tell my parents that I'm right in this situation.

Sincerely,

Winnifred

- Ask students questions on the possible transformation of the family's argument into a parent-child dialogue. Suggested questions:
 - Why do you think Winnifred hates her room so much?
 - What do you think is Winnifred's nickname? Might this have an impact on her self-image?
 - What would be a good setting for a script of this family's discussion? Why?
 - Why does Winnifred think she is right?
 - Are her parents justified in thinking she should pay for her redecorating?
 - Can you predict Winnifred's or her parents' responses to the conflict?
 - With which point of view do you most agree? Why?
 - Which type of problem-solving and conflict resolution (e.g., mediation, compromise, considering various options) strategy would be most effective in this particular case?
- In pairs, have students draw a cartoon strip of a possible dialogue between the daughter, Winnifred, and her parents.
- Ask students to present their cartoon strip to their peers in a group or class activity, and then to display their cartoons in the classroom.

- Assess students’ dialogue and comic strips for formative purposes with a focus on:
 - basic sentence punctuation and capitalization;
 - visual depiction of characters;
 - sequence of Blocks in the strip;
 - appropriate word choice and idioms;
 - the feelings of the characters;
 - direct speech inside the “bubbles.” (FE)

Individualized Practice

- Distribute **Appendix 2.4.1: Funny that You Say that!** (exercise on homonyms); read out loud with students the first five sentences as practice; focus on homonyms and their importance in written dialogue, and **review** with students previous notes and exercises on homonyms in Unit 1.
- Have students complete **Appendix 2.4.1: Funny that You Say that!** individually or in pairs; correct the exercise in class with students. (FE)
- Have students insert the corrected exercise into their Learning Log.
- Have students assume the point of view of Winnifred’s father or mother; students prepare an oral response to Winnifred’s letter and share their response with their peers in a group or class activity.

BLOCK 2: FOCUS ON HUMOUR AND CONFLICT

Explanation/Modelling

- Present an excerpt of a comedy TV show (e.g., *Everybody Loves Raymond*, *Raven*, *Will and Grace*, *Royal Canadian Air Farce*), asking students to note two or three incidents of conflict and humour.
- Think out loud about the conflicts presented in the selected comedy, focusing on the techniques and communication skills that might be used to resolve these conflicts:
 - the humorous ways conflict is conveyed and resolved;
 - how one conflict resolution strategy (e.g., mediation, compromise, considering various options) is sometimes better than another;
 - the use of tone, exaggeration, facial expression, and gestures to convey feelings;
 - the types of sentences and level of language used by the characters;
 - examples and/or counter-examples of active listening;
 - examples and/or counter-examples of praise or positive communication.
- Model the use of personal pronouns (e.g., objective and subjective cases: after prepositions, before verbs, after verbs) in oral and written communication; refer to selected passages from dialogues and plays under study in this activity.
- Explain that the correct use of personal pronouns is important for effective communication (e.g., avoiding pointing and using the accusatory “you” when in a discussion or dispute, using “I” statements to express emotions rather than generalizing in the second or third person).

Teacher-directed Practice

- Have students complete, in a class activity, various practice exercises on pronouns and the comparative and superlative forms.

- Present a list of scenarios consisting of conflicts created by the absence of communication skills.
Suggested scenarios for role-playing:
 - a disagreement with a parent;
 - a fight with a sibling;
 - a problem with a co-worker, manager, or customer;
 - a disagreement with a teacher;
 - a disagreement with a friend.
- Have students, in groups, resolve the selected conflict by:
 - deciding which strategy for the resolution of conflict would be better;
 - selecting one or more appropriate communication skills (e.g., active listening, praise, positive communication, appropriate levels of speech, taking turns, being courteous, gestures);
 - brainstorming and outlining the scenario;
 - role-playing the scenario.
- For **Reflective Practice** discuss each presentation with students by asking questions such as the following:
 - What was the main conflict?
 - What was the cause of the breakdown in communication?
 - Which communication skill was used to rectify the situation?
 - How could the outcome have been different?
 - Do the scenarios reflect reality? Why or why not?
- Give feedback on the scenarios presented, focusing on students’ oral communication skills and the following criteria:
 - using appropriate level of language;
 - sequencing dialogue logically;
 - adapting speed and intonation according to purpose and type of dialogue;
 - using correct pronunciation;
 - using appropriate tempo, volume, and inflection. (FE)
- For **Reflective Practice**, instruct students to note the strengths and weaknesses of their scenarios and speaking skills, as well as possible strategies for improvement; students insert their formative evaluation and self-assessment into their Writing Folder in preparation for **Activity 2.5**.

BLOCK 3: READING AND ROLE-PLAYING

Explanation/Modelling

- Model reading a few short dramatic excerpts of dialogues and/or scripts (e.g., excerpts from “Chagall” by Rick McNair in *Literature and Media 9*, p. 204-222; from “Weird Kid” by Rex Deverell in *Literature and Media 9*, p. 259-283);
- Using the title and words from the text under study (e.g., “Weird Kid” by Rex Deverell), note the following elements of phonics and spelling:
 - silent letters and vowel sounds (e.g., *ie/ei, i*);
 - double consonants;
 - similar spelling of English words.

- Model the strategies for reading and pronouncing an unfamiliar word. Suggested strategies:
 - examining the word’s place (e.g., before or after a verb or an article) in the sentence;
 - looking at the word’s context (e.g., words whose meaning you understand that are placed close to the unfamiliar word);
 - breaking the word down into fragments or syllables;
 - examining the word’s spelling for a familiar sound pattern (e.g., “i” before “e”, except after “c”, doubled consonants, verb endings such as “ing” or “ed”);
 - thinking of a synonym for the word and/or its French equivalent;
 - leaving a blank for the unfamiliar word, and then rereading the sentence and attempting to pronounce the word;
 - reading only the vowel sounds in the word, then only the consonant sounds, and then blending the two.
- Model the following oral communication skills as you read out loud a selected script:
 - expressing emotion and understanding of character;
 - adapting speed and intonation according to the purpose and type of dialogue;
 - using correct pronunciation;
 - observing punctuation for pauses and inflections.
- Model the process of reading a script, demonstrating the following steps:
 - making predictions by looking at the script’s title, characters, subheadings, stage directions, and any pictures included before the dialogue or script;
 - making inferences about the characters’ feelings and reactions;
 - predicting characters’ responses to conflicts and problems;
 - summarizing what happens in the script in own words; asking questions about the script;
 - noting words that may need defining and using textual cues to clarify meaning;
 - thinking of similar experiences you may have had and noting characters’ traits, emotions, and actions.
- Point out features of dialogue or script that indicate to the reader who is speaking and what he/she is doing or feeling (e.g., characters’ names, font, punctuation, dashes).

Teacher-directed Practice

- Have students take turns assuming a role to read out loud a short play or script (e.g., “Odd Jobs” by Frank Moher in *Language and Writing 9*, p. 48-52); have students apply the modelled reading strategies and oral communication skills as they read out loud.
- Interrupt the reading of the script to have students predict characters’ responses to conflicts and problems.
- Ask oral questions to verify students’ understanding of the script and to review literary elements. Suggested questions:
 - What conflict(s) is/are found in this script? How are these conflicts resolved?
 - How are the events and characters similar to those in the television show and scripts presented previously in this activity?
 - What is the setting for the script?
 - What is the significance of the title?
 - What is the theme of the play or script?
 - Find two stage directions in the script. Why are these instructions necessary?

- Which actions and words tell you something about the character?
 - To which parts of the script can you relate?
 - What emotions are conveyed in the script?
 - Could you suggest an alternate ending for this script?
- Once students have finished reading the selected script, list the features of format found in the script, focusing on the following elements:
 - an interesting title and author’s name;
 - dramatic terms that are new to students;
 - a brief description of the setting (time and place);
 - a list of characters, including brief background information;
 - stage directions (usually in italics and/or parentheses);
 - brief back and forth dialogue preceded by capitalized names of characters (usually in bold print) and a colon before their speech.

Individualized/Group Practice

- Have students, in pairs, apply reading strategies and oral communication skills to present a prepared reading of a selected dialogue or script.
- Have students read out loud sections of the text under study, demonstrating understanding of meaning and purpose (e.g., to amuse, to instruct or inform, to convey an emotion of fear, relief or enjoyment).
- Have students summarize orally the main events of their selected dialogue or script in a few sentences.
- Give students feedback on their oral readings of the dialogue or script with attention to the following reading skills:
 - expressing emotion and understanding of characters’ speech and points of view to convey emotions;
 - adapting speed and intonation according to purpose and type of dialogue;
 - using correct pronunciation, tempo, and volume;
 - observing punctuation for pauses and inflection. (FE)

BLOCK 4: HOW TO WRITE A SCRIPT

Explanation/Modelling

- Write a few lines of dialogue or introduction to a script, using characters from a previously read short story. Suggested text: a telephone conversation between Anne and Allan from “Loathe at First Sight” by Ellen Conford in *Literature and Media 9*, p. 21-26.
- Direct students’ attention to the format of the text, the sequence of ideas, the choice of words that convey emotions, and the elimination of comments and details that are not relevant.
- Explain and model the use of the script rule book, with reference to the sample script:

Rule Book:

1. A character’s name comes before his/her speech.
2. Names of characters should be capitalized to set them off from other text and to avoid being read or said out loud.
3. Stage directions (when necessary) are italicized and placed between parentheses.
4. Quotation marks are unnecessary.

5. Varying punctuation is an effective way of conveying emotion.
 6. Each time there is a new speaker, dialogue should start on a new line (e.g., no two speakers should be found in the same paragraph).
 7. Informal language is acceptable and more realistic.
- Have students copy the above rules in their Learning Log. Explain to students that for the summative assessment in **Activity 2.5**, they will be reading a short story and then, in groups, will be following these rules to write and present a short script as a sequel to this short story.

Teacher-directed Practice

- Have students, in cooperative groups, brainstorm an alternate ending or sequel to the selected script, in this case, “Odd Jobs” by Frank Moher in *Language and Writing 9*. Suggested prompts:
 - What predictions can you make about the characters’ responses to this conflict or problem?
 - Will Tim be convinced by his wife to go to Regina after all?
 - Will Mrs. Phipps call back to give him his job?
 - Will Tim react strongly to his firing by Mrs. Phipps?
- Have students present informally the outline of their sequel to the class; give feedback on students’ scenarios, having them note the elements which make the outcomes more interesting (or original), more dramatic, and more consistent with the rest of the script. (FE)
- Read with students the beginning of a script to point out how the rules of script writing are followed (or not). Suggested scripts: “The Last Leaf” in *Crossroads 9*, p. 283; “The Open Window,” “The Brute,” “The Fighting Days,” “The Trouble With Tribbles” in *Sightlines 9*.
- Point out dramatic terms, punctuation, and features of text in dialogue (e.g., exclamation marks, font, capital letters, quotation marks) as well as the emotions they convey (e.g., anger, happiness, fear, emphasis).

Individualized Practice

- Have students, in their Learning Log, make predictions about one of the characters in the selected script in response to the following prompt: If I were... (character in the play) I would say..., and I would (do this)... Have students share their predictions informally in a class discussion.
- Summarize the outcome of the play for students (or, time permitting, have students read the end of the play) so that students can compare their predicted outcomes with the real outcome of the play.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- present a segment of a taped interview (e.g., *Oprah*, *Dr. Phil*, *Mike Bullard*, *Vicky Gabereau*, *The View*) and have students note, in chart form, the various communication skills used by these professional interviewers. Suggested questions:
 - What makes talk show hosts like Oprah, Mike Bullard, and Vicky Gabereau such successes?
 - How do they get their guests to speak a little more about their life or problems?
 - What do they do to keep the audience interested?

Review

To ensure students' retention of previously learned knowledge and skills:

- provide students with a jumbled script or dialogue; have students play a group relay race to sequence the text in chronological order;
- review with students the concept of levels of language by having them identify slang words or expressions in Winnifred's letter; have students rewrite the slang words and expressions in standard English;
- use a chart to review with students the various types of sentences and corresponding end punctuation, reminding them to include these in their script.

Summative Assessment

Students will read a short story and then, in groups, will write and present a short script as a sequel to this short story for summative assessment purposes, in **Activity 2.5**.

Extension

- Have students write and present a dialogue or short script between Unit 1 novella characters (e.g., Tish and another character).
- Have students list effective and non-effective oral communication skills observed in the dialogues and scripts from this activity.
- Read with students the excerpt “Helen Keller and Anne Sullivan” on pages 294-297 of *Chicken Soup for the Teenage Soul: 101 Lessons of Life, Love, and Learning*; explaining to students that this is a story told by Helen Keller of her first meeting with Anne Sullivan, the teacher who showed her how to communicate despite her disabilities; have students note the consequences of her inability to communicate and the subsequent changes in her ability to relate to people.
- Instruct students to write a response letter “Dear Letme Helpyou,” using elements seen in **Activity 2.3** to offer advice to Winnifred.
- Present a video excerpt on conflict or an audio tape of a telephone conversation, with attention to elements of dialogue. Suggested viewing excerpts: *Scream*, *The Phone Booth*, *Cellular*; have students note various features of dialogue.
- Have students create and present a comic strip using one of the following writing prompts:
 - a comic strip created from the dialogue found in a short story or play read in this unit;
 - a comic strip representing a value that is important to relationships.

Funny that You Say that!

1. The dirty bandage was wound tightly around the wound.
2. The large garden was used to produce produce.
3. The dump was so polluted that it had to refuse more refuse.
4. We must polish the Polish silverware.
5. She could lead if she would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A plastic bass was placed inside the bass instrument.
9. When it heard the gunshot, the dove dove into the bushes.
10. The teacher did not object to the object for show and tell.
11. At the Olympic race, there was a row among the oarsmen about how to row.
12. The student was too close to the door to close it.
13. The buck, or male deer, does funny things when the does are present.
14. Walking along the street, a seamstress and a sewer fell down into a sewer line.
15. To help with Spring planting, the farmer taught his sow to sow.
16. The wind was too strong to wind the pool cover.
17. After the dentist gave me a number of injections, my jaw finally got number.
18. After seeing the tear in the convertible's hood, my mother shed a tear.
19. The investigators had to subject the subject to a series of questions.
20. How can I intimate this to my most intimate friend?

End of Unit Assessment Task – The 3R's of Reading, Writing, and Role-Playing

Description

Time: 3.5 hours

The **End of Unit Assessment Task 2.5** consists of the following:

- reading a short story on relationships and then writing and presenting orally and in groups a sequel to the selected short story in script form;
- Section One: Reading Skills (Questions on a selected short story) – Individual assessment;
- Section Two: Writing Skills (Sequel to a selected short story) – Group assessment;
- Section Three: Dramatic Presentation (Dramatization of sequel) – Individual assessment of speaking skills.

Strands and Expectations

Strand: Building Relationships

Overall Expectations: EAE1L-BR-SpList.OE
EAE1L-BR-RS.OE
EAE1L-BR-WS.OE
EAE1L-BR-LS.OE

Specific Expectations: EAE1L-BR-SpList.1.1 - 1.3 - 2.4 - 2.5 - 3 - 4.1 - 4.2 - 4.3 - 5 - 6
EAE1L-BR-RS.2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.9
EAE1L-BR-WS.1.1 - 1.3 - 1.4 - 2.1 - 2.2 - 3 - 4
EAE1L-BR-LS.2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6

Planning Notes

The teacher will prepare the following resources and/or material:

- *The Lion and the Mouse* fable, as seen in **Activity 2.1**;
- a short story on relationships (Suggested text: “Kath and Mouse” by Janet McNaughton in *Crossroads 9*, p. 62-67) and copies of prepared questions on the elements of the short story;
- copies of a revision checklist and of the achievement chart to hand out to students;
- a self-assessment checklist for follow-up exercises.

Process

Preparation

To prepare students for the summative assessment task:

- Have students read out loud dialogue from a short story or script in this unit, reviewing the following elements:
 - speed, volume, and intonation according to purpose and type of dialogue;
 - variations in punctuation and other features of dialogue or script (e.g., exclamation marks, font, use of capital letters, quotation marks) to read with appropriate tone, pauses, inflection, and intonation;
 - understanding of character’s speech and emotions;

- features of dialogue and script;
- format of a script.
- Use cue cards and the written text to review the reading process as seen in **Activity 2.4**.
- **Review** reading strategies and problem-solving techniques for understanding questions and unfamiliar words as explained in **Activity 2.3**.
- Remind students to avoid sentence fragments and to answer questions in complete sentences as explained in Unit 1.
- Have students read out loud a dialogue from a short story or parts of the script, adapting speed, tone, and voice to suit the characters and purpose.
- **Review** the elements of the short story with reference to the fable *The Lion and the Mouse*, as seen in **Activity 2.1**. Suggested questions:
 - Which elements of conflict in the story lend themselves to a short, quick-paced dialogue?
 - Which characters could be included in the dialogue? Could you add characters for a sequel? Which could they be? What responses to conflict would these characters have?
 - How is each character’s point of view of the situation different?
 - What moral or message comes out in the dialogue?
- Have students return to the formative assessments in **Activity 2.4**, paying close attention to script form, reading process, and oral presentation skills. **Review** elements of dialogue and script format for reading and writing purposes as seen in **Activity 2.4**.

Evaluation

Section One: Reading Skills (Questions on a selected short story) – Individual assessment

- Have students read a short story such as “Kath and Mouse” by Janet McNaughton in *Crossroads* 9, p. 62-67.
- Have students answer questions individually and in complete sentences to demonstrate their reading skills. Suggested questions:
 - Where and when does the story take place?
 - Describe a conflict in the story. What kind of conflict is it? How is it resolved?
 - Which character is most predictable in his/her reaction to the problem or conflict? Why?
 - Who do you think is the “cat” and who is the “mouse” in the story? Explain why.
 - Could there be an alternate ending to the short story? What would it be?
 - Describe a time in your life when you felt like the “mouse” or acted like the “cat”.
 - What event is the climax of the story? Why do you think so?
 - What lesson about relationships does this story give the reader?

Section Two: Writing Skills (Sequel to a selected short story) – Group assessment

- Have students form cooperative groups. Assign group roles (leader, time keeper, note keeper, etc.).
- Have students discuss the following points as they take notes and prepare to draft a collective sequel to the short story they have just read in Section One of this assessment task. Suggested prompts:
 - Which elements of conflict in the story lend themselves to a short, quick-paced dialogue?
 - Which characters could be included in the dialogue?
 - What could be the setting for the sequel’s plot? Is there more than one possible ending?
 - What moral or lesson could be inferred from the dialogue?

- Have students, as a cooperative group, develop ideas for their sequel by answering questions such as the following:
 - What do you think happens to each of the characters after the story ends?
 - What would you say or do in the character's (e.g., Kath's, Helen's or Kevin's) situation?
 - What advice would you offer each of these characters?
 - What kind of decisions are the characters most likely (or not) to make?
 - What kind of actions might they start, stop, and/or continue to do?
- Have students apply a writing process to draft (the equivalent of 12 to 15 lines per member) the script of a sequel to the short story, focusing on the following steps:
 - establishing setting;
 - arranging events logically;
 - eliminating events and details that do not contribute to the outcome;
 - conveying characters' feelings and relationships;
 - using language (e.g., punctuation, sentence types, interjections) to convey emotions;
 - outlining key ideas, events, and dialogue of the script.
- Have students revise and correct the script with attention to spelling and grammar; students use a checklist to revise their collective sequel/script with attention:
 - to the main rules of subject-verb agreement;
 - to contractions, verb tenses, and spelling of regular and irregular verbs;
 - to the main parts of speech, with a focus on personal pronouns;
 - to punctuation and capitalization according to the requirements of a script;
 - to homonyms and the comparative and superlative forms of adjectives and adverbs.

Section Three: Dramatic Presentation (Dramatization of sequel) – Individual assessment of speaking skills.

- Have students apply the steps of a reading process, as seen in **Activity 2.4**, to rehearse and practice their sequel/script. Have students apply group skills to complete the following tasks, as outlined throughout the activity:
 - offering suggestions and positive feedback on the readings of others;
 - rehearsing to practice the script;
 - noting changes to the script;
 - giving constructive feedback to peers as they rehearse and taking into account peers' suggestions;
 - planning the placement of basic props and characters for the oral presentation.
- Have students present the sequel/script to the class for summative assessment purposes.

Assess students' reading, writing and speaking skills according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge of elements of character, plot, conflict, and theme in a short story under study;
 - demonstrate understanding of the dialogue and script form.
- Thinking
 - use critical and creative skills to write and present a sequel to a short story in the form of a script;
 - apply inquiry skills to make connections between plot, character, theme, and conflict in dialogue.

- Communication
 - formulate clear and logically sequenced dialogue in a written script;
 - use appropriate level of language in a dramatic presentation;
 - apply speaking skills in a dramatic presentation, demonstrating understanding of the script form;
 - use correct grammar, spelling, and punctuation in the production of a script.
- Application
 - apply group skills and the steps of a writing process to write a script;
 - apply reading strategies to read a short story independently;
 - make connections between own sequel, selected short story, and personal knowledge of relationships.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students reflect on the oral presentation of their sequel by using a self-assessment checklist to evaluate their group skills.
- Have students return to their cooperative groups and discuss possible improvements for their sequel.
- Have students write a personal journal entry on one of the following subjects:
 - a time in their life when they felt like “the mouse” in the story “Kath and Mouse”;
 - a time when it took courage to be true to themselves;
 - a time in their life when they had no choice but to change their behaviour.

Achievement Chart – Reading, Writing, and Role-Playing

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding Level achieved: _____				
The student: <ul style="list-style-type: none"> – demonstrates knowledge of the script form and writing conventions. – demonstrates understanding of elements of plot, character, conflict, and theme of a short story. 	The student demonstrates limited knowledge of the script form and writing conventions, and limited understanding of elements of plot, character, conflict, and theme of a short story.	The student demonstrates some knowledge of the script form and writing conventions, and demonstrates some understanding of elements of plot, character, conflict, and theme of a short story.	The student demonstrates considerable knowledge of the script form and writing conventions, and demonstrates considerable understanding of elements of plot, character, conflict, and theme of a short story.	The student demonstrates thorough knowledge of the script form and writing conventions, and demonstrates thorough understanding of elements of plot, character, conflict, and theme of a short story.
Thinking Level achieved: _____				
The student: <ul style="list-style-type: none"> – uses critical thinking skills to make inferences about conflict, character, theme, and plot in a short story. – uses critical and creative thinking skills to create a scripted sequel for oral presentation purposes. 	The student uses critical and creative thinking skills to make inferences in a short story and to create a scripted sequel for oral presentation purposes with limited effectiveness .	The student uses critical and creative thinking skills to make inferences in a short story and to create a scripted sequel for oral presentation purposes with some effectiveness .	The student uses critical and creative thinking skills to make inferences in a short story and to create a scripted sequel for oral presentation purposes with considerable effectiveness .	The student uses critical and creative thinking skills to make inferences in a short story and to create a scripted sequel for oral presentation purposes with a high degree of effectiveness .

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – writes a clear and coherent script. – uses appropriate level of language and diction for a script. – communicates orally in a dramatic presentation, demonstrating understanding of the script form. – uses correct spelling, complete sentences, appropriate verbs, and correct punctuation in script writing. 	<p>The student writes a script with limited effectiveness, clarity, and coherence, and communicates orally using diction and language conventions with limited effectiveness.</p>	<p>The student writes a script with some effectiveness, clarity, and coherence, and communicates orally using diction and language conventions with some effectiveness.</p>	<p>The student writes a script with considerable effectiveness, clarity, and coherence, and communicates orally using diction and language conventions with considerable effectiveness.</p>	<p>The student writes a script with a high degree of effectiveness, clarity, and coherence, and communicates orally using diction and language conventions with a high degree of effectiveness.</p>
Application Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – uses reading strategies to understand the elements of a short story and to rehearse and present orally his/her role in a script. – uses a writing process to write and revise a script in collaboration with a group of peers. – makes connections between own sequel, selected short story, and personal knowledge of relationships. 	<p>The student applies reading strategies and a writing process with limited effectiveness, making connections with limited effectiveness.</p>	<p>The student applies reading strategies and a writing process with some effectiveness, making connections with some effectiveness.</p>	<p>The student applies reading strategies and a writing process with considerable effectiveness, making connections with considerable effectiveness.</p>	<p>The student applies reading strategies and a writing process with a high degree of effectiveness, making connections with a high degree of effectiveness.</p>
<p>Comment: A student whose achievement is below Level 1 (less than 50%) does not meet the required overall expectations for this task.</p>				

Unit Overview

Unit 3

Making Informed Choices

Description

Time: 29 hours

In this unit, students:

- record information and data on relevant topics and current issues, conducting a survey on television viewing habits and summarizing news reports;
- identify and criticize advertising techniques, producing their own ad for a product of their choice;
- apply a writing process and research strategies to make informed choices as consumers, conveying research and data in graphs, charts, and a brochure;
- apply proofreading skills and writing strategies to formulate clear and complete sentences, integrating newly learned vocabulary and appropriate levels of language into written texts and oral presentations.

Activity Titles

Time

Activity 3.1: Watch This!	6.5 hours
Activity 3.2: News to You	6 hours
Activity 3.3: Advertising Scambusters	7.5 hours
Activity 3.4: Getting to the Facts	7 hours
Activity 3.5: End of Unit Assessment Task: “Best Buy” Research Project	2 hours

Summative Assessment Tasks

- Activity 3.2: News to You (Recording the 5W's + H of a televised news report)
- Activity 3.3: Advertising Scambusters (Assessing ads and creating an ad for a product of students' choice)
- Activity 3.5: End of Unit Assessment Task: “Best Buy” Research Project (Presentation of research and chart on a consumer product of students' choice)

Overview of Unit 3

Resources

The following resources are suggested:

PEDAGOGICAL MATERIAL

- DI LEONARDO, Martha, et al. *Literature and Media 9*, Toronto, Nelson Canada, 1999, 370 p.
- bristol board, markers, rulers, paper, glue, and scissors;
- English and English/French dictionaries;
- a set of rulers for horizontal and vertical axis reading strategies;
- copies of current magazines, including magazines such as *Teen People*, *Faze*, *YM*, *Teen Vogue*, *Seventeen*, and *M*;
- a selection of brochures, flyers, newspapers, catalogues, consumer articles, and current magazines;
- different types of charts (e.g., biorhythm charts, music billboard charts, horoscope charts, violence in TV charts) found in informational, media, and electronic sources.

REFERENCES

- ARCHER, Lynne, et al. *Reading and Writing for Success*, Toronto, Harcourt Brace, 2001, 256 p.
- BATES, Susan. *Canadian Newspaper Stories*, Scarborough, Prentice-Hall, 1991.
- DUBÉ, Judith, et al. *Writing Sense 9*, Toronto, Harcourt Brace, 1998, 192 p.
- HAUGHIAN, Sheree, et al. *Language Power: Book G*, Toronto, Gage Publishing, 2000, 140 p.

TECHNOLOGICAL RESOURCES

- an overhead projector, a VCR, or DVD player, a television and a cassette player.

MEDIA RESOURCES

- clips of televised news reports and of a radio news story, and taped radio or television segments of several commercials;
- Media awareness (Consulted October 1, 2004): www.media-awareness.ca;
- Newspaper Web sites (Consulted September 29, 2004):
 - MSN News – <http://www.msn.ca>
 - Google News - <http://news.google.ca>;
 - Yahoo! News Canada - <http://story.news.yahoo.com>;
 - CBC News - www.cbc.ca;
 - CN News Canada - <http://cnews.canoe.ca>;
- Survey sites (Consulted September 26, 2004):
 - Teen Links, Suite 101.com - www.suite101.com/links.cfm/teens;
 - USA Weekend Magazine, Teen Survey - www.usaweekend.com;
 - “How to Write a Good Survey” - www.accesscable.net/~infopoll/tips.htm;
 - SPSS, “14 tips to help you improve your survey question writing” - www.ryerson.ca/~mjoppe/ResearchProcess/WriteBetterQuestion.htm.

Watch This!

Description

Time: 6.5 hours

In this activity, students:

- apply listening and speaking skills as well as reading strategies to understand, record, and respond to information in graphs, charts, newspapers, and magazines;
- ask relevant and well-formulated questions to collect information and to conduct a survey on peers' viewing preferences and habits;
- make informed choices to evaluate television shows and to select, understand, and present data with the use of a prepared chart;
- develop and apply their knowledge of the interrogative form, complete sentences, and transitional devices as they prepare, conduct, and present a survey on the media.

