

ESQUISSE DE COURS

Cours élaboré
à l'échelon local



Centre franco-ontarien de ressources pédagogiques

ENGLISH

éussite

Écoles secondaires publiques de
langue française de l'Ontario

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*Cours élaboré
à l'échelon local*

EAE2L

ENGLISH

10^e année

Écoles secondaires publiques de langue française de l'Ontario



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Introduction

Locally Developed Course – Rationale

The *English Grade 10* Locally Developed course gives students the opportunity to fill gaps in their academic learning and to acquire the skills and knowledge they require to experience success. This course follows the recommendations of the O'Connor Report (2003) and focuses on the literacy and numeracy skills and on the essential skills needed for student's transition from school to the workplace.

The *English Grade 9* Locally Developed Compulsory Credit Course is a prerequisite of this course. Students who demonstrate the required level of competency and who achieve the specified outcomes of this Grade 10 course will be entitled to receive a credit for a Grade 10 *English* course. This locally developed course prepares students for the EAE3E *English* course - Grade 11 Workplace Preparation.

Course Profile – Rationale

The EAE2L course profile outlines 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. Teachers are expected to personalize and adapt these suggestions according to their teaching style and their students' needs. The activities and strategies in the course profile are based on the overall and specific expectations of the locally developed course that was redesigned and approved by the Ontario Ministry of Education in 2008.

Course Profile – Pedagogical Framework

The course profile is based on the theories and practices of explicit teaching as outlined by Steve Bissonnette and Mario Richard. In keeping with this pedagogical framework, the course profile suggests a series of strategies and steps such as modelling, teacher-directed practice, individualized practice, and reflective practice/review. Activities are broken down into sequential teaching and learning blocks that enable students to progress gradually from simple to more complex subject matter. Teaching, learning, and assessment/evaluation strategies have been aligned with the expectations outlined in the EAE2L curriculum.

Course Overview

Course Code: EAE2L

Credit Value: 1

Course Description

In the Grade 10 Locally Developed Course in *English*, students develop and apply literacy skills – speaking, listening, reading, and writing – necessary for communication in their daily lives and for further study in the Grade 11 workplace preparation course in *English*. They build on strategies to speak and write correctly and effectively for practical purposes, and to read and interpret informational texts, media texts, and literary texts on relevant topics and issues. Students extend their literacy, mathematical literacy/numeracy, and essential work-related skills, examining models of effective communication and exploring career options.

The Grade 10 Locally Developed Course in *English* is organized into four thematic strands. The overall and specific expectations of each strand have been regrouped by skills under the following subheadings: *Extending Speaking and Listening Skills, Extending Reading Skills, Extending Writing Skills, Extending Language Skills*.

In the **Citizen of the World** strand, students extend 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 reflect on their role as responsible citizens of society as they apply oral communication skills and the reading and writing processes.

In **The World of Technology** strand, students extend 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 assess and manage information as they apply various speaking and listening skills and reading and writing processes in school, in everyday life, and in work-related situations.

In **The World of Work** strand, students extend and apply reading, writing, and oral communication skills as they explore career opportunities and interpret and respond to workplace scenarios and documents. They build on strategies to accomplish school and work-related tasks, developing a foundation for pursuing their career interests and goals.

In the strand entitled **My Place in the World**, students extend and apply reading, writing, and oral communication skills as they explore various facets of the theme of identity, making connections with their personal experience and with relevant topics and issues. They express their views and values and clarify their goals, defining themselves as individuals and as members of cultural and societal groups.

Course Profile

The course profile suggests 110 hours of teaching and learning material divided into units and activities. These units suggest a variety of activities and tasks to facilitate the teaching, learning, and assessment processes.

Unit 1: Citizen of the World

Time: 26 hours

Unit 2: The World of Technology

Time: 29 hours

Unit 3: The World of Work

Time: 25.5 hours

Unit 4: My Place in the World

Time: 29.5 hours

Each activity consists of the following elements:

A. 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 should adjust 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 activity.
- **Planning Notes:** This section briefly lists the main resources, documents, and pedagogical material that the teacher is expected to use or to prepare during the activity.

B. **Activity Instructions** that outline the following steps:

- **Contextualization:** This section suggests strategies to reactivate students' prior knowledge, engage students, and clarify the expected outcomes.
- **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 Explicit Teaching:
 1. Explanation/Modelling,
 2. Teacher-directed Practice,
 3. Individualized Practice.
- An explanation 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 in each activity. **Individualized practice** might include a formative evaluation task.
- **Reflective Practice/Review:** This step gives students the opportunity to synthesize or review acquired skills and knowledge. Through the suggested self-assessment activities, students also reflect on what they have learned during the activity.
- **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.
- **Extension:** This section suggests a few additional activities to enrich the course and further students' learning according to their needs and interests.

Assessment/Evaluation

Assessment and evaluation are based on expectations in the EAE2L curriculum and 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 on both the categories of knowledge and skills and the achievement level descriptions in the Achievement Chart of the curriculum policy document for each discipline;
- are aligned with the overall and specific expectations of the course and the knowledge and skills taught in 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 fair and appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students, including the needs of exceptional students;
- ensure that each student is given clear directions for improvement;
- promote students’ ability to assess their own learning and set specific goals.

The Achievement Chart provides a reference point for all assessment practice and a framework for assessing and evaluating student achievement. The chart is organized into four broad categories of knowledge and skills and describes the levels of achievement of the curriculum expectations in 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 provide clear and specific feedback to students and parents.

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 should use a variety of strategies for the following types of assessment:

- **diagnostic evaluation (DE):** a brief activity or task usually 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 (FE):** a brief activity or task 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 after a formative assessment that focuses on the knowledge and skills taught and practised during the course; it is found at the end of an activity or unit (e.g., oral presentation, test, written text).

Resources

The course profile suggests various resources that may be of use to the teacher, including textbooks, websites, technological resources, and media resources. The teacher is expected to update and adapt the suggested resources.

Recommended resource: Robin PEARSON and Debbie CHAMBERS. *Inside Track 2*. Toronto, Oxford University Press, 2005, 251 p.

Unit 1

Citizen of the World

Description

Time: 26 hours

In this unit, students will:

- explore perspectives on current issues in opinion texts, applying reading strategies to interpret main ideas and distinguish facts from opinions;
- express opinions and defend views on issues related to the theme of social responsibility, in formal and informal oral presentations;
- develop and apply proofreading skills and knowledge of homophones, spelling patterns, and parts of speech to correct spelling and sentence errors;
- follow steps of a writing process to write well-structured opinion texts, applying proofreading and editing strategies to revise and improve their writing.

Activity Titles

Time

Activity 1.1: What Do You Think?	5 hours
Activity 1.2: Being Responsible	4.5 hours
Activity 1.3: Prove It!	6.5 hours
Activity 1.4: Agree to Disagree	6 hours
Activity 1.5: End of Unit Assessment Task – Language Matters	4 hours

Summative Assessment Tasks

In Activity 1.3: Task on language skills (test on parts of speech, homophones, and spelling patterns)

Activity 1.5: End of Unit Assessment Task – Language Matters (expressing opinions on an issue orally and in writing)

What Do You Think?

Description

Time: 5 hours

In this activity, students:

- identify and classify issues, applying speaking skills and reading and writing strategies to respond to various texts;
- explore various perspectives on an issue, recognizing the validity of more than one point of view;
- formulate opinion statements clearly and effectively;
- express opinions on current issues, using constructive, respectful, and controlled language.

Strands and Expectations

Strands: Citizen of the World, The World of Technology

Overall Expectations: EAE2L-CW-SpList.OE
 EAE2L-CW-RS.OE
 EAE2L-CW-WS.OE
 EAE2L-CW-LS.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3
 EAE2L-CW-RS.1 - 2
 EAE2L-CW-WS.2
 EAE2L-CW-LS.1
 EAE2L-WT-RS.1 - 2
 EAE2L-WT-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- lyrics of a song on a current issue. Suggested online sources (Consulted November 5, 2008): www.metrolyrics.com or www.musicsonglyrics.com;
- articles on current issues from local newspapers or news sites such as the following (Consulted November 5, 2008): CN News Canada at <http://cnews.canoe.ca>; Yahoo! News Canada at <http://news.yahoo.com>; CBC News at www.cbc.ca; and CTV News at www.ctv.ca;
- markers and chart paper for the “place mat” activity.

Activity Instructions

CONTEXTUALIZATION

- Introduce course objectives and present the themes from the EAE2L curriculum: *Citizen of the World*, *The World of Technology*, *The World of Work*, and *My Place in the World*, emphasizing the importance of acquiring literacy skills to be successful.

- Present the expectations of this activity. Lead a class discussion to introduce the idea of differing opinions by asking questions such as these: Have you ever had an argument that you could not resolve? What was the cause of your last argument?
- Have students answer a questionnaire to express their opinions, reminding them not to repeat any answers. (Note: Teacher might complete the survey along with students.) Suggested prompts: *I like... I dislike... I agree with... I worry about... I disagree with...*
- Lead a class discussion, giving students an opportunity to share their answers. (DE)
- Have students write a short journal entry describing a recent disagreement; ask students to explain (a) the cause of the disagreement, (b) who was right and who was wrong, and (c) the outcome of the disagreement.
- Collect the journals to use as a diagnostic evaluation of students' writing skills. (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: JUST BECAUSE

Explanation/Modelling

- Recalling how students used opinion statements to express their views in the diagnostic activity, model the process of formulating opinion statements that are complete and clear, and grammatically correct (e.g., *I should have a later curfew... because... I don't have school the next day. I wish malls had clocks in them... so that... I can make sure that I'm not late.*).
- List various linking words and conjunctions (e.g., *since, because, therefore, as a result, however, for this reason*) that can be used to formulate effective opinion statements.
- Prompt students to justify their opinions in the above questionnaire by providing reasons for their answers (e.g., *I worry about money because I don't have a part-time job.*).

Teacher-directed Practice

- Have students complete the following steps of a “walk in their shoes” activity:
 - Step 1: Students take their shoes off, tie them together, and place them in the centre of the room.
 - Step 2: One by one, students pick a pair of shoes that does not belong to them.
 - Step 3: After picking a pair, each student writes down a description of the type of person that might wear them (e.g., *These shoes belong to a person who is creative and who likes change.*).
 - Step 4: Students find the owner of the shoes, find out the owner's name, and ask three questions.
 - Step 5: Students show the shoes they found and talk about the impression they had of the owner and the information they discovered about the owner.
- For **Reflective Practice**, have students reflect on the purpose of the activity: they can better understand other people's points of view by taking the time to get to know them and “walk in their shoes.”
- Provide a list of opinion statements on social issues. Ask students to choose a position and then provide three examples or reasons to support their opinion (e.g., *Teenagers are/are not trouble makers because... Soccer is/is not the best sport since...*).
- Have students defend their views in a “Think-Pair-Share” activity: students think about the task or topic individually, exchange ideas with a partner, and then share ideas with the class.

- Have students read and listen to the lyrics of a song that deals with a current issue (e.g., “Where is The Love” by the Black Eyed Peas, “If Everyone Cared” by Nickelback or “38 Years Old” by The Tragically Hip) and comment on the song by (a) noting the opinions expressed; (b) highlighting the reasons in the lyrics that support the artist’s opinions; and (c) expressing agreement or disagreement with the opinions.

Individualized Practice

- Have three students improvise the following scenario: A teenager is accused of shoplifting because a clerk thinks the teenager left the store with an item. How will the police officer decide who is right?
- Have students, in groups, identify the issues in the scenario and consider the perspective of each person involved (e.g., police officer, teenager, store clerk or manager).
- Instruct students to choose the person whom they think is right and write an opinion statement to express their position with two or three reasons as support.
- Have students present their statement and reasons to the class.
- Provide informal feedback, asking the class to identify the best opinion statement and determine who, in their opinion, is right. (FE)

BLOCK 2: WHAT’S UP?

Explanation/Modelling

- List issues encountered in Block 1, explaining the meaning of the word “issue”; brainstorm with students examples of current issues that affect them.
- Model the process of identifying and understanding an issue in an opinion text (e.g., “Double Standard” in *Inside Track 2*, p. 157):
 - Where can I find definitions of words that I don’t understand?
 - The first feature of the text that I see is the title. What does the title mean?
 - Which words can help me find the key ideas?
 - What are the stated opinions and key issues?
 - Think out loud: *I disagree with the opinion statement...* Emphasize ways to express disagreement appropriately using constructive, respectful, and controlled language.

Teacher-directed Practice

- Have students apply the reading process as they continue to read the above opinion text.

Prereading

- Instruct students to complete the first two steps of understanding an issue: step 1 – using resources to define or understand unfamiliar word; step 2 – using features of the text (headings, bold print, photographs, etc.) to find key words and ideas.

Reading

- Instruct students to complete the next two steps of understanding an issue: step 3 – use reading strategies to understand ideas; step 4 – identifying the issues in the text.

Postreading

- Have students, in groups, express their views on an issue in the text. Suggested steps:

- Step 1: Groups choose one issue (e.g., sexism, eating disorders, role of the media) from the text, and each group member selects the position (agree or disagree) to defend.
- Step 2: Each group member prepares an opinion statement that reflects his or her point of view.
- Step 3: Group members present their issue and opinion statements to the class.
- For **Reflective Practice**, have students identify the strongest opinion statement presented and discuss what made it so convincing.

Individualized Practice

- Have students, in groups, respond to an issue in the text that they have just read. Suggested prompts: Are people, especially women, judged too much by their appearance? Is the media’s portrayal of men and women sexist? The following steps are suggested:
 - Step 1: Group members select an issue and a position.
 - Step 2: Each group member prepares an opinion statement, with supporting reasons.
 - Step 3: Students move to an area in the classroom where they join others who share their opinions.
 - Step 4: As a new group, students present their position orally.
- Provide feedback on students’ listening and speaking skills and opinion statements. (FE)

BLOCK 3: ISSUES AT HAND

Explanation/Modelling

- Present a series of current issues found in a local newspaper; list and classify issues under specific headings (e.g., social, environmental, health, educational).
- Model the process of defining vocabulary by breaking down a word and looking at the root word, emphasizing spelling, meaning, and parts of speech.
- Model the process of classifying issues referring to posters or ads (*Inside Track 2*, pp. 242-243) that depict issues. Suggested prompts:
 - Which elements relate to an issue (e.g., images of walls and books, the word *freedom*)?
 - What issues and types of issues are presented (e.g., rights, freedom, knowledge)?
 - What do the posters suggest about our responsibility as individuals and as a society?

Teacher-directed Practice

- Have students, in pairs, identify and classify the issues (e.g., poverty, nutrition, homelessness) found in a selected poster or ad (e.g., the United Way ad in *Inside Track 2*, p. 198).

Prereading

- Provide students with a poem that deals with an environmental issue (e.g., “Requiem for a River” in *Inside Track 2*, pp. 229-230); have students define vocabulary related to the text.
- Have students predict the topic and issue of the poem based on their exploration of vocabulary.

Reading

- Have students read the poem and write point-form notes in response to questions such as the following:
 - What is the issue?
 - What type of issue is it?
 - Which words reflect the author’s views?

Postreading

- Have students, in groups of four, use the “place mat” strategy (adapted from *Think Literacy, Cross-Curricular Approaches, Grades 7-12*, Queen’s Printer for Ontario, 2003) to share and compare their ideas about the issues in the poem. Suggested steps:
 - Step 1: Students post their individual notes in each corner of a place mat or poster size sheet of paper divided into four squares.
 - Step 2: Students, in groups, answer the following questions and post their responses in the middle of the place mat: What’s the author’s message about the issue? What can we do to act responsibly?
 - Step 3: Groups post their place mats in the classroom and discuss each group’s responses.
- Have students practise identifying parts of speech; also assign exercises on root words, prefixes, and suffixes.

BLOCK 4: LISTEN TO WHAT I HAVE TO SAY

Individualized Practice

- Have students complete exercises on parts of speech and on root words, prefixes, and suffixes. (FE)
- Have students apply reading strategies to identify and respond to a current issue in an article (e.g., “Be a Junk Food Detective” in *Inside Track 2*, pp. 237-238). (FE)
- Instruct students to find lyrics of a song on a current issue; have students read the lyrics and identify (a) the main issues, (b) the type of issues, and (c) the words that reflect the artist’s views.
- Have students present their song, its issues, and their views on the issues; give the class an opportunity to respond to the issues presented and express opinions on the issues.
- Provide feedback, checking that students have met the following criteria:
 - good understanding of the issue and the views expressed;
 - clear and well structured opinion statements;
 - effective oral communication skills (e.g., correct grammar, pronunciation, and language). (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Instruct students to conduct a survey among friends and family members to identify the issues which are of most concern today; have students (a) identify the types of issues and (b) draw conclusions (e.g., Why does an issue concern a specific age group? Why is one issue of more concern than another?).

Summative Assessment

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

Extension

- Have students visit or research local agencies that help people affected by issues listed in the United Way ad campaign (e.g., homelessness, poverty, poor health).
- Have students classify issues in pictures, newspaper photographs, etc. and then discuss the issues.

Being Responsible

Description

Time: 4.5 hours

In this activity, students:

- apply reading strategies to read and compare various informational and literary texts;
- read and interpret the main arguments and supporting details in an opinion text;
- apply oral communication skills to defend their views on an issue related to the theme of responsibility;
- distinguish fact from opinion and defend their own views with supporting evidence and facts;
- develop and apply their knowledge of phonics, spelling patterns, and homophones.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE

EAE2L-CW-RS.OE

EAE2L-CW-WS.OE

EAE2L-CW-LS.OE

EAE2L-WT-SpList.OE

EAE2L-WT-RS.OE

EAE2L-WT-LS.OE

EAE2L-PW-SpList.OE

EAE2L-PW-RS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3

EAE2L-CW-RS.1 - 2

EAE2L-CW-WS.2 - 3

EAE2L-CW-LS.1 - 2

EAE2L-WT-SpList.5

EAE2L-WT-RS.1 - 2

EAE2L-WT-LS.1

EAE2L-PW-SpList.1 - 2 - 4

EAE2L-PW-RS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- examples of Top Twenty Under Twenty award recipients or similar awards from an online source such as www.top20under20.ca/en/Awards/Awards.htm (Consulted November 5, 2008);
- a sample opinion text on a current issue and a recent article on an entertainer known to students;
- a list of volunteer organizations from the school guidance office or from sites such as the following (Consulted November 5, 2008):
 - Ontario Volunteer Centres (Volunteer Canada): <http://volunteer.ca>;
 - Volunteer for Nature: www.ontarionature.org/action/index.html;
 - Volunteer Abroad: www.volunteerabroad.com.

- examples of Habitat for Humanity campaign ads. Suggested sites (Consulted November 5, 2008): <http://habitat.ca/televisionpsasp1286.php> and www.habitat.org/videogallery/psa.aspx.

Activity Instructions

CONTEXTUALIZATION

- Have students share personal examples of issues that have affected them recently (e.g., finding a job, family disagreement, bullying, pollution, identity theft, vandalism) and whether or not they felt they had the power to do anything about the issue. (DE)
- Ask students what it means to be a “responsible” person and what responsibilities they have in their lives. Have them write each responsibility on a Post-it note or small piece of paper.
- Write several headings on the board or around the class describing different types of responsibility (e.g., Self, Family/Friends, School, Community, Country, Work).
- Have students post their responsibilities under the appropriate headings. (DE)
- Have the class reach a consensus as to the definition of a “responsible” person, referring to the posted examples.

TEACHING/LEARNING STRATEGIES

BLOCK 1: TAKE CHARGE

Explanation/Modelling

- Think out loud, reflecting on the importance of acting responsibly. Give examples of young people who have taken charge in a proactive way (e.g., Top Twenty Under Twenty Award Recipients, Ontario Medal for Young Volunteers, Ontario Junior Citizen of the Year, CIBC Young Miracle Maker Award).
- Model the application of reading strategies and of the reading process, referring to an opinion text on responsibility (e.g., “Be Proactive, Not Reactive” in *Inside Track 2*, pp. 204-211):
- Step 1: *Prereading*
- Use text features to identify keywords and ideas and to predict content by...
 - scanning the title, headings, or subheadings;
 - noting patterns in use of font, spacing, colouring, bullets, and shading;
 - looking at layout (e.g., margins, textboxes, and divisions in a text);
 - defining challenging words;
 - examining other visual cues such as drawings, charts, illustrations, photos, and diagrams.
- Step 2: *Reading*
- Identify and summarize key ideas in one’s own words by...
 - interpreting information and ideas: *I think that being reactive/proactive means to...*
 - questioning: *I’m not sure what this statement means...*
 - paraphrasing key ideas: *The author is sending me the message that...*
 - making inferences: *The character reacts this way because...*

- Step 3: *Postreading*
- Interpret and respond to the selected text by...
 - expressing agreement or disagreement: *I agree that...*
 - making connections: *I can relate to his point of view...*
 - answering questions on the main points or key ideas: *Being proactive means...*
 - explaining the intended message: *Using controlled language is a way of being proactive.*
- Model the use of proactive language to take charge of a problematic situation such as the following:
 - complaining to a store manager about refund policies;
 - answering to a friend who accuses you of forgetting to return a CD that you borrowed and then returned the following day;
 - speaking to a teacher about an assignment that you feel was graded unfairly.

Teacher-directed Practice

- Ask students to list the benefits of volunteerism; point out the high school requirements for volunteerism, emphasizing that volunteering is an example of proactive behaviour.
- Explain that volunteering does not have to be a part-time job and can involve services and actions that students do simply to help (e.g., coaching, pet sitting, taking care of children, picking up litter).
- Have students share their own experiences as volunteers and identify three or more volunteer organizations in their community.

Prereading

- Have students view Habitat for Humanity public service announcements from an online source and have them summarize, in their own words, (a) the goals of this organization, (b) the type of work done by its volunteers, and (c) the benefits of this type of volunteer work.

Reading

- Have students, in groups, read an article on Habitat for Humanity (e.g., “Young Volunteers Give Back to the Community” in *Inside Track 2*, pp. 200-202).
- Have students summarize key ideas from the text, focusing on the following:
 - the reasons why student volunteers are important to a program like Habitat for Humanity;
 - the skills and training required to volunteer in the program;
 - the skills volunteers can gain from such an experience.

Postreading

- Instruct students to write a journal entry explaining how they can become more proactive members of their community.

Individualized Practice

- Have students, in groups, brainstorm possible proactive responses to one of these scenarios:
 - A classmate has handed in a late assignment without being penalized.
 - An entire class must stay after class to clean up the graffiti in the school yard, even though only one or two students are responsible for the vandalism.

- A friend “borrows” money from a fast-food restaurant where he or she works.
- You find extra money at a bank machine.
- Have students, in groups, improvise their scenario; have students, as a class, determine which response is best and give reasons for their choice.
- Provide feedback, checking that students have met the following criteria:
 - Comprehension of the concept of proactive responses;
 - use of proactive language;
 - listening and speaking skills (articulating and pronouncing clearly and correctly, actively participating in the discussion, group skills, etc.). (FE)

BLOCK 2: PAWS

Explanation/Modelling

- Read a brief opinion text out loud (e.g., “The Little Boy Who Could” *Inside Track 2*, pp. 107-108) and model the PAWS process of identifying purpose, audience, writer, and subject.

Purpose	What is the purpose of the text (e.g., to request, persuade, compare, entertain, explain, describe, inform)?
Audience	For whom is the text written (e.g., peers, parent, fictional character, teacher)?
Writer/Point of View	Who is the writer or speaker (e.g., yourself, a character, a reporter)?
Subject	What is the subject or topic of the text (e.g., an issue, question, problem)?

- Point out cues in the text that reveal the author’s intended message, for example, in the title “The Little Boy Who Could”, the repetition of this statement in the article, how the little boy used this story to motivate his mother to climb the hill after the accident.
- Using examples from the text, present a list of different homophones (e.g., where/wear/we’re; to/too/two; their/there/they’re; then/than; weigh/way) for students to note.

Teacher-directed Practice

- Read a brief literary text (e.g., “A Sea Find” in *Inside Track 2*, p. 22) with students, having them (a) apply the PAWS process to interpret it and (b) note the differences and similarities between a literary text and an opinion text (e.g., “Be Proactive, Not Reactive”).
- Have groups of 4-5 students read and interpret a short story (e.g., “Coffee, Snacks, Worms” by Karleen Bradford, *Crossroads 9*, p. 87), in a “graffiti” activity (adapted from *Think Literacy, Cross-Curricular Approaches, Grades 7-12*, Queen’s Printer for Ontario, 2003). Suggested steps:
 - Step 1: Students pick a colour and receive a marker of the same colour.
 - Step 2: Students read and discuss the short story.
 - Step 3: Students identify the elements (PAWS, proactive/reactive responses, possible outcomes) and visit each station (one station for each element) where they have three minutes to write their response at the top of a sheet of chart paper. After three minutes, students move on to the next station.
 - Step 4: Before groups change stations, students read the previous group’s answers, add a check mark if they agree, or add comments, questions, or additional information.

- Step 5: Once each group has visited all stations, the sheets of chart paper are returned to the first group in the rotation; groups review the comments on the sheets of chart paper and prepare a two-minute summary to present to the class.
- Have students complete practice exercises on homophones.

BLOCK 3: FACTS VERSUS OPINIONS

Explanation/Modelling

- Present an article on a popular entertainer; express frustration with the article since it is not clear which statements are facts and which are opinions.
- Model the process of identifying facts and opinions in the article, explaining that a statement is a fact if you can answer “yes” to two questions: *Is it true? Can it be proven?* Point out that an opinion, on the other hand, is debatable and usually includes expressions such as *I...think/believe*, or judgment words such as *probably* and *perhaps*.
- Explain, with the use of examples, that convincing opinions are supported by facts and should not be based on generalizations, rumours, stereotypes, or invalid or unproven information and myths.
- Present a brief opinion text from a news site, magazine, or local newspaper on an issue of interest to students (e.g., short editorial, sports column, letter of advice, local restaurant review, movie review), pointing out the structure and main elements, as follows:
 - a clear and well formulated opinion statement (as explained in **Activity 1.1**);
 - an introduction to the issue or subject at hand;
 - support of the opinion through examples, statistics, quotations, reasoning, or facts; and a conclusion that restates the opinion.
- Model the use of phonics and spelling patterns to read and spell words correctly, focusing on similar sounding consonants and vowels, short and long vowel sounds, and silent letters.
- Using a vocabulary list from a short story that will be read in class (e.g., “Jimmy’s Escape to Freedom” in *Inside Track 2*), point out examples of phonics and spelling patterns (e.g., double consonants, words with similar vowel sounds, silent letters).

Teacher-directed Practice

Prereading

- Read out loud challenging vocabulary from the short story and have students write the words, using their knowledge of phonics and spelling patterns; have students consult a dictionary or online glossary to check the spelling and meaning of the dictated words.

Reading

- Have students, in groups, read a text or excerpt from a text that presents an issue (e.g., “Jimmy’s Escape to Freedom” in *Inside Track 2*, pp. 173-178).
- Ask students to identify the main events (in chronological order) and issues in the text.

Postreading

- Have students, in pairs, select an issue in the text and discuss both sides of it; instruct students to choose the position that they think is correct and find two or three reasons, examples, or facts to support their position.
- Have students present and defend their position to the class.
- Offer feedback on the students’ opinion statements and oral communication skills.

Individualized Practice

- Have students complete a practice exercise on homophones and spelling patterns. (FE)
- Have students finish reading the selected text (e.g., “Jimmy’s Escape to Freedom”).
- Have students develop their own views on the issue of freedom, in response to one of the following: Teenagers are or are not responsible enough to make their own decisions regarding...
 - clothes and appearance;
 - school work;
 - social activities;
 - friends;
 - a part-time job;
 - personal expenses;
 - future career plans.
- Instruct students who have chosen the same topic to form groups and discuss their views.
- Instruct groups to note their three most convincing opinions and present them to the class; have each group member present at least one position.
- Provide feedback, checking that students have met the following criteria:
 - clear and accurate explanation of the issue;
 - a well formulated and clear opinion statement (position) in response to the issue;
 - clear and relevant reasons, examples, or facts that support their opinion;
 - effective listening and speaking skills. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students offer constructive criticism of their peers’ presentations on teenagers’ freedom.
- Have students identify proactive/active responses in the text “Jimmy’s Escape to Freedom”.
- Have students list the advantages of working in groups; have them identify the group skills they applied and the skills they feel need improvement.

Summative Assessment

No summative assessment task is planned for **Activity 1.2**.

Extension

- Have a guest speaker from the community present the benefits of volunteerism to the class.
- Using the United Way Campaign ad (*Inside Track 2*, p. 198) as a model, have students work in pairs to create a poster promoting volunteer work in their community.

Prove It!

Description

Time: 6.5 hours

In this activity, students:

- summarize and respond to opinions in various forms such as photo essays, articles, and editorials, examining the basic structure of opinion texts;
- distinguish fact from opinion and apply this knowledge to read and interpret information;
- explore various sources and types of information and their usefulness in supporting an opinion;
- develop and apply their knowledge of parts of speech and spelling, completing various practice exercises and a summative assessment;
- create and present a photo essay conveying their views on an issue.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
 EAE2L-CW-RS.OE
 EAE2L-CW-WS.OE
 EAE2L-CW-LS.OE
 EAE2L-WT-SpList.OE
 EAE2L-WT-RS.OE
 EAE2L-PW-SpList.OE
 EAE2L-PW-RS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3
 EAE2L-CW-RS.1 - 2
 EAE2L-CW-WS.1 - 2
 EAE2L-CW-LS.1 - 2
 EAE2L-WT-SpList.2 - 3 - 5
 EAE2L-WT-RS.1 - 2 - 3
 EAE2L-PW-SpList.1 - 2 - 5
 EAE2L-PW-RS.1 - 2
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- examples of illustrations, statistics, and facts that support opinions (e.g., clipart, a Statistics Canada chart, a documentary or poster);
- a sample photo essay. Suggested resources (Consulted November 5, 2008):
 - a photo essay about aging and short-term memory: www.dayswithmyfather.com
 - *Time* online photo essays: www.time.com/time/photogallery/0,29307,1626519,00.html
 - a photo essay on the Depression: www.english.uiuc.edu/maps/depression/photoessay.htm;

- a questionnaire on spending habits;
- at least two current opinion texts on issues of interest to students (e.g., short editorial, sports column, restaurant review, movie review) from a news site, local newspaper, or magazine;
- poster size cardboard, glue, scissors, and markers for students' photo essays.

Activity Instructions

CONTEXTUALIZATION

- Have students, in groups, improvise and present a brief skit in which one character is trying to convince or persuade another. Suggested scenarios:
 - a student tries to convince a teacher to give less homework;
 - an employee tries to convince the boss to give him or her a raise;
 - a teen tries to convince a friend to go on a trip;
 - a teen tries to convince his or her parents to pay his or her cell phone bill. (DE)
- Have students make connections by asking them to relate an experience when they felt tongue-tied and were not able to vocalize or defend their opinions. Explain that the following activity will focus on giving them some tools to support their point of view effectively in various situations.

TEACHING/LEARNING STRATEGIES

BLOCK 1: TRADITIONALLY SPEAKING

Explanation/Modelling

- Model various reading strategies that can be used to understand unfamiliar words, referring to words from the opinion text that will be read in this activity (suggested text: “Elder Tradition Eroding Byte by Byte” in *Inside Track 2*, pp. 51-53):
 - searching for context clues in the sentence or paragraph, such as examples, synonyms, illustrations, clarifications, parenthetical notes, and comparisons;
 - guessing meaning based on knowledge of root words, prefixes, and suffixes;
 - checking resources such as the dictionary or an online glossary.
- Read the selected opinion text aloud, applying the strategies presented in **Activity 1.2** for distinguishing fact from opinion; focus on one of the opinions in the text and point out how the author supports his or her opinion using examples and facts from various sources.
- List various sources (e.g., personal experience, research, media, surveys) that can be used to find supporting information or facts, emphasizing that students should not rely too heavily on personal examples to prove a point.
- Provide examples of reliable sources of information that can be used to support opinions (e.g., surveys, Statistics Canada charts, documentaries and posters).
- Present a photo essay, emphasizing that it is an opinion text that uses visual elements, not just text, to convey a point of view; point out the main opinion and supporting facts of the photo essay, as well as features such as the following:

- the link between the photos and the issue;
- the order or sequence of photos;
- the title and point or opinion that runs throughout;
- the captions or text explaining the point or purpose of each picture.

Teacher-directed Practice

- Have students, in groups, prepare a photo essay that reflects their opinion text on the generation gap and that conveys their view of the differences between themselves and their parents. The photo essay should consist of four illustrations, captions, a title, and an opinion statement. Suggested steps:
 - Step 1: Students brainstorm ideas on the generation gap, listing as many ideas as possible.
 - Step 2: Students scan various sources such as the Internet, magazines, and newspapers to find appropriate pictures, making sure they relate to their topic and reflect their views.
 - Step 3: Students sequence their pictures in chronological order or in order of importance.
 - Step 4: Students write captions to explain the point of each picture, and add a title and opinion statement indicating the main point of the photo essay.
 - Step 5: Students assemble the photo essay, making sure to proofread the written text.
- Have students present and discuss their photo essay to another group.
- For **Reflective Practice**, have groups offer feedback to each other on their photo essays, pointing out any missing elements in a constructive way.
- Remind students that their knowledge of root words, as explained in **Activities 1.1** and **1.2**, can help them differentiate between French and English spellings of words. Have students compare the spelling of English words with the French equivalents by completing the following practice exercise:
 - Divide the class into two expert groups, one group of French experts and one of English experts, and distribute a list of French or English words to each group.
 - Instruct the groups to take turns reading the words out loud, as the other group writes the equivalent on the board (or flip chart paper). For example, the French group reads out a French word such as *confort*, *explication*, *exemple*, or *troupe*, and the English group must write its English equivalent: *comfort*, *explanation*, *example*, *troop*. The English group then reads out an English word.
- Award points to groups for correct answers.

BLOCK 2: SPEAKING THROUGH SNAPSHOTS

Individualized Practice

- Have students provide opinion statements for selected photos from *Inside Track 2* (e.g., open door on p. 154, volunteer opportunities on p. 201, and fast food waste on p. 238).
- Students follow the steps listed in the previous block to create a photo essay on their own cultural heritage, using the following prompt as the main opinion statement for their photo essay: *My culture/ethnicity/religion/language is/isn't important to me because...*
- Instruct students to (a) find four pictures that support and demonstrate their opinion statement and (b) add a title and brief statements explaining the point of each picture.
- Have students present their photo essay.

- Give feedback to students based on the following criteria:
 - a clear opinion statement;
 - appropriate pictures that support opinions through fact or example;
 - a logical order;
 - features of a photo essay (e.g., title, explanation, pictures);
 - speaking and listening skills (e.g., tone, pronunciation, appropriate language, clarity). (FE)
- Have students complete practice exercises on prefixes and suffixes and on English words that have a similar spelling in French. (FE)

BLOCK 3: CON“CENTS”US

Explanation/Modelling

- Model the process of reading an opinion text (e.g., “Spend Wisely” in *Inside Track 2*, pp. 170-171) and noting key ideas, facts, and information in a KWL chart such as the one below.

What I Know	What I Want to Know	What I Learned
There are many species in the world that are endangered.	What can I do to protect endangered species?	Things I do daily can affect other species.

- Refer to the last column of the KWL chart and think out loud, expressing agreement or disagreement with opinions in the text.
- Using the completed KWL chart, point out the opinion statement(s); emphasize that facts, examples, and statistics are valuable evidence used to make opinions convincing when defending a point of view.
- Present various sources of facts, examples, and statistics (e.g., Statistics Canada publications or site at www41.statcan.ca, encyclopaedias, pamphlets, documentaries).
- Referring to vocabulary from the article, model the process of identifying parts of speech (pronouns, nouns, verbs, adverbs, adjectives, etc.), and adding suffixes or prefixes to change the part of speech (e.g., *danger, endangered, dangerous*).

Teacher-directed Practice

Prereading

- Have students, in pairs, preview an article (e.g., “No Place Like Home” in *Inside Track 2*, pp. 193-196) that presents a series of facts, statistics, and examples related to the theme of this unit. Instruct students to:
 - scan the title and headings and predict the subject and position of the author;
 - define difficult vocabulary in the text;
 - discuss what they know about the issue or topic, as it applies to their community or daily life.

Reading

- Have students, in pairs, read the article and complete a concept map that visually organizes main and secondary ideas and information in the article.
- Remind students to complete the concept map in point form, noting only important facts and deleting less relevant details.
- Instruct students to identify the author’s main idea or position on the basis of their notes.

Postreading

- Supply three possible opinion statements and have the class determine which one best represents the main opinion of the author.
- Ask students, in a class discussion, to identify the types of support found in the article and to determine which were most convincing.
- Instruct students to conduct a brief search on the issue of the article (e.g., poverty and homelessness) and find at least three examples, facts, or statistics on the issue; have them note their findings in a concept map.
- Have students present their position and evidence.
- Lead a class discussion on students' findings, giving them an opportunity to informally debate the views presented.
- Have students compare the spelling of English and French words (e.g., *statistic/statistique*, *environment/environnement*, *natural resource/ressource naturelle*, *poverty/pauvreté*) and use this list of words to identify various parts of speech and to practise changing the parts of speech using suffixes and prefixes (e.g., noun: environment / adjective: environmental).

BLOCK 4: STRUCTURALLY SOUND

Explanation/Modelling

- Present the structure of the opinion paragraph, modelling the process of organizing ideas and information and reviewing the elements presented in **Activity 1.2**.

Structure of the Opinion Text

- The **issue** or topic is stated clearly in the opening sentence.
- Some **background information** is provided to contextualize the issue.
- The position is clearly expressed in an **opinion statement**.
- Examples, facts and statistics are included as **support**;
- The closing sentence emphasizes the **main point** or opinion.

Suggested steps:

- Brainstorm ideas and information by filling out a KWL chart.
- Fill out a pro/con chart listing both sides of the issue (as explained in **Activity 1.2**) and determine the position to be defended.
- Formulate an opinion statement.
- Write listed ideas in sentence form, adding supporting details.
- Add opening and closing sentences.
- Proofread the paragraph, making sure that vocabulary is appropriate and spelling is correct.

Teacher-directed Practice

- Have students take turns reading aloud an opinion text on a current and relevant issue (e.g., healthy lifestyle, violence in sports, rights of the disabled, age discrimination), with attention to pronunciation, tempo, tone, and volume.

- Have students identify the elements of an opinion text that are present in the editorial.
- Have students express their views on one opinion statement from the selected article in a “triangle debate” (adapted from *Think Literacy, Cross-Curricular Approaches, Grades 7-12*, Queen’s Printer for Ontario, 2003). Suggested steps:
 - Divide students into three groups: group 1 will agree; group 2 will disagree; group 3 will make comments and ask questions.
 - Each group plans what each member will say and rehearses briefly, making suggestions and offering constructive feedback.
- Conduct the informal debate, giving time for each student to speak. Give feedback to students according to the following criteria:
 - use of appropriate and convincing language;
 - tone, tempo, and volume of voice;
 - clarity of position or comments/questions;
 - use of relevant supporting details or information.
- For **Reflective Practice**, have students fill out a questionnaire on their ability to work in groups and on their group’s:
 - ability to work together;
 - productiveness;
 - strengths and weaknesses;
 - listening and speaking skills.

BLOCK 5: CENTS SENSE

Individualized Practice

- Have students conduct an online search to find facts, statistics, illustrations, and charts on the spending habits of Canadian teens. Suggested sites (Consulted November 6, 2008): National study of teen shopping behaviour at www.piperjaffray.com and Statistics Canada at www41.statcan.ca.
- Create a pie chart based on the statistics found by students and lead a class discussion to help students draw conclusions about where teens spend their money and whether or not teens spend wisely.
- Have students answer a questionnaire on their spending habits and discuss their responses.
- Instruct students to write a brief opinion paragraph in response to the following question: Do you spend your money wisely? Instruct students to support their opinion on their spending habits by including three supporting facts and examples based on their experience and research.
- Remind students to proofread their work and check that they have followed the structure of the opinion text modelled in the previous block.
- Assess students’ paragraphs, offering feedback on their use of language conventions and the structure of their opinion text. (FE)
- Have students apply their knowledge of suffixes and prefixes and parts of speech to correct faulty usage and spelling errors in sentences and short texts, using dictionaries, online glossaries, or word processing software. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Instruct students to consider the peer and teacher feedback received throughout this activity and evaluate their use of language conventions in their oral and writing assignments; have students identify three language conventions they have mastered and three they wish to improve upon.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- Have them review various rules and spelling patterns with reference to the practice exercises of **Activities 1.1, 1.2, and 1.3**.
- Have students, in pairs, quiz each other orally to review parts of speech and practise spelling homophones and words with the following:
 - similar consonants or vowels sounds;
 - short and long vowel sounds;
 - silent letters;
 - prefixes and suffixes;
 - a similar spelling in French.

Evaluation

- The summative assessment task consists of a short test on spelling patterns, prefixes and suffixes, homophones, parts of speech, and vocabulary.

Follow-up

- Instruct students to list and correct the words that they misspell most frequently; have them solve or even create a crossword using the words that are the most problematic.

Extension

- Present editorial cartoons on current issues and ask students to identify the issues, the types of issues, and the opinions expressed; have students express their agreement or disagreement with the cartoonist's views.

Agree to Disagree

Description

Time: 6 hours

In this activity, students:

- examine and consider different points of view on the same issue;
- apply reading strategies to read and interpret opinion texts and develop their point of view;
- follow steps of the writing process to respond to an issue in an opinion text, applying proofreading and editing strategies to revise and improve their writing;
- express their own opinions in an informal debate and in roundtable discussions.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE

EAE2L-CW-RS.OE

EAE2L-CW-WS.OE

EAE2L-CW-LS.OE

EAE2L-WT-SpList.OE

EAE2L-WT-RS.OE

EAE2L-WT-LS.OE

EAE2L-PW-SpList.OE

EAE2L-PW-RS.OE

EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3

EAE2L-CW-RS.1 - 2

EAE2L-CW-WS.1 - 2 - 3

EAE2L-CW-LS.1 - 2

EAE2L-WT-SpList.1 - 2 - 5

EAE2L-WT-RS.1 - 2 - 3

EAE2L-WT-LS.1 - 2

EAE2L-PW-SpList.1 - 2 - 4 - 5

EAE2L-PW-RS.1 - 2

EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- examples of optical or cognitive illusions;
- songs lyrics with differing perspectives from sites such as the following (Consulted November 5, 2008): www.lyrics.com and www.songlyrics.com, and the necessary audio equipment;
- opinion texts from news sites, magazines, or local newspapers on current issues, some including various perspectives on the same issue;
- a pre-recorded clip of a roundtable discussion, talk show, or sports panel on a current issue, and the necessary audio-visual equipment.