Strands and Expectations

Strands: Living Responsibly, Building Relationships, Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-LR-SpList.OE

EAE1L-LR-LS.OE
 EAE1L-BR-LS.OE
 EAE1L-MIC-SpList.OE
 EAE1L-MIC-RS.OE
 EAE1L-MIC-WS.OE
 EAE1L-MIC-LS.OE
 EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-LR-SpList.2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 3

EAE1L-LR-LS.2.1
 EAE1L-BR-LS.1.1 - 1.2 - 1.3 - 1.4 - 2.6
 EAE1L-MIC-SpList.1 - 2.1 - 2.2 - 2.3
 EAE1L-MIC-RS.1.1 - 1.2 - 1.4 - 2.3 - 2.5 - 2.6 - 3.3 - 5
 EAE1L-MIC-WS.2
 EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.2 - 2.3
 EAE1L-DWS-LS.4.3

Planning Notes

The teacher will prepare the following resources and/or material:

- flipchart paper and/or bristol board for students' slogans, media charts, and pie charts;
- up-to-date information on Nielsen ratings of the top ten TV shows available at the following Web site (Consulted September 25, 2004) www.nielsenmedia.com/;
- two or three quotations or opinions about the pros and cons of television viewing. Suggested source (Consulted September 25, 2004): *The Writing on The Wall, Television in Quotes*, MZTV Museum of Television - www.mztv.com/mz.asp;
- television viewing guides from media, print, and electronic sources;

- clips from at least two current family or teen television shows (e.g., *The Simpsons*, *That's So Raven*, *Radio Free Roscoe*, *Boy Meets World*, *Dawson's Creek*, *One Tree Hill*, *Degrassi 2*), as well as necessary audiovisual equipment;
- an article from a television viewing guide or entertainment section of a newspaper or magazine.
Suggested magazine Web sites (Consulted September 26, 2004):
 - *Teen People* - www.teenpeople.com/;
 - *Faze* - www.fazeteen.com/main.htm;
 - *YM* - www.ym.com;
 - *Teen Vogue* - www.teenvogue.com;
 - *Seventeen* - www.seventeen.com;
 - *M* - www.mmm-mag.com.
- at least one sample survey (Consulted September 26, 2004) (Teen Links, Suite 101.com - www.suite101.com/links.cfm/teens; USA Weekend Magazine, Teen Survey - www.usaweekend.com and different types of charts (e.g., biorhythm charts, music billboard charts, horoscope charts, violence in TV charts) found in informational, media, and electronic sources;
- a variety of print and electronic survey questionnaires as models for students' own surveys. Suggested sources (Consulted September 27, 2004):
 - “How to Write a Good Survey” - www.accesscable.net/~infopoll/tips.htm;
 - Write more effective survey questions - www.ryerson.ca/~mjoppe/ResearchProcess/WriteBetterQuestion.htm;
 - “Ten Top Ways to Write Good Survey Questions (In No Particular Order)” by Samara Berger - www.familypractice.ubc.ca/research/binderprojdesign4b.htm;
- an evaluation grid for the formative assessment of students' pie chart and presentation of their survey results, as well as a checklist for students' self-assessment of their pie chart;
- review exercises on sentence fragments and end punctuation.

Prerequisites

Before beginning this activity, students should be able:

- to speak comfortably in order to apply speaking and questioning skills during class and individualized activities;
- to make inferences about messages in television shows;
- to explain information gathered in class discussions and in response to oral questions;
- to use complete sentences and correct intonation and inflections to ask and answer questions and to convey information;
- to recognize sentence fragments and the main types of sentences;
- to work collaboratively in learning situations.

Activity Instructions

CONTEXTUALIZATION

- Present to students a few quotations or opinions (Suggested source (Consulted September 25, 2004): *The Writing on The Wall, Television in Quotes*, MZTV Museum of Television - www.mztv.com/mz.asp) about the pros and cons of watching television. Have students select at least one quotation (e.g., “If not for the fact that the tv set and the refrigerator are set so far apart, some of us wouldn’t get any exercise at all.” Joey Adams, comedian).
- Have students discuss, in groups or as a class, the significance of one or more of these quotations, underlining how the quotations reflect people’s viewing habits.
- Have students, in groups, make up their own slogan such as “TV is...”; students display it in the classroom upon completion.
- Conduct an informal class survey on students’ television viewing habits by asking them to respond to the following questions in a few brief, but complete, sentences:
 - What are your two or three favourite television shows?
 - Why do you like these shows? Why are these good shows according to you? **(DE)**
- For **Reflective Practice**, lead a discussion on students’ preferences, recording the titles of students’ favourite shows in a chart; display this chart in the classroom.
- Present at least two short clips from current television shows and ask students to critique the shows in response to questions such as the following:
 - What similarities/differences do you find in the television shows?
 - What’s good about each one?
 - Which show do you prefer? Why? **(DE)**

TEACHING/LEARNING STRATEGIES

BLOCK 1: CHARTING CHANNEL CHOICES

Explanation/Modelling

- Model the following reading strategies to find information in a table or chart by using the daily listings in a newspaper or television viewing guide:
 - skimming table of contents and indexes;
 - scanning headings;
 - rereading if necessary;
 - highlighting important details;
 - noting patterns in use of font, spacing, and colouring or shading;
 - using a ruler to read along lines in the print viewing guide table;
 - using context to understand media terminology;
 - reading up from the horizontal axis;
 - reading across from the vertical axis.
- List these strategies on the board or overhead so that students can note them in their Learning Log.

- Think out loud, reflecting on the practical and negative aspects of televised and interactive viewing guides (e.g., time management as opposed to “flicking” around for a good show).
- Inform students that they will be conducting surveys later in the activity on their own and their peers’ viewing habits.

Teacher-directed Practice

- Present another type of chart (e.g., biorhythm chart, music billboard chart of Top 40, horoscope chart) and have students apply the modelled reading strategies in a class activity.
- Assign **TV Conclusions** mini-research, using the following guidelines:
 - asking students to form cooperative groups;
 - assigning a viewing time slot for each group (e.g., morning, early/late afternoon);
 - providing students with a chart to record information. Suggested chart:

TV Conclusions Chart

Time Slot:						
Channels and titles of shows for the following categories:	REALITY SHOW	DRAMA	COMEDY/FAMILY	FILM	NEWS AND INFO	GAME SHOW

- Have students apply the reading strategies modelled by the teacher to find titles and stations of programs by skimming television viewing guides.
- Have students complete the **TV Conclusions Chart** to categorize the shows; remind students to correctly capitalize the titles of television shows, as **Review**; instruct students to also note which shows are broadcast on Canadian channels and which on American channels by indicating, next to each show, “C” for Canadian and “A” for American.
- Have each group present, in an informal oral presentation, the results of their **TV Conclusions Chart**.
- Ask each group’s reporter to supply the following information about the chart:
 - Which features helped you find the information?
 - Are there variations in colour, font, spacing, levels of headings, grid patterns, or subheadings from one time frame to the next in the television viewing guide?
 - Which television shows are you surprised to find in that time slot, based on your knowledge of its content?
 - Which type or category of television show takes up the largest/smallest proportion of your time slot hours? Why do you think so?

Individualized Practice

- Have students, in class or as homework, apply reading strategies to locate, select, and understand information found in the movie theatre section of a local newspaper and to note the following information for approximately five movies of their choice:

- theatres;
- types of movies;
- the number of restricted, general audience, and family type movies playing.
- Instruct students to reorganize the information in a chart, according to the type of movie. (Note that in newspapers, movie listings are shown by theatre - have students reorganize information by movie types.) Suggested chart:

Type of Movie:	Movie Title:	Where it Plays: (alphabetical order)	Viewing Audience Recommendation

- Have students share their charts with their peers informally in a group or class activity.
- For **Reflective Practice**, give students the opportunity to discuss their viewing preferences in response to the presented information.

BLOCK 2: TELEVISION PREFERENCES

Explanation/Modelling

- Use recent data from Nielsen Media Research (Consulted September 25, 2004): *Nielsen Top 10 TV Ratings* - www.nielsenmedia.com/ to list the top ten television shows and to compare to results of students' class survey (in **Contextualization**).
- Explain to students that Nielsen Media Research is a world-famous television ratings company that measures worldwide television and radio audience responses. Explain to students that when a television show is ranked "top" for the week, year or month, it means that the show was watched by more people than any other show, on any channel, at any time during that time period. Also explain to students how Nielsen Media Research knows who is watching.
- Model drawing conclusions from Nielsen ratings, focusing on the following questions as you think out loud:
 - What dictates people's viewing choices?
 - What gives certain television shows "staying power"?
 - Why are some shows cancelled right after the pilot?
- **Review** rules of capitalization with students, focusing on the capitalization of titles, names, days of the week, and months.

Teacher-directed Practice

- Provide students with a list of television programme categories (e.g., sports, music, news, reality, mystery, game show, crime, talk show, comedy/cartoon, movies, drama, soap opera, information/documentary).
- Have student groups classify the types of television shows, using television viewing guides as additional resources.
- Have students discuss their television preferences, introducing the concept of target audience and appropriateness. Suggested prompts:
 - Which television show do you like most? Why?
 - Can some teen shows be considered inappropriate? How?

- Do some shows trivialize/stereotype your teen reality? How?
- Who is the target audience for these television shows?
- What elements of a television show make you want to watch it to the end?
- Why have some of the shows lasted so long? What gives them staying power?
- Select five television shows listed in the above categories and classify, along with students, each of the shows according to the following criteria:
 - How long has it been on television?
 - Have you seen the actors in any other shows?
 - Into which category does it fall?
 - Is your show ranked “top” in the Nielsen ratings?
- Explain that certain “reality” shows do not always depict reality and that some family shows do not necessarily reflect typical Canadian families. Present clips from at least two family or teen category television shows.
- For **Reflective Practice**, have students discuss the portrayal of various family members on television. Suggested questions:
 - Are the portrayed characters realistic? Why?
 - Are some portrayed families non traditional/traditional? How?
 - Does the clip show any gender bias or stereotypes of age, culture, or race?
 - Are the conflicts and situations realistic?
 - Are these popular shows? Why?
- Have students write the following media-related vocabulary and definitions in their Vocabulary Log, consulting print and electronic resources if necessary. Suggested vocabulary: ratings, target audience, gender bias, episode.

Individualized Practice

- Have students view, as homework, one full episode of their favourite show; instruct students to watch and listen attentively in order to answer the following questions in point form, in their Learning Log:
 - Into which category does your television show fall? How do you know?
 - What do you like most about this television show?
 - What do you find most interesting or amusing about this show?
 - Are the characters and events realistic?
 - Give two examples of conflict in your selected television show.
- Have students present orally their favourite television show; for **Reflective Practice**, hold an informal class debate on good versus bad television shows.
- Note, on flipchart paper (with the help of volunteer students), the titles of students’ favourite shows as well as the number of students who selected each show; keep these results handy for the next Block.

BLOCK 3: REPORTING INFORMATION IN THE FORM OF GRAPHS

Explanation/Modelling

- Use the information from the **Television Conclusions Chart** in Block 1 to model the process of calculating results mathematically and of representing findings in a pie chart.

- Write the mathematical formula for calculating the percentages by types of shows and make a pie chart of the findings on the board or on an overhead.
- Use colour, keywords, and shading to illustrate the findings on the pie chart, explaining two or three key results and the possible reasons for these findings.
- Point out other features or elements (e.g., neatness, clarity, placement of numbers and headings, use of font) of a pie chart, listing them on the board so that students can note them in their Learning Log.
- Repeat the process of using a pie chart to record the movie results from Block 2 (e.g., a pie chart representing the number of times the same movie plays in different theatres).

Teacher-directed Practice

- Have students work in groups to create a pie chart as modelled: students use numbers and titles of favourite television shows compiled in Block 2 to calculate percentages and to create a pie chart on the class' television preferences.
- Have each group post its pie chart in the classroom; point out to students the similarities and differences in the format and data of the charts.
- Have students **reflect** on their viewing habits and preferences by discussing a few media-related issues. Suggested prompts:
 - Is there too much violence on television?
 - Does television cause people to judge others by their beauty and sex appeal?
 - Does television present a fair picture of today's teenager?
 - Does television lead to an unhealthy lifestyle?
 - Does television cause people to spend their money foolishly?
- Have students take turns reading out loud passages from an article in a television viewing guide, a newspaper, or a magazine; ask students the following questions on the selected article to verify comprehension:
 - What is the source of the article?
 - Who is the author? When was it written?
 - What is the author's opinion of the selected celebrity or television show?
 - Do you agree with the author's views? Why?

BLOCK 4: SURVEY: THE RESULTS R IN

Explanation/Modelling

- Model the process for reading a questionnaire survey, using the board or overhead; think out loud by asking and answering questions about the survey's topic, purpose, and target audience.
- **Review** strategies for understanding unclear questions as explained in **Activity 2.3**.
- Draw students' attention to the different kinds of questions used in a survey (e.g., true or false, multiple choice, open-ended) and point out the various answers that might be applied to each question.
- Point out the following features of effective surveys, listing them on the board or on an overhead so that students can note them in their Learning Log:
 - clear and brief instructions (including connecting words and phrases to show order of steps) and headings;
 - a logical and clear sequence as indicated by numbers and bullets;

- visual appeal (e.g., neatness, consistent spacing, legibility);
 - courteous tone and appropriate level of language;
 - correct capitalization, spelling, and punctuation;
 - well formulated and clear sentences in questions, and point form in survey results and charts.
- Present examples of unclear questions on the board or overhead. Point out features such as inaccurate terms, unclear wording, vague directions, and generalizations.
 - Think out loud as you attempt to decipher and answer these poorly formulated questions; suggest ways to improve these questions. Suggested strategies:
 - highlight the action verb in the question;
 - break down the question into executable parts;
 - assign numbers to various tasks within the question;
 - write a synonym above the unclear words or directions;
 - examine the components that follow the question (e.g., association-type questions often have lists that are numbered AND lettered. Does the numbered list go to the lettered list or vice versa?).

Teacher-directed Practice

- For **Reflective Practice**, have students further their reflection on the impact of television on their values and lifestyle by having them complete a brief survey in which they circle one of the following responses: The world would be a *better* - *worse* - *the same* place if...
 - people stopped watching television.
 - people had more family time together.
 - people spent more time reading.
 - people exercised more.
 - there were no more commercials.
 - more ordinary looking people appeared in television shows.
 - producers reduced the number of violent scenes in their shows.
- Have students share their survey responses through a show of hands; record results for each question, and give students the opportunity to express their views and reasons.
- Note, along with students, that some survey questions can be ambiguous or too broad (e.g., a question that asks what type of television show the viewer watches assumes that the person is aware of all the types of shows) or too narrow.
- Have students, in pairs, write two possible survey questions; students then ask them to the class (e.g., How many of you have blue eyes? How many of you eat chocolate chip cookies? Who has a birthday in July? Who has Libra as his or her astrological sign?).
- Have students practice answering each other's questions; ask students to keep track of the results by writing their own questions and the results in their Learning Log.
- Have students, as a class, formulate eight to ten questions to be used in a school survey on television preferences and viewing habits, with attention to correct grammar and spelling. Suggested survey questions:
 - What is your favourite television show?
 - How many hours of television do you watch per day/week?
 - What type of reality television shows do you prefer?
 - Which shows do you think should be cancelled?
 - Name one Canadian show that you like.

- Brainstorm, along with students, possible titles for the survey; have students select their preferred title.
- Have students prepare, in a class activity, the introductory section of the survey questionnaire indicating name of teacher, class, and student, and requesting the age, gender, and first name of the person being surveyed.
- Have students also prepare, in a class activity, a few introductory sentences to say before the survey and to explain the purpose of the survey (e.g., This survey will take only a few minutes of your time. This survey is entitled... Have you answered these questions for another student in my class?).

Individualized Practice

- Have students, in pairs, conduct the survey (throughout the school or in other English classes), ensuring adequate supervision and preparedness.
- Instruct students to survey eight to ten peers; students record ideas, information, and data while conducting their survey.
- Conference with students as they compile their results, calculate percentages, and produce a pie chart representing the results of at least one of their questions.
- Have student present the results of their survey as well as their pie chart, focusing on the following oral communication skills:
 - using connecting words and phrases to show logical order in the sentence idea;
 - using transitional words to indicate the series of questions to be asked (e.g., first, next, secondly, finally) and the answers provided;
 - using appropriate level of language and gender-neutral language;
 - integrating newly learned and applicable vocabulary into the oral presentation;
 - using correct grammar and complete sentences;
 - using comparatives and superlatives correctly to compare results;
 - conveying information in a clear, neat, and accurate pie chart;
 - explaining and sequencing information clearly;
 - using correct pronunciation and appropriate volume and tempo. **(FE)**
- Following class presentations, lead a discussion, for **Reflective Practice**, on the possible reasons for varying results (e.g., age, gender, background, interests) in surveys.
- Instruct students to insert their pie chart into their Writing Folder for future use in **Activities 3.4** and **3.5**.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- provide students with a checklist and have them conduct a self-assessment of their pie chart with attention to visual appeal and accuracy of information;
- discuss with students the importance of well-prepared questions and a process approach while conducting a survey by asking the following questions:
 - What was most difficult about this survey? Why?
 - Which of your questions was the easiest/most difficult to answer? How? Why?
 - Were you surprised by some of the answers? Why?
 - How do the results compare with the surveys done in class?
 - How can surveys be useful at home, at school, or on the job?

Review

To ensure students' retention of previously learned knowledge and skills:

- have students conduct a survey in class on their favourite television or movie stars; students present their findings in graph or chart form along with a picture of the television star to be posted on the bulletin board;
- have students review the elements of the complete sentence and practice identifying and correcting sentence fragments, capitalization, and end punctuation in selected sentences;
- have students review the comparative and superlative forms of adjectives and adverbs as they prepare to present the results of their survey in Block 4.

Summative Assessment Task

No summative assessment task is planned for **Activity 3.1**.

Extension

- Have students search the Nielsen Ratings Web site (Consulted September 25, 2004) at www.nielsenmedia.com/ to find out how Nielsen measures television viewing.
- Have students play the game *Personal Preferences* (Consulted September 24, 2004) at www.boardgamesrus.com.
- Compare and contrast charts and surveys on students' viewing preferences to draw a few conclusions, along with students, about similarities and differences in tastes and habits (e.g., of francophone and anglophone viewers, of males and females).
- Present a clip of a game show such as *Family Feud* (or play the board game in class), noting types of questions and categories used in the game.
- Have students role-play, in pairs, a talk show scenario in which they interview the star of their favourite movie or television show; students prepare questions and answers as one student assumes the role of the host, and the other, the star.
- Have students create a time capsule, to be opened in ten years, in which they include two of their favourite commercials, two magazine advertisements, and a list of favourite tv shows, music, songs, etc., with a commentary on what these interests show about them.

News to You

Description

Time: 6 hours

In this activity, students:

- read and explore television, print, and radio news stories, noting and summarizing the 5W's + H;
- apply reading strategies to find information and to express their views on current events and issues in the news;
- familiarize themselves with the sections of a newspaper, comparing the features of print news articles to the features of an audio or televised news story;
- use relative pronouns and coordinate conjunctions to combine sentences and to condense information.

Strands and Expectations

Strand: Making Informed Choices

Overall Expectations: EAE1L-MIC-SpList.OE
EAE1L-MIC-RS.OE
EAE1L-MIC-WS.OE
EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-MIC-SpList.1 - 2.1 - 2.2 - 2.3 - 3.1 - 3.2 - 3.3 - 3.4
EAE1L-MIC-RS.1.1 - 1.2 - 1.3 - 1.4 - 2.2 - 2.3 - 2.5 - 2.6 - 3.1 - 3.2 - 3.3 - 4 - 5
EAE1L-MIC-WS.3
EAE1L-MIC-LS.2.2 - 2.3 - 2.4

Planning Notes

The teacher will prepare the following resources and/or material:

- copies of a local newspaper for use throughout the activity;
- a selection of different types of newspapers and of amusing and/or interesting headlines, articles, and newspaper photos. Suggested Web sites of world and Canadian news stories and newspapers (Consulted September 29, 2004):
 - Google News - <http://news.google.ca>;
 - Yahoo! News Canada - <http://story.news.yahoo.com>;
 - CBC News - www.cbc.ca;
 - CN News Canada - <http://cnews.canoe.ca>.
- coloured markers, rulers, paper, glue, and scissors;
- a vocabulary and spelling exercise on newspaper terms for Block 1;
- two brief articles about the same news item (possibly from two different types of newspapers);
- a list of simple sentences from articles and reports for sentence-combining practice;
- radio and television clips of news reports, and necessary audiovisual equipment;
- a series of jumbled 5W's + H news facts for use in **Review**;

- a compilation of credible or not news headlines for use in a review game. Suggested Web sites (Consulted September 28, 2004):
 - “What’s Sold on E-Bay – You won’t believe this” - <http://abcnews.go.com/sections/us/WolfFiles/wolffiles231.html>;
 - 1st Headlines – Top Breaking News Headlines - www.1stheadlines.com/;
 - Undercaffeinated – Misleading Headlines - www.undercaffeinated.com/archive/001721.php;
- a news article on a current event for the summative assessment task;
- evaluation grids for the formative and summative assessment of students’ summaries of news reports.

Prerequisites

Before beginning this activity, students should be able:

- to read independently short texts on relevant topics and issues;
- to respond to ideas and information conveyed in print and media texts and in oral communication situations;
- to understand the difference between a sentence fragment and a complete sentence;
- to express their views coherently and clearly on a relevant issue.

Activity Instructions

CONTEXTUALIZATION

- Provide each student with a copy of the same newspaper.
- Explain to students that this activity will give them the opportunity to develop the reading, writing, and viewing skills enabling them to apply critical thinking skills to interpret current news reports.
- Have students work in pairs to conduct a newspaper scavenger or treasure hunt; assess students’ reading skills by asking the following questions and by having them skim and scan their copy of the newspaper to find the answers. Suggested questions:
 - What is today’s forecasted high temperature?
 - How many sections are there in this edition of the newspaper?
 - Which business took out a full-page ad?
 - If today is your birthday, what is your horoscope?
 - How do I place a classified ad in the newspaper?
 - What is this newspaper’s Web address?
 - Find a comic strip that has only one character speaking.
 - Find an editorial comic. Who is the author?
 - What is the cost of today’s newspaper?
 - On which pages are the TV listings?
 - What is the title of a PG (Parental Guidance) movie playing at a theatre?
 - Name one sports team that won a game yesterday, and the score. **(DE)**
- Discuss with students the reasons why people read newspapers and watch the news. Suggested prompts:
 - Why do people watch and/or read about the news?

- What are the advantages of newspaper over televised, electronic, or radio news?
- Is there a section of the newspaper geared more to teens? How do you know?
- Why is the news more complete in a newspaper article than in a televised report?
- Which sections do you like to read in a newspaper? Why?

TEACHING/LEARNING STRATEGIES

BLOCK 1: WHAT'S IN IT FOR ME? - AN INTRODUCTION TO THE NEWSPAPER

Explanation/Modelling

- Skim and scan a copy of a local newspaper, thinking out loud to point out its features:
 - How do you find the sections of interest to you?
 - Where is the index usually found?
 - What is the difference between a main title (headline) and a subtitle (caption)?
 - How many sections are found in this newspaper?
 - What is the lead story today?
 - What is the difference between a reliable and an unreliable newspaper?
- Write the words “to inform, to interpret, to convince, and to entertain” on the board.
- Read aloud the headlines of a few articles representative of each function of a newspaper.
- Explain the acronym **North - East - West - South** (NEWS) to emphasize to students how the news comes from all over the world.
- Point out examples of different types of news (e.g., local, regional, national, international), highlighting the keywords in headlines or lead sentences that indicate the types of news.

Teacher-directed Practice

- Present examples of different types of newspapers (e.g., tabloid, local paper, national paper), asking students to note differences in format, layout, and type of news.
- Have students, in a class activity, formulate various definitions in response to the question “What’s news?” (Possible responses: It’s about a current or *new* event or issue. It’s about an interesting and original or *new* event or idea.)
- Explain selected newspaper terms (e.g., caption, editorial, obituaries, classifieds) and have students copy them in their Vocabulary Log.
- Present to students the pictures of the headlines used in **Explanation/Modelling**; instruct them, in groups, to (a) match the photo to the headline and (b) make predictions about the events in the corresponding news story.
- Have students, individually or in groups, find three to five examples of attention-getting and/or funny headlines in their copy of the newspaper.
- As students share their selected headlines with the class, point out various elements such as the following: alliterations, grammatical and typographical errors, double meanings, word choice.

Individualized Practice

- Provide each student with a picture or photograph from the newspaper (or have students select one from their copy of the newspaper). Suggested photos:
 - a photograph depicting a person in a life-changing event;
 - a picture of a television or film star;
 - a picture of a well-known sports figure.
- As a homework activity, have students respond to the following prompt based on their choice of photograph: If you were a reporter, which three questions would you ask this person?
- Have students share their three questions in a group or class activity, asking them to assume the role of a reporter.
- Have students, in class or as homework, complete a newspaper vocabulary and spelling exercise on the newspaper terms (e.g., classifieds, obituaries, editorial) listed in Block 1. Suggested question format: true or false and multiple choice.
- Correct the spelling and vocabulary exercise on newspaper terms with students. **(FE)**

BLOCK 2: WHAT'S IN THE NEWS?

Explanation/Modelling

- Present a clip or excerpt of a previous night's news broadcast.
- Think out loud, identifying who's in the news, what happened, where, etc.
- Introduce the 5W's + H (When? Where? Who? What? Why + How?) and identify each of the 5W's + H in the news broadcast, using the board or overhead.
- Read out loud a brief newspaper article (of the same news event, if possible).
- Model the process of reading the selected article with attention to the following elements:
 - the headline and lead;
 - the visual features (e.g., newspaper section and page number, positioning of article, lead, headline, captions, photographs, punctuation and capitalization, font);
 - the sequence of events and information (e.g., in decreasing order of importance);
 - the 5W's + H in the article;
 - context clues and difficult vocabulary.
- Model the process of writing the 5W's + H in the form of a summary. Suggested steps:
 - highlight words and sentences that convey key information and events;
 - list in point form the information that you will include in the summary;
 - sequence and number information and events that refer to the 5W's + H;
 - use a point form list to rewrite information and events, combining related facts;
 - check that all key information and events (e.g., the 5W's + H) have been included;
 - rewrite sentences in paragraph form, applying sentence-combining techniques and eliminating unnecessary words and details;
 - proofread the paragraph, making necessary revisions.

Teacher-directed Practice

- Have students take turns reading out loud passages from a selected article.
- Have students, in a class activity, highlight and colour-code (e.g., **Who** in yellow, **What** in blue) the 5W's + H in the selected article as they respond to the following questions:
 - **When** did this story occur?
 - **Where** did the events described in the article happen?
 - **Who** is involved? Is any other person mentioned in the article?
 - **What** happened (e.g., What conflict or problem is related by this article)?
 - **Why** did this happen (e.g., What is the cause/effect of the conflict or problem)?
 - **How** did the events become a newsworthy article?
- Have students summarize the 5W's + H in the selected article, applying the techniques modelled above; instruct students to copy this summary in their Learning Log.
- **Review** with students sentence-combining techniques and use of subordinate clauses to condense information (as explained in **Activities 2.1** and **2.3**).

Individualized Practice

- Have students (in class or as homework) skim and scan their copy of a local newspaper (handed out at the beginning of this activity) to select a short news article on a topic or issue of interest to them.
- Instruct students to use the 5W's + H colour-coding strategy outlined in this Block to (a) highlight the information in their selected article, (b) sequence and list in point form the 5W's + H, and (c) give their views on the event or issue.
- Have students submit their notes on the 5W's + H for formative assessment. (FE)

BLOCK 3: EDITING: WHAT'S IN AND WHAT'S OUT?

Explanation/Modelling

- Present a newspaper or magazine article that is of interest to students and model the reading process, pointing out the features of an article (e.g., lead, caption) and charting its pyramid structure on the board or overhead; **review** with students the colour-coding of the 5W's + H as seen in Block 2.
- Think out loud, reflecting on the credibility of the news and asking questions such as the following:
 - Why is the most important information at the beginning?
 - What should you believe (or not)?
 - In what order are the events or information sequenced?
 - What information seems to be missing?
- Model the following sentence-combining techniques using sentences from the above news article and/or from students' notes on the 5W's + H:
 - eliminating repetition and unnecessary words;
 - using prepositions (e.g., in, at, of);
 - using coordinating conjunctions (e.g., and, or, but);
 - using relative pronouns (e.g., who, which, that);
 - using a compound subject or compound predicate.

Teacher-directed Practice

- Read along with students two brief newspaper articles about the same news item, one from a tabloid “extra-terrestrial” type source, the other from a national newspaper, asking students to identify similarities and differences between the two articles.
- Ask the following questions to guide students’ thought process:
 - Why shouldn’t you believe everything you read?
 - Is some information too personal to print in an article?
 - Is telling the truth always justified? Why?
 - Do some articles include more than fact? Why?
- Have students take turns summarizing orally one or more events in the selected articles.
- For **Reflective Practice**, give students the opportunity to assess the reports and to give their views on the news events. Suggested prompts:
 - Which of the two news reports is more/less credible? Why?
 - In your opinion, which news story is more interesting? Why?
 - Which of the two news reports is better? Why?
- Have students form groups to role-play the following scenario: a reporter is on the scene where a crime has been committed or where a serious car accident has occurred.
- Have students prepare a two-minute skit in which the reporter, witnesses, and victim(s) at the scene act out the events.
- Have students take turns asking questions and providing answers.
- Give feedback on the class skits by asking students questions such as the following:
 - Which group had the most credible skit? Why?
 - Which ideas did you decide to leave out? Why?
 - Were your questions too general to be of interest in the skit?
 - Were some of the questions too personal? Why?
 - Which role did you prefer playing? Explain why. **(FE)**
- Write and explain the acronym FANBOYS (an acronym for coordinating conjunctions: For - And - Nor - But - Or - Yet - So) horizontally then vertically, and invite students to think about its significance; use sentences from presented articles as examples to explain various coordinate conjunctions.
- Instruct students to copy in their Learning Log the significance of the acronym FANBOYS.
- Provide students with a selection of simple sentences from articles and reports from previous Blocks and activities; have students, in a class activity, combine sentences to transform them into compound sentences using coordinating conjunctions from the FANBOYS list.
- Have students copy examples of compound sentences into their Learning Log.

Individualized Practice

- Have students use the above examples of compound sentences in their Learning Log to transform the sentences into interrogative and exclamatory sentences.
- Have students revise sentences, with a focus on the following elements:
 - sentence length and structure (e.g., interrogative sentence, exclamatory sentence);
 - end punctuation;

- clear and complete sentences;
- avoidance of sentence errors such as sentence fragments.
- Have students read their sentences to the class and hand in written work for formative assessment.
- Assess students’ use of sentence-combining techniques for formative purposes. **(FE)**

BLOCK 4: YOU’RE IT WITH THE 5W’S + H!

Explanation/Modelling

- Have students listen to a radio news broadcast or present an audio clip of a radio news story. Model the application of listening skills (e.g., asking questions, repeating important details and information, noting keywords) to note the 5W’s + H.
- Point out the differences between a radio news report and televised and print news reports.
- Model additional summarizing techniques by **reviewing** the process for writing the 5W’s + H in the form of a summary as seen in Block 2.
- Replay the radio news broadcast or audio clip of a radio news story for students and think out loud as you reread and revise the summary:
 - Was any information left out?
 - Are there any words that should be deleted from the summary?
 - Have all the 5W’s + H been included?
 - Are events and information sequenced correctly?
- Write, on the board, a list of relative pronouns (e.g., who, whose, which, that) and read to students a prepared list of sentences based on the comparison of the audioclip and the televised news report.

Teacher-directed Practice

- Have several students improvise a “hall incident” skit (that leads to a school suspension punishment); then, have the following characters each tell their side of the story to the class, as the rest of the class listens and notes key details and information:
 - one protagonist and one antagonist;
 - one friend of each;
 - a teacher who happened to be on the scene;
 - three uninvolved passers-by;
 - a vice-principal who was absent from the scene.
- As a follow-up to the skit, ask students the following questions:
 - In this school, is this behaviour punishable by suspension?
 - Does the suspension fit the crime? Why or why not?
 - Could the protagonist, vice-principal, or antagonist have made different choices in this incident? Which ones?
- Have students summarize, in small groups, the events (or 5W’s + H) of the incident; remind students to be brief and to combine their ideas and information with the use of relative pronouns, prepositions, and coordinate conjunctions.
- Have students read out loud their summary to the class (or have students record and present a reading of their text).

- Give feedback on students’ summaries, focusing on the formulation, relevancy, and accuracy of the information (5W’s + H) conveyed. **(FE)**

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students examine the newspaper’s index and ask the following questions:
Where would you find...
 - the name of a friend’s deceased relative?
 - an ad for a used bicycle?
 - the weather for the next weekend?
 - the list of theatres where a movie is playing?
 - your friend’s horoscope for the day?
- have students play a “credible or not” news headline game: read a series of true or false headlines and have students predict the credibility of the stories. If the stories are credible, students supply a prediction of what the stories might be about.

Review

To ensure students’ retention of previously learned knowledge and skills:

- have students view and summarize a clip of a television news report with attention to the 5W’s + H; students give their views on the reported events or issues;
- have students reorganize into a pyramid structure a series of jumbled 5W’s + H news facts;
- have students, as a class, review use of pronouns and lists of parts of verbs.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- instruct them to review, in pairs, the notes in their Learning Log on the 5W’s + H and newspaper vocabulary;
- have students respond to a selected news article by:
 - identifying and formulating in their own words the 5W’s + H;
 - rephrasing the main information into compound sentences and using sentence-combining techniques (e.g., using prepositions, linking words and coordinating conjunctions).

Evaluation

For this assessment, students:

- read a selected news article;
- note the 5W’s + H in the article;
- summarize the 5W’s + H;
- proofread their summary of the 5W’s + H, selecting prepositions, conjunctions, and relative pronouns to write and combine sentences.

Assess students' reading skills as well as their ability to use steps of a writing process according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of the 5W's + H in a news report;
 - demonstrate knowledge and understanding of simple and compound sentences.
- Thinking
 - interpret information by reading a selected article;
 - synthesize information by summarizing the main information (5W's + H) in a news article.
- Communication
 - write correct and cohesive compound and complex sentences;
 - communicate information clearly and sequentially;
 - integrate appropriate newspaper vocabulary and terms;
 - apply knowledge of spelling and of newspaper vocabulary and terms.
- Application
 - apply proofreading strategies to write and correct simple and compound sentences.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students, in pairs, compare and contrast their summaries, noting which information was included and/or left out.

Extension

- Organize a visit to a local newspaper for a class outing, having students prepare two or more questions to ask while on tour.
- Present two televised news reports of the same event (preferably a report on a crime or accident), asking students to note similarities and differences in each. Have students, in a class activity, identify the 5W's + H in the broadcasts; students then draw in their Learning Log an inverted pyramid, and chart the main events and information of at least one news report, as modelled.
- Read a crime stoppers story or a local crime story with students, and have them follow and compare the extended print and media coverage of the news event.
- Invite a local newspaper reporter to speak to students about his/her job.
- Have students consult archived newspapers to find and summarize one local, national, and international news story that occurred on or around their date of birth.
- Create a “school news quilt” on large brown paper (to sensitize the school's students to local, regional, national, and international issues) using headlines, captions, and photograph clippings from recent newspapers. On a daily basis, have teams of two or three students respond orally to the posted school news quilt and report to class on the questions asked while on duty at the quilt.
- Have students continue their exploration of “credible or not” news headlines by reading along with them an article regarding religious miracles or interventions. Lead a class discussion in response to the following prompts: Is the article credible or not and why? Did the miracle really happen according to you?

Advertising Scambusters

Description

Time: 7.5 hours

In this activity, students:

- apply listening and speaking skills as well as reading strategies to identify advertising techniques in print, audio, and video ads, and to apply these techniques in the creation of their own ad;
- respond to media texts that use positive and negative advertising techniques, developing their understanding of purpose and audience;
- make personal connections between advertising and their consumer habits and choices.

Strands and Expectations

Strand: Making Informed Choices

Overall Expectations: EAE1L-MIC-SpList.OE
EAE1L-MIC-RS.OE
EAE1L-MIC-WS.OE
EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-MIC-SpList.2.1 - 4 - 5 - 6.1 - 6.2 - 6.3 - 7
EAE1L-MIC-RS.1.3 - 1.4 - 2.2 - 2.3 - 2.6 - 4 - 5 - 7.1 - 7.2 - 7.3
EAE1L-MIC-WS.2
EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.3

Planning Notes

The teacher will prepare the following resources and/or material:

- a few taped segments of radio and television commercials advertising a variety of products, as well as necessary audiovisual equipment;
- different types of advertisements from current newspapers and magazines;
- flashcards of words indicating advertising techniques;
- a reading quiz on a promotional offer and the accompanying formative evaluation grid;
- different brands of a type of food for a taste-test experience;
- a selection of advertising brochures and handouts or flyers;
- a handout on features of the brochure as explained in Block 3;
- art supplies and 8" x 10" cardboard for students' creation of their own ad;
- evaluation grids for the formative and summative assessment of students' knowledge of the promotional brochure and of advertising techniques.

Prerequisites

Before beginning this activity, students should be able:

- to apply reading strategies to understand and select information found in advertisements and informational texts in general;

- to understand the concept of target audience;
- to communicate orally to provide information and express opinions;
- to recognize and understand language specifically aimed at consumers in written, audio, and video texts;
- to apply the main rules of capitalization.

Activity Instructions

CONTEXTUALIZATION

- Have students list media sources that provide advertising (e.g., television, radio, movies, music videos, newspapers, magazines, chat lines on the Internet, billboards). Point out to students that advertising now extends to clothing, sportswear, food, and even education.
- Explain to students that this activity will develop their critical judgement as consumers by giving them the opportunity to identify and assess advertising techniques, and to produce their own ad.
- Have students complete a survey on their leisure activities and interests, instructing them to insert it in their Writing Folder for future use in this activity. Suggested survey information: favourite sports, music, electronic equipment, food, clothing, colour. **(DE)**
- For **Reflective Practice**, have students discuss the impact of advertising on their consumer habits and tastes. Suggested prompts:
 - Do you think ads influence your tastes and interests? Why?
 - Have you ever been disappointed after buying something that you wanted after seeing it advertised? Have you ever felt tricked or misled by an ad? If so, when?
 - How do advertisers sometimes mislead consumers?
- Have students apply reading strategies to read one or two print ads, labels, or packages (Suggested text: “A Product Advertisement,” *Literature and Media* 9, p. 322); focus on the distinction between promotional versus informational language (e.g., keywords, exaggeration, captions, logos, jingles) and the main features and techniques of promotional material (e.g., images, colour, font). **(DE)**

TEACHING/LEARNING STRATEGIES

BLOCK 1: UNLOCKING THE SECRETS OF THE ADVERTISING TRADE

Explanation/Modelling

- Distribute and explain the advertising techniques listed in **Appendix 3.3.1: A Thirty-Second Survey**.
- Present a sample commercial or ad to students and point out the techniques used by the advertisers to sell the product as listed in **Appendix 3.3.1: A Thirty-Second Survey**.
- Think out loud, drawing conclusions about the verbal and non-verbal messages in the advertisement, and asking questions that a smart consumer should ask when reading an advertisement or watching a commercial:
 - Is the company clearly identified? Can I verify that this company exists?
 - What is being sold?
 - Does anything seem exaggerated or too good to be true?

- Are pressure tactics used?
- What warranties are provided?
- Is anything free being offered? Why? What conditions apply?
- What risks are involved in the purchase?
- What hidden costs (e.g., delivery, handling, batteries, installation) are involved?
- Point out technical and advertising lingo as you model reading the ad or viewing the commercial.
- Model the simple three-step approach to define difficult terms:
 - Step 1: Look for clues: Reread the word and its sentence, and look at clues in and around the sentence that may help determine what the word means.
 - Step 2: Ask yourself questions: What do I know about the subject? What do I think it might mean? Are there any similar words in English? What is the French equivalent?
 - Step 3: Get help: Check a thesaurus or dictionary. Reread the sentence, replacing the unknown word with a synonym. If the meaning fits, move on.
- List these steps on the board or overhead so that students can note them in their Learning Log.

Teacher-directed Practice

- Have students copy vocabulary related to advertising techniques in their Vocabulary Log.
- Distribute to each student a flashcard on which is written one word from the list of advertising techniques in **Appendix 3.3.1**.
- Present a taped segment of a commercial, asking students to watch for the use of the advertising technique on their flashcard; instruct students to stand up once they see it in the commercial.
- Once the commercial is finished, count the number of students standing, and discuss this informal survey on the number of techniques that were used in one commercial.
- For **Reflective Practice**, ask students the following questions based on the selected commercial:
 - Did you miss any techniques? Which ones? How could that be?
 - Did you find the techniques effective or not? Why?
 - Does the commercial send clear (verbal) messages? Which ones?
 - Does it send any hidden (non-verbal) messages? Which ones? How?
- Provide student groups with magazines to skim and scan for advertisements, asking each group to complete the following practice task:
 - Select one advertisement.
 - Use **Appendix 3.3.1** elements to analyse its use of advertising techniques.
 - Criticize the advertisement, identifying at least three strengths or weaknesses.
 - Identify two or three verbal and non-verbal messages.
- Have student groups explain their findings to the class in a brief oral presentation, using the magazine advertisement as a visual aid and applying effective presentation techniques (e.g., tone, body language, appropriate vocabulary, pronunciation, eye contact):
 - to summarize their findings;
 - to clarify and justify their assessment of the ad;
 - to establish a clear connection between their findings and their visual aid.

- Use an evaluation grid for the formative assessment of students’ speaking skills. Give feedback on the presentations, pointing out the qualities and faults of ads students may have missed, with attention to the non-verbal messages in the selected ads. **(FE)**
- Explain to students that the summative assessment task at the end of this activity will require them to critique ads and to create their own ad. Have students insert their notes on advertising into their Learning Log for future reference; have them also insert their evaluation grid into their Writing Folder in preparation for this summative assessment task.

BLOCK 2: A CLOSER LOOK AT THE TARGET AUDIENCE

Explanation/Modelling

- Model the concept of “target audience” by showing students an advertisement that the majority of the class would find boring or unappealing (e.g., an advertisement for a Retirement Savings Plan or an insurance broker).
- Explain that if they find these advertisements unappealing, it is because they are not the target audience; **review** students’ findings from **Activity 3.1** in which they discussed target audiences for television shows. Suggested prompts:
 - Why did certain advertisements play at certain times only?
 - Did some advertisements play during certain broadcasts only?
 - If so, whom did these ads target? Who would be watching these particular shows?
- Explain that these are the questions advertising companies ask themselves when choosing target audiences for their advertisements; also explain, with examples from everyday life, that advertising companies use target audience information to determine the time when they will air their commercials. Suggested examples:
 - Women’s shampoo and cosmetics are never advertised on the Spike (men only) channel.
 - The target audience for a televised football game are young adult to middle-aged men; the advertised products reflect that group’s tastes.
 - A soap opera targets female viewers; therefore, the advertised products are generally geared towards women.
- Reflect on the fact that stereotyping is an aspect of the practice of targeting an audience (e.g., Not all men drink beer and like fast cars; not all female teenagers are obsessed with clothing brands.).

Teacher-directed Practice

- Present two print or radio ads to students, and ask them to vote by a show of hands on the advertisement they find interesting or boring.
- Ask students to point out what might be changed or added in the ad to make it more appealing to them (e.g., music, language, humour, star endorsement, logo, jingle).
- Inform students that these are stereotypes and that though there is some basis for them, many advertisers assign roles to men, women, teens, cultures, religions, and age generations. Define, with the use of examples, the following vocabulary related to advertising and stereotypes:

gender bias and sexism	stereotype	racism
prejudice	objectification	ageism

- Instruct students, in groups, to skim and scan television viewing guides or local television viewing listings from a newspaper and to classify, in a chart, seven or eight shows according to their target audiences; have students predict the type of commercials that might be aired at those times of day. Suggested chart:

The 4T's of Television Advertising

Time of Day	Type of Television Show	Target Audience	Type of Commercial
early morning (6 a.m. – 8 a.m.)			
morning (9 a.m. – noon)			
early afternoon (noon – 2 p.m.)			
late afternoon (3 p.m. – 5 p.m.)			
evening (6 p.m. – 8 p.m.)			
night (8 p.m. – 10 p.m.)			
late night (10 p.m. – 12 p.m.)			

- Ask students to share their findings informally in a class discussion.
- Have students examine various clippings from magazines; discuss with students the ways these ads might reflect one or more of the following:
 - negative body image;
 - stereotypes, ageism, racism, sexism;
 - language and images creating a visual (negative) effect;
 - distorted perceptions.
- Ask students to point out the more serious consequences of negative body image, stereotypes, and racism (e.g., racial intolerance, lack of self-esteem, eating disorders).
- Have students, in groups, skim and scan magazines to select two or three ads that they consider stereotypical or misleading.
- Have student groups present their selected ads informally in a class or group discussion.
- Provide students with a classroom “taste-test” experience of a product (e.g., sour peach candy, ripple chips, soft drink, juice, soda crackers) following these steps:
 - Ensure that three different samples of the same product are provided (one leading brand name, one less popular brand name, and one no-name brand).
 - Have students taste each one without seeing the names of what they are testing.
 - Ask students to remain silent and to fill out a brief checklist of criteria (e.g., taste, saltiness, crispiness, freshness, size, etc.) after each tasting.
 - Have students choose the best product based on their “taste-test” experience.

- Divulge the names of the brands, explaining that a brand name often affects a person’s choice (but does not necessarily guarantee the quality or price of the product).
- For **Reflective Practice**, discuss with students the results of the classroom test. Suggested prompts:
 - Did you choose the brand/no-name product? Why?
 - What was the single most important factor for your choice?
 - Do you think the price or brand name means that the product will be better?
 - Do you buy only brand names? Why or why not?

Individualized Practice

- Have students, individually or in pairs, prepare a sketch of an ad for the product they chose as the best in the classroom “taste-test.” (FE)
- Assess students’ sketches according to the following criteria:

Sketch format:

 - visual appeal (neatness, spacing, impact/originality);
 - visual details (appropriateness, accuracy, clarity).

Sketch content and purpose:

 - use of advertising techniques;
 - accuracy and clarity of information;
 - avoidance of sexism and bias;
 - use of appropriate language;
 - use of language conventions.
- Have students present their sketches informally in a class activity.
- Indicate to students that they will be criticizing advertisements and producing an ad of their own for the summative assessment task at the end of this activity.
- Have students complete a formative quiz in which they read an advertisement for a special offer and then answer questions. Suggested questions:
 - What product or service is being sold?
 - Which company is advertising the product?
 - Which three advertising techniques are used to promote this product?
 - Including all extra fees and taxes, what is the total price of the product?
 - Is this ad misleading? Why or why not?
 - Is this an effective ad according to you? Why or why not?
- Correct answers with students, and have them note in their Learning Log the various techniques used in the sample ad. (FE)

BLOCK 3: THE PROMOTIONAL BROCHURE OR “FANCY FLYER”

Explanation/Modelling

- Explain to students that many brochures inform, explain, instruct, or describe as well as advertise and promote a product.

- Model reading a promotional brochure, emphasizing the following features:
 - layout of information (numbers, sections, sequence of panels);
 - design (e.g., product name, headings for product information, inclusion of logo, captions, font, spacing, bulleting, frames, pictures, icons, symbols);
 - purpose (e.g., to advertise using information about the product).
- Model using the 5W's + H method explained in **Activity 3.2** to read the brochure:
 - **Who** is promoting the product?
 - **Where** is it sold?
 - **What** is promoted? **What** are its features?
 - **When** does the offer expire?
 - **Which** ingredients, nutritional facts, claims, directions, or small print should I note?
 - **How** much does it cost?
- Distribute the following handout to students and explain the elements of a brochure:

The Fancy Flyer

Panel 1: The cover panel features a slogan and the product name: the name and/or logo of the company is usually indicated here. It might include something to grab the reader's attention such as an offer, a picture, or keywords.

Panel 2: This is the first panel seen when one opens the brochure; it usually has the most important information about the product and its features. This is where language and advertising techniques are most important.

Panel 3: This panel includes pictures, graphics, descriptions, or step-by-step use of the product. This panel may also include a comparison graph or chart with similar products, always placing the advertised product as the best!

Panel 4: The backside of the brochure includes information about the company such as ordering information, address, map, etc.

Elements

- A brochure is simple, clear, and written in complete sentences.
- Most brochures are folded in two or three.
- Headings are clearly indicated in bold, colour, or text boxes.
- Visual aids, graphs, pictures, or charts are included when necessary.
- Headings and explanatory notes are included to identify visual aids.
- The typeface is easy to read (10-12 font, Roman type).
- Verbs, pronouns, and sentence types are used correctly and consistently.

- Model the creation of a page or two of a promotional brochure while completing the following tasks:
 - highlighting keywords and ideas;
 - pointing out the following sections and important elements;
 - suggesting layout features;
 - selecting design;
 - underlining purpose and target audience of the brochure.
- Inform students that they will be working in groups to create their own promotional brochure entitled “Fancy Flyer” as a formative assessment task in preparation for the creation of their own ad at the end of this activity.

Individualized Practice

- Provide students with a variety of promotional brochures for current products (e.g., electronic equipment, health and beauty products, travel specials, hair products).
- Have students identify the features of promotional brochures, linking findings with information about advertising covered in previous Blocks. Suggested questions:
 - Which advertising techniques are used?
 - How do the visual elements add to the effect of the brochure on the reader?
- Have students, individually or in pairs, create the draft of a four-sided promotional brochure entitled “Fancy Flyer” to promote a product that they like and that targets teenagers (e.g., an item of food, an article of clothing, the CD of a popular song).
- Instruct students to follow the steps of a writing process to complete the formative task:
 - Organize ideas into four panels, as modelled by your teacher.
 - Select and prepare pictures, charts, drawings, etc. that will be included as visuals to enhance the text.
 - Prepare a rough draft of the text (12-15 lines) of the brochure.
 - Plan the layout of the text and of visual elements in the brochure (Students might use a word-processing program to format the brochure.).
- Have students submit their brochure for formative assessment. **(FE)**
- Have students place copies of the assessed brochure entitled “Fancy Flyer” into their Writing Folder for use in **Activity 3.4** and in preparation for the summative task of this activity.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students, in a class activity, list the characteristics of an effective ad;
- instruct students to reflect on previous oral presentations to list at least two ways in which they can better prepare for a formative or summative oral assessment.

Review

To ensure students’ retention of previously learned knowledge and skills:

- present two ads or commercials for the same type of product and have students criticize them for any apparent hidden truths, stereotypes, gender bias, or negative images;

- have students review various promotional techniques as explained in Block 3 to identify (by skimming and scanning print advertisements, viewing television commercials, or listening to radio advertisements) good or bad examples of idioms and of word choice or diction (including examples of sexist or biased terms).

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- review with students the main marketing and advertising strategies of **Appendix 3.3.1** as seen in this activity's previous Blocks;
- review with students the main rules of capitalization, reminding them to check that the headings and names of companies and products are capitalized correctly in their brochure.

Evaluation

The suggested assessment consists in the evaluation of two ads and the creation of an ad for a selected product.

- Have students select and cut out two advertisements from two different print sources (e.g., newspaper, magazine, flyer, brochure) for the same product (e.g., toothpaste, running shoes, hair gel, cell phone).
- Instruct students to assess their selected ads by responding to the following questions:
 - How are the ads different, aside from the brand name?
 - Which five advertising techniques are used in each ad?
 - Which ad is more effective? Justify your choice with three reasons.
- Have students produce a one-page (8" x 10" cardboard page) visual ad for a similar product. This ad should be clear, neat, well spaced, and free of stereotypes and spelling errors.

Assess students' evaluation of ads and creation of their own ad, according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of advertising techniques;
 - demonstrate understanding of target audience and purpose of selected ads;
 - demonstrate understanding of verbal and non-verbal messages in advertising.
- Thinking
 - think critically to determine the effectiveness of an ad by assessing the advertising techniques used;
 - apply creative skills to produce a visual or print ad, integrating main advertising techniques.
- Communication
 - clearly formulate an opinion concerning selected advertisements;
 - communicate opinions using an appropriate level of language and complete sentences;
 - demonstrate command of main advertising techniques in the creation of their own ad;
 - use correct spelling and capitalization.
- Application
 - use reading strategies to understand and respond to print advertisements;
 - transfer knowledge of advertising techniques to assess two ads and to create their own ad;
 - make informed choices about advertising techniques, making connections with their own experience as consumers.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students compare the two advertisements selected for the first part of their evaluation; students discuss with a peer which of the two advertisements is better.

Extension

- Present a sample of a commercial’s advertised product (e.g., a frozen food, a toy, a hand cream). Model strategies to read packaging information for this product (e.g., instructions, ingredients, content description and size); point out words that make unspecified promises, as well as images on the packaging that are misleading.
- Ask students to select a misleading claim that is made in an ad and to test it at home to see if it performs the way the company promises it will. Suggested claims to be tested:
 - Two scoops of raisins in a package of cereal.
 - This product is biodegradable.
 - Delivered in 20 minutes, or it’s free.
 - Softer, shinier hair.
 - Satisfaction guaranteed, or your money back.
 - Whitens teeth in just two weeks.
 - Melts in your mouth, not in your hand.
- Have students prepare a chronological log of a normal day in which they list the following data:
 - the number of ads to which they are exposed;
 - which products are and are not new to them;
 - the medium of the ads (e.g., billboard, radio, magazine, television);
 - which advertisements they like and dislike.
- Read, along with students, a copy of a junk mail letter that attempts to sell something. Have students use reading strategies to identify who wrote it, why it has been sent, what is being sold or asked of them, and what conditions apply.
- Present a “logo challenge” to students, asking them to identify various company logos and to assess their effectiveness (e.g., “M” might suggest “mmmmm”, reminding people that they are hungry and feel like some fast food.).
- Have an in-class “bad ad” vote. Students nominate ads that target teens; the class votes on the worst one, noting the stereotypes and negative images.
- Have students prepare and present, in pairs, a thirty-second oral commercial entitled “Your Turn to Sell,” following these steps:
 - creating a product that they think would be useful to students their own age;
 - choosing their target audience and finding a way to reflect this in their commercial;
 - using at least three advertising-techniques from **Appendix 3.3.1**.

A Thirty-Second Survey

Use this checklist to identify the techniques used in ads to sell specific products.

Advertising Techniques	Ad No. 1 ✓	Ad No. 2 ✓	Ad No. 3 ✓	Ad No. 4 ✓	Ad No. 5 ✓
– humour					
– animal(s)					
– shock effect or surprise					
– repetition					
– light					
– sex appeal					
– technical lingo					
– attractive or famous people					
– expert testimonial					
– slogan					
– body language					
– logo					
– colour					
– lettering					
– national pride					
– exaggeration					
– facts, figures, statistics					
– jingle, music					
– incentives					
– bandwagon approach					
TOTAL					

Getting to the Facts

Description

Time: 7 hours

In this activity, students:

- apply reading and writing processes to conduct research, to document sources, and to make informed choices as consumers;
- apply reading skills to understand technical vocabulary and to become familiar with the Internet as an information and research tool;
- develop the ability to read simple warranties and to follow written instructions;
- develop critical thinking skills to find, select, and understand information on a product of their choice.

Strands and Expectations

Strands: Living Responsibly, Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-LR-SpList.OE
 EAE1L-LR-RS.OE
 EAE1L-LR-WS.OE
 EAE1L-MIC-SpList.OE
 EAE1L-MIC-RS.OE
 EAE1L-MIC-WS.OE
 EAE1L-MIC-LS.OE
 EAE1L-DWS-SpList.OE

Specific Expectations: EAE1L-LR-SpList.1.1 - 1.2 - 1.3 - 1.4 - 3
 EAE1L-LR-RS.2.1 - 2.2 - 2.3 - 2.4
 EAE1L-LR-WS.5.1 - 5.2
 EAE1L-MIC-SpList.1 - 2.1 - 2.2 - 2.3 - 6.1 - 6.2 - 6.3
 EAE1L-MIC-RS.1.1. - 1.2 - 1.3 - 1.4 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 6.1 - 6.2 - 6.3 - 6.4 -
 7.1 - 7.2 - 7.3 - 8.1 - 8.2 - 8.3
 EAE1L-MIC-WS.1.1 - 1.2 - 1.3 - 1.4 - 2 - 3 - 4.1 - 4.2 - 4.3 - 4.4 - 4.5
 EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.4
 EAE1L-DWS-SpList.1.2 - 1.3 - 2

Planning Notes

The teacher will prepare the following resources and/or material:

- a sample flyer (e.g., an authentic flyer or one produced for a fictional store called CANACO) to present to students;
- a selection of newspapers, flyers, brochures, catalogues, and warranties;
- a vocabulary/reading exercise on a selected warranty;
- copies of various charts to hand out to students and of a true or false quiz on smoking in Block 3;
- Internet access and a projector to model use of the Internet for research purposes;
- research on tobacco use from one or more of the following Web sites (Consulted October 1, 2004):
 - Tobacco Facts - www.tobaccofacts.org;

- Government of British Columbia - www.healthservices.gov.bc.ca/ttdr/;
- National Clearinghouse on Tobacco and Health Program - www.ncth.ca/NCTHweb.nsf;
- Teen Tobacco Team - www.gov.nf.ca/health/guide/newteam.html;
- Thinking Like a Tobacco Company search - www.media-awareness.ca;
- a consumer report article. Suggested Web site (Consulted October 1, 2004): www.ctv.consumerreports.org/cordlessphone.html;
- a sentence-combining exercise for review;
- evaluation grids for the formative assessment of students' speaking skills;
- a questionnaire for students' self-assessment of their research skills;
- instructions for students' research on a product of their choice; research is conducted in **Activity 3.4** and assessed in **Activity 3.5**.