Activity Instructions

CONTEXTUALIZATION

- Using examples of optical or cognitive illusions, show students how people can make assumptions about an image or situation; emphasize the need to consider different angles and points of view.
- Present an ad with an optical illusion (e.g., the United Way ad in *Inside Track 2*, p. 198), asking students to explain the two points of view or messages that are conveyed in the image.
- Give students examples of songs that present two contrasting perspectives (e.g., “Rear View Mirror” by Meatloaf, “Jackson” by Rosanne Cash, “Father and Son” by Cat Stevens), and discuss the two points of view presented. (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: POLARIZED POINTS OF VIEW

Explanation/Modelling

- Point out how opinions on an issue can change when a person considers new information or another person’s point of view, and link this to students’ research in **Activity 1.3**.
- Read out loud a text presenting differing perspectives on the same issue (e.g., “There Are No Bad Days” in *Inside Track 2*, p. 100), drawing attention to the points of view in the text and discussing what might influence the two perspectives (e.g., age, experience, nationality).
- Provide several examples of opposing views on a given issue. Suggested examples:
 - There is/isn’t too much violence in hockey.
 - Wrestling is/isn’t fake.
 - Television does/doesn’t show too much violence.
 - Parents are/aren’t too strict.
 - International adoptions should/shouldn’t be allowed.
 - My community does/doesn’t organize enough activities for teenagers.

Teacher-directed Practice

- Have students, in groups, improvise a skit that presents an original point of view on an environmental issue. Examples of scenarios: cutting down a tree from the tree’s perspective and the environmentalist’s perspective; becoming an endangered species from the animal’s perspective and the hunter’s perspective.
- Following each presentation, have students identify an adverb or adjective that best describes the point of view presented (e.g., *worried, frustrated, angry, dissatisfied*) and what the opposing perspective might be for each point of view (e.g., *ignorant, satisfied, indifferent*).
- Instruct students to read an article or opinion text from a news site, magazine, or local newspaper that presents different points of view on a current issue of concern to teenagers.

Prereading

- Have students define new vocabulary from the selected article or opinion text.

- Have students predict the author’s point of view on the issue.

Reading

- Have students note the various perspectives in a comparative table as they read the article or opinion text.

Postreading

- Have students revise their table in groups, and then discuss their views on the issue.

Individualized Practice

- Have students assume their parent’s perspective in a journal entry on an issue or argument they might have had recently.
- Present a scenario involving varying perspectives such as a car accident involving a drunk and sober driver, a teacher and a student regarding homework, or an employer and an employee regarding paid vacation. Have students, in groups, discuss and then present the perspective of a person involved in the scenario by explaining what he or she might...
 - have been doing at the time;
 - have seen;
 - have felt about the other people involved in the incident;
 - have thought about the possible outcome of the incident.
- Provide feedback to students on the following:
 - ability to convey emotions effectively;
 - clarity of opinions;
 - appropriate level of language;
 - accurate depiction of a different point of view;
 - detailed description of what the character saw or experienced;
 - clarity and tone of voice while speaking. (FE)

BLOCK 2: WHO’S ACTING RESPONSIBLY?

Explanation/Modelling

- Model the writing process, demonstrating the steps involved in writing an opinion text on a controversial issue such as the following: “Should parents of children who break the law be held legally responsible for their children’s actions?”
 - Step 1: Brainstorming or generating ideas on a topic or issue by freewriting; listing, charting, or webbing ideas; scanning other texts and resources; discussing the issue with other people.
 - Step 2: Organizing ideas and information in a point-form outline which...
 - groups similar ideas and information under headings;
 - eliminates irrelevant ideas and information;
 - arranges ideas and information in a logical order;
 - includes supporting details;

- presents ideas for an introduction and conclusion.
- Step 3: Writing the draft by...
 - expressing opinions in complete sentences and paragraph form;
 - writing only ideas and information that relate to the main point or issue;
 - integrating transition words (e.g., *first*, *next*, *however*) and supporting details (e.g., reasons, examples, description, facts, statistics) to make the text more convincing and to prove the main point of view.
- Step 4: Revising and editing the draft, making sure to...
 - check that all ideas and information relate to the main point or issue;
 - proofread the text, correcting errors in sentence structure, grammar, punctuation, and spelling;
 - format the text neatly and consistently.

Teacher-directed Practice

- Have students respond to an opinion text in a “triangle debate” (adapted from *Think Literacy, Cross-Curricular Approaches, Grades 7-12*, Queen’s Printer for Ontario, 2003), by following these steps:
 - Step 1: Students form groups of three and brainstorm their ideas in a table of pros and cons.
 - Step 2: Students identify the issue and determine their position (either for or against).
 - Step 3: Students map out three reasons to support their position.
 - Step 4: Students add at least three supporting facts or examples to their map.
 - Step 5: Students rehearse their delivery, with each student presenting at least one reason.
 - Step 6: Groups one and two present their opposing positions while group three offers constructive feedback on the following:
 - statement of opinion;
 - relevance of supporting details;
 - language and vocabulary;
 - a clear and forceful introduction and conclusion;
 - organization of ideas and information;
 - speaking skills (tone, voice, clarity, etc.).
 - Step 7: Groups switch roles and hold another debate to allow other groups to present their views.

BLOCK 3: DOING THE “WRITE” THING

Explanation/Modelling

- Think out loud to model the steps of assessing, revising, and editing an opinion text on a current issue, asking questions such as the following:
 - Does this sentence make sense? How can I clarify it?
 - Have I included all the necessary components of an opinion text?
 - What details can I add to be clearer?
 - Does every detail and idea support my main opinion? Is each statement on topic?

- How can I make the language clearer and more convincing?
- Have I punctuated each sentence correctly? Are sentences complete?
- Have I correctly spelled homophones and applied spelling patterns?
- Which words should I check in the dictionary or in an online glossary?
- Have I followed instructions and met the requirements?
- Review with students the types and elements of the basic sentence (e.g., subject + verb + end punctuation); model the process of identifying and correcting sentence errors (e.g., sentence fragment, comma splice, run-on sentence).

Teacher-directed Practice

- Have students, in pairs, prepare a poster explaining rules and giving tips for avoiding a given type of sentence error. The poster should include the following elements:
 - a definition of the sentence error;
 - tips on how to avoid the error;
 - examples of the error and ways to correct it;
 - one or two visual elements.
- Instruct students to display their poster in the classroom so that other students can (a) offer feedback on it and (b) refer to it during future writing tasks.
- Have students complete exercises to practice identifying and correcting sentence errors.
- Instruct students to choose a journal entry or a text from their Writing Folder and exchange it with a classmate; have students practice proofreading their classmate’s text, correcting common errors in sentence structure, spelling, grammar, and punctuation.

Individualized Practice

- Have students follow the four steps of the writing process to write a brief opinion text in which they assume a point of view other than their own. Possible topics or issues:
 - NHL salaries from the perspective of a hockey player;
 - the *Youth Criminal Justice Act* from the perspective of a crime victim;
 - a recent technological innovation (e.g., Smartphone, MP3) from the perspective of a person who has no experience with this technology.
- Remind students to check sentence structure and use the questioning process modelled earlier in this block as they assess, edit, and revise their text.
- Provide feedback for students on the following:
 - the statement of opinion;
 - the quality of supporting examples from the text;
 - sentence structure, language conventions, and appropriate vocabulary;
 - the structure of the text, including the introduction and conclusion;
 - the sequence of ideas and information. **(FE)**
- Have students complete exercises on identifying and correcting sentence errors. **(FE)**

BLOCK 4: U-TALK

Explanation/Modelling

- Present a clip of a roundtable discussion, talk show, or sports panel on a current issue; note the different points of view and the advantage of considering various points of view on an issue.
- Create a word wall of vocabulary (e.g., *controversy*, *argument*, *evidence*, *data*) related to debates and issues as a reference for students.
- Referring to the recorded discussion, emphasize the use of appropriate language and complete sentences to express thoughts and opinions effectively, politely, and constructively.

Individualized Practice

- Have students complete exercises on identifying and correcting sentence errors. (FE)
- Have students, in groups, use reading strategies to interpret an opinion article; have them identify (a) the issue, (b) the various points of view, and (c) the supporting facts and reasons for each opinion.
- Instruct students to prepare a roundtable discussion in the form of a simulated talk show on an issue such as street safety, including the various points of view involved in the issue (e.g., social worker, member from a local neighbourhood watch association, police officer, teenager).
- Have students rehearse their talk show, reminding them to use appropriate and courteous language, and complete sentences.
- Have students present their live or recorded roundtable discussion; offer feedback on the following:
 - appropriate language and accurate word choice;
 - complete sentences to express complete thoughts;
 - effective group skills (e.g., role, participation, cooperation);
 - clear opinions and supporting points;
 - listening and speaking skills (e.g., tone, pronunciation, tempo). (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students identify a public figure whom they consider an effective communicator, listing the attributes and skills that make that person such a successful public speaker.

Summative Assessment

No summative assessment task is planned for **Activity 1.4**.

Extension

- Invite a guest speaker (e.g., social worker, police officer, United Way volunteer) to speak to students about issues discussed throughout this activity or unit.
- Have students view an episode of a talk show on an issue presented in this activity or unit (e.g., crime prevention, the environment, homelessness).

End of Unit Assessment Task – Language Matters

Description

Time: 4 hours

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

- Section 1: Students, in groups, read and respond to an opinion text on the issue of bilingualism, presenting their views in a roundtable discussion.
- Section 2: Students follow the steps of the writing process to write an opinion text on the issue of bilingualism.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
EAE2L-CW-RS.OE
EAE2L-CW-WS.OE
EAE2L-CW-LS.OE
EAE2L-WT-LS.OE
EAE2L-PW-SpList.OE
EAE2L-PW-RS.OE
EAE2L-PW-LS.OE

Planning Notes

The teacher will plan to use the following resources and material:

- an opinion text on an issue such as bilingualism.

Process

Preparation

To prepare students for the summative assessment task:

- Have students form groups and assume the role of “expert” to present one of the following processes to their classmates for review, referring to their class notes and practice exercises from **Unit 1**:
 - effective reading strategies;
 - the writing process;
 - structuring an opinion paragraph;
 - debating/discussion skills.

Evaluation

Section 1: Students, in groups, read and respond to an opinion text on the issue of bilingualism, presenting their views in a roundtable discussion. Suggested steps:

- Students discuss the views expressed in the text, as well as their own experiences as bilingual students.
- Students define new vocabulary from the text.
- As they read the text, students note various perspectives on the issue in a table such as this one:

Issue:			
Perspective #1:	Perspective #2:	Perspective #3:	My Perspective/Opinion
_____	_____	_____	

- Student groups prepare a roundtable discussion on the benefits/challenges associated with being a Franco-Ontarian. Each student chooses one perspective on the issue and presents an opinion statement for it, along with two supporting facts based on their personal experience or research.
- Students rehearse and present their roundtable discussion.

Assess the following aspects of students' presentations:

- appropriate language and accurate word choice;
- clear opinion statement and at least two supporting points;
- tone of voice, tempo, volume, and clarity of speech.

Section 2: After the roundtable discussion, each student follows these steps of the writing process to write his or her own well structured opinion text on the issue of bilingualism:

- brainstorming to generate ideas on the issue;
- organizing ideas and information;
- writing the draft of the opinion text;
- revising and editing the draft, with attention to the following:
 - clarity of opinions and quality of supporting examples;
 - use of language conventions and appropriateness of vocabulary;
 - introduction, conclusion, and structure;
 - organization of ideas and information.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students use a self-assessment checklist to identify (a) the strategies which were most helpful in completing this assessment and (b) the strategies they can use to improve their oral communication and reading and writing skills.

Language Matters

Student's Name: _____				
Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding <i>The acquisition of subject specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)</i>				
The student:				
- demonstrates knowledge and understanding of the form and purpose of the opinion text by responding orally and in writing to an issue in a text.	- demonstrates limited knowledge of the form and purpose of the opinion text.	- demonstrates some knowledge of the form and purpose of the opinion text.	- demonstrates considerable knowledge of the form and purpose of the opinion text.	- demonstrates thorough knowledge of the form and purpose of the opinion text.
- demonstrates understanding of the structure of the opinion text by defending his or her own opinions orally and in writing.	- demonstrates limited understanding of the structure of the opinion text.	- demonstrates some understanding of the structure of the opinion text.	- demonstrates considerable understanding of the structure of the opinion text.	- demonstrates a high degree of understanding of the structure of the opinion text.
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
- uses planning skills to generate and outline ideas and information on a given issue.	- uses planning skills with limited effectiveness .	- uses planning skills with some effectiveness .	- uses planning skills with considerable effectiveness .	- uses planning skills with a high degree of effectiveness .
- uses processing skills to respond to an opinion text and to express views on an issue orally and in writing.	- uses processing skills with limited effectiveness .	- uses processing skills with some effectiveness .	- uses processing skills with considerable effectiveness .	- uses processing skills with a high degree of effectiveness .
- uses critical/creative thinking processes to respond to an opinion text and to support opinions using relevant facts and examples, in an oral and written response.	- uses critical/creative thinking processes with limited effectiveness to respond to an opinion text and to support opinions.	- uses critical/creative thinking processes with some effectiveness to respond to an opinion text and to support opinions.	- uses critical/creative thinking processes with considerable effectiveness to respond to an opinion text and to support opinions.	- uses critical/creative thinking processes with a high degree of effectiveness to respond to an opinion text and to support opinions.

Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication <i>The conveying of meaning through various forms</i>				
The student:				
- expresses and organizes ideas and information clearly and logically orally and in writing.	- expresses and organizes ideas and information with limited effectiveness .	- organizes ideas and information with some effectiveness .	- organizes ideas and information with considerable effectiveness .	- organizes ideas and information with a high degree of effectiveness .
- communicates to an audience of peers to defend opinions on an issue, using appropriate language.	- communicates for an audience of peers to defend opinions with limited effectiveness .	- communicates for an audience of peers to defend opinions with some effectiveness .	- communicates for an audience of peers to defend opinions with considerable effectiveness .	- communicates for an audience of peers to defend opinions with a high degree of effectiveness .
- uses conventions to spell correctly and write complete sentences.	- uses conventions with limited effectiveness .	- uses conventions with some effectiveness .	- uses conventions with considerable effectiveness .	- uses conventions with a high degree of effectiveness .
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
- applies oral communication skills (e.g., tone of voice, volume, tempo, expression) to express opinions and ideas in an oral presentation.	- applies oral communication skills in familiar contexts with limited effectiveness .	- applies oral communication skills in familiar contexts with some effectiveness .	- applies oral communication skills in familiar contexts with considerable effectiveness .	- applies oral communication skills in familiar contexts with a high degree of effectiveness .
- applies knowledge of the writing process to plan, outline, write, assess, and revise an opinion text.	- applies knowledge of the writing process in familiar contexts with limited effectiveness .	- applies knowledge of the writing process in familiar contexts with some effectiveness .	- applies knowledge of the writing process in familiar contexts with considerable effectiveness .	- applies knowledge of the writing process in familiar contexts with a high degree of effectiveness .
- transfers knowledge of the structure of the opinion text to express his or her own views on an issue.	- transfers knowledge of the structure of the opinion text to new contexts with limited effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with some effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with considerable effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with a high degree of effectiveness .
- makes connections between perspectives in a text and personal knowledge and experience to develop and defend his or her own views on an issue.	- makes connections within and between various contexts with limited effectiveness .	- makes connections within and between various contexts with some effectiveness .	- makes connections within and between various contexts with considerable effectiveness .	- makes connections within and between various contexts with a high degree of effectiveness .

Unit 2

The World of Technology

Description

Time: 29 hours

In this unit, students will:

- demonstrate awareness of purpose, audience, point of view, stereotypes, and bias as they read and interpret various informational texts;
- produce news and radio broadcasts to communicate information;
- improve their research skills, learning how to assess sources and verify the reliability and relevance of information;
- write effective online communications, demonstrating knowledge of netiquette;
- develop knowledge of the elements and structure of informational texts and reports, and follow steps of a research process to convey information on environmental issues and technological innovations in written and oral reports;
- make connections between texts under study and the world around them by researching current issues that affect them such as the environment, recycling, and technology;
- follow a process approach to prepare a written and oral report on a technological innovation, for summative assessment purposes.

Activity Titles

Time

Activity 2.1: Media Madness	7 hours
Activity 2.2: What's in It for Me?	5 hours
Activity 2.3: Making Technology Work for You	7 hours
Activity 2.4: It's Not Easy Being Green	6 hours
Activity 2.5: End of Unit Assessment Task – Introducing ... a “Tech”novation	4 hours

Summative Assessment Tasks

In Activity 2.3: Task on language skills (punctuating, combining, revising, and proofreading sentences)

Activity 2.5: End of Unit Assessment Task – Introducing ... a “Tech”novation

Media Madness

Description

Time: 7 hours

In this activity, students:

- identify purpose, audience, point of view, and subject in the media, with attention to visual and verbal cues;
- identify stereotypes and bias in the media, distinguishing between fact and fiction;
- compare and evaluate various media as sources of information;
- demonstrate their understanding of what constitutes the news, analysing news reports and presenting information in a news story, interview, and radio broadcast of their own;
- explore techniques used by advertisers to target an audience and apply this knowledge to create an infomercial.

Strands and Expectations

Strands: Citizen of the World, The World of Technology

Overall Expectations: EAE2L-CW-SpList.OE
EAE2L-CW-LS.OE
EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-WS.OE
EAE2L-WT-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3
EAE2L-CW-LS.2
EAE2L-WT-SpList.1 - 2 - 3 - 5
EAE2L-WT-RS.1 - 2 - 3
EAE2L-WT-WS.1
EAE2L-WT-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- two news reports on the same event, from local newspapers or news websites such as the following (Consulted November 5, 2008): CN News Canada at <http://cnews.canoe.ca>; Yahoo! News Canada at <http://news.yahoo.com>; CBC News at www.cbc.ca; and CTV News at www.ctv.ca;
- at least two clips from a televised news broadcast and one from a radio broadcast;
- audiovisual equipment;
- markers and a large poster or roll of paper;
- examples of falsified or doctored pictures;
- sample print and television advertisements, including a clip from an infomercial.

Activity Instructions

CONTEXTUALIZATION

- Conduct an informal survey on the sources of information used most often by students, by asking them which sources they would consult if they wanted to...
 - join a basketball league;
 - see a movie or concert;
 - work on a grade 10 history project;
 - buy a pair of jeans;
 - find a job. (DE)
- Lead a class discussion on the results of the survey, considering sources students may not have mentioned. (DE)
- Explain to students that the more sources they consult, the better informed they will be, emphasizing the need to use a critical eye to select, evaluate, and manage information.

TEACHING/LEARNING STRATEGIES

BLOCK 1: BELIEVE IT OR NOT!

Explanation/Modelling

- Think out loud, applying the PAWS method to analyse and evaluate information in a recorded news broadcast:
 - What is the *purpose* of the information (e.g., to instruct, persuade/sell, compare, entertain, explain, inform)?
 - Who is the target *audience*? For whom is the information given (e.g., parent, government, teen, teacher, consumer)?
 - Who is the *writer* or source? Whose point of view is presented (e.g., reporter, company, advertiser, government)?
 - What is the *subject* or issue (e.g., a health crisis, natural disaster, consumer product)?
- Explain that a source may not always be accurate or reliable, because its information may be biased; also explain the concepts of neutral, negative, and positive bias and model the use of visual cues (e.g., eyes, facial expressions) and verbal cues (e.g., word choice, tone, tempo, music) to identify bias in a recorded news broadcast.

Teacher-directed Practice

Prereading

- Have students apply strategies learned in **Activity 1.3** to define difficult words (e.g., searching for context clues, consulting a dictionary, inferring meaning from root words).
- Have students work in pairs to define vocabulary related to the media (e.g., *bias, slant, news, report, editorial, objective, opinion, subjective, interpretation, informative, endorsement, reliable*); instruct students to use a dictionary or online glossary to check their definitions.

Reading

- Present two reports on a current event (e.g., a tabloid coverage of an event and a news report), instructing students to note differences in content and form (e.g., headline, level of language, types of words and sentences, type of information presented, missing information).

Postreading

- Have students, in groups, answer the following questions:
 - How do you rate the first report in terms of bias, on a scale of 1 to 4, and why?
 - Is the second report negative, neutral, or positive? Explain.
 - How is each report similar and different in terms of PAWS (**P**urpose, **A**udience, **W**riter/point of view, and **S**ubject)?
 - Which report is a better or more reliable source of information? Why?
- Have groups share their answers with the class in an informal discussion.

Individualized Practice

- Present a clip of a news broadcast and have students, individually or in groups, evaluate the information in the broadcast; instruct students to prepare and present their evaluation in a chart that (a) indicates to what degree the news is slanted and (b) contains examples of bias from the broadcast as supporting evidence.
- Offer constructive feedback to groups regarding their use of accurate and appropriate vocabulary, and their visual presentation techniques (e.g., colour, title, headings, typeface, graphics). (**FE**)

BLOCK 2: TO TELL THE TRUTH

Explanation/Modelling

- Present examples of falsified or doctored pictures that students might have encountered recently (e.g., e-mail attachments of mysterious occurrences, ads, pictures of celebrities in magazines).
- Explain what it means to look at pictures or texts with a critical eye, giving examples of image manipulation software (e.g., Photoshop).
- Present a picture with an intriguing image such as a ghost ship (*Inside Track 2*, p. 10) and assess it with a critical eye, noting various aspects of the picture:
 - facts and 5W's + H (e.g., ship, people, water);
 - possible omissions (e.g., Is it really a lake? How much of the water can be seen?);
 - visual details and techniques (e.g., absence of colour, limited lighting, foggy image);
 - slant, bias, or general impressions (e.g., ghostly, unnatural, eerie, mysterious).
- Preview the vocabulary from an article associated with the selected picture (e.g., “The Mystery of Mary Celeste” in *Inside Track 2*, pp. 9-11).
- Read the article out loud with students, highlighting the 5W's + H and then modelling the process of applying critical thinking to evaluate information in a text. Point out facts, vague words, assumptions, or unproven theories, and information from unreliable sources.

Teacher-directed Practice

- Have students read a second article (e.g., “Ghost Ship Mystery Deepens” in *Inside Track 2*, pp. 6-8) and prepare, in groups, a T-chart of what is and is not credible or believable.

- Have students, in groups, develop a theory that they believe best solves the mystery in the article; instruct students to refer to their chart and the text as they look for facts, details, and examples to support their theory.
- Instruct groups to present their theory, making sure that each member of the group speaks.
- Provide feedback on students’ speaking skills, use of facts as supporting evidence, and clarity of information and ideas.
- Have students complete practice exercises on punctuating quotations.

Individualized Practice

- Have students conduct an Internet search to discover new information on the ghost ship discussed in the selected article (“Ghost Ship Mystery Deepens” in *Inside Track 2*); instruct students to write a brief paragraph to add as an updated conclusion to the article. (FE)
- Instruct students to bring a picture to class from a print or electronic source (e.g., Internet, newspaper or magazine, personal photograph, doctored image).
- Instruct students to follow the writing process to compose a brief news report or article to accompany and explain the content of the picture.
- Have students present their news story and accompanying picture in a group or class activity.
- Offer feedback to students on ways to improve their writing and oral-visual communication skills, emphasizing the following:
 - demonstrating knowledge and understanding of the elements of a news report;
 - conveying ideas and information clearly and logically;
 - following steps of a writing process;
 - using appropriate vocabulary and correct grammar and spelling;
 - using visual/verbal cues to convey feelings and express ideas. (FE)

BLOCK 3: FACT OR FICTION?

Explanation/Modelling

- Present the possible meanings of the word *news*:
 - the NEW stories, an expression formerly used by public announcers to tell the news, later reduced to *the news*;
 - information that is current or new (as opposed to old or dated), and innovative or interesting;
 - an abbreviation for *North East West South*, meaning complete information from all corners of the globe, or that is local, national, or international in nature.
- Present a definition of news as a report of current events by local, regional, or mass media in the form of newspapers, television, and radio, or websites.
- Present a recorded news broadcast, calling attention to its inverted pyramid structure and to 5W’s + H; explain that the inverted pyramid structure makes the news more interesting by sequencing information so that the most important details are mentioned first.
- Contrast the news story with the short story, explaining that, in a short story, the least important events are given first so that the action builds to a climax and conclusion.
- Using a headline from a recent news story, model the steps of writing a one- or two-sentence lead summarizing the 5W’s + H.

- Refer to this lead and the news stories of Blocks 1 and 2 to present various sentence types (e.g., simple, compound, complex); model the use of conjunctions to write one- or two-sentence leads and combine sentences.

Teacher-directed Practice

Prereading

- Have students preview the title and vocabulary of a short story about a tragic event (e.g., “Witness” in *Inside Track 2*, pp. 221-225) and predict what subject or events the story will relate.

Reading

- Have students read the story and work with a partner to complete a pyramid structure, according to the conventional plot structure of the short story.

Postreading

- Have students cut out the sections of their pyramid; instruct students to draw a blank *inverted* pyramid and to reorganize their clippings according to the structure of a news report.
- Have students post their inverted pyramids in the classroom and then note the following:
 - major differences between the news report and the short story;
 - changes in the sequence of events;
 - details that have been deleted in the news report.
- Have students work in pairs to practise writing leads that include the 5W’s + H for a fictitious news report on preselected headlines or topics such as the following:
 - a major storm;
 - an accident;
 - a celebrity;
 - a haunting;
 - an incident at school.
- Have students post their leads in the class.
- Have students read and complete an inverted pyramid chart for a news article (e.g., “Victoria Jealous” in *Inside Track 2*, pp. 84-86).
- Have students list the 5 W’s + H of the selected article and practice combining the sentences and notes into one-sentence leads.
- Instruct students to write their leads on the board, and have the class edit the sentences with attention to punctuation and the use of coordinating and subordinating conjunctions.

BLOCK 4: HEAR ALL ABOUT IT!

Teacher-directed Practice

Prereading

- Have students define difficult words by completing a vocabulary exercise, such as a crossword or word association, in preparation for reading an article on an athlete (e.g., “DeeDee Jonrowe: Racing the Idatorod for Over 20 Years” in *Inside Track 2*, pp. 87-89).

Reading

- Have students chart the inverted pyramid structure of the article in point form, as they read it.

Postreading

- Correct the vocabulary exercise and pyramid structure notes with students, asking students questions to review the content. Suggested prompts:
 - What made this article interesting?
 - What visual aids are used to communicate the information? What do they tell you?
 - Is there any information missing in the article?
 - What opinions are revealed by the author’s choice of quotations, words, information, or images? Explain.
- Have students, in pairs, select one of the articles in Blocks 3 and 4 of this activity and play the roles of reporter and athlete in an interview. Instruct students to prepare and rehearse the interview, making sure that it includes the following:
 - 5 to 6 clear, precise, and logically ordered questions;
 - correctly formulated answers that focus on the 5W’s + H and relevant facts;
 - appropriate and precise language;
 - an introduction that presents both the reporter and athlete;
 - a conclusion that leaves a strong impression.

Individualized Practice

- Have students prepare and present a thirty-second radio broadcast on a current event in their community, school, or region; brainstorm a list of current events and encourage students to select an event from the list for their news report. Suggested steps:
 - Step 1: Students outline their broadcast on an inverted pyramid chart with the following elements:
 - a lead that summarizes the 5W’s + H and hooks the viewer;
 - a summary of the main event, including relevant details and quotes;
 - a conclusion that leaves a strong impression.
 - Step 2: Students rehearse their radio broadcasts with a classmate and offer each other feedback to improve their delivery texts.
 - Step 3: Students individually present their recorded or live radio broadcasts to the class.
- Give students feedback on their broadcasts, assessing the following elements:
 - use of the inverted pyramid structure to organize ideas;
 - the lead or introduction;
 - clarity and precision of the summary;
 - the conclusion;
 - objectivity (little or no signs of bias or slant);
 - use of appropriate and precise language, and correct grammar;
 - speaking skills (clarity, pronunciation, tempo, tone, etc.). (FE)

BLOCK 5: AD-AY IN YOUR LIFE

Explanation/Modelling

- Have students record in a table the number of ads they encounter in the course of one day.
- Think out loud, reflecting on the number of ads the students encountered and listing the types of ads that exist (e.g., billboards, pop-ups, product placement, infomercials, clothing labels).

- Explain that students, as consumers, should use a critical eye to distinguish what is real from what is fictitious in ads; recall the definitions of *fact* and *opinion* from **Activity 1.2** and present examples of facts and opinions that can be found in advertisements.
- Present an ad (e.g., Nature Conservancy Canada ad, *Inside Track 2*, p. 232) with all text and words hidden from student’s view. Have students guess the product being promoted in the ad, without seeing the words.
- Model the process of looking at an advertisement or commercial with a critical eye by using the PAWS method to assess both the text and the image and by bringing the following to students’ attention:
 - Purpose, Audience, Writer/Point of View, and Subject;
 - facts and opinions in the ad;
 - bias, manipulation, or stereotyping;
 - persuasive techniques (e.g., catchy slogan or jingle, comparison with other products, words that appeal to emotions, exaggeration, humour, testimonials from celebrities) used to catch the audience’s attention and promote the service or product;
 - implicit and explicit messages.

Teacher-directed Practice

- Have students view examples of print and television advertisements and note the visual and verbal persuasive techniques found in the ads.
- Have students compare and discuss their findings in a class activity.
- Further students’ assessment by having them respond to questions such as the following:
 - Which advertisement(s) did they prefer?
 - Which persuasive techniques are used most effectively?
 - Which advertisement(s) appeal to their age group?
 - Which ads are biased, stereotypical, or inappropriate?

Individualized Practice

- Instruct students to read an informational text on advertising (e.g., “Don’t I Know You from Some... Stereotype?” in *Inside Track 2*, pp. 46-47); have students define the term *stereotype* and express their views on the opinions in the text, reflecting on the impact of stereotypes in ads. **(FE)**
- Have students view a television show (at school or at home) and assess the advertising during the show. Students note the following information in point form, in a table:
 - types of advertisements during the show and their target audience;
 - examples of bias, slant, or stereotypes in the show and advertisements;
 - their selection of the best and worst ads, including the reasons for their selection. **(FE)**
- Have students report and discuss their findings orally in a class or group activity.
- Have students apply sentence combining techniques in a series of practice exercises. **(FE)**

BLOCK 6: INFORM ME

Teacher-directed Practice

- Present a recorded infomercial (e.g., on food, makeup, soap, recipe, fitness equipment), explaining that this type of **commercial** has a dual purpose: to give **information** on a service or product and to promote this product or service. Have students apply their critical viewing skills to identify and note elements such as the following:

- persuasive techniques (e.g., exaggeration, buzzwords);
 - the 5W’s + H;
 - factual and believable information (e.g., demonstration of the product, testimonial);
 - biased or questionable information (e.g., special offers);
 - PAWS: Purpose, Audience, Writer/Point of View, and Subject (product).
- Instruct students to post their answers in the classroom and then compare them, noting various perspectives or interpretations.
 - Have students apply knowledge of sentence types and conjunctions to complete practice exercises.

Individualized Practice

- Have students work in pairs to create an infomercial or infomercial storyboard. Suggested steps:
 - Step 1: Students pick an object from a hat (e.g., rock, triangle, mallet, board).
 - Step 2: Students brainstorm ideas for a product or service that comes to mind using the chosen object (e.g., a soup maker using the rock).
 - Step 3: Students brainstorm how they could sell the product in an infomercial.
 - Step 4: Students produce the video or storyboard.
 - Step 5: Students rehearse their delivery and present their infomercial storyboard or video.
- Assess students’ infomercials, giving feedback on the following skills:
 - creative thinking in inventing a product or service;
 - use of persuasive techniques to sell the product or service;
 - appeal to a specific target audience;
 - contribution to the preparation, rehearsal, and production of a group presentation;
 - use of correct grammar and precise, appropriate language;
 - use of appropriate verbal and non-verbal cues (e.g., tone, voice, pronunciation, gestures). **(FE)**
- Have students complete exercises on sentence types and sentence combining techniques. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students reflect on the previous oral activity and list, in their class notes, (a) ways that they connected with their audience in their infomercial and (b) ways that they might connect better with the audience in future presentations.
- Have students identify the skills and knowledge required to work as a journalist or reporter, with attention to communication skills.

Summative Assessment

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

Extension

- Show pictures from a newspaper and have students guess what’s in the news. Give students the article that goes with the picture, asking them if their impression matches the actual news. Have students identify various techniques used in the picture and article.
- Organize a game called *Spot the Sponsor* in which students try to name the sponsors in a show, commercial, or ad.

What's in It for Me?

Description

Time: 5 hours

In this activity, students:

- improve their research skills, learning how to evaluate sources and verify the reliability of online information;
- write effective online correspondence, demonstrating understanding of “netiquette” and the importance of using the Internet responsibly;
- apply critical thinking skills and reading strategies to detect Internet scams, hoaxes, and false or misleading information, and apply this knowledge to prepare a video segment on Internet security;
- apply knowledge of the elements of an instructional text to write about a technological innovation.

Strands and Expectations

Strands: Citizen of the World, The World of Technology

Overall Expectations: EAE2L-CW-SpList.OE
EAE2L-CW-WS.OE
EAE2L-CW-LS.OE
EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-WS.OE
EAE2L-WT-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2 - 3
EAE2L-CW-WS.3
EAE2L-CW-LS.1 - 2
EAE2L-WT-SpList.1 - 2 - 3 - 4 - 5
EAE2L-WT-RS.1 - 2 - 3
EAE2L-WT-WS.1
EAE2L-WT-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- an overhead or LCD projector, a VCR or DVD player, and a television;
- a survey questionnaire on students’ use of technology;
- markers and large sheets of paper for the “place mat” activity;
- examples of urban legends and myths, chain letters, and hoaxes from the Internet;
- a recorded segment of a consumer, health, or sci-tech news report.

Activity Instructions

CONTEXTUALIZATION

- Conduct a survey on students' use of technology by having students fill out a questionnaire that focuses on the following:
 - the amount of time they spend online;
 - the reasons why they use technology and the Internet;
 - the amount of time they spend on a cell phone or telephone;
 - the technological innovations they use most often (e.g., MP3, DVD, smartphone). (DE)
- Draw a visual chart (e.g., pie chart, bar graph) to compile results of the survey on technology.
- Lead a classroom discussion on students' preferred means of communication (e.g., e-mail, chat, Facebook, cell phone).

TEACHING/LEARNING STRATEGIES

BLOCK 1: RATE MY SITE

Explanation/Modelling

- Model the steps involved in evaluating selected sites according to the PAWS method:
 - What is the *purpose* of the site? Is it to give information or sell a product or service? What can the authors or owners of the site gain from my visiting their site?
 - Who is the intended *audience*? Does the site target teenagers, travelers, or shoppers?
 - Who is the *writer* or owner? Is the author identified? Is someone (a company, organization) sponsoring the site? Is the site affiliated with other websites or organizations?
 - What is the *subject* or content of the site? Is the information reliable, verifiable, accurate, and useful? How can I distinguish what's true from what's false?
- Explain that there are many unreliable sites and online scams that take advantage of people's lack of knowledge, fear, and vulnerability; emphasize the importance of using the Internet responsibly and safely.
- Present examples of current urban legends or myths from the Internet as examples of unreliable information, defining the term *myth*: In ancient times, myths were stories about superhuman beings, told to explain natural occurrences or social customs; today, myths are ideas or explanations that are widely held, but untrue or unproven.
- Apply the PAWS (Purpose, Audience, Writer or point of view, and Subject) method to read a myth, modelling the process of distinguishing fact from fiction and applying critical thinking skills to evaluate the credibility and reliability of information; point out various telltale words and clues, such as the following:
 - spelling errors;
 - words that indicate doubt or speculation (e.g., *probably, maybe, possibly*);
 - unidentified, unreliable, or vague sources (e.g., *My friend told me that... I heard that...*);
 - exaggerated or unbelievable information;
 - incomplete or missing information, such as names, dates, and places;
 - personal remarks or biased comments (e.g., *You'll never believe...It was so...*).

Teacher-directed Practice

- Have students, in groups, examine a myth (e.g., “Thor’s Hammer” in *Inside Track 2*, pp. 39-42) and use reading strategies to:
 - define challenging words in the text;
 - note the elements of the myth (e.g., supernatural elements, facts that cannot be verified, visual cues in the drawing) that confirm that it is fictitious;
 - apply the PAWS (Purpose, Audience, Writer or point of view, and Subject) method of analysing and evaluating the text.
- Have students, in groups, analyse and evaluate an urban legend or myth. Each member of the group chooses one of the following tasks:
 - summarizing the myth;
 - identifying the purpose of the myth and its intended audience;
 - explaining which information in the myth is verifiable or true and which seems false;
 - explaining which clues or sources made it possible to distinguish fact from fiction.
- Have students share their analyses and evaluations in an informal group or class presentation.
- Remind students that some sources are more reliable than others; have students, in groups, conduct research to find and note at least two reliable and unreliable (e.g., Wikipedia, MSN, Hotmail) sites or online sources of information.
- Have students summarize their findings on reliable and unreliable sites in a poster, with a green light for sites that are reliable, a red light for sites that are unreliable, and a yellow light for sites where one should proceed with caution. Remind students to proofread the text of their poster and to give it a heading or title.
- Provide feedback on students’ ability to evaluate sources of information, defend their opinions, and present information in a visual aid.

Individualized Practice

- Instruct students to evaluate online sites on a Canadian celebrity and present their findings. Suggested steps:
 - Step 1: Students choose a celebrity.
 - Step 2: Students conduct an online search to find three sites on the chosen celebrity; the teacher approves the sites.
 - Step 3: Students apply the PAWS method to evaluate the chosen sites, rating the reliability of the three sites on a scale from one to ten (one being unreliable and ten being reliable).
 - Step 4: Students prepare a chart illustrating their findings.
 - Step 5: Students explain their findings and evaluation in a group or class presentation.
- Provide feedback to students based on the following criteria:
 - valid assessment of reliability of three sites;
 - application of critical thinking skills;
 - clarity of information and ideas;
 - clarity of supporting explanations;
 - use of a visual chart to clarify explanations;
 - use of language conventions and appropriate vocabulary;
 - oral-visual communication skills. (FE)

BLOCK 2: BARELY CONFIDENTIAL

Explanation/Modelling

- Give the definition of the words *confidential*, *private*, and *public*; categorize different types of social networking (e.g., e-mail, text messaging, blogs) under the headings *confidential*, *private*, and *public*, pointing out that all these forms of networking can be considered *public*.
- Present a scenario in which a prospective employer does not hire a person because of information posted on a personal website or social networking site (e.g., MySpace, Facebook).
- Model the process of writing an e-mail, emphasizing netiquette (e.g., begin with a polite greeting; avoid overusing capitals since they may be considered rude; use complete sentences and words rather than abbreviations for clarity) and strategies to avoid leaving digital footprints (e.g., avoid sharing personal information or making inappropriate comments; remember that nothing is private, and anyone can make copies of what you post).

Teacher-directed Practice

- Have each student write an e-mail to a peer about his or her plans for the weekend; students then apply proofreading strategies to revise each other’s e-mail.
- Have students, in groups of four, use the “place mat” strategy (adapted from *Think Literacy, Cross-Curricular Approaches, Grades 7-12*, Queen’s Printer for Ontario, 2003) to answer the following question: What rules of etiquette should cell phone users follow? Suggested steps:
 - Step 1: Groups divide a large sheet of paper into four squares, drawing a small square or circle in the middle.
 - Step 2: Each student writes his or her thoughts on the question in one corner of the sheet of paper.
 - Step 3: After several minutes, students compare their answers with those of other members in their group to find common points, which they write in the middle of their place mat.
 - Step 4: Each group compares its ideas with those found in an article on the use of technology (e.g., “Cell Phone Etiquette” in *Inside Track 2*, pp. 162-163), noting which ones are similar to the group’s answers and adding new ideas from the text to their place mat.

Individualized Practice

- Have students individually prepare a list of 5 to 6 netiquette tips for one form of technology to post in the classroom. Suggested topics:
 - blogging;
 - Facebooking;
 - smartphone use;
 - e-mailing;
 - online chatting;
 - VoIP (Voice over Internet Protocol) use;
 - text messaging.
- Have students write a brief online message on one of the following topics:
 - a recent learning experience;
 - a recent success;
 - a recent purchase;
 - a recent outing.

- Have students proofread and revise their message.
- Offer feedback on students’ netiquette and use of vocabulary and language conventions. (FE)

BLOCK 3: SAFETY NET

Explanation/Modelling

- Present a scenario depicting an Internet scam or hoax in which the scammer attempts to obtain the victim’s personal information (e.g., an e-mail offering a free trip or gift in order to access personal information).
- List computer and Internet vocabulary, and compare French and English Internet terminology (e.g., *cookie/témoin, spam/pollurriel, bug/bogue, firewall/coupe-feu*).
- List examples of online spam and hoaxes related to shopping (e.g., credit card frauds, gift card scams, free offers, eBay scams); brainstorm with students the advantages and disadvantages of online shopping, and strategies to avoid being duped, giving them the opportunity to share their own experiences and tips for “safe surfing.”

Teacher-directed Practice

- Have students complete exercises on Internet vocabulary (e.g., scam, hoax, identity theft, spam, urban legend/myth).
- Have students read a text that sells a product and is an example of phishing or scamming; instruct them to find and list clues, signal words, and any telltale signs that the offer is a hoax.
- In a class discussion, ask students to point out how Internet piracy and hacking are similar to other Internet scams; have students discuss the implications of file sharing and Internet piracy, asking them to suggest what they can do about the problem of Internet piracy.
- Direct students’ attention to sites that can help them detect or avoid scams and hoaxes, asking students to recommend additional sites. Suggested sites (Consulted November 6, 2008): www.ScamBusters.org, www.consumertipsreports.org, or www.the-cma.org.