Prerequisites

Before beginning this activity, students should be able:

- to understand the difference between fact and opinion, as explained in Unit 1;
- to use correct capitalization to write brand names;
- to apply knowledge of the 5W's + H as explained in **Activity 3.2**;
- to use an appropriate level of language in an oral presentation;
- to recognize and explain main advertising techniques;
- to use a chart to record information in point form.

Activity Instructions

CONTEXTUALIZATION

- Have students **review** vocabulary related to marketing and consumerism by reading with them a copy of a receipt from a recent purchase (e.g., grocery list receipt, shoe store receipt, fast-food restaurant receipt), being sure to black out any personal information that could be retraced.
- Ask questions about the receipt to assess students' comprehension. Suggested questions:
 - Where was the purchase made? What is the store's code?
 - What time and date is registered?
 - How much did the item, _____, cost?
 - What was the total cost of the purchase?
 - What do GST and PST mean? How much did each cost?
 - How much would the GST for one of the items on the list be?
 - Which items are GST or PST exempt?
 - Which method of payment did the client use?
 - What was the cashier's name or employee number? (**DE**)
- Explain the purpose of the activity to students, emphasizing that they will develop their research strategies and reading skills to find and record information, to be informed consumers, and to be practicing Christians in a consumer society.

- Ask students to list the consequences (e.g., disappointment in purchasing an item that is out of stock, a defective product, false expectations) of being an uninformed consumer.
- Discuss with students the process of selling a product to the consumer, highlighting the fact that advertising is only one part of the process. Suggested prompts:
 - Why do you or your parents shop in one grocery store over another?
 - Does the word “sale” always mean the same thing (e.g., “sale” as in price reduced or “sale” as in to be purchased)?
 - What could happen if you are not aware of stores’ policies or if you do not read labels or instructions correctly?
 - Why shouldn’t people buy the first thing they see on the shelf or rack? (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: BUYER BEWARE

Explanation/Modelling

- Present to students a sample flyer (e.g., for a fictional store called CANACO), focusing on elements that would typically be found in a flyer for a large store:
 - advertised items;
 - features of format (e.g., headings, colour and graphics, bold lettering, small print messages);
 - regular prices and sale prices;
 - date of issue and expiry date of flyer;
 - special offers, conditional purchase, cut-out coupons;
 - details about available products (e.g., brand name, description, size or quantity);
 - merchandising terms and vocabulary (e.g., regular price, assorted, while supplies/quantities last, number per customer, limited availability, power buy, rainchecks, up to ___% off, discount, rebate).
- Explain consumer terms and vocabulary (e.g., expiry, raincheck, coupon, assorted, quantities/supplies limited, discount, rebate) to students.
- As you model the process of reading the flyer, ask questions out loud and show students what to look out for as consumers; direct students’ attention to the following elements, modelling mental mathematics to make calculations and to determine the best purchase options:
 - exceptions, size, quantity;
 - units of measurement (lb, oz, kg, cm, litres, ml, etc.) and price;
 - sale price per weight versus total weight cost;
 - price match guarantees;
 - expiry dates and any other limitations that the consumer should note.

Teacher-directed Practice

- Have students note and define newly learned terms in their Vocabulary Log, referring to print and electronic resources when necessary.
- Explain to students that they will plan a grocery shopping trip; distribute a sample grocery list to each student group.

- Have students, in pairs or groups, plan the purchase of each item on the list by using flyers from different grocery stores to research and calculate the lowest price for each item on the grocery list.
- Instruct students to note their findings in a comparative chart and to determine which store has the lowest price for each item. Suggested chart:

Grocery Store No. 1			Grocery Store No. 2			Grocery Store No. 3		
Item	Brand	Price	Item	Brand	Price	Item	Brand	Price
flaked tuna			flaked tuna			flaked tuna		
dish-washer soap 1.8 kg			dish-washer soap 1.4 kg			dish-washer soap 2.4 kg		
margarine 907 g			margarine 900 g			margarine 907 g		

- Have student groups use mental mathematics or a calculator in their research; instruct students to also highlight offers that seem misleading or that offer special terms.
- Have students share their findings informally in a class activity, discussing possible reasons for similarities and differences in the collected data.

Individualized Practice

- As a class or homework activity, have students apply reading strategies to locate, select, and note information found in newspapers, advertising flyers, brochures, and catalogues as well as in electronic sources. Instruct students :
 - to select three products or items they would like to purchase;
 - to distinguish between relevant and irrelevant consumer information;
 - to apply problem-solving techniques (e.g., by calling to ask questions, reordering words, finding synonyms, using visual and textual cues, rereading) to note and compare information;
 - to use the comparative price chart to record their findings.
- Have students present their chart informally to the class.
- Give feedback to students following the presentations, focusing on students' ability:
 - to use connecting words and phrases to show logical order in their presentation (e.g., therefore, such as) and to condense ideas;
 - to collect and note information clearly and accurately;
 - to organize and explain information and chart clearly;
 - to discard irrelevant information;
 - to integrate newly learned vocabulary into their oral presentation. **(FE)**
- Instruct students to keep their notes, chart, and assessment in their Writing Folder in preparation for the summative assessment task at the end of this unit.

BLOCK 2: INFORMATION GUARANTEED!

Explanation/Modelling

- Model the use of the following reading strategies to read a sample warranty:
 - highlighting keywords and main ideas and writing each down;
 - distinguishing between relevant and irrelevant information.
- **Review** problem-solving techniques when reading, as explained in Unit 2, and apply the following strategies to read the sample warranty:
 - asking questions;
 - reordering words;
 - using word derivations and finding synonyms to understand new terms;
 - using visual and textual cues;
 - rereading to construct and clarify meaning;
 - breaking down words that are unfamiliar;
 - noting small print or technical terms;
 - using context clues and knowledge of French terms to define difficult vocabulary.
- Think out loud, asking the following questions and relating answers to the sample warranty:
 - Are there any conditions or catches in this warranty?
 - What are the time limitations for the warranty? for returning the product?
 - Is this a local company or do I need to contact out-of-country servicing?
 - Who pays for the postage if I need to return the product? At what cost?
 - Is the product completely covered? Which parts are not covered?

Teacher-directed Practice

- Provide students with a simple warranty for a common product (e.g., a CD player, a hair-dryer, a cell phone).
- Have students, in a class activity, apply reading strategies to understand the text and to answer the following questions:
 - In what cases does the warranty promise to replace the product?
 - What steps must you follow if the product breaks?
 - If replacement parts must be shipped by the company, who pays for the postage?
 - How long does this warranty last from the date of purchase?
 - In which cases would you not receive your money back?
 - How long is this product's guarantee?
- Instruct students to complete a practice exercise on consumer terms and to insert it in their Vocabulary Log. Suggested exercise questions: a cloze exercise, fill in the blanks, apply the correct term, multiple-choice, true or false.
- Correct the vocabulary exercise with students, **reviewing** spelling patterns and elements that need clarification. **(FE)**

Individualized Practice

- Have students form groups to role-play one of the following work scenarios with reference to the sample warranty:
 - A student working at the customer service counter or a cash register in a retail store is dealing with two customers who want to return broken or defective merchandise that is still under warranty.
 - A student wishes to return broken merchandise which is past warranty date and is speaking with a store clerk and his/her bilingual department manager.
- Have students briefly practice the scenario; as they rehearse, remind them:
 - to apply problem and conflict-solving strategies learned in Unit 2, including common courtesies;
 - to use terminology demonstrating that they have read and understood the warranty;
 - to avoid slang and colloquialisms;
 - to choose words that are gender-neutral, non-stereotypical, and non-biased.
- Have students present their scenario informally to their peers; provide feedback by asking questions such as the following, after each presentation:
 - Which reading strategies did the employee need to use rapidly?
 - How was the situation resolved?
 - Was the language appropriate? Why or why not?
 - Could a scenario like this happen in real life? What other products might have been used for the scenario?
 - What would happen if a customer had an outlandish claim?
 - When does the “the customer is always right” notion apply? **(FE)**

BLOCK 3: WORLDWIDE SEARCH FOR RELIABLE INFORMATION

- Have students **review** the distinction between facts and opinions, as explained in Unit 1, by having them complete a true or false quiz on smoking. Suggested quiz:

The Truth about Smoking	
1.	Smoking is the leading cause of preventable death in Canada. (T)
2.	Teenaged non-smokers are most likely to be exposed to secondhand smoke. (T)
3.	Smoking is permitted in all of the restaurants in our city. (Answers will vary.)
4.	The cost of a pack of cigarettes is comprised of 50% government taxes. (F)
5.	People who smoke pay more health care fees. (F)
6.	Some doctors refuse to take on a client who smokes. (T)
7.	Nicotine is classified as a drug. (T)
8.	A majority of adults - smokers and non-smokers - support smoking restrictions in public settings such as restaurants, workplaces, and movie theatres. (T)
9.	Burning a candle next to a smoker destroys most of the smoke chemicals. (F)
10.	Nicotine is addictive. (T)

- Use a hand vote or YES/NO cards to record students’ answers for analysis purposes at the end of this Block.

Explanation/Modelling

- Briefly present a few Canadian laws regulating advertising by tobacco companies, noting the techniques used by companies to work around these laws and to convey misleading health and lifestyle messages. Model research strategies by conducting a brief Internet search to find and note this information, consulting a Web site such as Media Awareness (Consulted October 1, 2004) - www.media-awareness.ca.
- Hand students at least one printout from a Web site on tobacco use and/or tobacco advertising (Note that the Media Awareness Web site also suggests links to many other sites.).
- Explain to students that the Internet is a valuable source of information for research but that not everything is relevant, informative, or correct.
- **Review** the 5W's + H questions as you model the process of finding and selecting information on the Internet. Suggested questions for thinking out loud:
 - **Why** was this Web site created (e.g., purpose: to inform, entertain, persuade, describe, advertise)?
 - **Who** created the Web site (e.g., Is the person reliable? Is it a person who is knowledgeable or is the Web site a personal one?)?
 - **What** is presented on the Web site (e.g., subject, content, levels of language, values or opinions expressed, context, advertisements, links to other Web sites)?
 - **Where** is the Web site published (e.g., Is it Canadian, USA-based?)?
 - **When** was the information posted (e.g., Is the information still relevant and up-to-date?)?
 - **How** does the Web site convey its information (e.g., interactive games, text information, graphs, pictures, e-mail options, advertising)?
- Choose one of the downloaded pages from a selected Web site, read the text and model the use of the 5W's + H questions and note-taking strategies (as seen in **Activity 3.2**) by:
 - reading to decipher whether it is a reliable source or not;
 - highlighting keywords and underlining words that contain bias, stereotype, value judgements, and opinions;
 - using textual clues and problem-solving techniques to understand new or specialized words;
 - organizing information according to a logical sequence;
 - discarding irrelevant information;
 - circling and colour-coding the answers to the 5W's + H questions.

Teacher-directed Practice

- Read with students sections of a research text on tobacco use (e.g., “Exposure to Secondhand Smoke” by Warren Clark in *Literature and Media 9*, p. 161), pointing out information that is relevant and factual; have students write down the reference of this selected resource according to the chosen methodology.
- Have students note acronyms and definitions of computer terms in their Vocabulary Log (e.g., World Wide Web, Search Engines, Homepage, hypertext, link).
- Have students form research teams of two or three to check the accuracy of the statements in the true or false quiz on smoking; instruct students to apply a reading process and research skills to consult reliable Web pages (e.g., Media Awareness site) by:
 - using note-taking strategies (e.g., highlighting, making lists, rephrasing in their own words) to record their findings;
 - using visual features such as font, headings, and colour to locate information;
 - skimming, scanning, and highlighting keywords;

- recording ideas, information, and data while conducting their research;
- regrouping and organizing the key points according to the research question and in a logical sequence;
- noting the references of their electronic sources.
- Correct the quiz on smoking with students, as students share their answers and research notes. **(FE)**
- For **Reflective Practice** and as a follow-up to this quiz, have students discuss and debate informally the following points:
 - erroneous versus correct answers in the class;
 - the opinions that were misconstrued as facts;
 - the reasons why persons might start smoking.
- Continue the **Reflective Practice** by having students respond to the research on tobacco in a think-pair-share activity: have students write in their Learning Log three reasons to convince a friend or family member to stop smoking; students share and discuss their reasons with a peer and then with the class, completing their list of reasons as they go along.

BLOCK 4: DON'T SHOP 'TIL YOU DROP

Explanation/Modelling

- Model applying the research process to select and retrieve information about a product in charts, newspapers, flyers, catalogues, and brochures in response to specific research questions such as the following:
 - Which is the best cordless telephone to have on hand?
 - Which baby monitor is the best quality for the price?
 - Which cell phone plan should a teenager get?
 - Which mountain bike brand is the best?
 - Which backpack is the best for a teenager?
- Think out loud as you select and retrieve information from each of the sources by:
 - establishing your need for this source (e.g., What am I looking for? Does this source have the information/product that I need?);
 - eliminating, selecting, and highlighting the information that might or might not be useful (e.g., I don't need this, but I might use this. This information is important).
- Model note-taking strategies, using a graphic organizer (on the board or overhead) such as the following to record information:

Best Buy Chart						
Name/Brand and Type of Product: _____						
Cost		Quality		Warranty		
Price per unit	Features	Reliability	Performance	Length	Exclusions	Inclusions

- Present to students an excerpt from a consumer article, explaining that an article of this type usually summarizes information using keywords and headings for clarity.
- Model strategies to read a chart in a consumer report, using a ruler to read along lines in tables; point out features of layout and design (e.g., colour, font, spacing, levels of headings).

Teacher-directed Practice

- Briefly present the research project which will be assessed in **Activity 3.5**; students are expected to research at least three brands of their choice to determine which is the best buy; students will convey their research in a four-panel brochure and a “Best Buy” chart to be presented to their peers.
- **Review** with students the main features of brochures as explained in **Activity 3.3**.
- Explain steps of the research and writing processes, presenting the scenario of choosing a DVD rental at a movie store as an example:
 - Step 1: You decide which way to go, and which sections to visit in the store.
 - Step 2: You sift through the information and decide what you want to see.
 - Step 3: You evaluate the choices left and revise your options.
 - Step 4: You evaluate this new information, discarding what doesn’t appeal to you, and then choose the movie that seems right for you.
- Read along with students a consumer article from a print or electronic source to find the best rated products (e.g., cordless phones).
- Have students apply a reading process to select and retrieve information from graphs or charts relevant to the selected article, with attention to the following reading strategies:
 - skimming and scanning headings;
 - highlighting keywords;
 - reviewing layout and features of format such as columns and subheadings;
 - noting specific details about the product under research;
 - applying note-taking strategies (e.g., organizing information according to a logical sequence and discarding irrelevant information);
 - drawing conclusions about the product from the data presented;
 - noting sources and dates (e.g., dates printed or consulted).
- Instruct students to find information on one or more of these products, and to note data in the Best Buy Chart.

Individualized Practice

- Have students select a type of product (e.g., snack foods, software, jeans, school bags, makeup) for their research. Instruct students to follow these steps to research their selected product:
 - apply reading strategies to research the prices of a product of their choice (e.g., article of clothing, athletic shoes, CD, video game, bicycle);
 - consult different types of sources (e.g., catalogues, local businesses, current magazines, flyers, catalogues, newspaper ads, Web sites);
 - select and retrieve information in catalogues, flyers, consumer articles, newspaper articles, and brochures;
 - apply note-taking strategies to record price variations and features of various brands of the same product, filling out the Best Buy Chart;
 - record sources.

- Conference with students as they conduct their research, checking that research sources are reliable and that recorded information is accurate and relevant.
- Have students apply steps of a writing process to write the draft of two short paragraphs of approximately ten lines each in which they convey their research results (e.g., Paragraph 1: What not to buy (and why); Paragraph 2: the best buy (and why)); remind students to apply the sentence-combining techniques explained in **Activity 2.3** and in **Activity 3.2** as they condense their research findings.
- Have students add headings and a title to their draft.
- Instruct students to prepare the layout and design of their Best Buy brochure (of four panels, as explained in **Activity 3.5**).
- Conference with students as they draft and revise their text and brochure, checking that the information provided is formulated clearly and sequenced logically and neatly.
- Explain to students that they will be submitting their brochure and presenting their chart and research for summative assessment in **Activity 3.5**.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students complete a questionnaire in which they assess their research skills, identifying their strengths and weaknesses, and formulating one or two strategies to improve these skills. Suggested questions:
 - Do you usually find the information you are looking for?
 - Does it take you a long time to navigate?
 - Do you know which search engines are better for school projects?
 - Have you tried changing the keyword or using advanced search techniques?
 - Are there elements you encountered that surprised you while doing your research?

Review

To ensure students' retention of previously learned knowledge and skills:

- review with students the features of the brochure as explained in **Activity 3.3**;
- review with students various note-taking strategies, including various sentence-combining techniques, explained in **Activity 2.3** and **Activity 3.2**, to help them record and condense their research information.

Summative Assessment

- Students will publish and present their research on a chosen product in the form of a brochure and a chart for summative assessment purposes in **Activity 3.5**.

Extension

- Ask students to bring in the sales receipt from their parents' last grocery order; have students consult recent and date-relevant grocery store flyers to calculate how much money they could have saved if they had used the flyer sales.

- Have students form groups and provide each group with a prepared list, instructing them to use resources available at the school library (including telephones and computers) to find the items on the list.
Suggested items for a scavenger hunt:
 - Write the title of a book written by author W.P. Kinsella.
 - Define the word *consumerism*.
 - State the difference between the words *uniformed* and *uninformed*.
 - Which Canadian Prime Minister is on the \$50 bill? (William Lyon Mackenzie King)
 - What is the <http://> address for the Canadian Consumer Information Gateway?
 - Using the phone book's blue pages, find the Ontario Ministry of Consumer and Business Services' street address. In what city is it located?
- Invite a guest speaker (e.g., a public health nurse, a student facilitator) to speak to students about the effects of tobacco use.
- Have students create an anti-smoking collage advertisement, using photographs related to health hazards; students might also participate in a local, regional, or provincial anti-smoking campaign initiative.
- Present the movie *The Insider*, and have an informal discussion about the 1998 tobacco settlement.

End of Unit Assessment Task – “Best Buy” Research Project

Description

Time: 2 hours

The **End of Unit Assessment Task 3.5** consists of the following:

- revising and finalizing their brochure and chart, and preparing to present research on a selected product that was conducted in **Activity 3.4**;
- Section One: Writing – The brochure on the “Best Buy”: summarizing research on a product as well as reasons for selecting one brand;
- Section Two: Oral presentation: presenting research data and a chart on a selected product.

Strands and Expectations

Strand: Making Informed Choices

Overall Expectations: EAE1L-MIC-SpList.OE
EAE1L-MIC-RS.OE
EAE1L-MIC-WS.OE
EAE1L-MIC-LS.OE

Specific Expectations: EAE1L-MIC-SpList.2.1 - 2.2 - 2.3 - 6.1 - 6.2 - 6.3
EAE1L-MIC-RS.1.2 - 1.3 - 1.4 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 6.4 - 8.1 - 8.2 - 8.3
EAE1L-MIC-WS.1.1 - 1.2 - 1.3 - 1.4 - 2 - 3 - 4.1 - 4.2 - 4.3 - 4.4 - 4.5
EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.2 - 2.3 - 2.4

Planning Notes

The teacher will prepare the following resources and/or material:

- transparencies or bristol board and markers for students’ presentation of their “Best Buy” chart;
- copies of the research chart for collecting and presenting data;
- copies of the presentation guidelines and achievement chart to hand out to students.

Process

Preparation

To prepare students for the summative assessment task:

- Meet individually with students, using conferencing strategies to **review** the requirements of the project and to ensure students have completed the following steps of the research process begun in **Activity 3.4**:
 - finding and recording information on the product (e.g., types available and quality, price, etc.);
 - filling in the “Best Buy” chart, as explained in **Activity 3.4** by:
 - organizing information according to the chart sequence;
 - discarding irrelevant information;

- using the information noted in their “Best Buy” chart and any other collected data, and preparing an informational brochure, including two short paragraphs – one on what not to buy, and the other on the best buy.

The “Best Buy” Brochure

Panel 1: The cover panel features a title and names the product. It includes the product’s picture and keywords about the product.

Panel 2: This panel presents a short paragraph on the reasons for not buying two of the selected brands. This panel refers at least twice to research findings. This panel has no pictures, graphics, or visuals.

Panel 3: This panel presents a short paragraph stating the reasons why this particular product is the best purchase and referring at least twice to research findings. This panel has no pictures, graphics, or visuals.

Panel 4: The back of the brochure has a picture or drawing as well. This panel will also list at least two research sources.

Elements

- The brochure is neat, clear, and written in complete sentences.
- Headings are clearly indicated in bold, colour, or text boxes.
- At least two drawings or pictures are included where suggested.
- The typeface is easy to read (10 to 12 font, Roman type).
- Appropriate and accurate vocabulary relating to the product is used throughout.
- All verbs, pronouns, capitals, and sentence types are used correctly.

Evaluation

- Have students prepare the presentation of their research. During the presentation, students will:
 - justify their chosen product by referring to their research chart;
 - explain visual aids and research results included in their brochure;
 - sequence their information and use transitional words and phrases in a logical way;
 - use correct grammar and complete sentences;
 - integrate appropriate diction and technical vocabulary from the research;
 - use effective tone, pronunciation, body language, and eye contact.
- Have students submit their brochure and chart for assessment as well.

Assess students’ ability to conduct and convey research on a product of their choice according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of research and information on a selected product;
 - demonstrate understanding of form and purpose of the brochure and the chart to convey information.

- Thinking
 - apply planning and process skills to conduct research and to summarize and record their findings (e.g., features, brands, warranties, price, availability);
 - apply critical thinking skills to make choices and to justify these choices with reference to research information.
- Communication
 - use appropriate level of language and accurate vocabulary;
 - convey information clearly and sequentially in both written and oral forms;
 - apply speaking skills in an oral presentation, demonstrating a clear connection between findings and visual aids;
 - use correct grammar and spelling, with attention to sentence structure.
- Application
 - apply reading strategies to locate, understand, and select information from various sources for research purposes;
 - transfer knowledge of advertising techniques and information texts to produce a brochure on a consumer product;
 - apply research and writing processes to collect and convey research information;
 - make connections between research and own preferences as a consumer.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students prepare a mobile bulletin board for public display of their informational brochures to the school's students.
- Have students obtain a brochure of a similar type product or their own product; students compare it with their own brochure, noting similarities/differences in their Learning Log.

Achievement Chart – “Best Buy” Research Project

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – demonstrates knowledge and understanding of research information on a selected product. – demonstrates understanding of form and purpose of the brochure and the chart to convey information. 	<p>The student demonstrates limited knowledge and understanding of research information and of form and purpose.</p>	<p>The student demonstrates some knowledge and understanding of research information and of form and purpose.</p>	<p>The student demonstrates considerable knowledge and understanding of research information and of form and purpose.</p>	<p>The student demonstrates thorough knowledge and understanding of research information and of form and purpose.</p>
Thinking Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – applies planning and process skills to conduct research and to summarize his/her findings (e.g., features, brands, warranties, price, availability). – uses critical thinking skills to make choices and to justify these choices through research. 	<p>The student applies planning and process skills to conduct research and to summarize his/her findings with limited effectiveness, and uses critical thinking skills to justify choices on the basis of research with limited effectiveness.</p>	<p>The student applies planning and process skills to conduct research and to summarize his/her findings with some effectiveness, and uses critical thinking skills to justify choices on the basis of research with some effectiveness.</p>	<p>The student applies planning and process skills to conduct research and to summarize his/her findings with considerable effectiveness, and uses critical thinking skills to justify choices on the basis of research with considerable effectiveness.</p>	<p>The student applies planning and process skills to conduct research and to summarize his/her findings with a high degree of effectiveness, and uses critical thinking skills to justify choices on the basis of research with a high degree of effectiveness.</p>

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – uses appropriate level of language and technical vocabulary. – conveys information clearly and sequentially in both written and oral forms. – applies speaking skills in an oral presentation, demonstrating a clear connection between findings and visual aids. – uses correct grammar and spelling, with attention to sentence structure. 	<p>The student conveys information in written and oral forms with limited effectiveness, and uses an appropriate level of language and correct spelling and grammar to communicate with limited effectiveness.</p>	<p>The student conveys information in written and oral forms with some effectiveness, and uses an appropriate level of language and correct spelling and grammar to communicate with some effectiveness.</p>	<p>The student conveys information in written and oral forms with considerable effectiveness, and uses an appropriate level of language and correct spelling and grammar to communicate with considerable effectiveness.</p>	<p>The student conveys information in written and oral forms with a high degree of effectiveness, and uses an appropriate level of language and correct spelling and grammar to communicate with a high degree of effectiveness.</p>
Application Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – applies reading strategies to locate, understand, and select information from various sources for research purposes. – applies research and writing processes to collect and convey research information. – transfers knowledge of advertising techniques and information texts to produce a brochure on a consumer product. – makes connections between research and own preferences as a consumer. 	<p>The student applies reading, research, and writing processes with limited effectiveness, and transfers knowledge to produce a brochure with limited effectiveness, making connections between research and own preferences with limited effectiveness.</p>	<p>The student applies reading, research, and writing processes with some effectiveness, and transfers knowledge to produce a brochure with some effectiveness, making connections between research and own preferences with some effectiveness.</p>	<p>The student applies reading, research, and writing processes with considerable effectiveness, and transfers knowledge to produce a brochure with considerable effectiveness, making connections between research and own preferences with considerable effectiveness.</p>	<p>The student applies reading, research, and writing processes with a high degree of effectiveness, and transfers knowledge to produce a brochure with a high degree of effectiveness, making connections between research and own preferences with a high degree of effectiveness.</p>
Comment: A student whose achievement is below Level 1 (less than 50%) does not meet the required overall expectations for this task..				

Unit Overview

Unit 4

Developing Work Skills

Description

Time: 27 hours

In this unit, students:

- apply speaking and listening skills, as well as the reading and writing processes to develop work skills and to communicate in a workplace context;
- apply various reading strategies to understand and interpret forms, labels, instructions, and correspondence;
- make connections between their own job interests, their faith, and their personal pathways to the workplace as they explore various jobs, workplace scenarios, and apprenticeship options;
- complete job application forms and write various messages in response to work-related situations;
- continue to develop and apply proofreading skills and writing strategies to correct common errors in spelling, capitalization, and punctuation in work-related texts.

Activity Titles

Time

Activity 4.1: Having Fun with Words	6.5 hours
Activity 4.2: Instructions, Labels, and Messages	7 hours
Activity 4.3: It's All About Jobs	5.5 hours
Activity 4.4: Searching for Pathways	5.5 hours
Activity 4.5: End of Unit Assessment Task: A Job of Choice	2.5 hours

Summative Assessment Tasks

- Activity 4.1: Having Fun with Words (Proofreading test)
- Activity 4.3: It's All About Jobs (Job application form and e-mail)
- Activity 4.5: End of Unit Assessment Task: A Job of Choice (Job research – Collage, summary, and presentation)

Overview of Unit 4

Resources

The following resources are suggested:

PEDAGOGICAL MATERIAL

- English and English/French dictionaries;
- career surveys and information on job searches, apprenticeship programs, job opportunities and requirements (available on the Internet and at employment offices, at government human resources offices, or at the school guidance office);
- job ads from local newspapers and career Web sites;
- examples of business documents and forms (e.g., job application forms, time sheets, memos, inventory sheets, receipts, warranties, e-mail messages) available on the Internet and at local businesses.