Individualized Practice

- Instruct students, in groups, to follow a process approach to produce a thirty-second consumer report on Internet security. Have groups select one of the following security issues:
 - phishing;
 - hoaxes and scams (e.g., business scams, work-at-home scams, bogus contests, or lotteries);
 - spam;
 - Internet piracy;
 - urban legends or myths.

Suggested steps:

- Step 1: Students conduct an Internet search on their selected issue and note the following information: (a) definition of the issue, (b) examples, and (c) tips or solutions.
- Step 2: Students apply the PAWS method to plan their report.
- Step 3: Students use their notes and plan their thirty-second segment.
- Step 4: Students rehearse their segment with a partner and evaluate each other’s reports, suggesting verbal and visual techniques that could improve the presentation.

- Step 5: Students present their consumer report live or on video.
- Give students feedback on their report, emphasizing the following:
 - knowledge and understanding of the issue;
 - understanding of media conventions;
 - clear and relevant information and ideas;
 - sequence of information;
 - use of appropriate diction and of language conventions;
 - oral-visual communication skills and techniques. **(FE)**

BLOCK 4: HOW TO ... ACCORDING TO YOU

Explanation/Modelling

- Recall students' knowledge of fact and fiction and the infomercial that they presented in the previous activity; refer to a "how to" article or set of instructions (e.g., how to buy a car, change a bicycle tire, operate a microwave) to present the main elements of an instructional text (e.g., use of numbers, imperative form, diagrams or illustrations, precise vocabulary), explaining that instructions are another type of informational text.
- Read out loud the selected instructional text, modelling the process of evaluating information; think out loud in response to questions such as the following:
 - Is the source reliable?
 - Is the language easy to understand?
 - Do the instructions follow a clear and logical order?
 - Is the information accurate and credible?
 - Are the instructions easy to follow?
 - Is any step or information missing?

Teacher-directed Practice

- Have students take turns reading a text on managing online information or on safe Internet practices. Suggested sources (consulted November 6, 2008): Canadian Consumer Information Gateway at <http://consumerinformation.ca>, and the Canadian Marketing Association at www.the-cma.org.
- Have students identify the characteristics of the selected text and further their analysis and evaluation of the text by responding to questions such as the following:
 - Which elements are missing and why?
 - Which aspects make this article useful or practical?
 - Considering the PAWS of the article, why is the text a reliable source of information?
- Have students identify and write simple and compound sentences in a practice exercise; also instruct them to revise sentences to ensure precision and the correct use of imperative verbs.

Individualized Practice

- Have students practise using simple and compound sentences, precise wording, and the imperative form by proofreading and correcting brief instructional texts (e.g., How to install a wireless router, free up memory on a computer, choose a PC expansion card) that have errors in them. **(FE)**
- Have students choose a technological innovation and write instructions for a parent or grandparent who

is not familiar with its operation or use (e.g., How to use a digital camera, burn a CD, operate a DVD player, use a webcam.). Suggested steps:

- Step 1: Students research the chosen technological innovation, evaluating the reliability of the sources, and noting information in their own words.
- Step 2: Students organize their information in chronological order.
- Step 3: Students write out 8 to 10 steps, including a chart, illustration, or diagram.
- Step 4: Students assess and revise the draft of their instructional text.
- Step 5: Students read their text to a parent or grandparent to evaluate its clarity and completeness, and to make necessary changes before submitting it.
- Assess students' instructions according to the following criteria:
 - application of the writing process, including the proofreading and revision stages;
 - integration of elements of the instructional text (title, imperative verbs, visuals, etc.);
 - use of language conventions and appropriate, precise language;
 - sequence of steps and use of transitional words;
 - clarity and accuracy of information and steps. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students prepare a chart of reliable and unreliable sources of information for future reference during research activities.
- Have students discuss the importance of social responsibility when accessing the Internet and especially when accessing sites such as www.ratemyteachers.com or www.ratemydoctor.com (Consulted November 6, 2008).

Summative Assessment

No summative assessment task is planned for **Activity 2.2**.

Extension

- Have students play a trivia game to review the meanings of online domains such as .gov, .ca, .gc, .edu, .org, .com and .net.
- Have students share examples of myths, tales, or legends that exist in their culture.
- Invite a guest speaker from the local police crime unit to talk to students about Internet security.

Making Technology Work for You

Description

Time: 7 hours

In this activity, students:

- explore how technological innovations affect the world around them;
- develop and apply research strategies to narrow a topic of research, identify keywords, and find sources of information;
- develop and apply note-taking strategies to select and record information;
- develop their ability to identify main and secondary ideas and to organize and summarize information;
- apply research skills to explore various occupations and forms of technology, making connections with their own interests and experience.

Strands and Expectations

Strands: The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-WS.OE
EAE2L-WT-LS.OE
EAE2L-WW-SpList.OE
EAE2L-WW-RS.OE
EAE2L-PW-LS.OE

Specific Expectations: EAE2L-WT-SpList.1 - 2 - 3 - 4 - 5
EAE2L-WT-RS.1 - 2 - 3 - 4
EAE2L-WT-WS.1 - 2
EAE2L-WT-LS.1 - 2 - 3
EAE2L-WW-SpList.3
EAE2L-WW-RS.2
EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- online and printed research material on the evolution of the Internet and of various forms of technology;
- an outline for a research report that is cut into pieces for distribution to students in a practice exercise on organizing an outline;
- pamphlets published by the Government of Ontario (e.g., *What You Need to Know About Telemarketing Fraud* or *What You Need to Know to Protect Your Customer Identity*) or the Government of Canada (e.g., *Look for Energy Star Ratings to Identify the Most Energy-Efficient Products*);
- a text on driving regulations in Ontario, e.g., from the *Ontario Driver's Handbook* or the Ontario Ministry of Transportation at www.mto.gov.on.ca (Consulted November 5, 2008).

Activity Instructions

CONTEXTUALIZATION

- Present examples of technological innovations that have facilitated various aspects of life and entertainment; provide illustrations or clipart of the inventions, past and present.
- Have students identify the ways that various technologies (e.g., typewriter, cash register, telephone, camera, audio listening devices) have evolved and make predictions for the future. **(DE)**
- Have students discuss the impact of technology on their life at home, compared to how their parents lived at their age (e.g., cooking, cleaning, electricity, tools, building supplies). **(DE)**

TEACHING/LEARNING STRATEGIES

BLOCK 1: GETTING FOCUSED

Explanation/Modelling

- Explain to students that selecting a topic in response to a research question is similar to choosing a restaurant from a ten-page directory. There are so many available choices that they need to narrow their search by focusing on specific subtopics or categories (cf., location, price), and limiting their choices according to available sources of information and personal taste or interests (cf., type of food, health factors).
- Taking the Internet as a research topic, point out that it is a topic that is too general; think out loud to demonstrate that the topic is too vague to be manageable: If I research the Internet, where do I start? Am I looking for costs? Programs? Types of computers? Sites for online shopping?
- Model the process of narrowing the topic before beginning research by (a) using a KWL chart to brainstorm ideas on the topic of the Internet (the third column, “What I have Learned,” is meant to be used for notetaking during research), (b) highlighting a main idea, and (c) selecting a manageable and interesting topic of research.

KWL Chart		
What I Know	What I Want to Know	What I Have Learned
<ul style="list-style-type: none">– security issues– current uses– costs	<ul style="list-style-type: none">– What is its origin?– Who runs the World Wide Web?– How will we communicate online in the future?	

- Present a narrowed topic of research such as the following: “The history and future of the Internet as a means of communication”.
- Present other examples of broad topics and specific topics (e.g., broad: divorce; specific: causes of divorce, effects of divorce on children), explaining to students that a good topic should focus on specific aspects of a subject in order to be manageable.
- Explain that once the topic has been narrowed, the next step before starting the research itself is to find keywords; model strategies to find key research words, going online and trying various word searches. Suggested steps:

- Highlight ideas and words in the KWL chart that present specific and interesting aspects of the subject (e.g., Internet: history, communication, future); list other such words that come to mind.
- List words that are *related* to the topic (e.g., computer, wireless) in a general, but not too specific way.
- List words that are *synonymous* or close in meaning to the topic (e.g., Internet: telecommunication, World Wide Web, online communication).

Teacher-directed Practice

- Have students, in pairs, select two or more of the following *general* topics: The impact of new technology on...
 - manufacturing;
 - communication;
 - entertainment;
 - education;
 - housing and construction;
 - travel;
 - transportation.
- Have students narrow the topic by following the modelled steps and then finding keywords; instruct students to test their keywords online, using different search engines.
- Offer feedback on whether the narrowed topic and keywords are specific, appropriate, manageable, and relevant.

BLOCK 2: TAKING NOTES

Explanation/Modelling

- Explain to students that when they are writing down a phone message, they are using note-taking skills; emphasize that without notes, it would be very easy to forget an item, date, or piece of information. The same applies to research.
- Present other examples of notes that record and organize important information (e.g., shopping lists, agenda, Post-it notes on a bulletin board, notes on a refrigerator).
- **Review** with students various ways of organizing information (e.g., chart, timeline, tree diagram, flowchart, concept map, point form, research cards, lists, forms and templates); point out visual features of graphic organizers (e.g., timeline, flowchart, list) such as the title, colours, subtitles or labels, the legend, the sections and point-form notes.
- Model note-taking strategies to locate and record main ideas and information when consulting a source such as an article or informational text (e.g., “Hypothermia” in *Inside Track 2*, pp. 120-125). Suggested strategies:
 - skimming and scanning for the 5W’s + H, keywords, and words or ideas that are repeated;
 - using the PAWS (Purpose, Audience, Writer or point of view, and Subject) process, as explained in **Activity 2.1**;
 - using textual features such as headings and subheadings, boldface and underlining, paragraph breaks, titles, margin notes;
 - distinguishing fact from opinion using verbal cues, as explained in **Activities 2.1** and **1.2**;
 - quoting statistics or the words of an expert;
 - rephrasing ideas or information in one’s own words.

- Review with students the conventions regarding the capitalization and punctuation of quotations as explained in **Activity 2.1**.
- Present sample notes, in this case a point-form list, on the information in the selected text.

Teacher-directed Practice

- Have students work in pairs to practise looking for and noting specific information through various exercises:
 - Students listen to a recorded telephone message and note six items of information (e.g., time/date, person, place, message, instructions).
 - Students read at least one brief article, research document, or informational text, and list the main and secondary ideas in point-form notes.
 - Students read an instructional text, highlight keywords, and take point-form notes.
 - Students practice capitalizing and punctuating quotations.
- Have students, in groups, apply note-taking strategies to find and record information on the evolution of a specific form of technology from a sector listed in the previous block; instruct students to note their research information in a flowchart that also includes a title and at least one illustration.
- Have groups present their charts to other groups and assess each other's charts regarding the clarity, relevance, precision, and order of the information presented.

Individualized Practice

- Have students individually read a text from an instructional booklet (e.g., *Ontario Driver's Handbook*) and use note-taking strategies to summarize the selected text (e.g., kinds of driver's licences, graduated licensing requirements, starting and stopping a car; traffic signs and lights; safe driving practices) into a graphic organizer (e.g., chart with columns and rows) to note the main and secondary ideas of the text.
- Have students explain their point-form notes in an informal group or class presentation. Offer feedback on students' ability to:
 - read and understand the main and secondary ideas of an informational text;
 - identify and select relevant information (including main and secondary ideas);
 - capitalize and punctuate quotations;
 - use a graphic organizer to record and organize information;
 - take clear, brief, and precise notes on a specific topic;
 - speak clearly and audibly. **(FE)**

BLOCK 3: FOLLOWING THE STEPS

Explanation/Modelling

- Explain to students that they have already completed the first two critical steps of the research process: (1) subject or topic selection *before* starting the research and (2) note-taking *during* the research itself. Present the **SNOWS** steps of the research process:

Steps of the Research Process
S elect (subject and sources) and S earch
N ote (research information)
O utline/organize
W rite
S pell-check

- Model the SNOWS research process, using a sample text or article on the evolution of technology in a sector or field.
- Explain that note-taking (step 2) also involves noting information sources, not just the information itself. Also explain where to find the information and how to write out a bibliographic reference for the various resources (e.g., articles read during this activity, the textbook *Inside Track 2*, online sources consulted during this activity).
- Explain to students that borrowing someone else’s words is not plagiarizing or copying, as long as they indicate the source. Cite examples of people who have suffered the consequences of plagiarizing because they did not indicate their source or used someone else’s text or work without permission (e.g., news writers who lost jobs for copying other reporters’ texts, singers who were sued for using a chord from a song, companies who have sold imitation designer items at bargain prices).
- Direct students to the third step of the SNOWS process, pointing out that once the research and note-taking are complete, they are ready to organize their research information.
- Model the process of organizing research information from notes, using a narrowed topic of research such as the evolution of technology in cars. Focus on the following:
 - selecting relevant information and deleting irrelevant or unnecessary details;
 - adding extra facts, examples, and information, if necessary;
 - grouping information that deals with the same idea into sections;
 - arranging and numbering information in each section according to one or two patterns (e.g., order of importance, chronological order, pros and cons, comparison/contrast).

Teacher-directed Practice

- Have students practise note-taking strategies by reading a text with a partner and rephrasing key ideas in point-form notes.
- Hand students an unnumbered list of point-form notes and have them organize the notes according to the steps modelled previously.
- Send students, in pairs or groups, on a treasure hunt to find sources and to prepare biographical entries for various types of sources such as the following:
 - an encyclopaedic entry for the name *Henry Ford*;
 - a newspaper article on the best car to buy;
 - a how-to text from an auto mechanic magazine;
 - an online informational text on cars;
 - a car dealership website;
 - a definition and explanation of the term *combustion*.

Individualized Practice

- Have students select a field of work (e.g., mechanic, hairstylist, roofer, drywall installer, crane operator, interior designer, welder, trucker, audio technician) and follow the first three steps of the SNOWS research process:
 - Students narrow and **S**elect the topic of research and their sources of information, focusing on the technology, tools, or equipment used in the chosen field of work.
 - Students read the selected research information and apply **N**ote-taking skills to record the information in a graphic organizer and document sources.
 - Students **O**rganize their ideas in an outline.
- Give feedback on students' research skills and outline, with attention to the relevance, accuracy and sequence of the information, and the clarity, precision, and brevity of the notes. (FE)

BLOCK 4: SUM IT UP

Explanation/Modelling

- Review the steps of a research process (SNOWS) that have been completed; point out that what is left to do is to **W**rite the text, and that this step consists of writing out the point-form notes from the outline into paragraphs.
- Present examples of well structured, precise summaries from daily life (e.g., the description on the back of a DVD or book cover, a movie trailer, an e-mail message to communicate important information, a work report at the end of a shift or task).
- Using the sample outline on the evolution of technology from the previous block, model the process of summarizing research information in a well structured paragraph that includes a topic sentence, clear and precise research information, and a concluding sentence.
- Focus on the following writing strategies:
 - rewriting ideas from the outline in your own words;
 - condensing information and eliminating repetition and unnecessary words;
 - combining sentences and using transitional words to link ideas.

Teacher-directed Practice

- Have students practise summarizing texts from magazines and newspapers, as well as excerpts from articles, informational texts, and instructional pamphlets.
- Instruct students to complete practice exercises on inserting transition words, eliminating unnecessary information, and avoiding repetition in sentences and short texts.
- In an activity entitled *How Low Can You Go*, have students shorten a series of sentences by replacing groups of words with single words.

Individualized Practice

- Have students write a summary of the tools or equipment used in a field of work, referring to their outline from the previous block. Suggested steps:
 - Step 1: Students write out their point-form notes in sentences, using conjunctions and transition words to combine sentences and create a variety of sentence types.
 - Step 2: Students write out their sentences in paragraph form, making sure to include opening and concluding sentences; students add examples or details, if necessary, to ensure clarity and accuracy.

- Step 3: Students edit and revise their summary, eliminating repetition, unnecessary words, and irrelevant details.
- Step 4: Students proofread their summary and correct errors in spelling, grammar and punctuation, using an online glossary, dictionary, or word processor.
- Have students share their information on technology in a given job sector, in an informal class or group presentation.
- Provide feedback on the following aspects of students’ summaries:
 - paragraph structure and organization of ideas and information;
 - precision, accuracy, and relevance of information;
 - sentence structure and use of language conventions;
 - oral communication skills. (FE)

BLOCK 5: TOOLS OF THE TRADE

Explanation/Modelling

- Present the last steps of the SNOWS process to students, explaining that **S**pell-checking is a step that involves polishing and proofreading their text. Refer to previously written summaries to model this step for students:
 - *First reading*: Proofread and revise content and word choice, checking that (a) ideas are clear, logically sequenced, and relevant, and (b) vocabulary is precise and accurate.
 - *Second reading*: Proofread and correct spelling, grammar, punctuation, and sentence structure.
 - Emphasize that any kind of report or summary must be brief and precise; model the process of using prepositions and subordinating and coordinating conjunctions to combine notes and short sentences into compound and complex sentences, pointing out the required punctuation marks (commas, periods, semicolons, etc.).

Teacher-directed Practice

- Instruct students to complete sentence combining exercises as well as practice exercises on prepositions and subordinating and coordinating conjunctions.
- Have students form three or four large groups for a *Grammar Olympics*, a series of competitions consisting of challenges such as the following:
 - A sentence relay: Students take turns combining new parts of a sentence with the original one, as dictated by the teacher. The group that succeeds in combining the most sentences into one wins. (Suggestion: Have a student from each team write a sentence on the board. The next student in the group tries to combine a given sentence to it, and so on.)
 - A sentence combining contest: Students challenge each other, bidding the minimum number of words in which they believe they can rewrite and combine a set of words or sentences. (“I can do it in 6 words... 5 words,” etc.)
 - A sentence puzzle: Students reorder a series of cut-up sentences from a summary and then combine them in a coherent paragraph.
 - An association game: Students race to add transitional or linking words between sentences to link them together into a coherent paragraph.

Individualized Practice

- Have students complete sentence combining exercises and practice exercises on punctuation, prepositions, and subordinating and coordinating conjunctions. **(FE)**
- Have students apply summarizing skills to rephrase, orally and in writing, the main and secondary information and ideas in short texts or articles.
- Have students practise writing summaries of their point-form notes on the evolution of a specific form of technology from Block 3 of this activity.
- Provide feedback on the following aspects of students' summaries:
 - sequence or structure;
 - precision and accuracy of information and ideas;
 - elimination of unnecessary details and repetition;
 - sentence structure and use of conjunctions and prepositions to combine sentences;
 - use of punctuation and language conventions. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students practise research and reading skills by holding a treasure hunt race on the Internet, using skimming and scanning skills to locate 8 to 10 facts on a specific subject; have student assess their research skills, identifying (a) the strategies they use most effectively and (b) the skills they should improve.
- Have students brainstorm the ways their literacy and numeracy skills can help them use technology more effectively in their daily life and the workplace.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- Reinforce their knowledge of language conventions through exercises on the following:
 - punctuation;
 - sentence types and use of prepositions, coordinating conjunctions, and subordinating conjunctions to combine sentences;
 - precise wording and the elimination of repetition;
 - proofreading skills.

Evaluation

The summative assessment task consists of a grammar and usage quiz focusing on punctuation, sentence form, sentence combining, and proofreading. Have students assume the role of chief editor of a newspaper to revise texts, in a series of exercises such as the following:

- Section 1: Adding punctuation marks to a short text.
- Section 2: Combining sentences to write summary leads.
- Section 3: Inserting linking words and conjunctions in a text or article.

- Section 4: Revising sentences in an instructional text.
- Section 5: Proofreading selected sentences and correcting errors in punctuation and spelling.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students review their summative assessment after evaluation to identify which language convention(s) they had more difficulty following. Have students review the exercises on the selected convention and instruct them to prepare a “cheat sheet” for future writing activities.

Extension

- Prepare a trivia game based on the timelines and research information found by students on sports, careers, and technological innovations encountered in this activity.
- Have students brainstorm a list of jobs that no longer exist or jobs that will disappear, based on their research findings.
- Have students view and evaluate a movie trailer, and note the key events presented, determining whether the trailer is an effective summary or not.
- Have students research and prepare a brief presentation on a recent invention (e.g., a kitchen appliance, a car safety feature, communication via holograms, DNA technology, security devices).

It's Not Easy Being Green

Description

Time: 6 hours

In this activity, students:

- interpret data presented in graphical form and comparative charts to draw conclusions and make assessments;
- conduct research on environmental issues and record and present information in various types of graphic organizers;
- examine the elements and structure of various reports, applying the research process to select, note, organize, and summarize information in a written report on an environmentally friendly product;
- develop their oral and oral-visual communication skills, applying various strategies to present research information in an oral report.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
 EAE2L-CW-RS.OE
 EAE2L-CW-LS.OE
 EAE2L-WT-SpList.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-WS.OE
 EAE2L-WT-LS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2
 EAE2L-CW-RS.2
 EAE2L-CW-LS.1 - 2
 EAE2L-WT-SpList.1 - 2 - 3 - 4 - 5
 EAE2L-WT-RS.1 - 2 - 3 - 4
 EAE2L-WT-WS.1 - 2
 EAE2L-WT-LS.1 - 2
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- a clip from a documentary on an environmental issue. Suggested sources (Consulted November 6, 2008):
 - Discovery News: <http://dsc.discovery.com>;
 - CBC: www.cbc.ca (e.g., *The Nature of Things* documentary – *Antarctic Mission: A Window on a Changing Climate*);
- a clip of a televised weather report and the audiovisual equipment required to view it; and articles, graphs, tables and charts on environmental issues and recycling habits. Suggested sources (Consulted November 6, 2008):
 - Statistics Canada: www.statcan.gc.ca;

- Ontario Ministry of the Environment: www.ene.gov.on.ca;
- Ontario Industries: www.2ontario.com/industry/home.asp;
- Environment Canada weather office: www.weatheroffice.gc.ca;
- David Suzuki Foundation: www.davidsuzuki.org (e.g., *Air Travel and Climate Change*).