TECHNOLOGICAL RESOURCES

- a tape recorder for class use;
- a job quiz for students to complete. Suggested Web sites (Consulted October 13, 2004):
 - L.E.A.R.N. - www.cyberspacers.com/learn/;
 - “The Drill Quiz” - www.ontariopropects.info/2004/eng/2.html;
- Job and workplace Web sites (Consulted October 13, 2004):
 - “Fact Sheets” - www.gov.on.ca/LAB/english/es/factsheets/fs_general.html;
 - Find An Occupation, Alphabetical Listings of Occupations - www1.on.hrdc-drhc.gc.ca/;
 - “I’ve Got A Problem” - www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=10-1-3;
 - Ontario Prospects - www.ontariopropects.info/2004/eng/index.html;
 - Ontario Skills Passport - <http://skillsdemo.edu.gov.on.ca/OSPWeb/>;
 - Ontario Youth Apprenticeship Program - www.oyap.com
 - Skills Connect - www.edu.gov.on.ca/eng/welcome.html;
 - Teens and Job Safety - www.theparentreport.com/resources/ages/teen/safety/798.html;
 - Teen Business Do’s and Don’t’s - www.quintcareers.com/younger_teen_job_dos-donts.html;
 - Teen Workers - www.osha.gov/SLTC/teenworkers/teenworkers.html;
 - Top Ten Job Tips for Teens - www3.gov.ab.ca/hre/whs/workers/tentips.asp.
- Workplace Safety Information and Directions Web sites (Consulted October 13, 2004):
www.coop.engr.uvic.ca/.

Having Fun with Words

Description

Time: 6.5 hours

In this activity, students:

- apply speaking and listening skills as well as steps of a writing process to understand, record, and respond to oral and written messages in a workplace context;
- apply reading strategies to understand and interpret routine business correspondence, forms, and documents, as they explore their career interests and skills;
- adapt language to a workplace context and develop knowledge of vocabulary pertaining to the workplace;
- develop and apply their knowledge of spelling patterns, punctuation, and capitalization to proofread own texts and simple business documents such as messages and e-mails.

Strands and Expectations

Strands: Building Relationships, Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-BR-SpList.OE
 EAE1L-MIC-LS.OE
 EAE1L-DWS-SpList.OE
 EAE1L-DWS-RS.OE
 EAE1L-DWS-WS.OE
 EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-BR-SpList.1.1 - 1.2 - 1.3 - 5 - 6
 EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.1 - 2.3
 EAE1L-DWS-SpList.1.1 - 1.2 - 1.3 - 1.4 - 2
 EAE1L-DWS-RS.1.1 - 1.2 - 1.3 - 1.4 - 1.7 - 1.8
 EAE1L-DWS-WS.1 - 2 - 3
 EAE1L-DWS-LS.1.1 - 1.2 - 2.1 - 2.2 - 2.3 - 2.4 - 3.1 - 3.2 - 3.3 - 4.1 - 4.2 - 4.3 - 5

Planning Notes

The teacher will prepare the following resources and/or material:

- copies of a diagnostic activity on levels of language;
- one or two spelling exercises and modified passages from work documents (e.g., telephone message, operation procedure) with errors for the proofreading exercise in Block 1;
- student copies of a diagram of main car parts and flashcards of the applicable vocabulary;
- student copies of sample charts and dialogues provided throughout the activity;
- bristol board, markers, glue, and scissors for students' vocabulary poster on a selected job;
- student copies of "first impression" e-mails provided in Block 3;
- a list of netiquette commandments for students' Learning Log. Suggested references (Consulted October 22, 2004):
 - L.E.A.R.N. - www.cyberspacers.com/learn/;

- ABC E - Mail Netiquette - www.atacc.ab.ca/makegoodconnections/7-9email.html;
- Practicing Good Cyber Netiquette - www.fcps.k12.va.us/DeerParkES/kids/CyberSafety/;
- one or two word games or vocabulary quizzes. Suggested references (Consulted October 5, 2004):
 - Learning Vocabulary Can Be Fun - www.vocabulary.co.il/;
 - Focusing on Words - www.wordfocus.com/;
- a survey on career skills from the Ontario Ministry of Education Web site (Consulted October 13, 2004):
 - Skills Connect - www.edu.gov.on.ca/skills.html;
 - Prospects 2003 - www.edu.gov.on.ca/.
- notes on community involvement. Reference: Ontario High School Diploma Requirements (Consulted October 22, 2004) - www.edu.gov.on.ca/;
- evaluation grids for the formative assessment of students' skit and e-mail;
- copies of the vocabulary, spelling, and grammar assessment, as well as a summative evaluation grid.

Prerequisites

Before beginning this activity, students should be able:

- to apply reading and listening strategies to understand information found in short messages and oral communication situations;
- to recognize the importance of using an appropriate level of language according to context;
- to communicate orally in informal skits and to provide information and express opinions in small and large group situations;
- to identify common errors in spelling, capitalization, and punctuation in short written texts.

Activity Instructions

CONTEXTUALIZATION

- **Review** with students the communication skills explained in **Activity 1.4**, emphasizing that these skills are helpful not only in groups, but especially important on the job; also explain that this activity will give students the opportunity to develop effective communication skills for the workplace.
- Have students, in a class activity, find examples of the skills that permit sound workplace communication, focusing on the following elements:
 - using correct vocabulary and appropriate level of language;
 - using common courtesy and social conventions;
 - using personal pronouns correctly (e.g., avoiding pointing, not using the accusatory “you” when in a discussion or dispute, using “vous” instead of “tu” to show respect).

Communication Skill	Faulty Statement	Better Way of Communicating
<i>active/reflective listening</i>	“Oh my God! Didn’t you read the warranty on this product?”	“I believe the product warranty covers your excellent question. Let’s examine it together.”

- Explain to students that workplace situations call for different types of conversations and vocabulary; ask students to provide examples of situations from their everyday lives when they have noticed a difference in the way they communicate. **Review** with students various levels of language, as well as concepts of target audience and context, as explained in Units 1 and 3.
- Brainstorm, along with students, ways to impress a prospective employer when calling to find out about a summer or part-time job. Suggested prompts:
 - What could you say over the phone that the employer needs to know?
 - What do you do if you don't understand the person at the other end of the line (e.g., accent that is difficult to understand, speed of speech, pronunciation)?
 - Which questions are appropriate to clarify over the phone before the interview (e.g., an address that is not familiar to you, a problem with the interview time, unfamiliarity with the area or building)?
 - Why should you use correct grammar and avoid using slang?
- Have students, in teams of two, complete a chart on levels of language for diagnostic purposes. Suggested chart: **(DE)**

Person to Whom You Are Speaking	Inappropriate Response	Appropriate Response
<i>your school principal</i>	How's it hanging?	
<i>your Aunt Thelma</i>		Would you be so kind as to pass the salt, Aunt Thelma?
<i>a teacher handing out books</i>	Yo, teach! Gimme that now!	

- Correct the chart with students, emphasizing the importance of appropriate language and effective communication skills in the workplace.

TEACHING /LEARNING STRATEGIES

BLOCK 1: FINDING THE RIGHT WORDS

Explanation/Modelling

- Model a conversation on the telephone with a mechanic in which the teacher or a customer does not have a grasp of the vocabulary needed to gain useful assistance. Suggested conversation:

TEACHER: My car makes a rickety sound... it seems to come from the front of the car and it only happens when I...

MECHANIC: Well, did you check the catalytic switch, the fan belt, or the muffler?

TEACHER: There's no switch on my dashboard. What are those other things? Where are they?

MECHANIC: (laughter) Two are under the hood and the other one's under the car.

TEACHER: I don't know... it sometimes goes thump, click, tock... the thinga majiggy symbol lights up on the dashboard every now and again.

MECHANIC: Which symbol? Is your car digital? Is the symbol flashing or beeping?

TEACHER: I dunno... it looks like an upside down cross with bars on it. I think it goes "ding, ding."

MECHANIC: Well, perhaps it would be better to bring the car in for a look. From the sound of it, it could be something serious.

- Explain to students that knowledge of specialized or technical terms is important in order to get adequate feedback and help under these circumstances.
- Model the use of language skills to proofread one or two passages from a work document (e.g., a phone message, an e-mail, operation instructions for a fax machine or from a car manual). Demonstrate the following strategies, giving examples (e.g., the term "accessible") from a prepared text that contains work-related terms:
 - using French equivalents and suffixes, prefixes, and root words (e.g., expediency/expédier, accessories/accessoires, estimate/estimation, service/service);
 - replacing *y* by *ies* when forming the plural;
 - adding *s* to *ey* endings when forming the plural;
 - changing *y* to *i* when adding the suffixes *er* and *est* to adjectives;
 - spelling one-syllable words with short vowel sounds and spelling one-syllable words with long vowel sounds ending with *e* (e.g., hop/hope, hat/hate, mad/made, hid/hide).

Teacher-directed Practice

- Have students discuss the advantages of bilingualism in the workplace; have students identify various jobs where bilingualism is necessary or mandatory.
- Brainstorm, along with students, a list of jobs where specific vocabulary might pose a problem to the person who does not work in that field (e.g., a cook, a landscaper, a hairdresser, a carpenter, a farmer).
- Have students apply modelled proofreading strategies and knowledge of spelling patterns from Units 1 and 2 to complete one or two spelling exercises in a class activity.
- Distribute a diagram of basic car parts and have students write the names of the car parts on the diagram.
- Correct the above diagram with students. **(FE)**
- For **Reflective Practice**, have students refer to the above dialogue as they discuss the fact that not everyone is comfortable with these specialized or technical terms. Suggested prompts:
 - Which terms would have facilitated the conversation with the mechanic?
 - How accurate is the use of made-up words in the dialogue between the teacher and the mechanic? Why or why not?
 - How could the teacher have been better prepared before calling (e.g., writing observations, looking at the troubleshooting list in the car's manual)?

- Have students work in pairs to complete a vocabulary poster on a job of their choice by following these steps:
 - List twelve words naming tools or equipment needed to accomplish a job of your choice (e.g., baker, landscaper, carpenter, plasterer, flooring contractor, drywall applicator, hairdresser, farmer); conduct a search on the Internet, if necessary, to find and verify terms.
 - Prepare a vocabulary poster on your selected job: find or draw a picture illustrating each term and label each picture, checking that you have correctly spelled the twelve terms.
 - Present your list of twelve words and matching illustrations of tools or equipment.
- For **Reflective Practice**, have students give feedback on their peers' presentations; instruct students to suggest new vocabulary to add to the list of terms.
- Display students' posters in the classroom and provide students with a master list of terms that they can insert in their Vocabulary Log.
- Have student groups improvise one of the skits below, reminding them to refer to their vocabulary list of words, tools, or equipment:
 - Topic 1: Simulate the conversation which should have taken place between the customer and the mechanic.
 - Topic 2: Present a scenario between a customer and a worker in one of the jobs mentioned above.
- Have students present their skits; give feedback on the following elements after the oral presentation of the skits:
 - sequence and detail;
 - selection of formal, informal, or colloquial speech according to context and purpose (e.g., to negotiate, to resolve conflict, to give instructions);
 - level of language and social conventions;
 - use of work-related vocabulary;
 - grammar and use of complete sentences. **(FE)**

Individualized Practice

- Instruct students to choose one of the following writing prompts and to apply steps of a writing process to write (in class or as homework) a ten-line dialogue or part of a conversation, applying proofreading strategies. Suggested writing prompts:
 - You are lost and need directions to get from Ottawa to Sudbury.
 - Your sister is arriving by plane and you must call the airport to check on the arrival schedule and details.
 - You have committed an infraction with your bicycle and have received a ticket; now you must obtain information on how to pay your fine.
 - You call the guidance office to inquire about a conflict in your timetable.
 - You have made a serious mistake and wish to talk to a priest for advice and guidance.
 - You are having problems with your Internet service provider and must contact the service provider by phone.
- Have students use word processing resources to define and apply specific work-related terms and to correct errors in spelling, grammar, and numerical data.
- Assess students' written dialogue with a focus on the use of proofreading strategies and spelling. **(FE)**
- Inform students that the summative assessment task at the end of this activity will also require that they proofread a short text.
- Have students present their dialogues to their peers; students decide, as a class, which one best reflects the workplace.

BLOCK 2: YOU SAY WHAT?

Explanation/Modelling

- Write the words *interpersonal* and *personal* on the board; explain to students that these words are headings for two types of skills they will need in the workplace. Focus on the prefix “inter,” and the suffix “al” to define the two words.
- Explain to students the importance of good work habits (e.g., being on time, following a dress code, meeting deadlines, following procedure) and a positive attitude (e.g., accepting criticism, dealing with customers, interacting with peers) in the workplace.
- Explain that good communication in the workplace hinges on those habits and skills (e.g., answering a phone call while writing a message and speaking with the caller; typing information on a screen while asking and receiving information; speaking to a client while completing a cash register written entry).
- Model the steps involved in taking a telephone message; list these steps on the board or overhead so that students can note them in their Learning Log:
 - stating your own name and the fact that the person to whom you wish to speak is unavailable (avoiding personal details);
 - asking the caller’s name and telephone number where he/she can be reached, while noting brief information about the caller’s request;
 - including time and date of call;
 - asking if you can help while verifying the noted information for accuracy;
 - assuring the caller that the message will be transmitted in the briefest delay.
- Emphasize that the ability to speak on the telephone and to use effective note-taking strategies are important communication skills sought by many employers. Reflect out loud on the consequences of poor work habits and telephone communication skills. Suggested scenarios: What would happen if...
 - an important and urgent message never gets to your boss?
 - a customer who is fed up when a call is not returned calls back to report you?
 - the client assumes you are not knowledgeable enough to help?
 - the boss cannot call back the client because of your weak notes or messy writing?
 - you lose a sale because you were impolite or did not note the information correctly?

Teacher-directed Practice

- Ask students to share their experiences as clients or customers. Suggested prompts:
 - Have you ever been treated poorly by an employee? How did you react?
 - Have you ever been criticized by an employer? What was your reaction?
 - Have you ever treated a customer with disrespect? What was the consequence of your actions?
 - Have you ever treated an employee in a negative way? Why? How did you think he/she felt?
 - Have you ever complained about customer service in an establishment? Who was right?
 - What did the store do about your complaint?
- Present the following problem scenarios to students, asking them to suggest solutions:
 - A customer complains that his/her burger was disgusting and wants a refund. He or she has taken only one small bite of the burger.
 - A customer complains that his/her burger was not prepared according to his or her specifications. He or she has eaten everything except the last bite.

- For **Reflective Practice**, discuss the need for students to demonstrate awareness of purpose, context, and audience in the workplace by:
 - applying business terminology and social conventions;
 - avoiding slang and colloquialisms;
 - being polite and demonstrating a positive attitude;
 - selecting gender-neutral, non-stereotypical, and non-biased language;
 - applying bilingual skills to make transfers from French to English, and vice versa.
- Explain to students that in order to ensure quality control some companies even employ “mystery shoppers.” For **Reflective Practice**, discuss with students what they would look for if chosen to be a “mystery shopper.”
- Brainstorm with students a list of a good employee’s work habits (e.g., being on time, following the dress code, meeting deadlines, following procedure) and indicators of a positive attitude (e.g., accepting criticism, dealing with customers and peers in a positive way), using the board or overhead.
- Refer to the list of adjectives and adverbs in Unit 1 to **review** words that can be used to describe the most sought-after qualities of an employee.

Teacher-directed Practice

- Present a telephone dialogue with the help of a student volunteer; have each participant stand on opposite sides of the class. Suggested dialogue:

Characters:

- a polite, gentle customer, calling about the return or exchange of an article of clothing (played by a student)
- a rude and impatient store clerk who answers the call (played by the teacher)

The telephone rings...

TEACHER: (*impatiently*) Heeeelloooo. (*flatly, impatient*) Can I help you?

STUDENT: I’d like to return a product I bought at your store.

TEACHER: Watcha want?

STUDENT: I said I wanted to return an article of clothing I bought at your store and am calling to find out what to do.

TEACHER: What for? And if the tags ain’t on it... Why should I believe you even bought it here, dearie?

STUDENT: But I’m not returning it. Really, I would just like to exchange it for a larger size.

TEACHER: If you ain’t got no receipt, don’t bother showin’ up. I can’t do nothin’ for ya. (*brusquely*) Buh bye!

STUDENT: But...

TEACHER: Listen, I’ve got more important things to do than deal with the likes of you... I have some REAL payin’ customers standing in line right in front of me. Buh bye again! (*Click - Conversation is cut by teacher who hangs up.*)

- Emphasize the fact that it is necessary to apply social conventions and appropriate language (e.g., using Mr., Miss, Ms., and Mrs.) in oral communication situations such as the following:
 - responding to everyday inquiries;
 - taking a message;
 - obtaining specific information;
 - explaining a procedure;
 - dealing with minor conflicts.
- Distribute to students a chart of tips for oral communication in the workplace, instructing them to insert it in their Learning Log. Suggested chart:

Do's	Don'ts
– Always address the customer by using his/her title or by using Doctor, Ma'am, Sir, Miss or Ms.	– Don't use slang and colloquialisms when speaking.
– Repeat politely to clarify meaning or ask for clarification saying "please" and "thank you."	– Never say "What?" or "Come again."
– Wait for the customer to finish speaking and making requests.	– Don't interrupt the customer.
– Be patient, and speak calmly and clearly.	– Don't make assumptions.

- For **Reflective Practice**, lead a discussion with students on the effect of the clerk's (teacher's) responses, as well as his/her vocabulary and overall interaction with the customer. Suggested prompts:
 - Why was that an inappropriate way to deal with a customer?
 - Was the correct tone of voice used?
 - Was the language appropriate?
 - Which personal or interpersonal skills might the clerk be lacking?
 - What might be the outcome of such telephone behaviour by an employee?

Individualized Practice

- Ask students to rewrite the telephone conversation, instructing them to:
 - apply problem-solving strategies;
 - apply social conventions and appropriate language, including business terms;
 - show empathy for both characters (e.g., clerk and customer);
 - apply proofreading strategies to reread their text and to correct spelling and grammar;
 - apply note-taking strategies explained in this Block to create a written message about the conversation.
- Have students share their new and improved version of the telephone conversation informally in a group or class activity.
- Give feedback on the revised conversations and written messages; have students identify what was or was not done appropriately during the conversations. **(FE)**

BLOCK 3: WORKING ON WORDING

Explanation/Modelling

- Provide students with a flawed e-mail in which an employee asks his/her employer questions. Suggested sample:

From Ms. TTeach
Sent: september 28, 2004 20:41:51 PM
To: Principal AI Ways
Subject: technology training sess.

Recieved the schedule for training in technology and was wondering when I would be able to get further instruction on shareware programs to share files with students. Whn are these sessions offered. What's the cost for these courses? Will this help me gain credits towards my certificate?

- Focus on the type of language used in addressing the employer, explaining to students that if she were addressing a computer software company or Internet provider, the language would be different.
- Make links with the chart of “Do’s and Don’t’s,” emphasizing the importance of active listening and of asking pertinent questions.
- Read the sample e-mail and think out loud, asking the following questions:
 - Why is there a colon after “Sent” and “To”, but not after “From”?
 - Why are all those numbers confusing?
 - Who received the schedule?
 - Are there two or three questions in this e-mail? Three, I believe.
- Model the process of proofreading the sample e-mail, using different colour codes to indicate each mistake. Focus on language conventions and the avoidance of errors:
 - adding a colon after “From” and a question mark after “offered”;
 - capitalizing dates, in this case “September”;
 - spelling “recieved” correctly;
 - before the past tense verb “received”, adding the pronoun “I” for clarity;
 - adding a signature at the bottom of the message to define who TTeach is;
 - adding capital letters to “technology training sess”;
 - clarifying ambiguous use of abbreviations;
 - correcting typing error in “Whn”;
 - using common courtesy such as “please” and “thank you”;
 - identifying fragments and using complete sentences.
- Explain to students the meaning of the word “net etiquette” or “netiquette”; explain the main rules for e-mail writing and surfing (the netiquette commandments) and hand out a list of these rules so that students can refer to them in their Learning Log. Rules might focus on the need for courtesy, security, clarity, and conciseness.
- Inform students that they will need to refer to these netiquette rules when they proofread an e-mail for summative assessment purposes at the end of this activity and in **Activity 4.3**.

Teacher-directed Practice

- For **Reflective Practice**, refer to concepts of interpersonal versus personal skills to lead a discussion on the habits, attitude, and skills employers look for in an employee. Brainstorm with students the ways a job applicant can make a good first impression, whether it be on the telephone or through e-mail.
- Write, along with students, a practice e-mail to request simple or basic information from an employer about a job opening and to convey a good first impression. Suggested prompts:
 - What could you say that does not make it look like you assume you will get the job?
 - How would you go about inquiring about salary?
 - What do you need to know about a job before applying (e.g., hours of employment, required skills or training, clothing/uniform)?
- Have students form teams to practice proofreading a series of “first impression” e-mails, using colour codes modelled in this Block and “netiquette” notes from their Learning Log. Instruct students to correct the various e-mails with attention to spelling and to the capitalization and punctuation of the following:
 - acronyms, initialisms, and abbreviations (e.g., OYAP, Mr./Mrs./Ms./Miss, PO/Purchase Order) found in the workplace;
 - names of people, places, nationalities, and institutions;
 - the pronoun *I* and the first word in a sentence (for **Review**);
 - dates, holidays, and addresses.

Sample “first impression” e-mail:

From: Eddie M. Ployee
Sent: June 14, 2005, 16:41:51 PM
To: Mr. T. Boss
Subject: job

ty for the job so I’m calling you Mr. Tom.

Questions b4 I work Sat June? At what time?

Do I need safety gogs I need to wear for work at tanks? Is my lunch hour movin around. I can’t work some Sun.,cause my family has stuff, so that’s too bad I guess.

Can I work Thu. Or Fri. night time to make up the time.

Tell me Sat. when I see you.

- Correct the sample e-mail with students. Refer to the corrected e-mail to point out to students the following elements of e-mails:
 - e-mail form, structure and sequence;
 - opening and closing sentences;
 - capitalization;
 - business and work-related terms;
 - spelling and abbreviations;
 - level of language;
 - punctuation (the period, the comma, the colon) and capitalization;

- verb tense and sentence structure;
- courtesy and respect of “netiquette.” (FE)

Sample of proofread and corrected “first impression” e-mail:

From: Eddie M. Ployee
Sent: June 14, 2005, 16:41:51 p.m.
To: Mr. T. Boss
Subject: Questions concerning my job

Hello Mr. T. Boss,

First, let me thank you for giving me this weekend part-time job. I felt at ease right away after the interview when you told me I had the job and when you asked me to call you “Mr. Tom.”

I have a few questions before I start work on Saturday, June 19, at 7 a.m.

1. Do I need to supply the safety glasses I will wear for my work filling propane tanks?
2. Is my lunch hour variable or fixed? I am ready to work according to customer demand. Perhaps I can take two half hour breaks instead of a full lunch hour.
3. On some Sundays, our family plans special events. Could I work Thursday or Friday evenings to make up the time, since *Propane Plus* is open then?

I look forward to starting work on Saturday.

Eddie M. Ployee

- Remind students to insert the sample e-mail into their Learning Log in preparation for the summative assessment tasks at the end of this activity and in **Activity 4.3**.

Individualized Practice

- Have students complete a formative assessment on proofreading and correcting an e-mail on ONE of the following work-related scenarios and apply a writing process with attention to terminology, usage, and spelling:
 - You wish to inquire about the hourly wage and the number of hours you will be working at *Skate Sports Supplies* where you will be sharpening skates and serving clients.
 - You have been hired by *Moving Dogs* to sell hot dogs at a mall kiosk, from 4 p.m. to 9 p.m., Tuesdays to Thursdays, and wish to ask by e-mail about the lock-down times and procedure. (FE)
- Have students send the e-mail to the teacher for formative evaluation purposes. Assess the “first impression” e-mail, focusing on students’ proofreading strategies and checking that the elements listed above have been correctly integrated. (FE)
- Instruct students to insert their assessed e-mail and the accompanying evaluation grid into their Writing Folder, in preparation for the summative assessment tasks at the end of this activity and in **Activity 4.3**.

BLOCK 4: CAREER PROSPECTS

- Have students complete a survey on career skills and interests. Suggested Web sites (Consulted October 13, 2004):
 - Skills Connect - www.edu.gov.on.ca/skills.html;
 - Prospects 2003, What you have, What you need, “The Nine Essential Skills” - www.edu.gov.on.ca/.
- Instruct students to identify the jobs and/or fields of work that match their skills and interests and to keep these results in their Writing Folder for future research on a job of their choice in **Activities 4.4** and **4.5**.

Explanation/Modelling

- Brainstorm along with students a list of part-time jobs that are available locally for them, using the board or an overhead.
- Point out to students that they have an advantage as future employees in the job market because of their bilingualism and language skills.
- Explain common terms found in career surveys and job-related texts (e.g., employability, availability, accessibility); have students note the meaning and correct spelling of the terms in their Vocabulary Log.
- Model strategies for defining and spelling new and specialized terms by applying knowledge of the following:
 - root words, prefixes, and suffixes;
 - French equivalents;
 - levels of language.
- Think out loud and model the process to define specialized terms, using specific examples. Suggested process:
 - I see “accessibility” or “access”.
 - It reminds me of the French word “accès”.
 - It has only one “s” in French and two in English.
 - The double “s” sounds like “x” in English.
 - In French, the word can also mean an exit.
 - Both English words are pronounced differently: emphasis is on the first syllable in English, and on the second syllable in French.
- Inform students that, at the end of this activity, their language, spelling, and vocabulary skills will be the subject of a summative assessment.

Teacher-directed Practice

- Have students practice spelling, grammar, and vocabulary skills by completing at least two vocabulary or word games available on the Internet. (Refer to Web sites suggested in **Planning Notes**.)
- For **Reflective Practice** and as preparation for the summative assessment task, have students, in teams of three, complete the following task on work-related terms in their Learning Log:
 - Discuss and list the top six part-time jobs for students found locally.
 - List at least ten vocabulary words associated with each job.
 - List the skills they have for these jobs and the jobs that most interest them.
 - List the ways their previous paid and unpaid jobs have already helped them gain experience and develop work skills for these jobs.
- Apply proofreading strategies to check spelling, referring to print and electronic sources if necessary.

- Ask students to share their lists with their peers in a group or class activity; offer feedback by asking questions such as the following:
 - Which job skills have you developed so far?
 - How can babysitting, playing a team sport, or delivering flyers develop work skills? Which ones?
 - Can you think of other odd jobs around the house or school that have transferable skills (e.g., repairing a bicycle, setting up a sound system, painting a room, gardening)? **(FE)**
- Continue the **Reflective Practice** by leading a class discussion on the advantages of volunteer work versus paid work (e.g., advantages of working for money or no money, for experience, for personal improvement, for experience in a future job, for COOP possibilities). Relate the discussion to the Ministry of Education’s policy on community involvement, explaining that students must complete a minimum of 40 hours of unpaid community work in addition to the 30 credits needed for a high school diploma.

Individualized Practice

- Have students describe their “dream part-time job” in a journal entry, focusing on the following elements:
 - discussing where and how they will locate the job;
 - using at least ten words associated with their “dream part-time job;”
 - stating the skills they have and the ones they will need to develop in order to get and keep their “dream part-time job;”
 - stating the ways their previous paid and unpaid jobs could help them gain experience and develop work skills for this job.
- Have students complete exercises in which they apply proofreading skills and knowledge of the following elements:
 - spelling patterns;
 - root words, prefixes and suffixes;
 - newly learned words and their French equivalents;
 - spelling of business terms and vocabulary;
 - rules of capitalization;
 - complete sentences;
 - levels of language in a written text.
- **Review** with students a list of words and terms related to employability skills and work seen throughout this activity.
- Have students complete a formative spelling quiz on the above vocabulary, focusing on the application of knowledge of spelling patterns and proofreading strategies. **(FE)**
- Assess students’ proofreading skills; students insert their journal entry on a “Dream Part-time Job” into their Writing Folder in preparation for **Activities 4.3** and **4.4**. **(FE)**

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students complete the self-assessment checklist in **Appendix 4.1.1: Am I a Good Employee?**
- design with students an employee evaluation checklist based on the habits and skills seen throughout this activity;
- have students write a journal entry in which they identify the three work habits or communication skills they want to improve during this course.

Review

To ensure students' retention of previously learned knowledge and skills:

- write, along with the students, a model of the perfect phone message to be copied by students and inserted into their Learning Log;
- instruct students to review previously assessed spelling and grammar assessments in Units 1, 2, and 3 and to note and correct eight to ten recurring errors.

Summative Assessment Task

Preparation

To prepare students for the summative assessment task:

- review with students the process for proofreading and correcting an e-mail message to a prospective employer, focusing on the following elements:
 - e-mail form, font, and structure;
 - opening and closing sentences;
 - business and work-related terms;
 - level of language;
 - grammar, punctuation, and capitalization;
 - use of courteous language and respect of netiquette;
 - sentence structure;
 - knowledge of spelling patterns as seen throughout this activity and previous units.

Evaluation

The suggested assessment consists in a two-part evaluation of students' skills and abilities in:

- proofreading an e-mail message to find and correct 10 to 12 errors;
- answering questions on grammar and work-related vocabulary. Suggested questions:
 - true or false questions on format of an e-mail;
 - multiple choice questions on synonymous business terms;
 - selecting the appropriate term and level of language.

Assess students' reading skills and knowledge of vocabulary, spelling, and grammar according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of the form and content of short business correspondence, in this case an e-mail;
 - demonstrate understanding of work-related and business vocabulary.
- Thinking
 - apply critical skills to identify and correct common spelling errors in short forms of business correspondence;
 - think critically to make judgements about levels of language in work-related texts and situations.

- Communication
 - communicate using an appropriate level of language and correct grammar;
 - apply proofreading strategies to proofread sentences and to correct errors in spelling.
- Application
 - apply reading strategies and steps of a writing process to understand and proofread an e-mail message.

Follow-up

Plan a follow-up to the summative assessment task:

- Review the assessed task with students, examining each question and giving students time to understand and correct their mistakes.
- Have students write an e-mail to the teacher to explain how they feel about the results of their assessment and which steps they will take to improve future results.
- Have students create a puzzle using words listed in **Planning Notes**; students then ask a peer to solve the created puzzle. Suggested Web sites for puzzle construction (Consulted October 5, 2004): Puzzlemaker - <http://puzzlemaker.school.discovery.com/>; - ed-Helper.com, Build a Crossword Puzzle!; - www.edhelper.com/crossword.htm.

Extension

- Have students, in groups of two or three, call one local fast-food establishment and speak to the manager. Students note the manager's response to one of the two burger scenarios in Block 2. Each group reports to class the results of its telephone research, describing the manager's response (e.g., Does the manager refund the money? replace the burger? disregard the complaint?).
- Ask students to visit one store or business (e.g., corner store, restaurant, fast-food outlet, grocery store) and, with a friend or family member, rate the service provided. Discuss in class the results of students' assessment.
- Have students play a charade requiring that they guess the team's top six jobs.
- Invite Grade 12 students to talk about their first part-time job and have students ask at least one prepared question following the presentations.
- Have students view excerpts of the film *You've Got Mail*; students compare the excerpts to knowledge about netiquette acquired in this activity.

Am I a Good Employee?

Do I Have these skills?	Yes ✓	No ✓	How can I develop these skills?
I am a team player.			
I am a good listener.			
I am enthusiastic and interested in my work.			
I am organized and work methodically.			
I demonstrate computer literacy.			
I am open to change.			
I learn from my successes and my mistakes.			
I give and receive constructive criticism and feedback.			
I am good at solving problems.			
I am polite and business-like.			
I plan ahead and organize my time.			
I manage my stress and conflicts effectively.			
I ask good questions.			
I stay informed about my work.			
I try to avoid making mistakes.			
I like to do a good job.			
I am always on time.			
I have a positive attitude.			
I am a neat worker.			

Instructions, Labels, and Messages

Description

Time: 7 hours

In this activity, students:

- apply speaking and listening skills as well as reading strategies and steps of a writing process to understand, record, and respond to instructions, directions, labels, and messages for everyday and work purposes;
- develop and apply their knowledge of spelling patterns, social and language conventions, punctuation, and capitalization to write and proofread simple instructions and a message in the form of a brief memo.

Strands and Expectations

Strands: Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-MIC-RS.OE
EAE1L-DWS-SpList.OE
EAE1L-DWS-RS.OE
EAE1L-DWS-WS.OE
EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-MIC-RS.5 - 7.1 - 7.2 - 7.3
EAE1L-DWS-SpList.1.1 - 1.2 - 1.3 - 1.4 - 2
EAE1L-DWS-RS.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 1.7 - 1.9 - 2
EAE1L-DWS-WS.1 - 2 - 3
EAE1L-DWS-LS.1.1 - 1.2 - 3.1 - 3.2 - 3.3 - 4.1 - 4.2 - 4.3 - 5

Planning Notes

The teacher will prepare the following resources and/or material:

- a selection of workplace documents and texts (e.g., memos, bills, labels, safety signs or rules, equipment operation diagram). Note: The teacher might ask students to provide some of these samples as well;
- an article on teens in the workplace. Suggested sources (Consulted October 13, 2004):
 - Top Ten Job Tips for Teens - www3.gov.ab.ca/hre/whs/workers/tentips.asp;
 - Teens and Job Safety - www.theparentreport.com/resources/ages/teen/safety/798.html;
 - Teen Workers - www.osha.gov/SLTC/teenworkers/teenworkers.html;
 - Teen Business Do's and Don't's - www.quintcareers.com/younger_teen_job_dos-donts.html;
- a series of sample instructions including origami instructions, with diagrams or descriptive images. Suggested Web sites (Consulted October 6, 2004):
 - How To Make an Origami Crane - www.monkey.org/~aidan/origami/crane/;
 - Diagrams on Paperfolding.com - www.paperfolding.com/diagrams/;
 - Origami Diagrams - www.origami.com/diagram.html;
- instructions for steps to follow in an emergency (in this case, how to apply a tourniquet from the Soldiers' Manual of Common Tasks (Consulted September 29, 2004) - <http://smct.armystudyguide.com/>;

- homemade or crafted products (e.g., a personal agenda covered with giftwrap paper, a seedling tray for three types of herbs, a rainbow coloured bead bracelet, a gift basket, a perfectly wrapped and bowed gift, a framed and ready to hang photograph, rolled beeswax single wick candles), as well as flipchart paper and markers for a group activity in Block 1;
- a checklist for the assessment of students' instructions by peers, teacher, and own group in Block 1;
- a set of simple directions (e.g., how to find one's way in the school);
- a variety of safety labels. Suggested sources (Consulted October 6, 2004):
 - The Globally Harmonized System for the Classification and Labelling (The GHS) - www.hc-sc.gc.ca/hecs-sesc/ghs/sa/pcp_table2.html;
 - Consumer Chemicals, Comparison of Hazard Symbols - www.hc-sc.gc.ca/hecs-sesc/ghs/sa/consumer_chemicals_table3.html;
 - WHMIS safety symbols charts available at WHMIS (Consulted October 13, 2004) - www.coop.engr.uvic.ca/;
- an exemplar business memo and copies of a faulty memo (as suggested in Block 5) presenting errors in format, spelling, and usage;
- information on road safety and signs. Suggested Web sites (Consulted October 7, 2004):
 - Driver Licensing - www.mto.gov.on.ca/;
 - The Official Driver's Handbook - www.drivetest.ca/;
- an evaluation grid for the formative assessment of students' oral presentation;
- practice exercises for students' review of verbs, of visual cues (e.g., bullets, arrows, highlighting), and of grammatical elements (e.g., colons, commas, periods).

Prerequisites

Before beginning this activity, students should be able:

- to express ideas and opinions on the workplace and the teen job market in terms of their own interests and experience;
- to locate information on a given topic in print and electronic sources;
- to apply main rules of capitalization and punctuation, and to use main tenses and parts of verbs, including the imperative form, in written texts;
- to use print and electronic resources for editing purposes;
- to use charts to record information.

Activity Instructions

CONTEXTUALIZATION

- Instruct students to list, in their Learning Log, five jobs they would like to have after graduating from high school; students rate, on a scale of one to five, the importance of reading for each of the jobs.
- Discuss with students the importance of reading to accomplish everyday and work-related tasks (e.g., building, repairing, assembling, cooking, cleaning, sending, delivering).

- Provide students with different samples of work documents and texts; have students, in a class activity, classify by job the different texts and documents.
- For **Reflective Practice**, discuss with students the various job categories and the need for effective reading skills in the workplace. Suggested prompts:
 - Why are so many different documents used in the workplace?
 - Which are easiest to understand? Why?
 - Which type of reading have you done on the job? at school?
 - Which texts will you most probably use in the workplace?
 - Why is reading on the job important? (**DE**)
- Have students, in groups, list in point form the print material, instructions, and directions they can observe on a walkabout activity (e.g., laundry symbols, fire exit signs, door handle operation, emergency bells, safety warnings, labels on food or cleaning products, fire extinguishers) in their school, their home, and/or their workplace. Sample Chart:

HOME	SCHOOL	WORK

- Have students compare their results in a group or class discussion.
- Explain to students that this activity will give them the opportunity to develop their ability to read, write, and respond to instructions, labels, and messages in their everyday lives and in the context of the workplace.

TEACHING/LEARNING STRATEGIES

BLOCK 1: LISTEN, READ, AND FOLLOW THE INSTRUCTIONS!

Explanation/Modelling

- Demonstrate the importance of clear and accurate information by role-playing the following scenario with the assistance of a student:
 - stand in front of the class with the volunteer student and explain that you are in an emergency (hypothetical) situation (e.g., your arm is bleeding profusely);
 - ask the volunteer student to explain to the class how to put a tourniquet on the teacher’s arm to stop the bleeding;
 - wait silently while the volunteer student applies the tourniquet, stating execution details and completing the task.
- Reflect out loud on the above scenario by asking/answering questions such as the following:
 - How could this situation have been made simpler?
 - How could the teacher have made the step-by-step instructions clearer?
- Model the strategies for reading the step-by-step procedure for accomplishing a simple task (in this case applying a tourniquet, as explained in the Soldiers’ Manual of Common Tasks (Consulted September 29, 2004) - <http://smct.armystudyguide.com/>. Point out the following elements of instructional texts:
 - the use of transition words, numbers, and headings to sequence the steps chronologically;

- the use of the imperative form;
 - the clarity, conciseness, and accuracy of the information;
 - the level of language;
 - the use of technical and/or specialized terms;
 - the visual features (e.g., colour, font, bullets, spacing, diagram).
- List these features on the board or overhead so that students can note them in their Learning Log.

Teacher-directed Practice

- Have students, in a class activity, read at least two sets of instructions (e.g., frozen pizza preparation, application of a facial mask, curtain rod installation, changing a tire, making rice) from different sources (e.g., cookbook, Internet, car manual, installation diagram).
- Discuss with students the set of instructions that is better in terms of clarity, accuracy, and user friendliness.
- **Review** use of reading strategies and problem-solving techniques seen in **Activity 3.2** to understand new words or unclear instructions.
- Have students form groups to look for textual cues, vocabulary, and transitional words as they sequence the steps in a list of instructions that have been scrambled.
- Provide student teams with a “homemade” or crafted product (e.g., a covered textbook, a seedling tray for three types of herbs, a rainbow coloured bead bracelet, a gift basket, a perfectly wrapped and bowed gift, a framed and “ready to hang” photograph, rolled beeswax single wick candles), allowing time for students to examine the product.
- Have groups write a series of seven or eight step-by-step or “how to’s” to explain how to create this finished product by:
 - outlining steps;
 - discarding irrelevant details;
 - ordering and numbering steps chronologically;
 - sketching the draft of a diagram as support for the text;
 - selecting appropriate language and checking spelling;
 - integrating elements of instructions as modelled by the teacher.
- Instruct groups to write their instructions on flipchart paper and to present their instructions to the class.
- Provide feedback to students following presentations; as **Reflective Practice**, have students use a checklist to assess their own group’s and their peers’ instructions. Suggested assessment questions:
 - What difficulties did you encounter when writing the instructions?
 - Are the instructions clear? complete? sequenced chronologically?
 - Is there anything you have forgotten? How did that happen?
 - Did you use vocabulary that is appropriate, precise, and correct?
 - Did you use proofreading strategies to check spelling?
 - Which details could you have omitted/changed (e.g., warnings, aesthetic details such as *nice*, general details such a *really big, over there*)?
 - Are your visual elements neat? appealing? clear? (**FE**)
- Have students insert their assessment and notes on instructions in their Learning Log.

BLOCK 2: MORE ON INSTRUCTIONS

Explanation/Modelling

- **Review** the following reading strategies with students, modelling each strategy by using sample instructions from a diagram and/or text:
 - skimming and scanning to examine the main parts of texts and diagrams (e.g., headings, introduction, “how to’s”, numbered steps, conclusion, troubleshooting);
 - identifying punctuation marks and features of text, layout, and design (e.g., colour, font, spacing, levels of headings, grid patterns, subheadings, bold text, capitalization, punctuation marks);
 - understanding unfamiliar terms and vocabulary by applying problem-solving techniques (e.g., asking questions, reordering words, finding synonyms, using visual and textual clues, rereading);
 - using a ruler to read along lines in a table, reading up from the horizontal axis, and reading across from the vertical axis.
- Model making an origami swan or other craft, following instructions from a diagram and/or text.
- Read directions out loud while manipulating the paper and folding it according to written instructions. (Make mistakes along the way to demonstrate problem-solving skills.) Suggested comments for thinking out loud:
 - I should have read all of the instructions.
 - My swan looks more like a Thanksgiving roast turkey.
 - I folded this wrong.
- Explain the following elements of effective instructions and provide students with a copy of these elements for them to insert into their Learning Log:

1. Purpose: Instructions give information on how to do something.
2. Audience: Instructions vary according to context.
3. Structure: Since the listener or reader of instructions is NOT reading for entertainment or fun, instructions have to be brief, appealing, and clear. Bullets, letters, or numbers are used to indicate the order; the order of the steps is usually chronological. Pictures or diagrams are included to illustrate a difficult step.
4. Language: An instructional text uses vocabulary relating to the field it is describing (cooking, car maintenance, mapping, safety, etc.). It also uses imperative verbs and linking words (chronology, order of space, time, etc.).

Teacher-directed Practice

- Have students practice listening skills; provide groups of three students with six sheets of origami-type paper and, using simple written instructions, read each step carefully while students complete the necessary folds.
- Brainstorm, along with students, workplace situations where they could encounter written or oral instructions (e.g., doing laundry in a hospital or hotel, mixing chemicals such as cleaning products, assembling a barbecue or furniture for a client, setting an alarm, reading a recipe in a restaurant).
- Read, along with students, an article concerning safety in the workplace and have students make links to the discussion on the importance of reading and following instructions.
- Remind students that sometimes it is useful to read the French instructions when they do not comprehend the wording of the instructions in English.

- Instruct students to access career Web sites (as listed in the **Planning Notes**); have students conduct a brief job search in response to specific instructions such as the following:
 - Find a type of job requiring reading on a daily basis.
 - Find a type of job where reading is the main activity.
 - Find a type of job where the use of hazardous or dangerous chemicals might be present (and where reading becomes essential).
- Have students share their findings informally in a class activity.

Individualized Practice

- Have students select a set of instructions for a machine from the workplace, their home, or school (e.g., a french-fry pit, a baby bottle heater, a blender, a grilled sandwich maker, a rice machine, a slow cooker, a fork-lift, a multi-bread toaster, a coffee maker).
- Ask students to read the written material accompanying the machine or small appliance, and to note the information in their Learning Log, under the following headings:
 - operating instructions;
 - safety precautions;
 - warranty life;
 - repair and troubleshooting information;
 - new vocabulary;
 - Web site or e-mail address of the company.
- Have students present their information to the class for formative assessment purposes by:
 - having peers guess which machine they are speaking about;
 - explaining safety measures for the machine and possible risks associated with its operation;
 - integrating new vocabulary or terms relevant to their selected machine and its operation;
 - explaining a visual component (e.g., diagram of instructions, picture representing parts, finished product sample).
- Assess students' presentation for formative purposes, explaining that the summative assessment task at the end of this unit will also require that they apply speaking skills to present information along with a visual component. Focus the assessment on the following criteria:
 - use of correct grammar, complete sentences, and appropriate language;
 - ability to make a connection between a visual component and instructions;
 - sequence and organization of information;
 - clarity and relevancy of information;
 - use of work-related terms and of gender-neutral language;
 - use of oral communication skills (e.g., tone, volume, pronunciation, and tempo). **(FE)**
- Remind students to insert their assessment into their Writing Folder for future reference in **Activity 4.5**.

BLOCK 3: FINDING YOUR WAY WITH DIRECTIONS

Explanation/Modelling

- Ask a student volunteer to read a list of simple directions to a blindfolded student; have the blindfolded student take cautious, slow steps, following the directions on a predetermined path in the classroom (e.g., getting up, turning one quarter turn, taking two steps straight ahead, extending right hand slowly).

- Model reading directions (e.g., going to the guidance office, going to the principal’s office, finding the gym or library) and applying these strategies:
 - making transfers from French to English and vice versa;
 - using visual cues and features of text (e.g., headings, font, capitalization, cardinal points, arrows, punctuation);
 - using knowledge of vocabulary, prefixes, suffixes, and root words.
- Explain that diagrams, pictures, and visual cues (e.g., street and hallway signs, laundry symbols, hazard or safety signs, measurement symbols, map symbols) are often added to directions and instructions to facilitate comprehension.
- Explain to students that they will be asked to apply reading and writing strategies for a task that involves following directions in the **Individualized Practice** segment of this Block.

Teacher-directed Practice

- Have students form groups of three to write directions they would give a new student on his or her first day of school to get from the classroom to a specific area in the school.
- Have students revise their directions by focusing on purpose and audience as well as the use of appropriate language and correct punctuation, capitalization, and spelling.
- Instruct each team to test the instructions, using the blindfold technique and correcting any elements that are not clear, precise, and effective.
- Have students select another team’s directions; students read and follow the instructions blindfolded (e.g., one student reads, one is blindfolded, and the third one is the “scout” or precautionary agent).
- For **Reflective Practice**, have student groups assess the directions they were given according to the criteria listed in the following chart:

	☺ Explanation	☹ Explanation
INSTRUCTIONS ARE CLEARLY FORMULATED AND SEQUENCED.		
INSTRUCTIONS ARE EASY TO FOLLOW.		
VOCABULARY IS PRECISE.		
SPELLING AND USAGE ARE CORRECT.		
ALL NECESSARY DETAILS ARE PROVIDED.		

Individualized Practice

- Have students select one of the following scenarios, applying the steps of the writing process to write directions:
 - to a person in the local mall on how to get to the public washrooms;
 - to a customer to get to another location in a large store;
 - to a person to get to the local police station/library/City Hall from the school;
 - to a local restaurant/corner store from your house.

- Have students read their directions while half the class listens, and the other half takes informal notes and makes a brief drawing or map of the instructions in order to ask questions after the presentation. (Note: Alternate class halves so that everyone gets a chance to draw half the presentations and to listen to the other half.)
- For **Reflective Practice**, have each student presenter collect and evaluate the drawings, comparing his/her own directions with the maps and giving feedback to his/her peers. Discuss with students which directions and maps were most effective.

BLOCK 4: READING FOR WORK AND SAFETY

Explanation/Modelling

- Bring in a variety of products to display substances and chemicals (e.g., bleach, ammonia, pressurized cans, lawn care products, cleaning and painting solvents, WHMIS items), using safe display procedures.
- Point out to students the font, design, and variety of symbols pertaining to safety. Provide students with copies of WHMIS safety symbols charts or Canadian equivalents of safety-related symbols, diagrams, and charts to be inserted in their Learning Log.
- Explain that they are surrounded by information that is relevant to work safety (e.g., the classroom's safety exits, the fire extinguisher's label directions, the overhead's instructions for use and bulb replacement, the computer's keyboard disclaimer).
- Model reading strategies that can be used to understand labels. Suggested strategies:
 - using visual cues and features of text (e.g., headings, spacing, font, capitalization, colour, punctuation);
 - using knowledge of vocabulary, prefixes, suffixes, and root words;
 - skimming and scanning to examine main parts of texts and diagrams (e.g., headings, introduction, "how to's", numbered steps, conclusion, troubleshooting, use and preparation options);
 - understanding unfamiliar terms and vocabulary by applying problem-solving techniques (e.g., asking questions, reordering words, finding synonyms, using visual and textual clues, rereading);
 - reading left to right each word of text instructions, reading down from the horizontal axis, and reading across from the vertical axis.
- Link observations to information on labels and road safety signs concepts in this Block.

Teacher-directed Practice

- Write categories of dangerous substances (e.g., HAZARDOUS, FATAL, CORROSIVE) on the board or overhead and have students place cards with product names under each category title; explain the significance of each category title.
- Ask students to write the categories and their definitions in their Vocabulary Log, explaining the root words, prefixes, and suffixes as well as the French equivalents that can help to define the safety-related term (e.g., fatal/fatale).
- Discuss the importance of oral and written instructions in the workplace, and read along with students a variety of safety labels.

- Have students apply reading strategies to answer questions on the following label instructions:

Read the label and answer each question in the space provided.	
<p>A. Toothpaste Label</p> <p>TSUMI Toothpaste is known to be an effective decay-preventive product that can be of significant value when used in a conscientiously applied program of oral hygiene and regular professional care.</p>	<p>B. Mouthwash Label</p> <p>Pour 3 to 4 ml of mouthwash into a glass or cup and use immediately. "Swish" the pleasant-tasting solution around your mouth and between your gums and teeth for 30 seconds. Do not swallow. After expelling the solution, your mouth will feel fresh and clean. For best results, do not ingest any other liquid or food for 20 minutes.</p>
<p>1. a) Does the label say that you will not get cavities if you use TSUMI Toothpaste? _____</p> <p>b) Copy the words that gave you the answer: _____</p>	<p>1. 3 to 4 ml is equivalent to:</p> <p>A. a small amount in a glass.</p> <p>B. full glass.</p> <p>C. full dixie cup.</p>
<p>2. a) Does the label say that you should use the toothpaste regularly? _____</p> <p>b) Copy the words that gave you the answer: _____</p>	<p>2. How long should you keep the mouthwash in your mouth?</p> <p>A. thirty seconds</p> <p>B. twenty minutes</p> <p>C. directions don't say.</p>
<p>3. a) Does the label say that you should see your dentist as often as he recommends? _____</p> <p>b) Copy the words that gave you the answer: _____</p>	<p>3. Expelling means:</p> <p>A. taking in.</p> <p>B. spitting out.</p> <p>C. dissolving.</p>
<p>4. Find and recopy a French word from the statement. _____</p>	<p>4. What should you not do right after using the mouthwash?</p> <p>A. eat</p> <p>B. sleep</p> <p>C. speak</p>

- Brainstorm, along with students, a list of everyday and/or work tasks that could present a safety hazard if safety measures are not applied (e.g., changing a tire, replacing staples in a stapler, pouring chemicals into water, cleaning the blades of a lawn mower).
- Lead a class discussion on the importance of accident prevention on the job and of being well informed about possible risks to their health and safety.
- Have students take turns reading out loud an article on young people who have been injured due to unsafe practices in the workplace.

- Have students identify the unsafe practices listed in the article; students list various situations where people may be taking unnecessary risks while working. Suggested responses:
 - climbing on a chair to reach something atop a high shelf;
 - climbing on a roof to remove debris;
 - fixing faulty wiring;
 - filtering cooking oil out of vats.
- For **Reflective Practice** lead a class discussion on issues of personal safety in the workplace/home/school. Suggested discussion prompts:
 - How can injury to yourself or someone else be prevented in these situations?
 - Where can a person find information on accident prevention at home? in the workplace? at school?
- Read, along with students, excerpts on road safety from the Ministry of Transportation’s Driver’s Training Manual. Present signs and symbols used in the transportation industry, and have students explain their significance.
- Link information on road safety to the job sector of transportation, having students brainstorm a list of jobs that involve driving (e.g., taxi, bus, or truck driver, courier, pizza delivery).

Individualized Practice

- Have students apply reading skills to complete the following questionnaire on labels:

Read the statement in italics and circle the letter of the explanation that best matches the statement.	
Shampoo	Deodorant
<i>To help control dandruff.</i> A. Will cure dandruff. B. Will reduce the amount of dandruff. C. Is helpful if you do not have dandruff.	<i>Avoid inhaling.</i> A. Try not to breathe in the spray. B. Try not to get the deodorant in your eyes. C. Spray only a small amount.
<i>Not to be taken internally.</i> A. Don’t swallow the shampoo. B. Don’t get in your eyes and ears. C. Don’t keep in your house for a long period of time.	<i>Hold about 12 cm from underarm.</i> A. Hold about an arm’s length from underarm. B. Hold about half an arm’s length from underarm. C. Hold about a hand’s length from underarm.
<i>LATHER, RINSE, REPEAT</i> A. Wash and rinse hair three times. B. Wash hair, rinse hair, and then wash and rinse again. C. Rinse hair, wash hair, and then rinse again.	<i>Do not apply to broken skin.</i> A. Don’t use it if it hurts your skin. B. Don’t use it on skin with cuts and scratches. C. Don’t use it on tender skin.
<i>Will not irritate scalp.</i> A. Will not harm your hair. B. Will not hurt your eyes. C. Will not hurt the skin under your hair.s	<i>Intentional misuse by deliberately concentrating and inhaling the contents can be harmful or fatal.</i> A. You can be hurt or killed if you drink the deodorant. B. You can be hurt or killed if you inhale it. C. Getting the deodorant in your eyes can be very harmful.

- Verify students’ answers, explaining differences in the various choices. (FE)

BLOCK 5: A SAFETY MESSAGE OR MEMO

Explanation/Modelling

- Distribute an example of a faulty message or memo to students, stating that the task outlined in the message is to be completed some time this week.

MEMO

→
To: students
From: Teacher
Date: October 7
Subject: work

Finish your work by reading before Friday and complete the written task that accompanies it

Work is summative and worth 15% of mark

- Model the application of reading strategies by reading the faulty message or memo out loud; think out loud, focusing on information conveyed in the memo. Suggested questions:
 - Which school subject is this related to?
 - Who sent this?
 - What information is missing?
 - What are you expected to do, as a reader of this message?
- Highlight the business conventions and main features of form (e.g., headings, date, spacing, font, capitalization, punctuation, level of language) in the sample memo.
- Explain the use of capitals and of main punctuation marks with reference to the above memo and to other workplace documents and texts consulted during this activity:
 - commas in series, addresses, and dates, as well as commas after salutations and time indicators;
 - periods in abbreviations, acronyms, decimals, and at the end of sentences;
 - colons to introduce lists and to indicate time of day.

Teacher-directed Practice

- The features of a memo are found in the faulty example but information is missing and punctuation and capitalization are faulty. Have students, in a class activity, highlight and correct the errors, inserting the revised memo into their Writing Folder for future reference at the end of this activity and of **Activity 4.3**.
- Write the following definition of a memo on the board or on overhead: *Short message and memo writing is technical writing with its sleeves rolled up!*; discuss with students the significance of this analogy, linking it to reading and writing skills, and focusing on the purpose and format of the memo:
 - A memo is a brief, simple workplace document, designed to be read quickly and passed along rapidly, often within a company or work group.

- E-mail messages have become the most common form of memo.
- A memo is brief, but follows the other principles of good business correspondence and requires the writer to apply a writing process.
- A memo shows knowledge of audience and action to be taken.
- A memo is clear and accurate and integrates business and work-related terms.
- Read with students an exemplar memo, preferably one that deals with safety procedures. Explain audience, format, and purpose of this memo, asking the following questions to verify students' comprehension:
 - Who reads and receives these safety charts, memos, and messages?
 - Why is it important that the person who receives this memo read it?
 - Have you seen such memos or messages at your workplace/home/school? In what context and for what reason?
 - What is the reader of these documents expected to do as a result of the memo?

Individualized Practice

- Have students apply steps of a writing process to write a memo on safety procedures from the point of view of an employer addressing his or her employees. Suggested topics:
 - new cleansing products in a garage must be stored to avoid fire and toxic fumes;
 - safety boots, goggles, and a hard hat must be worn on a construction or road repair site;
 - a coworker was slightly burned using a spatula with a broken handle;
 - a coffee carafe machine at work is slightly cracked near the handle;
 - an oil drip from the waste oil vats at the rear of the parking lot is noticed.
- Have students use dictionaries and word processing resources to define and apply specific work-related terms when writing the memo; remind students to refer to previous notes on e-mail messages in **Activity 4.1**.
- Assess students' memos for formative purposes, focusing on their ability to:
 - identify and correct errors in spelling, punctuation, and capitalization;
 - follow a specified format;
 - convey brief but clear information and instructions in routine business correspondence and documents;
 - adapt language to a workplace context. **(FE)**
- Have students place the assessed memos into their Writing Folder for future reference in **Activity 4.3**.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- ask students, in pairs, to skim and scan magazines to find a visual representation of a task that could pose a safety problem, and to present it informally in a class or group activity.
- have students list terminology pertaining to the workplace in their Vocabulary Log; students use word processing resources to define and spell specific work-related terms;
- have students assess and reflect on communication and cooperative skills used throughout this activity with reference to **Activity 1.4** and **Activity 2.3**.