Activity Instructions

CONTEXTUALIZATION

- Have students make predictions about the future of the planet based on current environmental changes and national and international initiatives (or lack of initiatives).
- Present a clip from a documentary that presents an environmental change that could occur in the future based on what is currently happening in the world.
- Have students use note-taking strategies to complete a KWL chart of what they Know, what they Want to Know and what they Learned (as explained in **Activity 2.3**) about the environment while watching the documentary.
- Hold a class discussion on environmental change and the future of the planet; ask students what they can do to address this issue; have students brainstorm reasons why it is both easy and difficult being “green”.
(DE)
- Explain to students that they will be applying research skills to explore environmental issues as well as technological innovations that benefit the environment.

TEACHING/LEARNING STRATEGIES

BLOCK 1: EASY AS PIE: INGREDIENTS FOR GRAPHIC ORGANIZERS

Explanation/Modelling

- Explain to students how charts, tables, and graphs can be used to organize and convey research data, and synthesize and clarify information.
- List ways that data for graphic organizers can be collected (e.g., questionnaires, surveys, observation, experimentation, research).
- Present a word wall of definitions and terms related to graphic organizers (e.g., *legend, graph, bar, x/y-axis, value labels, category, data*).
- Present examples of different types of graphic organizers, pointing out their elements (e.g., titles, x/y-axis, labels, colour, categories); explain how they are created, mentioning that various software programs can also be used:
 - Pie charts are used to show divisions in a group and percentages of categories in the data (e.g., gas prices, lottery winnings).
 - Line graphs are used to show a trend, pattern, or timeline in the data (e.g., survey results, studies, weather conditions).
 - Bar graphs are used to compare characteristics among a group of items (e.g., TV listings).
 - Tables of statistics are used to record a large amount of data in a compact way into rows and columns to allow for comparisons (e.g., sports scoreboards).

- Explain the type of information usually found in charts, graphs, and tables, emphasizing that, in a graphic organizer...
 - data should be worded briefly and concisely;
 - unnecessary details should be omitted;
 - key ideas or information should be offset by colour or bold print;
 - dates, numbers, or percentages should be included only if necessary.
- Model the process of reading, comparing, and interpreting statistics on an environmental issue (e.g., recycling habits, chemical waste, the disposal of electronic devices or batteries, the use of pesticides), thinking out loud to answer questions such as the following:
 - Which province uses recycling programs the most?
 - Which recycling program is used the most by all provinces?
 - Which provinces are the most successful with all recycling programs?
- Model the process of drawing conclusions, making inferences and making assessments on the basis of data presented in a given chart or table (“Water in Canada” in *Inside Track 2*, pp. 189-192). Think out loud to answer questions such as the following:
 - In a week, how much water could you save if you run the water for 5 minutes rather than 10?
 - Which of your daily activities uses the most water?
 - What can you do to reduce water consumption in your daily life?

Teacher-directed Practice

- Have students, in groups, play a probability game in which they roll two dice and compile the results of each throw in a table. Have groups examine their results and make inferences to answer questions such as the following:
 - How often do you think you will roll a 2, 3, 4...?
 - Which sum occurred more often? Were you surprised by the results?
 - Why do you think the sum of 2 occurs less often than a sum such as 6? (Answer: There are more possible combinations for the sum of 6.)
- Have students, in pairs, compare two commonly used items (e.g., two lunch bags, household cleansers, coffee cups) to determine which one is more environmentally friendly. Suggested steps:
 - Step 1: Referring to the text “Be a Junk Food Detective” presented in **Activity 1.1**, students compare two lunches and list the trash that would be left after each lunch is eaten:
 - Step 2: Students calculate the number of years it would take for the trash from the two lunches to decompose, referring to data from an environmental site. Suggested sources (Consulted November 6, 2008): *When Will These Things Decompose?* at www.deq.state.or.us or No More Trash at <http://mdc.mo.gov/nomoretrash/facts>).
 - Step 3: Students record their results on a bar chart that identifies the number of years on the y-axis, and the type of trash on the x-axis; students might prepare their chart using a software program.
 - Step 4: Students draw conclusions about the results and make inferences in response to questions such as the following:
 - How many years will it take for each lunch to decompose?
 - Why are paper products preferable to plastic ones?
 - Which lunch is more environmentally friendly?
 - Based on the chart results, what could you do to reduce your trash?
 - Step 5: Students compare and share their findings in an informal class discussion.

- Have students, in groups, test their knowledge on the environment by completing a quiz. Suggested source (Consulted November 6, 2008): Environment Canada’s *Severe Weather Warning Quiz* or *Weather, Water and Climate Quiz* at www.pnr-rpn.ec.gc.ca); instruct students to note the number of correct and incorrect answers for each group member (without using names) and record these numbers for each question in a bar chart.
- Have students draw conclusions about the results of their quiz and respond to questions such as the following:
 - Which question did your group answer correctly most often?
 - Which question did your group answer incorrectly most often?
 - Which results surprised you the most?
 - What can you assume about your group’s knowledge of the weather and climate?
- Have students present and compare their findings in a group or class discussion.

Individualized Practice

- Have students individually read and interpret a table of statistics on recycling habits in their community. Suggested questions:
 - What category does the x-axis represent?
 - What colour is used in the legend to represent _____?
 - Why are some results higher or lower? What could change these results?
 - What can you do to help, improve or influence the issue?
- Provide students with a copy of a local recycling program Web page or pamphlet; have students, in groups, prepare a chart based on the information, for example:

Item	Garbage	Blue Box	Black Box	Compost	Hazardous Waste
1. pizza/tissue box					
2. juice box					
3. fruit peels					
4. milk carton					
5. plastic bags					
6. styrofoam cups or dishes					
7. water bottle					
Total number of responses:					
Total number of respondents:					

- Instruct students to use the chart as a checklist to conduct a survey on the recycling habits of their family members.
- Have students, in groups, compile the results of their surveys and prepare a bar chart to present the results.
- Have students draw conclusions from their findings, using questions such as the following to guide them:
 - For which items would you give your families a passing grade in recycling?
 - For which items would you give them a failing grade?
 - Which findings surprised you most? Explain.
 - How much recycled trash goes into the wrong bin?
 - What can you do to reduce the trash produced in your household?
- Have groups present their chart, conclusions, and solutions to the class.

- Assess students’ oral-visual communication skills and research skills, giving feedback on the following aspects of their presentations and charts:
 - the clarity, accuracy, and visual appeal of the graphic organizer;
 - the relevancy, clarity, and accuracy of the information, conclusions, and solutions;
 - the use of appropriate language and correct grammar;
 - the use of verbal and non-verbal cues such as volume, tempo, tone, and eye contact. (FE)
- For **Reflective Practice**, hold an informal discussion on the results of the survey. Suggested prompt: Who should get a passing or failing grade when it comes to recycling?

BLOCK 2: THE GREAT GREEN DILEMMA

Explanation/Modelling

- Think out loud on the ways graphs, charts, and tables can be used to record, organize, and compare data in daily life (e.g., to keep track of one’s allowance or salary, work hours, expenses).
- Using 3 or 4 types of lunch bags or another common everyday item as an example, model the process of reading a comparative chart to make assessments and draw conclusions; draw students’ attention to the categories (e.g., price, size, advantages, disadvantages) that allow a person to compare not only the product, but also its features.
- Using the notes in the comparative table, model the process of drawing conclusions and evaluating the item by determining which is (a) the most useful, (b) the least costly, and (c) the most environmentally friendly. Suggested steps:
 - Skim and scan the features and information listed in each category.
 - Note the similarities and differences.
 - Note the advantages and disadvantages (or pros and cons).
 - Draw conclusions: Decide which item (bag) is the best choice and explain why.
- Explain to students that such an evaluation can vary depending on a person’s experience, preferences, and knowledge.

Teacher-directed Practice

- Explain to students that they will read an article or informational text that compares two or more items (e.g., “Kick Me: Martial Arts Made Easy” in *Inside Track 2*, pp. 74-82).

Prereading

- Have students complete a vocabulary exercise on the challenging or difficult words in the text.

Reading

- Have students read the text, noting (a) *what* is compared and (b) *how* it is compared (the points of comparison).

Postreading

- Have students, in pairs, use note-taking strategies to prepare and then complete a comparative table that lists information about each item compared (e.g., kung fu, tae kwon do, karate, aikido, tai chi, Brazilian jujitsu). Remind students that, like any other table or chart, the comparative table should have the following characteristics:
 - It includes data that is worded briefly and concisely.
 - It is void of unnecessary details and uses as few words as possible.

- It offsets key ideas with colour or bold print.
- It includes data such as facts, statistics, and examples.
- Have students, in groups, refer to their comparative tables to draw conclusions and make assessments (e.g., Which is better for your health? Which age group would most enjoy it?).
- Have students share their answers with the class; emphasize the importance of supporting their inferences with facts and information from their table.

Individualized Practice

- Have students compare two items, one that is environmentally friendly and one that is not (e.g., a hybrid car vs. a motor vehicle, an energy-efficient appliance vs. an appliance that consumes more energy, an eco-friendly soap or hair care product vs. one that is not, an item made of biodegradable materials vs. one made of plastic, vinyl or metal). Suggested steps:
 - Step 1: Students brainstorm categories of comparison (price, availability, materials or ingredients, process, safety, health considerations, ease of recycling or reuse, performance) and draw up a comparative table with the headings.
 - Step 2: Students find information on the selected items from various sources.
 - Step 3: Students use note-taking strategies to record information in a comparative table.
 - Step 4: Students draw at least three conclusions on the basis of their information and make predictions about the future of their selected item.
 - Step 5: Students present their comparison and conclusions.
- Give students feedback on their oral presentation, with attention to the following:
 - clarity and relevance of the information and table;
 - appropriate language and correct grammar;
 - speaking skills (e.g., pronunciation, volume, tempo, and tone);
 - use of visual aids to clarify information;
 - organization of ideas and information. (FE)

BLOCK 3: DOING “WRITE” BY THE ENVIRONMENT

Explanation/Modelling

- Define the word “report,” explaining to students that they see or read reports in many daily situations (e.g., a report card, a performance report at work, a documentary report, a book report, a weather report, a news report, a consumer report, a bank or credit card statement).
- Present a sample information report (e.g., “Water in Canada”, in *Inside Track 2*, pp. 189-192), using the PAWS (**P**urpose, **A**udience, **W**riter, **S**ubject) process to explain its characteristics:
- Think out loud, drawing students’ attention to the elements of an effective information report:
 - a catchy and relevant title (e.g., wording, characters, bold, colour);
 - clear divisions with headings for each section (e.g., spacing, margins, textboxes);
 - visual aids (e.g., graphs, charts, colour, illustrations, photos, labels, icons, drawings);
 - precise and appropriate language (e.g., technical vocabulary in a work text, formal language in a professional text, easy-to-read language for a peer);
 - a clear sequence of information and ideas, usually by order of importance;
 - neat, clear, and consistent format.

- Read a sample report (preferably on an environmental issue) with students, pointing out the structure and format of the information report; explain that the number of sections may vary depending on the topic and the extent of the research.

The Information Report
Title

Introduction (2-3 sentences):

- states the topic or issue;
- states the purpose of the report, that is, what you plan to do in the report (e.g., define a difficult concept, make the reader aware of something, convince the reader to do something).

Section 1: (3-4 sentences):

- defines the topic or issue, describing the problem or giving background information.

Section 2: (4-5 sentences):

- states the first main point (e.g., examples or cause/effects) and summarizes information.

Section 3: (4-5 sentences):

- states the second main point (e.g., examples or cause/effects) and summarizes information.

Section 4: (3-4 sentences):

- draws 2 or 3 conclusions or makes a final assessment (e.g., solutions/recommendations, prevention, strategies for improvement for change).

Conclusion (2-3 sentences):

- restates the topic and main point;
- ends with a concluding thought, comment, or prediction regarding the issue or topic.

Bibliography (a list of information sources)

- Remind students that each section should consist of a well structured paragraph with a topic sentence and concluding sentence, and that graphic organizers or visual aids may be inserted in sections 2 or 3 of the report.

Teacher-directed Practice

- Have students fill out an ecological footprint survey in which points are given or subtracted based on their answers, with the goal of determining what they and their family members can do to protect the environment. Sample questions: Do you (and members of your family)...
 - compost?
 - buy 500 mL plastic water bottles?
 - drive a hybrid car, SUV, van, or truck?
 - participate in Earth Day Canada or World Shut Down Day activities?
- Have students read a report on an environmental issue, as a model for their own writing; instruct students to (a) identify its elements and features, and (b) follow the PAWS process to analyse and evaluate it; have students come up with recommendations of their own (that are not in the report), focusing on ideas to protect the environment and reduce waste.
- Have students position the sections of a cut-up report under the corresponding headings (e.g., title, introduction, subheading titles, paragraphs, visuals); instruct students to (a) write a new title, introduction, and conclusion for the sample report they've just put together and (b) format the report neatly and consistently using a software program.

Individualized Practice

- Instruct students to write a brief information report on an environmental issue (to be submitted for formative assessment at the end of the activity), as it applies to their family or household. Suggested topics:
 - energy conservation;
 - water conservation;
 - waste reduction;
 - disposal of chemical waste (e.g., paint, cleansers);
 - reduction of pesticide use;
 - disposal of electronic equipment.
- **Review** the SNOWS research process with students, reminding them to apply the sentence combining techniques and summarizing skills introduced in **Activity 2.3**.
- Provide students with a template of the report and have them begin their research by completing the first three or four steps of the SNOWS research process.

BLOCK 4: SPEAKING OUT

Explanation/Modelling

- Present a televised weather report to students as an example of an effective oral report; point out various aspects of the reporter's presentation and speaking skills:
 - an opening statement that presents the main idea or information;
 - tempo (paced and comfortable, taking time to breathe);
 - volume (loud enough to be heard from 2 m away);
 - tone (friendly, smiling, factual);
 - facial expression, gestures, eye contact, and awareness of audience;
 - use of visual aids (e.g., maps, photos, graphs, charts, tables, pictures, objects) that are clear, uncluttered, and limited in length and number;
 - use of appropriate language and accurate terminology;
 - use of transitional words to link ideas (e.g., *first, then, although, finally*);
 - a closing statement that emphasizes key information.
- Model an oral summary of a passage or text read in this activity, demonstrating various oral communication strategies:
 - beginning by addressing the audience directly;
 - catching the audience's attention by asking a question or stating a surprising fact;
 - maintaining your audience's interest by not reading your notes word for word;
 - varying your voice, volume, and tone;
 - using signal words (e.g., *first, next, in conclusion*);
 - using appropriate gestures, and maintaining good posture and eye contact;
 - ending with a challenge, a question, or a prediction.
- Outline the preparation steps of an oral presentation:
 - Step 1: Explain to students that to outline or plan a presentation, they should:
 - summarize key ideas in point form, eliminating unnecessary details;
 - sequence their information and ideas from least to most important;

- start with an opening statement that states the topic and catches the audience’s attention with a question, challenge, or surprising fact;
- end with a closing statement that summarizes the key idea and leaves a lasting impression.
- Step 2: Explain to students that the best way to overcome nervousness before a presentation is to be prepared, and the best way to prepare is to rehearse their delivery and practice by:
 - preparing notes and reading them out loud;
 - speaking audibly and naturally (without reading verbatim);
 - using appropriate language;
 - using proper pronunciation, grammar, tempo, gestures, and eye contact;
 - referring to their visuals to clarify ideas and information;
 - recording their delivery and listening to themselves, or practising in front of a parent or peer and asking for feedback.
- Remind students that when assessing a classmate’s oral presentation or text, they should:
 - balance positive and negative comments;
 - offer feedback constructively by giving specific examples of what is good;
 - demonstrate courtesy and respect.

Individualized Practice

- Have students complete the last steps of the SNOWS process: Students finish writing the draft of their information report and revise, spell-check, and format their text; have students consult dictionaries and online glossaries or use a word processor as they proofread.
- Have students, in pairs, edit each other’s reports with attention to the following:
 - content of the report (e.g., clarity, relevance of ideas and examples);
 - structure of the report (e.g., introduction, conclusion, and 3 to 4 sections);
 - format of the report (e.g., title, headings, spacing, divisions);
 - language conventions. **(FE)**
- Have students prepare and rehearse the oral presentation of their report according to the steps presented in this block.
- Have students submit their written report and present their oral report.
- Offer feedback on the following elements of the written and oral report:
 - speaking skills (tempo, volume, tone, gestures, eye contact, and awareness of audience);
 - language conventions, correct grammar, and precise and appropriate vocabulary;
 - clarity, relevance, and accuracy of information and ideas;
 - ability to summarize and draw conclusions;
 - organization of information;
 - format of the report (e.g., title, subheadings, visuals). **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students assess their oral-visual communication skills. Suggested questions:
 - What did you succeed in doing well during your presentation?
 - Did you remember a new skill and incorporate it into your presentation? How?

- What will you continue to do in your next presentation? What will you stop doing?
- Have students prepare an “Eco-efforts” wall in the classroom, listing tips on how to conserve energy, water, or fuel, and reduce waste from trash, chemicals, and pesticides.

Summative Assessment

Students will apply their knowledge and understanding of the research process and the report to complete the summative assessment task outlined in **Activity 2.5**.

Extension

- Have students race to see who can find information the fastest by conducting an online search to collect data on an environmental issue. Suggested questions: What percentage of household waste is made up of paper and textiles? Metal, plastic, and glass? Yard waste? Food waste?
- Have students prepare instructions for making a product more eco-friendly (e.g., hair care product, laundry soap, bathroom cleaner).
- Have students search the Internet or a directory to find five businesses or jobs in their community that involve protecting the environment (e.g., grain inspector, habitat ecologists, pest control specialist, organic gardener, wilderness instructor).
- Have students conduct research to draw up a list of sustainable products (e.g., organic products, eco-fashion) and where they can be purchased or found locally.

End of Unit Assessment Task – Introducing . . . a “Tech”novation

Description

Time: 4 hours

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

- Section 1: Students apply the research process to prepare and write an information report on an environmentally friendly technological innovation.
- Section 2: Students present their technological innovation in a live or recorded infomercial.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-CW-LS.OE
EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-WS.OE
EAE2L-WT-LS.OE
EAE2L-WW-SpList.OE
EAE2L-PW-LS.OE

Planning Notes

The teacher will plan to use the following resources and material:

- audiovisual equipment for students who choose to record their infomercial.

Process

Preparation

To prepare students for the summative assessment task:

- Have students review with a partner:
 - the research process (SNOWS), including note-taking strategies and summarizing skills;
 - the elements of the infomercial (**Activity 2.1**), the report (**Activity 2.3**), and the oral presentation (**Activity 2.4**).
- Have students, in pairs, jot down 2 or 3 questions to challenge other teams in a game show to review skills learned in **Unit 2**. Collect the questions and read them out loud to quiz students on their knowledge of the research process and elements of infomercials, reports, and oral presentations. Tabulate points and announce winning pairs.
- Have students individually reread their formative assessments and self-assessments from **Unit 2**, in order to review the skills they have mastered and note which skills they need to improve.

Evaluation

Section 1: The Report

Students follow the steps of the SNOWS process to research and write an information report.

- Step 1: **S** – Students select one of the following environmentally friendly technological innovations as the subject of their information report:
 - composites (materials with glass and carbon fibres embedded in plastic, metal or ceramic matrix to make long parallel fibres, saving weight and energy);
 - nanotechnology;
 - solar energy;
 - wind energy;
 - biomass and biofuels;
 - deep lake cooling;
 - hybrid vehicles;
 - hydrogen and fuel cell technology;
 - water and wastewater treatment;
 - industrial and hazardous waste treatment;
 - environmental software.

Students narrow their topic, using a KWL chart to brainstorm their subject.

Students find and select at least three sources of information, documenting them as instructed.

- Step 2: **N** – Students use note-taking strategies to record information as they conduct their research, listing information in a graphic organizer.
- Step 3: **O** – Students organize their notes into an outline, using the template from **Activity 2.3**.
- Step 4: **W** – Students write a summary of their notes and information in paragraph form, using the report template from **Activity 2.4**.
- Step 5: **S** – Students spell-check and proofread their text, making sure to format it clearly, consistently, and neatly.

Students use a self-assessment checklist as they revise their report, making sure that they have met all the requirements.

Students submit their report for summative assessment, along with their notes and each step of the research process.

Assess the following aspects of students' information reports:

- application of reading strategies and the research process to research, record, and summarize information;
- structure of the report, and sequence of information and ideas;
- clarity, accuracy, and relevance of information and ideas;
- format of the report (e.g., title, subheadings, divisions, visuals);
- use of language conventions and precise, appropriate vocabulary.

Section 2: The Infomercial

Students prepare and present a recorded or live infomercial presenting their research information on an environmentally friendly technological innovation.