Review

To ensure students' retention of previously learned knowledge and skills:

- review with students verb tenses and parts of verbs as well as the use of the imperative form for writing instructions, and have students practice inserting visual cues (e.g., bullets, arrows, highlighting) and grammatical elements (e.g., colons, commas, periods), using practice homework or classroom exercises;
- have students review proofreading strategies seen in Unit 2 and **Activity 4.1**.

Summative Assessment

No summative assessment task is planned for **Activity 4.2**.

Extension

- Have students play a “Guess the Machine” game by having teams read generic (unnamed) direction excerpts from machines (e.g., fax, scanner, cell phone, photocopying machine) to determine the directions that belong to each machine.
- Have students, in groups, follow the instructions in a selected recipe. Suggested steps:
 - Students take turns reading out loud a set of instructions (e.g., how to bake bread), paying close attention to safety procedures, diagrams, and symbols.
 - A student reads the instructions and selected recipe out loud while other students measure, prepare, and operate the machine, focusing on exact measurement of quantities and steps (e.g., first, then, next).
 - Students apply mathematical literacy skills to calculate the number of people one loaf will serve and to predict the time it will take to serve the class.
 - Accompany the bread tasting with jam or preserves; students read and note the ingredients and nutritional content in a chart. Suggested chart:

BRAND NAME OF JAM/PRESERVE	TYPE OF FRUIT USED	PERCENTAGE (%) OF FRUIT TO SUGAR	TOTAL GRAMS OF FAT/SUGAR/SALT/WATER PER X GRAMS

- Present an excerpt from a recent radio or TV ad on workplace safety, linking the ad to ideas seen in this activity and to advertising techniques seen in Unit 3.
- View an excerpt of the TV show *How It's Made*, and have students explain the sequence of fabrication in their own words. Suggested source (Consulted October 7, 2004): *How It's Made* - www.exn.net/Nerds/discovery.cfm.
- Invite a guest speaker (e.g., a school janitor, a safety supervisor) to explain dangers found on a job site.
- Have students write out an accident report giving details from observations based on a video or ad on workplace safety and accident prevention.
- Have students draw a map for a school or classroom treasure hunt accompanied by directions at each station.
- Have students consult the following Web sites to record map symbols in their Learning Log for future reference (Consulted October 7, 2004):

- Maps 101 - Canadian Topographic Maps - <http://maps.nrcan.gc.ca/maps101/symbols.html>;
- Making Maps Easy to Read - <http://richardphillips.org.uk/maps/symbols.html>;
- Invite the school janitor to present to the class his/her workplace cart with chemicals, laminated charts, and workplace memos as examples of information seen in this activity.
- Have students form cooperative teams to follow a set of complete instructions and build a cardboard house (e.g., a commercial cardboard construction set, a set of cardboard building instructions downloaded from Internet sources).
- Have students apply knowledge of advertising techniques seen in **Activity 3.3** to design a “safety first” sign for work, home, or school.

It's All About Jobs

Description

Time: 5.5 hours

In this activity, students:

- apply numeracy skills and use appropriate language in oral and written communication situations relating to work;
- fill out forms, demonstrating awareness of business conventions and features of workplace documents and short forms of correspondence;
- make personal connections between the job market and their own job interests;
- complete a summative job application form and write an e-mail to a prospective employer as a follow-up, using steps of a writing process and applying knowledge of spelling, language conventions, and terminology pertaining to the workplace.

Strands and Expectations

Strands: Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-MIC-RS.OE
EAE1L-MIC-LS.OE
EAE1L-DWS-SpList.OE
EAE1L-DWS-RS.OE
EAE1L-DWS-WS.OE
EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-MIC-RS.1.1 - 1.2 - 1.4 - 2.1 - 2.2 - 2.3 - 2.6
EAE1L-MIC-LS.2.2
EAE1L-DWS-SpList.1.1 - 1.2 - 1.3 - 1.4 - 2
EAE1L-DWS-RS.1.1 - 1.2 - 1.3 - 1.4 - 1.5 - 1.6 - 1.7 - 1.8 - 1.9 - 2
EAE1L-DWS-WS.1 - 2 - 3 - 4
EAE1L-DWS-LS.1.1 - 1.2 - 2.1 - 2.2 - 3.1 - 3.2 - 3.3 - 4.1 - 4.2 - 4.3 - 5

Planning Notes

The teacher will prepare the following resources and/or material:

- information on the job market from the school's guidance office, employment offices, and career Web sites, including a career survey, information on obtaining a social insurance card, and sample job application forms. Suggested sites (Consulted October 13, 2004):
 - A Guide for Teens: How to Find a Summer or Part-Time Job - www.quintcareers.com/finding_summer_jobs.html;
 - Hidden Job Market - www.jobstar.org/hidden/quiz.cfm;
 - Young Canada Works - www.canadianheritage.gc.ca/ycw-jct/;
 - Spank Mag - www.spankmag.com/dir/disp_section.cfm/cc.37/p.htm;
 - Job Bank - www.jobbank.gc.ca/HelpJT_en.asp;
 - Application Forms, Job Search Record - www.edu.gov.on.ca/;
 - HRSDC - www.hrdc.gc.ca/en/gateways/;
- an article providing tips for a successful job search and/or application;

- copies of sample forms available on the Internet, in magazines, and at local businesses;
- a selection of workplace documents and texts (e.g., inventory sheets, receipts, order forms, schedules) (Note: The teacher might ask students to provide some of these samples as well.);
- copies of local print and electronic classified ads for jobs, including student copies of ads provided in Block 1;
- copies of part-time job application forms from career Web sites and/or local businesses, including copies of a form written in French;
- a fictional time sheet of part-time employment indicating monthly wages;
- copies of the vocabulary and terms relating to salaries and wages for use in Block 3;
- a salary scale based on years of experience and qualifications. Suggested source (Consulted October 13, 2004): Salary.com - <http://swz.salary.com/>;
- evaluation grids and a blank job application form for the summative assessment task.

Prerequisites

Before beginning this activity, students should be able:

- to apply speaking and listening strategies to communicate with one or more persons in a workplace context, using appropriate vocabulary and level of language;
- to recognize and use appropriate level of language in a business context;
- to define new business and work-related terms with reference to print and electronic sources;
- to recognize the importance of correctly writing numerical data and personal information when filling out forms.

Activity Instructions

CONTEXTUALIZATION

- Have students complete a survey on their career interests and skills.
- For **Reflective Practice**, discuss with students the results of their survey, instructing them to note the two or three jobs which seem best for them. **(DE)**
- Explain to students that this activity focuses on the job application and job search strategies.
- Present, on overhead, effective strategies for finding a job. Suggested chart (Source: Canadian Federation of Independent Businesses):

Top Ten Ways Jobs Are Found
1. Referrals from friends, employees
2. Unsolicited applications
3. Job ads in newspaper

4. Trial, co-op placements
5. Government employment centres
6. Internet
7. Professional recruiters
8. Other
9. Help Wanted signs
10. Other government programs

- Discuss each of the above ways that jobs are found, asking students to supply examples from their personal experience as well.
- For **Reflective Practice**, have students explain in their Learning Log the search strategies they could use to find the dream jobs that they described in **Activity 4.1**.

TEACHING/LEARNING STRATEGIES

BLOCK 1: JOB SEARCH METHODS

Explanation/Modelling

- Provide students with copies of classified ads for job openings from a local newspaper.
- Explain the common terms used in the job ads, noting the numerical data (e.g., times, salary, phone numbers, dates) and type of information.
- Model using reading strategies to understand and record the following elements in one or two classified ads that target students:
 - required communication and bilingual skills;
 - required training and qualifications;
 - task description;
 - salary range;
 - place of employment;
 - contact information.
- Think out loud during modelling process, reflecting on questions such as the following:
 - Where is this job opening?
 - Which employer is advertising the job?
 - What questions (e.g., What information is missing?) do I have about the job?
 - What do these abbreviations mean?
 - What are my expectations in relation to this job?
- Explain the abbreviations, business terms, and expressions in the selected job ads.

Teacher-directed Practice

- Have students, in a class activity, apply reading skills to compare the two classified ads provided below and to answer the questions that follow.

JOB ADS	
Teens! Responsible Salesperson needed for New Sports Concept/Retail, 112 N. Elm St. Min. Wg + Xtras. PT only 8 - 16 hrs/wk. Bilingualism an asset. Apply in person or @ www.newsportsconceptstore.ca - Eastern Rg.	COOK'S HELPER — Exp'd. w/refs. Must be able to use recipe instruct. and kit. machin. Min. wg ON plus O.T. — Hrs. 4:30 - 9:30 Wed. thru Sun. (613) 772-9399 bet. 12-2 or in pers. Gerry Boulay

Questions

1. List the abbreviations in these ads. Next to each abbreviation, write the word(s) for which it stands.
 2. For which job would you expect to work an average of 18 hours a week?
 3. For which job is it necessary for you to have experience?
 4. For which job would you need safety information?
 5. If you could work only 15 hours a week, which job would be better?
 6. Which job requires people skills?
 7. Which job requires special abilities? Which abilities?
 8. Is there a contact person for any of these jobs?
- Lead a class discussion on questions an applicant might have before answering the job ad. Suggested questions:
 - Which job best matches my skills?
 - Am I interested in doing either one of these jobs?
 - If I were responding to either ad, which personal skills could I bring to this job?
 - Do I meet all of the requirements of either one of these jobs?
 - Is there anything I should be wary of when reading these job ads? Is this a reputable establishment?
 - Have students form groups by job interests or field of work (e.g., food services industry, security services, labourers, cleaning).
 - Ask students to select five specific jobs for their group and to list where they might first look for each of those jobs by referring to “Top Ten Ways to Find a Job.”
 - Discuss, along with students, additional ways of looking for a job (e.g., hidden job market, flyers, yellow pages of the phone book).
 - Have student groups skim and scan the index of a local newspaper and then the classified ads; students select three or four ads for jobs and note the following information for each job in their Learning Log:

- required experience, training, or skills;
 - required education/qualifications (e.g., high school diploma);
 - type of position or work;
 - salary range;
 - additional skills (e.g., people skills to work with public, those providing training);
 - required bilingualism/computer skills.
- Instruct students to keep these notes handy in their Learning Log for the job research project at the end of this unit.

Individualized Practice

- Have students apply reading strategies to skim and scan the jobs listed in the classified ads of a local newspaper or a job Web site. Instruct students to note the following information:
 - How many jobs are there for students versus adults?
 - How many part-time jobs are actually listed?
 - Which type of job requires bilingual/computer skills?
 - Which jobs necessitate health and safety knowledge?
 - Are some jobs unbelievably good (e.g., Great pay! Work from home! Make \$10 000 in two months!), or should you be wary of the ad? Why?
 - Which abbreviations have not been discussed in this Block and are new to you?
- Instruct students to select ONE of the above job ads and to note in point form the following information in their Learning Log:
 - the reasons why they would be a good candidate for the advertised job;
 - the abbreviations in the ad and their significance;
 - required communication and bilingual skills;
 - required training and qualifications;
 - task description;
 - salary range;
 - place of employment;
 - contact information.
- Have students share their recorded information in a class or group activity; instruct students to keep these notes handy in their Learning Log for the job research project at the end of this unit.

BLOCK 2: THE JOB APPLICATION

Explanation/Modelling

- Present a sample job application form, and model strategies for reading and filling out a job application form.
- Explain the technical language used in a variety of application forms (e.g., surname, middle initial, format for date (dd/mm/yy or MM-DD-YY), citizenship, annual income, permanent versus mailing address, equal opportunity employer, every statement is subject to verification, for office use only).
- Explain and model the following tips for completing a job application form, emphasizing that the application form is often the employer’s first impression of the applicant:

Job Application Tips
<ol style="list-style-type: none"> 1. Write neatly and clearly. 2. Follow instructions carefully (e.g., print in block letters). 3. Check that information is accurate (e.g., correct date, address), and always be truthful. 4. Complete all sections of the application form. 5. Check spelling and grammar (e.g., capitalization).

- List these tips on the board or overhead so that students can copy them in their Learning Log for future reference.
- Model the use of basic punctuation rules with reference to sample forms and prepared sentences.
Suggested rules:
 - Each sentence ends with a period.
 - The question mark is placed at the end of a sentence that expresses a direct question.
 - The exclamation mark is placed at the end of sentences that express joy, anger, surprise, pain, or a loud voice.
 - The comma has multiple uses: it is used mostly to slow down the reading, to separate different clauses in a sentence, and to ensure clarity.
 - The colon introduces a list of items.
 - The hyphen is used to join compound nouns and terms (e.g., Jean-Marc, computer-generated) and to divide words at the end of a line.
- Think out loud, using the sample job application form or business documents to emphasize the use of basic punctuation in this type of text. Suggested points:
 - Which punctuation marks are found in this sample form?
 - Why do some forms, seen in earlier activities, not include punctuation?
 - How can punctuation help the reader understand the completed form?
- Present the French equivalent of the selected form, noting out loud the terms and instructions that are similar and different.
- Explain to students that the summative assessment task at the end of this activity will require that they fill out a sample job application form and that they will also write an e-mail as a follow-up to this application.
- **Review** with students the application of capitalization rules with attention to names, titles, addresses, and abbreviations (e.g., Mr., Mrs., Ms.) and numerical data (e.g., dates, days, months).

Teacher-directed Practice

- Lead a discussion with the students on the types of application forms found in the workplace and in their daily lives:
 - social insurance form;
 - passport form;
 - medical and dental forms;
 - employment insurance form;
 - driver’s license and address change form;
 - change of address form.

- Read with students the procedure for obtaining a social insurance card. Suggested source (Consulted October 13, 2004) - www.edu.gov.on.ca/eng/training/jobs/getjob/p4.html.
- Read with students an article on the successful job search or application (e.g., And Finally I did Get a Job, Applications Forms (Consulted October 13, 2004) - www.edu.gov.on.ca/eng/training/jobs/getjob/getjob.html); highlight various tips, verifying students' comprehension by asking them to explain key ideas in their own words.
- Discuss with students the importance of correct spelling, grammar, and word choice in an application form. Suggested prompts:
 - Why can errors in spelling and usage give the employer a bad impression?
 - How can you let an employer know that you are careful when you do your work?
 - How can an employer tell that you are professional and business-like?
- Provide students with a variety of sample job application forms from local businesses and print and electronic sources.
- Have student teams fill out selected forms, including all necessary information and applying the proofreading strategies from **Activity 4.1**.
- Give feedback on the process of filling out forms by asking the following questions for **Reflective Practice**:
 - Where can you look for missing information (e.g., school letterhead for last elementary school attended information, telephone book, personal records at home, information already stored in wallet)?
 - Which types of errors did you or your partner make when filling out the form?
 - How could these mistakes be avoided (e.g., proofreading, writing in pencil and then in pen)?
 - What happens when you've ruined the form and have only one copy? (**FE**)
- Provide students with punctuation exercises, having them practice identifying and correcting errors in sentences and work-related documents.

Individualized Practice

- Provide students with a part-time job application form.
- Have students complete a short job application form for part-time employment (e.g., fast food chain server, electronics store assembly person, convenience store clerk, cook's helper, carpenter's helper); students apply knowledge of spelling, language conventions, terminology, and abbreviations to proofread the form.
- Have students complete one or more exercises on capitalization and punctuation; correct the exercises with students.
- Assess students' forms for accuracy and for application of language skills. (**FE**)
- Instruct students to insert the assessed form and the accompanying grid into their Writing Folder in preparation for the summative assessment task at the end of this activity.

BLOCK 3: CHECKING THE FORMS

Explanation/Modelling

- Model the process for reading and filling out forms. Suggested steps:
 - Skim and scan the form from beginning to end, focusing on headings, subheadings, and different sections; note numbered or lettered sequence of sections as well as submission requirements (e.g., do not fold, submit original only).

- Highlight any keywords that are new to you, using print or electronic sources if necessary.
 - Carefully reread all instructions for filling out the form, noting specifications (e.g., use of pen or pencil, block letters, use of original or duplicate copy, person for whom form is intended).
 - Provide requested information, moving from top to bottom and following indicated sequence.
 - Reread to check that the form is complete and that no information has been forgotten or is inaccurate, focusing on dates, numerical sequence of information, capitalization, and punctuation.
 - Proofread the completed form, making necessary revisions.
 - Carefully reread instructions for submission of the form (e.g., deadlines, address, name of receiver).
- Present the following scenario to students:

Oh my goodness! The cashier charged me twice for the bread and didn't charge me for the bag of chips. I must absolutely get this remedied!

If I look at the total amount of items, it is not the same as the amount of items found in my order.

And the total is not what I expected.

Now if I return to the cashier with my items and ask her to charge for the bag of chips at \$1.69 plus tax and she subtracts the second loaf of bread I was charged for... Will I owe more money or will I get a refund? These things are sooooo complicated!

- Explain to students that receipts are computerized forms listing purchases and important information about the purchase. Explain to students how it is critical to proofread information on forms, emphasizing the need to revise their applications and forms to check that they are accurate and complete.

Teacher-directed Practice

- Discuss with students the importance of ordering information correctly for employers and employees (e.g., a misplaced number can cause an erroneous phone call or could be fatal if the wrong address is given by a dispatcher to a firefighter or police officer responding to a call; a faulty prescription could damage someone's health).
- Have students explain the reasons why customers should check their receipt forms. Suggested prompts:
 - Why is it important to know what to look for on a receipt?
 - What is listed on a receipt?
 - Why is human error on this type of form so noticeable (e.g., the computer calculates but the person is filling out the form at the cash register).
 - Which types of abbreviations are repetitive (standard) from one receipt form to another (e.g., method of payment: cash, debit, credit card, subtotal, 7% GST, 8% PST, total, merchant number, GST number, TRMNo., OPERNo., date, time of purchase, name of store and contact information, abbreviations used to describe the product, 2 @ 3.44, etc.)?
- Have students identify the problem-solving strategies an employee could use to deal with a mistake on a receipt or form. Suggested prompts:
 - How should an employee deal with an angry customer?
 - Who made the mistake – the employee filling out the receipt or form, or the computerized cash register?
 - How should the employee react?
- Have students, in a class activity, compare two types of forms (e.g., a receipt form for prescription glasses, a credit card application form), focusing on the following features:
 - abbreviations;

- specialized terms;
 - numerical data and calculations;
 - format (e.g., sections, headings, sequence, font);
 - information requested and supplied.
- Provide students with a variety of business forms (e.g., Hotmail or Yahoo application form, purchase order form, application for sick leave or vacation time, credit card application, rental agreement, flight insurance, loan agreement, bank account, health insurance, new patient physician’s form, exemption certificate, wage and tax statement).
 - Have students, in groups, skim and scan selected forms to answer questions such as the following:
 - Who receives/uses these forms?
 - What purpose do these forms have in our society?
 - What main features do most forms have?
 - Which type of print are you expected to use?
 - What is the advantage of an electronic form over the hand-written print form? and vice versa?
 - What can you do when you realize you have made an error on a print/electronic form?
 - What assumptions could an employer make from reading your form?
 - As **Review**, correct students’ answers on new terminology and instruct them to note these terms in their Vocabulary Log. (**FE**)

Individualized Practice

- Have students apply the reading strategies modelled above to read and fill out a sample form; students assume the point of view of an employee at a local business who is renting a piece of equipment to a customer. Suggested form:

TEL: (613) 839-7121 FAX: (613) 839-2471	
CHÉNIER-CHARRON EQUIPMENT RENTALS LTD. ● RESTAURANTS ● STREET VENDORS ● CAFÉS/BISTROS ● FAST-FOOD ● FAIRS/EXPOSITIONS/SHOWS ● SPECIAL OCCASIONS 2729 CLEROX DRIVE GLOUCESTER, ONTARIO K1G 3N2 www.cheronrentals.com	
DELIVERY/Purchase Order No.:	Date:
Charge to:	Client Address: Telephone: Fax:

Equipment Type:	Equipment Serial No.:
Time Rented:	Time Returned:
Float Service or Delivery Fees:	Delivery Employee:
Installation Charge: Installation Employee:	Call/Desk Service Employee:
Cost per hour <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/>	Total Cost:
Method of Payment cash <input type="checkbox"/> cheque <input type="checkbox"/> credit card <input type="checkbox"/> No. _____ Expiry Date: _____ Account <input type="checkbox"/> _____ Account Number	No. 20075
WE REGRET WE CANNOT ASSUME RESPONSIBILITY FOR PROPERTY DAMAGE WHEN ASKED TO DELIVER MATERIAL ONTO PRIVATE PROPERTY.	CUSTOMER IS RESPONSIBLE FOR LOCATING UNDERGROUND SERVICES.
GOODS RECEIVED AND WORK DONE TO MY SATISFACTION	
CUSTOMER'S SIGNATURE: X _____	

- **Review** with students the reading and writing strategies explained in this Block for filling out a form such as this sample one.
- For **Reflective Practice**, ask students the following questions:
 - Who will read this form, once it is sent? (e.g., the company owner/manager, the employee responsible for accounts, the client for payment of his/her account, the employee(s) responsible for delivery and installation, the employee that filled it out)
 - When speaking to the client before/while filling out this form, which aspects of this form should be considered more important than others?
 - Which message or reminder could the employee say to the client before the delivery of the equipment (e.g., CUSTOMER IS RESPONSIBLE FOR LOCATING UNDERGROUND SERVICES)?
 - Are there legal or safety considerations in relation to this form? What are they?

- If an employee makes a mistake filling out the form, what can he/she do?
- What could be the consequences of a poorly completed form, in this case?

BLOCK 4: WORDS AND NUMBERS FOR WORK AND WAGES

Explanation/Modelling

- Explain to students that, as new employees, they should understand the wages and the deductions they can expect to find on their pay slip.
- Using the board or overhead, display the following terms relating to salaries and wages:

earnings	salary	wage worker	collective agreement	wage supplements
temporary rate	wage fixed in accordance with...	labour	shift work	retroactive pay
wage concession	statutory holiday	labour standards	fringe benefits	guaranteed annual wage
going wage	hourly rate	incentive wage	deductions	wage schedule
subsistence wage	time wage	wage hike	payroll	wage scale increase
measures of income	staff employee	standard wage	hourly earnings	lump sum payments

- Model reading a pay slip, a schedule, or an inventory, using the reading strategies seen in **Activity 4.2**; focus on numbers, headings, and dates.

Teacher-directed Practice

- Provide each student with a sample pay slip. Explain the terms with which students are unfamiliar, referring to the sample pay slip.
- Explain specific abbreviations in the pay slip (e.g., CPP, UIC, GROSS, NET, YTD (year to date) DEDUCTIONS/INCOME, GP MED, GPDENT (group medical/dental), taxable benefits, advances paid, method of payment (CH, DD/ET).
- Lead a discussion on the importance of money and salary as a criteria for selecting a job.

Suggested prompts:

- What do/did you expect from your first job?
- Does it count as a job if you are not remunerated for the work?
- Have some employers tried to trick you into working for nothing?
- What does the term “work ethic” mean? To whom does it apply?
- For what types of jobs do you expect to earn weekly/monthly wages?
- Explain to students the terms they may find on their pay slip or pay stub, emphasizing that it is important to carefully read the information on each paycheck to make sure their deductions are correct. Suggested explanations:
 - You may think you didn’t make as much money as you had expected. Why?

- Did you know that different “deductions” are taken out of each paycheck?
 - Some payroll departments can make mistakes: keep each paycheck for future reference.
 - What do these deductions include (e.g., income tax, Employment Insurance fees, Canada Pension Plan fees, Union dues, OHIP fees, provincial, regional, or local taxes, the cost of additional dental/life/health insurances or other employer-sponsored plans)?
- Explain to students that pay slips vary but that there are common elements that they may find such as the following:

WHAT'S THIS ON MY PAY SLIP?
Rate: the hourly rate you are paid
Hours: the number of hours you are being paid for in this pay period; most pay periods cover one or two weeks
This Period: the amount you were paid for this period
Year to Date: the amount you have earned this year
Gross Pay: the total amount you earned before deductions
Net Pay: the total amount you earned after deductions; this is the take-home pay

- Explain to students that they may find several of the following deductions subtracted from their gross pay:

WHAT HAPPENED TO ALL MY MONEY?
Canada Pension Plan: This deduction is mandatory and you must pay by law into this old age security plan, governed by the federal government.
Union dues: If you are part of an employee union, you must pay fees for the services the union provides for you as an employee.
Employment Insurance fees: This deduction pays into a provincial plan from which you may collect money if you are unemployed.
Income tax: This is the largest deduction from your paycheck. The money pays for all of the government services you use on a daily basis (e.g., roads, schools, buses).
Dental/life/health insurances or other employer-sponsored plans: You may choose to participate in additional insurance coverage; often, the employer is obliged by law to pay for part of this plan and you pay the other portion.

- Define terms from the above charts that are new to students; have students note these terms and their matching definitions in their Vocabulary Log.
- Have students read and answer short objective questions on a sample pay slip.
- Have students share their answers in a class activity; correct answers, explaining terms and abbreviations when necessary. (FE)

Individualized Practice

- Provide students with a fictional time sheet for part-time employment; have students calculate their own wages for a month's worth of part-time work. Sample time sheet:

<p>JOB DESCRIPTION: Cook's Helper - Gino's Italian Resto (salad preparation)</p> <p>HRLY WAGE: \$8.75</p> <p>Pay period: (31/10/05 - 31/12/05)</p> <p>Total hrs this month: 18.5</p> <p>Total per day: 4 hours</p> <p>Rate: \$8.75</p> <p>Over-time: 2 days @ time-and-a-half</p> <p>Dates worked: October 31 Thru December 31</p> <p>Gross Pay: _____ Net Pay: _____</p> <p>DEDUCTIONS/Déductions: YTD/DA:</p> <p>CPP/RPC:</p> <p>UIC:</p> <p>GP MED (Group(e) MED/DENT):</p> <p>GP DENT (Group(e) MED/DENT):</p> <p>Taxable Benefits:</p> <p>Advances Paid:</p> <p>Method of Payment (CH, DD/ET):</p>
<p>Employee Surname/Name: Able, R. Eli</p> <p>Employee No.: EI - 474</p> <p>Employee Group: KS Prep.</p>

- Have students check the use of punctuation, parentheses, and capitalization in the above sample time sheet.
- Have students complete an exercise in which they answer objective questions on one or more samples of application forms, pay slips, or time sheet forms.
- Have students share their notes in a class activity; correct answers, explaining terms and abbreviations when necessary. **(FE)**

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- have students consult a career Web site and note, in their Learning Log, three to five tips for completing a job application. Suggested sites (Consulted October 11, 2004):
 - “A Job-seeker’s Guide to Successfully Completing Job Applications” - www.quintcareers.com/job_applications.html;
 - Keeping the Job and Being Good At it - www.edu.gov.on.ca/eng/training/;
- instruct students to reflect on their own job experience by describing in a journal entry their first (paying or non-paying) job (e.g., how they got it, what they did, why they liked or disliked it);

- in Block 2, have students identify and note the reading strategy that worked best for them as they filled out various application forms (e.g., reading the French equivalent, highlighting some of the information, organizing numerical data beforehand).

Review

To ensure students' retention of previously learned knowledge and skills:

- review with students punctuation rules and spelling patterns from **Activity 4.1**, having students complete a proofreading exercise (e.g., a faulty application form) in a class activity;
- review with students rules for punctuation and capitalization as seen throughout this unit and in Unit 1.

Summative Assessment

Preparation

To prepare students for the summative assessment task that follows:

- instruct students to check previously assessed e-mails in their Writing Folder and to reread notes on business correspondence from **Activities 4.1** and **4.2**;
- review with students the use of appropriate language in the workplace, reminding them to:
 - avoid slang and colloquialisms;
 - select gender-neutral, non-stereotypical, and non-biased language (e.g., when describing the job or addressing an employer);
 - apply bilingual skills to make transfers from French to English, and vice versa.

Evaluation

The suggested assessment requires students to fill out a job application form and to write an e-mail to a prospective employer as a follow-up to the application, using steps of a writing process and applying knowledge of spelling, language conventions, and terminology pertaining to the workplace.

Assess students' oral and writing skills according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of the job application as an important business document;
 - demonstrate understanding of purpose and form of business correspondence, in this case, the e-mail.
- Thinking
 - think critically to proofread and assess own application form and e-mail.
- Communication
 - formulate ideas clearly and sequentially in a short form of correspondence;
 - apply social conventions and appropriate language in a written communication for work-related purposes;
 - demonstrate command of business conventions and main features of e-mail form;
 - use correct spelling, numerical data, vocabulary, and grammar when filling out an application form and writing an e-mail in a business context.

Application

- use reading strategies to understand business terms and to fill out an application form;

- apply proofreading strategies to identify and correct errors in work documents;
- make connections between a work-related task and own career interests and skills.

Follow-up

Plan a follow-up to the summative assessment task:

- Present on an overhead the three most effective e-mail responses and highlight the elements that students could model in their own writing.

Extension

- Have students apply speaking and listening skills to role-play a brief dialogue or telephone conversation between a job applicant and a prospective employer.
- Arrange for the school's Co-op Education Teacher to visit the class in order to discuss the various training programs available at the school or school board, or in the community.
- Lead a discussion on the legal and necessary deductions that a part-time employee might expect when working in Ontario. Suggested source (Consulted October 11, 2004): Minimum Wage - www.gov.on.ca/LAB/english/es/factsheets/fs_wage.html.
- Have students write a thank you letter as Roger, many years later, to thank Mrs. Washington Jones in **Activity 2.2**.
- Have students complete a receipt for a donation to a local charity or youth club of their choice.

Searching for Pathways

Description

Time: 5.5 hours

In this activity, students:

- develop and apply research strategies to find, select, and understand information print and electronic sources on a job of their choice, including apprenticeship programs;
- make connections between information on job trends in the workplace and their own job interests.

Strands and Expectations

Strands: Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-MIC-SpList.OE

EAE1L-MIC-RS.OE
EAE1L-MIC-WS.OE
EAE1L-MIC-LS.OE
EAE1L-DWS-SpList.OE
EAE1L-DWS-RS.OE
EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-MIC-SpList.1

EAE1L-MIC-RS.1.1 - 1.2 - 1.3 - 1.4 - 2.1 - 2.2 - 2.3 - 2.4 - 2.5 - 2.6 - 5 - 6.1 - 6.2 - 6.3 - 6.4
EAE1L-MIC-WS.1.1 - 1.2 - 1.3 - 1.4 - 4.1 - 4.2 - 4.3 - 4.4 - 4.5
EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.4
EAE1L-DWS-SpList.1.1 - 1.2 - 1.3 - 3.1 - 3.2 - 3.3 - 3.4
EAE1L-DWS-RS.1.2 - 1.5 - 1.6 - 1.7 - 2
EAE1L-DWS-LS.1.1 - 1.2 - 5

Planning Notes

The teacher will prepare the following resources and/or material:

- access to the Internet and a projector to model Internet searches and Internet access for students;
- a presentation on careers by a guest speaker from the community;
- articles, surveys, and information on career pathways from the Ontario Ministry of Education Web site (Consulted October 13, 2004) - www.edu.gov.on.ca/eng/. Suggested articles:
 - Step Up - “Your Work Habits: A Self-Assessment,” “Choosing Your Course - My Grade 9 Subjects”;
 - Fact Sheets (FAQ);
 - Ontario Prospects - “The Drill Quiz,” “Apprenticeship Subject Pathways,” “Apprenticeship Is It for You?,” “Keeping the Job and Being Good At It,” “Finish Line,” “Skills Connect”;
 - OYAP - The Ontario Youth Apprenticeship Program;
 - Ontario Skills Passport - <http://skillsdemo.edu.gov.on.ca/OSPWeb/>;
- articles and information on jobs and career pathways from a variety of Web sites (Consulted October 13, 2004):
 - Job Bank - www.jobbank.gc.ca/;
 - Youth Life - www.youth.gc.ca/;
 - I’ve Got A Problem - [www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=10-1-3](http://www.worksmartontario.gov.on.ca/scripts/default.asp?contentID=10-1-3;);

- Celebrities, Fun Trivia.com - www.funtrivia.com/welcome.html;
- sample career posters from the school’s guidance office or from a personnel agency or employment office. Suggested Web sites (Consulted October 13, 2004):
 - www.techdirections.com/html/career_posters.html;
- evaluation grids for the formative assessment of students’ research and oral communication skills in Block 3;
- a crossword and list of French business terms for review of work-related terms.

Prerequisites

Before beginning this activity, students should be able:

- to use and correctly spell vocabulary as it relates to the workplace and their own job interests;
- to conduct keyword searches on the Internet to find and select information in response to a specific research question;
- to locate and explain in their own words the main points of information collected during research;
- to use charts to record information in point form.

Activity Instructions

CONTEXTUALIZATION

- Have students refer to their AEP (Annual Education Plan) to determine how their own pre-employment path is going in terms of work experience, volunteer work, and course choices according to their career goals.
- Lead a class discussion on students’ career objectives. Suggested prompts:
 - Why is it important to start thinking about your career NOW?
 - How can a dream job become a reality in three years?
 - What kind of experience can a student your age acquire now?
 - Your mandatory forty hours of volunteering and part-time employment give you insight and experience that will be assets to you as a worker, but how do you know this is the job you will do?
 - Should you plan to have the same job for the rest of your life? Why or why not?
- Invite one or more guest speakers (e.g., parent, school employee, business person from the community) to present their job search experience (e.g., mechanic, manager of a grocery store or fast-food restaurant, hairdresser).
- Have students ask the guest speaker prepared questions such as the following:
 - When you were in Grade 9, did you know you wanted to be a (mechanic)?
 - What could you have done, looking back now, to “jump start” your career in that field when you were in Grade 9?
 - Which skills or training did you acquire because they were a necessity for the job?
 - Which personal qualities did you need to develop for this job?
 - How did you find this job?

TEACHING/LEARNING STRATEGIES

BLOCK 1: JOB OPENINGS

Explanation/Modelling

- Explain the difference between a “job title,” an “occupational title” (e.g., titles of the jobs searched), and a keyword (a word that is also a description of the job you are looking for) as seen at Job Bank information - www.jobbank.gc.ca/HelpJT_en.asp (Consulted October 13, 2004).
- Think out loud and list five to ten of each of the following: job title, occupational titles, and keywords. Suggested words: waiter/waitress, food and beverage server, catering waiter.
- Model using the above Web site and keywords to find the following information:
 - required training or skills;
 - required education/qualifications;
 - job opportunities in this area;
 - salary range.
- Explain to students that they will be conducting research on a job of their choice at the end of this activity and for summative assessment purposes in **Activity 4.5**.

Teacher-directed Practice

- **Review** with students the characteristics of a reliable Web site as explained in **Activity 3.4**.
- In a class activity, have students list in chart form the clues that they can use to determine the reliability of a site; have students insert this chart into their Learning Log.
- Emphasize the importance of selecting a reliable Web site and of never giving out sensitive information over the Web, reading along with students an article on Web search techniques (e.g., “Important Tips for a Safer Job Search”); highlight the research tips that could be of use to students.
- Have students **review** and apply research strategies modelled above (and evaluated in **Activities 3.4 and 3.5**) to locate information in response to specific questions on jobs.
Suggested questions: Who makes more money...
 - a brick layer or a dry wall installer?
 - a hairdresser or a barber?
 - a cab driver or a truck driver?
 - a home caregiver or a house cleaner?
 - an electrician or a plumber?
 - a painter or a roofer?
- Have students share their information with their peers in a group or class activity.
- For **Reflective Practice**, have students discuss the importance of money and job choices in response to the following questions:
 - Is it worth doing a job you don’t like just for the money? Why or why not?
 - What are some of the “perks” a lower paying job might offer (e.g., a gym membership, use of a vehicle, commission pay)?
 - What are some of the unpleasant aspects of jobs you have had (e.g., boredom, standing for a long time, shift work)?

- Have students complete a “Who You Are” quiz to help them find the work they love. Suggested resource (Consulted October 14, 2004): The Drill quiz - www.ontarioprosects.info/2004/eng/.
- Have students who share similar drill quiz answers compare their results; students then work in pairs to select and retrieve information on career prospects in response to questions such as the following:
 - What is the Ontario government’s Training Hotline (1-888-JOBGROW)?
 - Why aren’t airport workers covered by the Employment Standards Act in Ontario?
 - What should you do if you feel you’ve been fired unjustly?
 - Which fields of work appeal to you?
- Instruct students to refer to their quiz results, their career survey, and their notes on dream jobs from **Activity 4.3** as they list three job titles or occupations, in their Learning Log, that are of interest to them.
- For **Reflective Practice**, read, along with students, a success story of a star as a motivator for their own success (e.g., Harrison Ford was a carpenter, Julia Roberts was a waitress). Suggested source (Consulted October 13, 2004): Fun Trivia.com - www.funtrivia.com/welcome.htmls. Discuss with students the fact that not everyone can wait to be discovered or is as lucky as these multi-millionaires but that, as individuals, students can ensure that they become useful and happy in today’s society through training, experience, and hard work.

Individualized Practice

- Instruct students to select two summer jobs they would like and to research their availability in their area, using the following chart:

Job Search Chart				
Job/Occupational Title:	Company and St. Address:	Telephone:	Contact Person:	Date Contacted and Notes:
1.				
2.				

- Have students share their findings with their peers in a group or class activity.

BLOCK 2: THE EXPERIENCE OF APPRENTICESHIP

Explanation/Modelling

- Explain to students that there are four major sectors where they can gain apprenticeship experience in Ontario (e.g., auto, construction, service, and manufacturing). Explain the purpose of the Ontario Youth Apprenticeship Program (OYAP) at www.edu.gov.on.ca/ - Consulted October 13, 2004) and read a selected article from the above Web site while defining the concept of apprenticeship as you go along.
- Model the application of the following reading strategies to research one of the above service sectors’ Web pages:
 - recognizing appropriate and useful Web sites;
 - using visual cues and keywords to conduct a search;
 - using textual cues and word derivations to define new or specialized terms;
 - selecting research paths according to menu selections of the site (e.g., visual cues and graphics to locate information);

- discarding irrelevant information and recording relevant data;
- navigating on each site consulted using the various electronic commands (e.g., back/forth arrow, left/right mouse clicking, copy/paste options for Web site addresses);
- documenting sources to note references;
- taking notes in point form in a chart such as the following:

Service Sector Scan

SERVICE SECTOR CONSULTED:	<i>Auto service sector</i>
HEADLINE USED:	<i>Driving your future!</i>
QUOTATION BY MALE/FEMALE: EXPLANATION OF QUOTATION:	<p>MALE <input checked="" type="checkbox"/> FEMALE <input type="checkbox"/></p> <p>– “When I go to work, there’s something new to do or learn every day.”</p> <p>– Milton, apprentice auto service technician.</p>
WHY/HOW THIS SECTOR IS GROWING:	<p>– Good changes in the automotive industry are happening.</p> <p>– Lots of trucks in Ontario.</p>
THINGS TO REMEMBER ABOUT THIS SECTOR:	<p>– Lots of careers in construction, servicing cars and motorcycles, truck fleets, heavy equipment driving for forestry, mining, and oil and gas industries, marine engines and farm equipment.</p> <p>– I can choose to apply for many jobs or set up my own business.</p>
THE KIND OF JOB I COULD GET IN THIS SECTOR:	<p>– Dealing with the public</p> <p>– Doing automotive servicing</p> <p>– Sales, inventory control, and customer service</p> <p>– Maintaining and repairing vehicles and engines</p>
WHY I WOULD WANT TO WORK IN THIS SECTOR:	<p>– I have the computer technology skills that are required.</p> <p>– I like cars and trucks, and working in mechanics.</p> <p>– I practice mechanics every weekend with my Dad.</p>

- Think out loud once the chart has been completed, asking questions such as the following:
 - If I consider all my likes, dislikes, and talents, which service sector attracts me most?
 - What questions do I have about this service sector?
 - If I am interested in more than one service sector, what other choices are available to me?
 - What is the advantage of consulting more than one service sector job?

Teacher-directed Practice

- Have students with similar job interests pair up to complete the Service Sector Scan chart modelled above.
- Have students apply reading strategies to locate, select, and understand information on apprenticeship programs in response to specific questions such as the following:
 - How can it help you choose a job?
 - What are *journey persons*?

- What is the main goal of Apprenticeship Subject Pathways?
- Explain the following statement in your own words: “The pathways also identify those trades for which completion of Grade 12 is not a requirement.”
- How can an apprenticeship give you a head start in your job?
- Discuss with students the apprenticeship program that interests them the most.
- For **Reflective Practice**, have students read, in a class activity, an article about trends in the workplace:
 - to identify trades that are in demand;
 - to look at projections for the future;
 - to predict which jobs will be most in demand;
 - to identify the field of work or job that interests them most;
 - to understand the skills that are needed;
 - to determine how they can get these skills.
- Have students **review** strategies for writing a summary: in a class activity, students note the 5W’s + H of the selected article and write a brief summary.

Individualized Practice

- For **Reflective Practice**, have students complete a self-assessment questionnaire on the subject of apprenticeship.
- Have students research, at the same Web site, the criteria for the selection of such programs (e.g., What age do you have to be? Which fields are most likely open to students my age? What skills or aptitudes do I need? How do I apply? Where do I call to get more information?).
- Instruct students to note this information in their Learning Log in order to create a contact log detailing information on community resources offering such apprenticeship programs.
- Have students share their findings with their peers in a group or class activity.

BLOCK 3: RESEARCHING JOBS

Explanation/Modelling

- Provide students with a list of electronic addresses and print resources on careers.
- Model the reading strategies to find a Web site and to scan an alphabetical listing of a multitude of jobs. Model the following reading strategies:
 - using keywords to conduct the search;
 - using visual cues and graphics to locate the information;
 - using the various electronic commands (e.g., back/forth arrow, left/right mouse clicking, copy/paste options for Web site addresses);
 - documenting the sources to note references;
 - using an electronic synonyms list to check the meaning of new vocabulary;
 - rephrasing information in their own words.
- Explain how to list the print and electronic resources available for research on a job sector, modelling note-taking strategies (explained in Unit 3) to collect research data such as:
 - job description;
 - tasks of job;

- required training or education;
- salary and type of work (part-time or full-time);
- start date, contact information;
- Model the following preresearch strategies to **review** with students research skills and assignments in **Activities 3.4** and **3.5**. by:
 - establishing the focus of the research by narrowing down their topic in order to decide on three different jobs on which to conduct research;
 - skimming and scanning table of contents, indexes, headings, and links to select sources and locate information on each of the jobs;
- **Review** with students the steps of a writing process and the “sandwich” method of paragraphing (Unit 1) as it applies to a research paragraph.

Teacher-directed Practice

- For **Reflective Practice**, have students debate informally the pros and cons of part-time work during the school year. Suggested prompts:
 - Why do many teens want to work part-time or during their summer vacation?
 - What do teens do with the money earned at part-time work?
 - What types of jobs are available for your age group?
 - How many hours should a teenager work? Why?
 - Why do you think some parents don’t want their teens to work part-time?
 - What are the advantages/disadvantages of part-time work for a teen?
- Have students, in groups of three, begin to research various jobs; students locate and examine career information available from their community and other sources (e.g., school guidance department, local employment centre brochures and ads, career posters).
- Have students select three jobs of interest to them using the survey results and information in previous Blocks of this activity.
- Have students list in point form the following information for each of the three jobs they have selected:
 - the tasks involved for each job;
 - the required skills and training;
 - the expected salary or salary range;
 - the type of work (part-time or full-time);
 - the level of availability in their community;
 - their favourite of the three jobs and the reason(s) why they would be good at this job.
- Have students write a brief summary of their research; have them **review** strategies for summarizing and combining sentences that were explained in **Activity 3**.
- Have student groups present their findings in an informal oral presentation, using effective presentation techniques.
- Instruct students to take notes on jobs that interest them during presentations for use in their own job research.
- Refer students to the handout detailing electronic job search addresses and available print resources, instructing them to add resources from peers’ presentations.

- Give students feedback on their presentation, focusing on the criteria that will also be used for the end of unit summative assessment task:
 - oral communication skills: tone of voice, body language, use of time/organization, volume, pronunciation, grammar, appropriate language;
 - research information: clarity, accuracy, sequence, completeness, relevancy. **(FE)**
- For **Reflective Practice**, have students examine the formative assessment of their presentation to identify the ways they can improve their speaking and research skills.
- Instruct students to insert their research notes, summary, and assessment into their Writing Folder and to refer to these documents as they pursue their job research.

Individualized Practice

- Explain the research project to students (as outlined in **Activity 4.5**), handing out necessary instructions as well as copies of the research chart below.
- Have students highlight the information found throughout this unit that would be useful for their own project on a job of their choice.
- Conference with students as they conduct their research. Students complete the following steps:
 - narrowing down their topic in order to decide on ONE job on which to conduct research;
 - skimming and scanning table of contents, indexes, headings, and links to select sources and to locate information in print and electronic sources, on the job of their choice;
 - noting job research information using the following chart:

JOB RESEARCH CHART

Selected Job: _____		
Required Training (Paragraph 1)	Task Description (Paragraph 2)	Places of Employment (Paragraph 3)
Required Skills	Average Salary	Job Opportunities
Source consulted:	Source consulted:	Source consulted:

- Have students condense their research by applying steps of a writing process to summarize their findings in three short paragraphs of four to five sentences each.
- Conference with students as they write and revise the draft of their research summary, reminding them to check punctuation as well as spelling, capitalization, and sentence structure.
- Explain to students that they will be explaining their findings on a selected job in **Activity 4.5**, for summative assessment purposes, using a visual aid (e.g., poster, chart, collage) and effective presentation techniques.

Reflective Practice

To have students synthesize and/or reflect on newly acquired knowledge and skills:

- Lead a discussion on the emotional elements of choosing a career. Suggested prompts:
 - How do I know the job is right for me?
 - How do I know I'm right for the job?
 - Will this job be enough for me to have the kind of life I want?
 - What qualities do I have that are good for this job?
 - Will I have opportunity for advancement in this job?
 - How can I deal with the less pleasant aspects of this job?
- Discuss with students the local school board apprenticeship and co-op program options available for them in their own school or community.

Review

To ensure students' retention of previously learned knowledge and skills:

- have students review strategies for identifying and correcting sentence fragments, as explained in **Activities 1.2** and **1.3**;
- have students explore different examples of career posters as models for their own visual aids;
- have students complete a crossword to review spelling and vocabulary pertaining to jobs and careers; have students find the English equivalent of a list of selected French business terms.

Summative Assessment

- Students will convey their findings on a job of their choice in a collage and an oral presentation for summative assessment purposes in **Activity 4.5**.

Extension

- Have students research an article on odd jobs (e.g., tester for deodorant and perfume companies, contortionist for Cirque du Soleil, snake de-venomer) by consulting various electronic sources to identify the skills, abilities, and training required for these odd jobs. Have students prepare a classified ad for a strange or bizarre career of their choice (e.g., doll hospital worker, pet psychiatrist, ghost writer, egg-laying motivator, body-piercing or tattooing specialist).
- Invite the cooperative education teacher or a spokesperson from the local apprenticeship programs to speak about apprenticeship and its advantages.
- Have students conduct an informal career survey (using the survey skills acquired in **Activity 3.1**) of three to five persons (e.g., family, friends, neighbours, work colleagues). Suggested survey questions:
 - What job do you do?
 - Do you like your job? Why or why not?
 - How long have you been working at this job?
 - How did you get this job (e.g., refer to the top ten ways of getting a job)?
- Have students summarize their findings and collate the survey information in a chart.
- Have students job shadow a parent or friend of the family in a career which interests them. Have students report their impressions of the day in an oral presentation.
- Have students organize a classroom job fair, using the information on the researched jobs from Block 3 of this activity to create a visual display.

End of Unit Assessment Task – A Job of Choice

Description

Time: 2.5 hours

The **End of Unit Assessment Task 4.5** consists of the following:

- Section One: Job Research Poster - Students prepare, in class and as homework, a collage in which they convey research information on a job of their choice;
- Section Two: Research Summary - Students edit their draft and submit for evaluation the summary of their research on a selected job which was collected in **Activity 4.4**;
- Section Three: Oral Presentation - Students explain their collage and present their research information on a job of their choice.

Strands and Expectations

Strands: Making Informed Choices, Developing Work Skills

Overall Expectations: EAE1L-MIC-RS.OE
EAE1L-MIC-WS.OE
EAE1L-MIC-LS.OE
EAE1L-DWS-SpList.OE
EAE1L-DWS-RS.OE
EAE1L-DWS-LS.OE

Specific Expectations: EAE1L-MIC-RS.2.5 - 2.6
EAE1L-MIC-WS.1.4 - 3 - 4.1 - 4.2 - 4.3 - 4.4 - 4.5
EAE1L-MIC-LS.1.1 - 1.2 - 1.3 - 2.1 - 2.2 - 2.3 - 2.4
EAE1L-DWS-SpList.1.1 - 1.2 - 1.3 - 1.4 - 3.1 - 3.2 - 3.3 - 3.4
EAE1L-DWS-RS.1.6 - 1.7 - 2
EAE1L-DWS-LS.1.1 - 1.2 - 2 - 3.1 - 3.2 - 3.3 - 4.1 - 4.2 - 4.3 - 5

Planning Notes

The teacher will prepare the following resources and/or material:

- bristol board and art supplies for students' collage;
- practice exercises for review of spelling patterns, punctuation, and capitalization;
- copies of the summative task achievement chart to hand out to students.

Process

Preparation

- Have students plan the layout and design of their collage on a job of their choice; students draw pictures or skim and scan newspapers and magazines for illustrations that match their job.
- Have students examine the assessment of previous research on a consumer product done and presented in **Activities 3.4** and **3.5**.

- Have students identify the strengths and weaknesses of their previous written research and oral presentation; students identify the ways they can make improvements as they complete the research task on a selected job.
- **Review** with students the spelling patterns explained in **Activities 4.1** and **4.3**, as well as in Unit 3; have students, in a class activity, complete proofreading exercises in which they correct errors in spelling, capitalization, and punctuation.
- Explain the requirements of the job research collage and presentation, as outlined in the following instructions:

The Job Research Presentation - Instructions

Step 1: Prepare your collage on your selected job, making sure:

- that your collage is colourful, neat, and clear;
- that there is at least one visual (a drawing or picture) of each of the six research categories: required training, task description, places of employment, required skills, average salary, job opportunities;
- that you have included a title that indicates your selected job;
- that the headings indicating research categories are clearly indicated in bold, colour, or text boxes;
- that explanatory labels and headings are clearly and neatly written, without spelling errors;
- that the typeface is easy to read (18-20 font, Roman type).

Step 2: Practice using your research notes, summary, and collage:

- to explain the reasons why you would be a good candidate for this job;
- to clarify and justify your choice of job;
- to explain your research clearly, making a link between your findings and your collage.

Step 3: Present your research and collage, making sure:

- that you use complete sentences as well as correct grammar, punctuation, and capitalization;
- that you sequence your information and plan your time;
- that you use appropriate and correct vocabulary, including work-related terms;
- that you apply oral communication skills with attention to tone, pronunciation, and tempo.

- Meet individually with students as they prepare their collage and presentation, using the following conferencing strategies to **review** with students the requirements of the project:
 - assessing the volume of student information on the chosen job (e.g., required training, task description, places of employment, required skills, average salary, opportunities), and checking that information collected is relevant, accurate, and complete;
 - examining the visual components of the collage and checking that the images convey their research in the following categories: required training and skills, task description and salary, places of employment, and job opportunities;
 - assisting students as they consult dictionaries and word processing programs to proofread their collage and plan their oral presentation.

Evaluation

- Have students present their job research information and collage. During the presentation, students will:
 - summarize their findings on their selected job;
 - explain the reasons why they would be a good candidate for the job;
 - clarify and justify their choice of job;
 - make a link between their collage and their findings;
 - use work-related terms and appropriate language, as well as gender-inclusive and non-sexist vocabulary;
 - use effective presentation techniques (e.g., tone of voice, tempo, pronunciation, volume, body language, eye contact).
- Have students submit their collage for assessment according to the criteria outlined in the instructions.

Assess students' ability to explain their findings on a selected job, using a collage and effective presentation techniques according to the four categories of the Achievement Chart for Grade 9 English:

- Knowledge and Understanding
 - demonstrate knowledge and understanding of research and information on a selected job or occupational title;
 - demonstrate understanding of form and purpose of the research chart and collage to convey information.
- Thinking
 - apply inquiry skills and processes to conduct research on a job of their choice and to record and summarize their findings (e.g., training, skills, and qualifications required, task description, salary range, job opportunities, place of employment).
- Communication
 - use appropriate level of language, and technical vocabulary relating to the selected job, demonstrating an awareness of purpose and audience;
 - convey information clearly and sequentially in both oral and visual form;
 - use correct grammar and spelling, and complete sentences;
 - apply speaking skills to convey research information in an oral presentation.
- Application
 - apply reading strategies to locate, understand, and select information from various sources for research purposes;
 - apply steps of research and writing processes to collect and convey research information on a job of their choice;
 - make connections between their research and their own job interests.

Follow-up

- Have students display their collage near the Guidance Department of their school.
- Ask students to assess their work readiness by writing a journal entry on whether or not they have the skills required for their selected job, and, if not, how they can acquire these skills.

Achievement Chart – Job Research - Collage, Summary, and Presentation

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding Level achieved: _____				
The student: <ul style="list-style-type: none"> – demonstrates knowledge and understanding of research and findings on a specific job to present information. – demonstrates understanding of form and purpose of the research chart and visual aid form to convey information. 	The student demonstrates limited knowledge and understanding of research information and of form and purpose.	The student demonstrates some knowledge and understanding of research information and of form and purpose.	The student demonstrates considerable knowledge and understanding of research information and of form and purpose.	The student demonstrates thorough knowledge and understanding of research information and of form and purpose.
Thinking Level achieved: _____				
The student: <ul style="list-style-type: none"> – applies inquiry skills and process to conduct research on a job of his/her choice and to record and summarize findings (training, skills, and qualifications required, task description, salary range, job opportunities, place of employment). 	The student applies inquiry skills and process to conduct research on a job of his/her choice and to record and summarize findings with limited effectiveness .	The student applies inquiry skills and process to conduct research on a job of his/her choice and to record and summarize findings with some effectiveness .	The student applies inquiry skills and process to conduct research on a job of his/her choice and to record and summarize findings with considerable effectiveness .	The student applies inquiry skills and process to conduct research on a job of his/her choice and to record and summarize findings with a high degree of effectiveness .

Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/>				
Categories and criteria	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – uses appropriate level of language and technical vocabulary relating to the job, demonstrating an awareness of purpose and audience. – conveys research information clearly and sequentially in an oral presentation, demonstrating a clear connection between his/her findings and a visual aid. – uses correct grammar and spelling, and complete sentences. – applies speaking skills in an oral presentation, demonstrating a clear connection between his/her findings and visual aid. 	<p>The student conveys research information in written and oral forms with limited effectiveness, using work-related terms, appropriate vocabulary, and language conventions with limited effectiveness.</p>	<p>The student conveys research information in written and oral forms with some effectiveness, using work-related terms, appropriate vocabulary, and language conventions with some effectiveness.</p>	<p>The student conveys research information in written and oral forms with considerable effectiveness, using work-related terms, appropriate vocabulary, and language conventions with considerable effectiveness.</p>	<p>The student conveys research information in written and oral forms with a high degree of effectiveness, using work-related terms, appropriate vocabulary, and language conventions with a high degree of effectiveness.</p>
Application Level achieved: _____				
<p>The student:</p> <ul style="list-style-type: none"> – applies reading strategies to locate, understand, and select information from various sources for research purposes. – applies steps of research and writing processes to collect and convey research information. – makes connections between research and own job interests. 	<p>The student applies speaking skills, reading strategies, and research and writing processes with limited effectiveness, making connections between research and own job interests with limited effectiveness.</p>	<p>The student applies speaking skills, reading strategies, and research and writing processes with some effectiveness, making connections between research and own job interests with some effectiveness.</p>	<p>The student applies speaking skills, reading strategies, and research and writing processes with considerable effectiveness, making connections between research and own job interests with considerable effectiveness.</p>	<p>The student applies speaking skills, reading strategies, and research and writing processes with a high degree of effectiveness, making connections between research and own job interests with a high degree of effectiveness.</p>
Comment: A student whose achievement is below Level 1 (less than 50%) does not meet the required overall expectations for this task.				

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