- Step 1: Students plan their infomercial in a storyboard or outline that includes the following:

- key ideas and information about the selected technological innovation;
 - a clear and logical sequence of information and ideas;
 - an opening statement that introduces the innovation and that catches the audience’s attention;
 - a closing statement that summarizes a key idea and leaves a lasting impression;
 - verbal, non-verbal, and visual techniques;
 - at least one visual aid showing the innovation and clarifying the information and ideas.
- Step 2: Students rehearse and produce the infomercial.
 - Students read their notes out loud, speaking audibly and in a natural manner.
 - Students use proper pronunciation, grammar, tempo, gestures, and eye contact.
 - Students refer to a visual aid to clarify ideas and information.
 - Students make adjustments based on their self-assessment.
 - Students present their recorded or live infomercial, giving feedback on their classmates’ presentations as well.

Assess the following aspects of students’ presentations:

- speaking skills (tempo, volume, tone, expression);
- awareness of audience as seen in use of eye contact and appropriate and precise language;
- use of persuasive techniques and visual aids;
- understanding of media conventions;
- clarity, accuracy, and precision of information and ideas;
- structure or organization of the presentation;
- use of language conventions and sentence structure.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students use a self-assessment checklist to identify their strengths in:
 - writing;
 - speaking;
 - listening;
 - researching;
 - proofreading.
- Have students identify jobs or careers in which these skills would be considered assets.

Introducing ... a "Tech"novation

Student's Name: _____				
Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding <i>The acquisition of subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)</i>				
The student:				
- demonstrates knowledge and understanding of the form and purpose of the information report and media conventions.	- demonstrates limited knowledge and understanding of the form and purpose of the information report and media conventions.	- demonstrates some knowledge and understanding of the form and purpose of the information report and media conventions.	- demonstrates considerable knowledge and understanding of the form and purpose of the information report and media conventions.	- demonstrates thorough knowledge and understanding of the form and purpose of the information report and media conventions.
- demonstrates understanding of research information from print and electronic sources on a technological innovation.	- demonstrates limited understanding of research information on a technological innovation.	- demonstrates some understanding of research information on a technological innovation.	- demonstrates considerable understanding of research information on a technological innovation.	- demonstrates a high degree of understanding of research information on a technological innovation.
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
- uses planning skills to generate and organize ideas and information to produce a report and media text.	- uses planning skills with limited effectiveness to generate and organize ideas and information.	- uses planning skills with some effectiveness to generate and organize ideas and information.	- uses planning skills with considerable effectiveness to generate and organize ideas and information.	- uses planning skills with a high degree of effectiveness to generate and organize ideas and information.
- uses processing skills to conduct research, to summarize information, and to produce an information report and media text on a topic relating to technology and the environment.	- uses processing skills with limited effectiveness to produce an information report and media text.	- uses processing skills with some effectiveness to produce an information report and media text.	- uses processing skills with considerable effectiveness to produce an information report and media text.	- uses processing skills with a high degree of effectiveness to produce an information report and media text.
- uses critical/creative thinking processes to select information and sources, draw conclusions on the basis of information, and assess communication skills.	- uses critical/creative thinking processes with limited effectiveness .	- uses critical/creative thinking processes with some effectiveness .	- uses critical/creative thinking processes with considerable effectiveness .	- uses critical/creative thinking processes with a high degree of effectiveness .

Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication <i>The conveying of meaning through various forms</i>				
The student:				
- expresses and organizes ideas and information clearly and coherently in a report and media text on a technological innovation.	- expresses and organizes ideas and information with limited effectiveness in a report and media text.	- organizes ideas and information with some effectiveness in a report and media text.	- organizes ideas and information with considerable effectiveness in a report and media text.	- organizes ideas and information with a high degree of effectiveness in a report and media text.
- communicates ideas and information orally and in writing, using various techniques and appropriate language.	- communicates ideas and information with limited effectiveness .	- communicates ideas and information with some effectiveness .	- communicates ideas and information with considerable effectiveness .	- communicates ideas and information with a high degree of effectiveness .
- uses conventions to spell correctly and write grammatically correct sentences of various types.	- uses conventions with limited effectiveness .	- uses conventions with some effectiveness .	- uses conventions with considerable effectiveness .	- uses conventions with a high degree of effectiveness .
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
- applies reading strategies and steps of the writing process to conduct research and convey ideas and information in a report.	- applies reading strategies and steps of the writing process in familiar contexts with limited effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with some effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with considerable effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with a high degree of effectiveness .
- transfers oral-visual communication skills and knowledge of media conventions to convey ideas and information on a topic related to technology and the environment.	- transfers writing skills and oral-visual communication skills to new contexts with limited effectiveness .	- transfers writing skills and oral-visual communication skills to new contexts with some effectiveness .	- transfers writing skills and oral-visual communication skills to new contexts with considerable effectiveness .	- transfers writing skills and oral-visual communication skills to new contexts with a high degree of effectiveness .
- makes connections between research information on a technological innovation and an environmental issue.	- makes connections within and between various contexts with limited effectiveness .	- makes connections within and between various contexts with some effectiveness .	- makes connections within and between various contexts with considerable effectiveness .	- makes connections within and between various contexts with a high degree of effectiveness .

Unit 3

The World of Work

Description

Time: 25.5 hours

In this unit, students will:

- identify and assess their job interests, work habits, and employability skills, linking them to possible career paths;
- apply reading and writing strategies and knowledge of language conventions to understand informational texts and workplace documents, complete forms, and write business correspondence;
- apply oral communication skills in work-related situations and at various stages of the job application process;
- extend their knowledge of safety practices in the workplace, focusing on the ways to reduce hazards and prevent accidents;
- apply problem-solving techniques to respond to workplace scenarios, summarizing findings and making recommendations in brief reports.

Activity Titles

Time

Activity 3.1: Education + Skills = Success	5 hours
Activity 3.2: Get Ready, Get Set, Go!	6 hours
Activity 3.3: You're Hired	5.5 hours
Activity 3.4: On the Job	5 hours
Activity 3.5: End of Unit Assessment Task – At the Job Fair	4 hours

Summative Assessment Tasks

In Activity 3.3: Task on language skills (test on punctuation, subject-verb agreement, capitalization, verb tenses, and proofreading)

Activity 3.5: End of Unit Assessment Task – At the Job Fair (the job application process)

Education + Skills = Success

Description

Time: 5 hours

In this activity, students:

- identify and assess their job interests, work habits, and employability skills, linking them to possible career paths;
- examine key vocabulary associated with career exploration, and examine the differences between industry sectors and occupational fields;
- explore labour market information to determine which occupations best match their abilities, interests, and skills, and explore the nature of work and employment prospects.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-CW-LS.OE
EAE2L-WT-RS.OE
EAE2L-WT-WS.OE
EAE2L-WT-LS.OE
EAE2L-WW-SpList.OE
EAE2L-WW-RS.OE
EAE2L-WW-WS.OE
EAE2L-WW-LS.OE
EAE2L-PW-SpList.OE
EAE2L-PW-RS.OE
EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-LS.1
EAE2L-WT-RS.1 - 2 - 3
EAE2L-WT-WS.1
EAE2L-WT-LS.1 - 2
EAE2L-WW-SpList.1 - 3
EAE2L-WW-RS.1 - 2 - 3
EAE2L-WW-WS.3 - 4
EAE2L-WW-LS.1 - 2
EAE2L-PW-SpList.5
EAE2L-PW-RS.1
EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- A personal interest questionnaire or quiz. Suggested resources (Consulted November 5, 2008):
 - CanLearn Student Planner “Interest Quiz” at www.canlearn.ca;
 - The Career Matters Assessment Quiz and “Skills Inventory” at www.ilc.org.
- Resources from *Ontario Skills Passport* at <http://skills.edu.gov.on.ca> (Consulted November 5, 2008), including an essential skills and work habits list, an occupations database, and material such as printable stickers, posters, bingo cards, worksheets, and quizzes.

- articles on career choices and skill development programs. Suggested websites (Consulted November 5, 2008): *Ontario Prospects* at www.ontarioprosects.info; *Canada Prospects* at www.canadaprosects.ca.
- occupational profiles from Service Canada at www.labourmarketinformation.ca (Consulted November 5, 2008).

Activity Instructions

CONTEXTUALIZATION

- Ask students to define words associated with career exploration (e.g., *asset, ability, skill, interest, field, occupation, industry, career, work, job, profession, and experience*). (DE)
- Have students complete a personal interest questionnaire or quiz to determine their aptitudes.
- Instruct students to list five jobs, occupations, or fields that best match their personality, values, and interests, based on the results of their quiz. (DE)
- Ask students to share their findings and identify relevant experience on which they might have in their listed job, occupation, or field. (DE)
- Explain to students that, in most cases, they not only have work experience that is relevant, but they also have skills, knowledge, interests, training, and volunteer experience on which they can draw as they prepare for the workplace; briefly explain that the following activity focuses on helping them find and improve upon those skills and experiences.

TEACHING/LEARNING STRATEGIES

BLOCK 1: SKILLS FOR HIRE

Explanation/Modelling

- Provide definitions of employment-related vocabulary, referring to the above questionnaire and to jobs and fields identified by students; map out terms such as the following in a graphic organizer:
 - *Industry*: a sector that represents the type of activity at a person's place of work (e.g., retail, transportation, arts and culture);
 - *Occupation*: the type of work done by a person in an industry (e.g., manager, driver);
 - *Job*: the principal task or responsibilities carried out by someone in an occupation (e.g., personnel manager/sales manager, bus driver/truck driver/taxicab driver).
- Think out loud to answer questions such as the following: How can I find out about the many jobs in a sector that interests me? How can I know if a job is for me? Think out loud, questioning the reasons why people choose different occupations (e.g., a need to socialize, have money, help others, gain independence).
- Explain that three important aspects of a person's life—values, interests, and skills—usually influence career choices; also explain to students that they all have hidden skills that are relevant to many occupations, emphasizing the importance of matching skills and interests with a suitable job.
- Present the concept of *transferable* skills, explaining that they can be gained from activities such as the following:
 - leisure activities and hobbies (e.g., organizing, being innovative and resourceful);

- social activities with friends or family (interaction with others, listening/speaking skills);
- paid and unpaid work experience (e.g., solving problems, working in groups, handling money, assuming responsibilities, time management);
- education, training, and workshops (e.g., time management, numeracy skills, computer skills, writing and reading skills, safety or lifeguard training).

Teacher-directed Practice

- Have students read an informational text (e.g., “Skills and Your Teen” in *Inside Track 2*, pp. 143-146), instructing them to note the skills that they develop on a daily basis and explain how those everyday skills are transferable to the workplace.
- Explain the difference between a *skill* (a technique used, an ability, an acquired or learned capacity to do something well) and a *work habit* (uniquely personal method developed to accomplish tasks).
- Instruct students, in groups, to identify the employability skills (numeracy, literacy, oral communication, etc.) that they apply in daily activities or tasks (e.g., planning a trip, answering the phone, preparing a meal, painting a wall), consulting the list of “Essential Skills and Work Habits” in *Ontario Skills Passport*.
- Have students give examples of specific situations or tasks where bilingual skills might be of use (e.g., answering the phone, dealing with a customer’s inquiry or order, reading instructions).
- Have students associate specific jobs (e.g., *machine operator*, *machinists*, and *manufacturing*) with their corresponding occupations and employability skills.
- Explain to students that any job experience, even if negative, can be useful in developing employability skills; give students the opportunity to share their own negative and positive work experiences, focusing on what they’ve learned from these experiences.
- Have students complete practice exercises on parts of speech, using vocabulary from the *Ontario Skills Passport* site; focus exercises on the correct spelling of work-related terms and knowledge of root words and French terms (e.g., *habileté/ability*, *technique*, *technologie/technical*, *technology*).

BLOCK 2: IT’S A MATCH

Individualized Practice

- Have students classify a number of occupations by sector or industry (e.g., transportation, retail and sales, health, tourism, housing and construction, manufacturing) in a graphic organizer.
- Have students locate and list employers from their community in two or more industries; have students consult local and online directories such as Service Canada’s Labour Market Information Industrial Profiles; instruct students to display their lists in the classroom, inviting other students to consult these findings.
- Have students select three occupations from the *Ontario Skills Passport* database and match them to the interests, values, and skills identified in the diagnostic questionnaire.
- Instruct students to assume the point of view of a part-time employer in an occupation of interest to them and identify the three essential skills and three work habits they consider most important. Have students discuss and compare their answers with their classmates’. (FE)
- For **Reflective Practice**, have students describe a job they may have had (or considered applying for) and assess that job in terms of their skills and interests. Suggested prompts:
 - How did the job match or not match your interests and values?

- What skills made you suitable for the job?
 - How was bilingualism an asset for the job?
 - What skills and work habits did you gain from this work experience?
 - Would you reapply for the same job if you were to do it all over again? Why or why not?
- Have students complete practice exercises on root words, parts of speech, and French-English equivalents of work-related terms (e.g., *emploi/employment, employeur/employer, employé,e/employee*); provide the names of various industries and occupations in French (e.g., *santé, manufacture, extraction minière*) and have students find the English equivalents by consulting print and electronic resources. (FE)

BLOCK 3: PASSPORT TO SUCCESS

Explanation/Modelling

- With students, read a text on career choices (e.g., “Amanda Finds her Path” or “Jess’s Inspiration” in *Ontario Prospects 2007*); briefly explain how the students in each article found the ideal program to develop their skills and prepare them for their chosen occupation.
- Think out loud about the challenges of developing employability skills, asking questions such as the following: How can you build on skills you do not have? Which programs can help you develop work skills while you are still in high school?
- List various skills development and training programs available to students in their community. Suggested programs:
 - Co-op and expanded co-op programs;
 - Specialist High Skills Majors (e.g., construction-Minto, transportation-Rona/Princess Auto);
 - Lighthouse Projects (e.g., *Intégration en douceur, PARÉ, Au centre de nos écoles, l’Accolade*);
 - Apprenticeship programs (Consulted November 5, 2008): www.apprenticesearch.com; www.apprenticetrades.ca, www.careersintrades.ca, www.skilltrades.ca;
 - Dual credit programs;
 - Job shadowing;
 - On-the-job training by an employer (e.g., armed forces, bank, construction company);
 - Volunteering;
 - Summer work experience.
- With students, brainstorm a list of sources in their community or online where they can obtain additional information on careers and skills development:
 - career sites such as the following (Consulted November 5, 2008): www.onwin.ca; www.canadiancareers.com; www.careerdirectionsonline.com; www.jobfutures.ca; www.ontario.ca/labourmarket; www.canadajobs.com; www.youth.gc.ca;
 - school guidance office;
 - employment office or personnel agency;
 - registered or private training centres and career colleges;
 - human resources or personnel departments of selected businesses.

Teacher-directed Practice

- Have students review vocabulary associated with skills development by matching words (e.g., *apprenticeship, job shadowing, training, co-op*) with the corresponding definitions.

- Using the jigsaw method of cooperative learning, have groups of students research one of the training or work skills programs from the list above. Suggested steps:
 - Step 1: Expert groups conduct research and use note-taking strategies to find the 5W's + H and record information on the program:
 - **Why** the program exists;
 - **What** the program is and **what** it offers (e.g., certificate, credit, job, work skills);
 - **Where** the program is offered in the community;
 - **When** the program is offered and its duration (in months or years);
 - **Who** to contact for information and **who** can enrol in the program;
 - **How** it develops skills and prepares students for a future occupation or career.
 - Step 2: Expert groups record their information and reread their notes; students present their findings to their respective home groups in a one-minute presentation.
- Have students review their notes from the presentations and identify the skills development or training program(s) that would best match the three occupations they selected from the *Ontario Skills Passport* Database in Block 1 of this activity.
- For **Reflective Practice** and as a follow-up to the group work, have students identify the following:
 - the essential skills and work habits they used or acquired in the research activity;
 - the literacy skills that they applied to complete the research activity;
 - resources that could help them in future career explorations;
 - definitions or synonyms of what, for them, constitutes success at school, home, and work.

Individualized Practice

- Have students read and respond to texts depicting students who have succeeded in a training or skills development program (suggested source: *Ontario Prospects 2007*). Suggested questions:
 - What led to the students' success?
 - Which program(s) helped them pursue their chosen career?
 - What were the benefits of the program for these young adults?
 - What led them to choose this occupation and program? (**FE**)
- Challenge students to conduct a treasure hunt on career resources in their community in order to find information such as the following: a business that hires apprentices, an employment agency, a Service Canada Office, a Youth Employment Centre, the date of the next Take Your Kids to Work Day. (**FE**)

BLOCK 4: THE JOB FOR ME

Explanation/Modelling

- With students, read an article about jobs in demand or current job trends, asking guided questions such as the following: What would happen if there were a shortage of carpenters, plumbers, or electricians? Where can I find out about job openings and jobs that are in demand?
- Think out loud in response to the following question: Other than my values, interests, work experience, and abilities, what else should I consider in selecting an occupation? Explain that career choices should also take into account employment prospects, work conditions, and the nature of the work itself; emphasize the importance of being well informed in order to make appropriate career choices.
- Briefly explain what an occupational profile is and present an occupational profile, modelling the process of reading this type of information; think out loud in response to questions such as the following:

- What jobs are currently available in this field? What are the employment prospects?
 - What tasks and duties are associated with this type of work?
 - What are the various places of employment?
 - What are the benefits and average salaries?
 - What are the typical hours (e.g., shift work, seasonal work) or schedule?
 - What kind of certification, program, or training is required?
- Use examples from the profile to define words (e.g., *wages, benefits, trends, conditions*), acronyms (e.g., NOC – *National Occupational Classification*), and abbreviations (e.g., *appt—appointment, exp—experience, FT—full time*) commonly found in occupational profiles and job ads.

Teacher-directed Practice

Prereading

- Have students refer to **Activity 2.3** on technology and brainstorm jobs that:
 - have disappeared (e.g., milkman, elevator operator, town crier, pony express rider);
 - might disappear in the next 50 years (e.g., phone operator, mail carrier, bank teller);
 - might appear or increase in demand in the next 50 years (e.g., computer technician, caregiver for senior citizens, space travel consultant/agent, environmental restorer);
 - will still exist in 50 years (e.g., hairstylist, builder, electrician, law enforcer, mortician).
- Have students complete exercises to **review** vocabulary learned in this activity (e.g., *occupation, responsibilities, conditions, prospects, benefits*).

Reading

- Have students read a career guidance article and note 5 to 7 items of information that could influence their decision to choose this occupation.

Postreading

- Have students, in pairs, assume the role of guidance counsellors and prepare career profiles for each other by performing the following steps:
 - Step 1: Students interview each other, using a prepared questionnaire, on their work habits, interests, skills, and work experience.
 - Step 2: Each student conducts research to select an occupation that best matches his or her partner's values, interests, skills, and work experience.
 - Step 3: Students note five reasons why the selected occupation is suitable for their partner.
 - Step 4: Students present their profiles to each other.
- For **Reflective Practice**, have students discuss the activity. Suggested prompts: Does the occupation match your work experience, skills, and interests? Which occupation would you have selected for yourself?

Individualized Practice

- Have students prepare a crossword using vocabulary related to an occupation of their choice; instruct students to exchange crosswords with a classmate and to solve each other's puzzle. **(FE)**
- Instruct students to select an occupation of interest to them and research two jobs, consulting various print and electronic resources; have students record information (e.g., tasks or responsibilities, wages or salaries, working conditions, place of employment, benefits, employment prospects) in a table and compare the two jobs to determine which is the better one for them.
- Have students share the results of their research in groups.

- Offer feedback on the following aspects of students’ research and presentations:
- clarity, accuracy, and relevance of the information;
- ability to locate, record, and summarize information;
- use of language conventions, and accurate and appropriate vocabulary;
- oral communication skills (e.g., referring to notes without reading them verbatim, varying tone, tempo, and volume). (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students consider an employer’s point of view, and list three reasons why it is important for an employee to read, write, and speak correctly on the job. Suggested prompt: When I hire an employee, I look for someone who reads, writes, and speaks well so that he or she will be able to

Summative Assessment

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

Extension

- Have students, in groups, present workplace scenarios demonstrating the advantages of bilingualism (e.g., meeting clients, returning phone calls, reading and writing documents).
- Have students interview a member of their community about his or her current job to gain information such as the following: what the person likes about the job; why the person chose the job; how the person got the job; the benefits, duties, and conditions associated with the job.
- Invite a student who is enrolled in or has graduated from a training or apprenticeship program to speak to students about the benefits of their career program.

Get Ready, Get Set, Go!

Description

Time: 6 hours

In this activity, students:

- develop speaking and writing skills through various tasks related to the job application process, such as asking for a reference, requesting an application form, applying in person and in writing, and preparing a portfolio;
- develop knowledge and understanding of the job search process, identifying the content and language of legitimate and fraudulent job ads;
- develop knowledge of the main language conventions of business correspondence, including the use of gender-neutral language and appropriate vocabulary.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-CW-LS.OE
 EAE2L-WT- SpList.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-WS.OE
 EAE2L-WT-LS.OE
 EAE2L-WW-SpList.OE
 EAE2L-WW-RS.OE
 EAE2L-WW-WS.OE
 EAE2L-WW-LS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-LS.1 - 2
 EAE2L-WT- SpList.3 - 5
 EAE2L-WT-RS.1 - 2 - 3
 EAE2L-WT-WS.1
 EAE2L-WT-LS.1 - 2 - 3
 EAE2L-WW-SpList.1 - 2 - 3
 EAE2L-WW-RS.1 - 2 - 3
 EAE2L-WW-WS.1 - 2 - 3 - 4
 EAE2L-WW-LS.1 - 2
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- job ads from local newspapers or job websites;
- sample application forms (e.g., from a local business, online summer job application, government student employment program, Parks Canada);
- three dice made of cardboard paper, with verb tenses, pronouns and regular and irregular verbs listed on each side for an exercise on verb tenses;
- audio equipment for students to record a monologue;
- cardboard and art supplies for students' poster on an odd or unconventional job;

- information on job trends from an article, employment pamphlet, or the Labour Market Information site at www.labourmarketinformation.ca (Consulted November 5, 2008).

Activity Instructions

CONTEXTUALIZATION

- Present job ads from local newspapers or job websites to students, asking them a series of questions to determine if they would be ready to apply for one of the advertised positions (e.g., caregiver, salesperson, landscaper, cook, lifeguard, construction worker). Suggested questions:
 - Can you balance your work schedule to allow time for school, friends, family, and work?
 - Is the place of work easily accessible?
 - Do you have the required skills or experience?
 - Do you need additional training, qualifications, or experience? If so, what do you need? (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: HIGHLY RECOMMENDED

Explanation/Modelling

- Explain how preparing to apply for a job is like packing for a trip—there are many items to consider during the preparation process: clothes, time and place, papers or documents (e.g., résumé, references, SIN card, contact information).
- Explain the purpose of the career portfolio, emphasizing that it is (a) a reflection of who one is and what one can do, and (b) a collection of information about one’s work skills that one can share and easily access during an application process or interview. Draw students’ attention to the components of the portfolio, such as the following:
 - contact information (e.g., name, address, phone number, e-mail address);
 - a data sheet listing employability skills, work interests and experience, former employers;
 - references;
 - proof of accomplishments (e.g., copies of awards, samples of their work);
 - proof of qualifications (e.g., copies of certificates and diplomas).
- Clarifying that a *reference*, in English, is the equivalent of the French *recommandation*, define reference as a person who agrees to speak or write to a potential employer about an applicant in a positive way; explain that a reference is meant to provide an employer with information about an applicant’s values, work experience, employability skills, and work habits.
- Think out loud about the characteristics of good and bad references, listing examples of each:
 - *Good* references are people you’ve helped, former employers for whom you’ve worked or volunteered, or people who know you and the quality of your work (e.g., teacher, coach, someone for whom you have babysat); they are people who will have positive things to say about you and concrete examples to back up their comments.
 - *Bad* references are people you’ve known only for a brief period or who don’t know your strengths, work skills, and experience; avoid using friends or relatives as references.
- Role-play a telephone conversation, with a student volunteer, to model the process of asking someone for a reference. Suggested scenario:

Student: Hello, Mr. _____, it's _____ speaking. I'm applying for a job at _____ and I was wondering if I could give your name as a reference.

Mr. _____: Of course. It would be a pleasure. Where are you applying?

Student: I'm applying for a job next week, at _____ (prospective employer) to work as _____.

Mr. _____: That's fine. Good luck!

Student: Thank you!

- Present the steps for obtaining a reference, using the above scenario as an example:
 - Ask before giving the reference's name to an employer.
 - Be polite and appreciative.
 - Be as specific as you can about the job and the employer.
 - Carefully note your reference's name, position, and contact information.
 - Indicate when your reference can expect a call.
- Recap the steps leading up to the job application: (1) identify one's skills and interests; (2) match one's skills and interests with a job; (3) research the job; (4) prepare a portfolio; and (5) obtain references. Explain that there are many ways to apply for a job: applying in person, over the phone, on paper, online, or by e-mail.
- Explain the purpose of the job application, that is, to communicate information about oneself, one's employment history, skills, and qualifications; also explain that, since employers may receive many applications, students must make sure that their application makes it into the "yes" pile. Suggest strategies such as the following: Make sure that...
 - your application is neat (e.g., Get two copies and use one for practice and to avoid making errors on the final copy.) and creates a good first impression;
 - there are no spelling errors and your language is appropriate and precise;
 - you follow instructions and formatting conventions (e.g., Capitalize names, addresses, dates, and titles. Respect line length. Use a black or blue pen or software program.);
 - the information you provide is clear, accurate, and complete (e.g., Delete unnecessary words; complete all sections; be truthful.);
 - you reread the form to check that it is complete and that there are no errors.
- Model the process of filling out an application form, using a sample form (e.g., passport application, donation card, registration form, change of address form, membership form).

Teacher-directed Practice

- Have students read a flawed application form from the point of view of an employer, and then list the reasons why the form would be rejected.
- Have students proofread and correct errors in spelling, capitalization, punctuation, and grammar on the flawed application form, checking for consistent and correct use of verb tenses and regular and irregular verbs.
- For **Reflective Practice**, have students explain why it is important to proofread forms carefully and use accurate, appropriate terms.
- Have students, in pairs, role-play a conversation between an employer and a reference, in which they discuss an application and the reason the applicant is a good candidate. Suggested steps:

- Step 1: Students each select one real or fictitious employer for a job that interests them.
 - Step 2: Students individually write the script of the conversation in which the employer calls a reference and asks about the applicant. Instruct students to include comments on the applicant's values, experience, employability skills, or work habits in the call.
 - Step 3: Have students practise their delivery and then role-play the conversation orally.
 - Step 4: Have students switch places so each student assumes both roles.
- Have students determine which reference presented would be the most positive and helpful for the applicant.

Individualized Practice

- Instruct students to download an application form from an online source (e.g., Service Canada request form, a public library card or bus pass application form); have students complete the form, being careful to follow the tips and process modelled previously. **(FE)**
- Have students begin a portfolio which they will complete in the next block, by collecting, organizing, and inserting at least five documents; instruct students to briefly explain, in point-form, the relevance of each document.
- Have students complete exercises on regular and irregular verbs and verb tense consistency. **(FE)**

BLOCK 2: DRESSING IT UP

Explanation/Modelling

- Think out loud about the challenges of a young adult wanting to promote himself or herself: Which skills and achievements are of interest to the employer? What type of employee is the employer looking for? Which accomplishments or experience might impress a potential employer? What might single the young adult out from other applicants?
- Explain the benefits of having a personal data sheet for easy reference when filling out an application form or résumé, when applying in person, or when being interviewed; present a template of a personal data sheet that includes elements such as the following:
 - personal contact information;
 - employability skills (as presented in **Activity 3.1**);
 - interests and hobbies (e.g., sports, arts, music, extracurricular activities);
 - work experience (volunteer work, self-employment, previous jobs) and former employers, starting with the most recent;
 - achievements (e.g., awards, badges, certificates);
 - training and education (e.g., CPR course, knowledge of a third language, diploma);
 - references.
- Present a scenario of a walk-in application, emphasizing that a walk-in application is basically a first interview: a young applicant walks into a local business to inquire about a position (e.g., server in a restaurant, receptionist, security guard, tour guide, cashier in a sports store) and leave a job application. The scenario might consist of a counter-example presenting a student who is inappropriately attired, makes inappropriate comments, and uses slang.
- Assume the point of view of the employer and list strategies for making a good first impression when applying in person:
 - Speak politely and use appropriate language. (e.g., greet a person formally and shake hands).

- Ask questions about the position or advertised job (e.g., the name of the person greeting you, the name of the person in charge of hiring, when to expect an interview).
- Give information about yourself without taking up too much of the employer’s time (e.g., your name, contact information, availability).
- Be enthusiastic and show interest (e.g., smile, express eagerness, ask questions).
- Dress appropriately and neatly, in keeping with the job.
- Explain how an employer’s first impression might be based solely on what is written on an application, on a fax cover sheet, or in an e-mail inquiry. Emphasize the importance of creating a good first impression by formatting business correspondence neatly and using appropriate language and correct spelling and grammar.
- Model the process of writing a fax or online cover letter accompanying an application for a position at a local business. Focus on elements such as the following:
 - information in the header (e.g., subject, date, name, addressed to a specific employer, as well as the position and company name);
 - first line: Write a formal salutation to a specific person (e.g., Dear Mr. Smith:).
 - sentence 1: Introduce yourself; identify the position you are interested in.
 - sentences 2 to 4: Mention the skills, training, and experience that make you a good candidate.
 - sentence 5: Request an interview.
 - sentence 6: Thank the employer in advance and provide your personal contact information.
 - last line: Sign your name.
- Point out the format (spacing, font, margins, paragraphing) and the main language conventions of business correspondence:
 - correct spelling of verbs, nouns, and adjectives;
 - capitalization of titles, dates, company names, salutations, and addresses;
 - punctuation of salutations, addresses, and signatures;
 - spelling of specific business terms, compared to their French equivalents (e.g., *address/adresse*, *development/développement*, *human resources/ressources humaines*);
 - formal language and appropriate technical terms.

Teacher-directed Practice

- Have students proofread and revise a cover letter, formatting it neatly and consistently, and correcting errors in capitalization, punctuation, vocabulary, spelling, and grammar.
- Discuss with students the pros and cons of using a word processor, emphasizing that, while such software is useful, students should not expect it to find and correct all errors, especially homophones and grammatical errors (e.g., punctuation, verb tenses).
- Have students, in pairs, practise what to say and how to leave a good impression by role-playing scenarios in which they make a phone call to a prospective employer to inquire about a part-time position such as the following:
 - hairstylist’s assistant;
 - program coordinator (counsellor) in an after-school program for children;
 - delivery person;
 - office cleaner;
 - landscaper;
 - server in a restaurant;
 - mechanic’s assistant.

- Have students offer each other feedback on their first impressions, considering the following elements:
 - speaking and listening skills (clarity, tone, pronunciation, etc.);
 - use of appropriate language, correct grammar, and accurate vocabulary;
 - clarity and relevance of information and ideas;
 - observance of social conventions;
 - understanding of the context of the workplace and the job application process.
- For **Reflective Practice**, have students note the communication skills that most helped them role-play the phone calls, and how these skills, including bilingualism, might help them get hired.

BLOCK 3: SOME ASSEMBLY REQUIRED

Individualized Practice

- Have students practise using correct punctuation, capitalization, and appropriate language by writing the salutation and complimentary close for a variety of e-mail messages. Suggested scenarios:
 - an e-mail to your mother at work to ask if you can borrow the car in the evening;
 - an e-mail to a friend about your plans for the weekend;
 - an e-mail to your boss about the possibility of working more hours;
 - an e-mail to a teacher about an upcoming absence due to a sports competition;
 - an e-mail to an organization for which you want to do volunteer work.
- Have students write a fax or online cover letter to accompany an application form for a part-time or full-time position listed in the Service Canada Job Bank (www.jobbank.gc.ca - Consulted November 5, 2008) or in a current job ad; remind students to use a word processor as they proofread and format their letter.
- Offer feedback on students' understanding of purpose, audience, and conventions of form, and on the following aspects of students' cover letter:
 - spelling and grammar;
 - appropriateness of vocabulary and use of formal language;
 - clarity and relevance of information and ideas;
 - structure (salutation, return address, complimentary close, etc.);
 - format (e.g. neatness, paragraph divisions, spacing, consistency). **(FE)**
- Instruct students to complete the portfolio they began in Block 1 of this activity by preparing a personal data sheet. Remind students to emphasize their bilingual skills.
- Have students proofread their personal data sheet, correcting errors in punctuation, grammar, capitalization, and spelling.
- Have students submit their assembled and completed portfolio, including the personal data sheet. Provide feedback on the following:
 - neatness, organization, and format;
 - completeness and relevance of information and documents;
 - understanding of purpose, audience, and the context of the workplace;
 - precision in wording and use of formal language;
 - spelling, capitalization, punctuation, and grammar;
 - awareness of their own literacy, numeracy, and employability skills. **(FE)**

BLOCK 4: WHAT'S OUT THERE?

Explanation/Modelling

- Explain that distinguishing legitimate job ads from fraudulent ones is similar to differentiating reliable information sources from unreliable ones, as explained in **Unit 2**. Using current job ads as examples, model the process of picking out legitimate ads from fraudulent ads. Focus on the following:
 - **Who** is the employer?
 - **What** is the application process?
 - **What** are the requirements?
 - **Where** is the place of employment?
 - **Which** duties or tasks are associated with the job?
 - **How much** will they be paying?
 - **Why** would they want to hire me?
- Think out loud to answer the question, “What measures can I take to avoid being misled by a fraudulent job advertisement?” Emphasize strategies such as the following:
 - Review the job contract carefully to understand all terms and conditions before signing.
 - Never hand over any money ahead of time or during the initial meetings.
 - When in doubt, check with the Better Business Bureau or research the company.
 - Know your rights regarding the personal information you do not have to share (e.g., age, marital status, health condition, bank account numbers).
- Explain the concept of “the hidden job market”— a term that refers to jobs that are not advertised. Present strategies for finding unadvertised or *hidden* jobs (e.g., networking, searching online, attending job fairs; visiting employment or government agencies, job shadowing).
- Using the analogy of how unsuccessful a new product could be if its creators did not promote or market it, compare the promotion of a product to the promotion of oneself during a job search.
- Explain to students that networking is the easiest and most effective way to find out about job openings and market themselves. Define the term *networking*, drawing up a list of people who might know of available jobs, or who are connected to employers.
- Emphasize the importance of creating a good first impression and promoting oneself when writing and speaking about one’s skills and work experience. Remind students to:
 - use action verbs consistently;
 - use positive language;
 - note keywords in the job advertisement to determine the skills, interests, and experience to promote, including bilingual skills;
 - consider the employer’s point of view and, if possible, research the employer’s business;
 - use formal language, and correct spelling and grammar; demonstrate the use of the present, past, perfect, and progressive tenses of a regular verb and an irregular verb in a few sentences; point out the need for consistency.

Teacher-directed Practice

- Instruct students, in groups, to compare two job advertisements and determine which one is legitimate. Suggested steps:
 - Step 1: Students apply reading strategies to understand each ad, highlighting keywords.
 - Step 2: Students note similarities and differences in a comparative table.

- Step 3: Students note the words and clues that indicate that (a) ad #___ is legitimate and (b) ad #___ is fraudulent.
- Step 4: Students discuss and compare their group’s findings with those of others in the class.
- Have students, in groups, play a roll the dice game on verb tenses: Students from each group take turns rolling three dice (one for pronouns, another for verb tense, the third for regular and irregular verbs) and provide the answer that matches what they have rolled. (e.g., pronoun: I + verb: *to take* + tense: present progressive = answer: *I am taking*).
- Have students complete practice exercises on verbs and verb tenses.

Individualized Practice

- Have students apply their knowledge of regular and irregular verbs and tenses to proofread sentences and texts. (FE)
- Have students apply job search and job application knowledge to look for a (real or fictitious) summer or part-time job. Suggested steps of the job search process:
 - Step 1: Students select two job ads from local newspapers, career websites, or a networking source.
 - Step 2: Students compare and evaluate the two advertisements.
 - Step 3: Students list the skills and abilities an employer might be looking for and note what they should say to promote themselves for the selected job.
 - Step 4: Students assume the role of the applicant who is interviewed for the job and asked the following question by a prospective employer: What makes you a good candidate for this job? Students refer to their notes as they practise answering the question in a monologue up to one minute long.
 - Step 5: Students record their monologues and submit them along with their notes.
- Give feedback to students on the following aspects of their job search and monologue:
 - use of language conventions and appropriate level of language;
 - knowledge of job-related vocabulary and use of keywords from the ad;
 - connection between the advertisement and their own skills, interests, and work experience;
 - understanding of purpose, audience, and the job application process;
 - speaking skills (e.g. pronunciation, clarity, tone, tempo, and volume);
 - sequence of information and ideas;
 - clarity, precision, and relevance of ideas and information. (FE)

BLOCK 5: MAKING SMART CHOICES

Explanation/Modelling

- Conduct an informal survey of students’ career paths by asking students to indicate which industry or sector most interests them. Post the results so students can see which industries are favoured by males and which are favoured by females in the class.
- Present information (from an article, an employment pamphlet or the Labour Market Information website – Consulted November 5, 2008 at www.labourmarketinformation.ca) on job trends to point out which sectors people typically choose; think out loud, asking questions such as the following: Do less commonly chosen sectors have fewer employment opportunities? Are there jobs that are more suitable for men or women?
- Present examples of jobs traditionally associated with men (e.g., auto repair, welding, armed forces, security, logging/forestry) and with women (e.g., esthetics, nursing, dental hygienist).

- Explain that associating gender with an occupation might limit students in their own career exploration; present other consequences of gender association in the workplace such as pay inequity, sexist language, discrimination, and stereotypes.
- Explain that biased language, though associated with gender, can be based on stereotypes, sexual orientation, race, age, and ethnicity; model strategies to avoid biased language and replace sexist terms with gender neutral words (e.g., *firefighter*, *letter carrier*, *police officer*, *law enforcer*).
- Think out loud on the ways to react appropriately, in a workplace context, to sexist comments or inappropriate remarks (e.g., use or offer alternate words or expressions; do not encourage or tell sexist jokes); invite students to offer solutions based on their own experiences.

Teacher-directed Practice

Prereading

- Have students complete practice exercises on appropriate language and levels of language.
- Have students respond to situations or scenarios where there are stereotypes or where inappropriate or sexist comments are made, suggesting solutions and acceptable (or proactive) behaviour.
- Have students complete an exercise to find non-gender biased language for a list of occupations.

Reading

- Have students read one or more articles (e.g., “Odd Jobs” in *Inside Track 2*, pp. 140-141) about people who have made non-traditional or unconventional job choices.

Postreading

- Instruct students to (a) identify the qualities and skills that enabled each person in the articles to choose their job, and (b) list the advantages and disadvantages of those jobs.
- Challenge students to discover other unconventional jobs (e.g., court reporter, video game tester, zookeeper, odour judge, doll fashion designer, museum cleaner) by having them, in pairs, research and present a description of an “odd” job:
 - Step 1: Students select a job and conduct a search, consulting various career websites and resources from employment offices.
 - Step 2: Students note information on the job’s location, tasks, wages, and working conditions;
 - Step 3: Students create a poster for the class to visualize the occupation.
 - Step 4: Students rehearse their two-minute presentation.
 - Step 5: Students present their poster and job description to the class.
- Provide feedback to students on the clarity of their research information and poster, their use of appropriate vocabulary, and their speaking skills.

Individualized Practice

- Have students select an odd or unconventional job that interests them; instruct students to conduct a brief search on the percentage of women and men who go into this field. Have them compare their findings with their classmates’ findings in an informal discussion.
- Instruct students to write 8 to 10 job search tips for high school students in the form of instructions or a two-sided pamphlet, including a photo or illustration; remind students to brainstorm, sequence, draft, and proofread their list of tips; have students display their tips in the classroom.

- Assess students’ instructions with attention to the following:
 - clarity and sequence of information and ideas;
 - format (spacing, neatness, consistency, visual appeal);
 - accuracy and relevance of information and ideas;
 - knowledge and understanding of the job search process;
 - use of language conventions and non-biased, appropriate vocabulary. **(FE)**
- Have students apply their knowledge of levels of language and gender-neutral language to proofread sentences and short texts. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students assess their reading skills and ability to understand challenging or specialized terms, workplace documents and research information; instruct students to list examples of tasks and situations in the workplace (e.g., reading instructions, order forms, invoices, warranties, pay slips) for which good reading skills are required.

Summative Assessment

No summative assessment task is planned for **Activity 3.2**.

Extension

- Have students interview someone who has an unconventional job about his or her career choice and how he or she found out about the job.

You're Hired

Description

Time: 5.5 hours

In this activity, students:

- extend their understanding of employers' expectations, applying speaking and writing skills to complete various tasks related to the job interview;
- apply reading strategies and extend their knowledge of vocabulary to understand workplace documents (e.g., forms, contracts, work policies);
- develop their proofreading skills and apply knowledge of language conventions to complete a summative assessment task on punctuation, capitalization, verb tenses, and subject-verb agreement.

Strands and Expectations

Strands: The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-LS.OE
EAE2L-WW-SpList.OE
EAE2L-WW-RS.OE
EAE2L-WW-WS.OE
EAE2L-WW-LS.OE
EAE2L-PW-LS.OE

Specific Expectations: EAE2L-WT-SpList.1 - 2
EAE2L-WT-RS.1 - 2
EAE2L-WT-LS.1 - 2
EAE2L-WW-SpList.1 - 2 - 3
EAE2L-WW-RS.1 - 2 - 3
EAE2L-WW-WS.1
EAE2L-WW-LS.1 - 2
EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- “High Five Messages” – *Ontario Prospects 2008* at www.ontarioprospects.info (Consulted November 5, 2008);
- audiovisual equipment and an excerpt of a television interview (e.g., talk show such as *Oprah*, *The Hour*, a local morning show);
- audio equipment and one or two recorded telephone messages (e.g., confirming the time of an interview, inquiring about a position, thanking the employer for the interview) left by an applicant for a prospective employer;
- sample contracts and forms (e.g., memberships forms, TD1 slip—Personal Tax Credits Return).

Activity Instructions

CONTEXTUALIZATION

- Have students read the “High Five Messages” from *Ontario Prospects 2008* (source: Ontario Ministry of Education) and explain what each message means to them in terms of their own career paths:
 1. Keep on learning.
 2. Focus on the journey.
 3. Follow your heart.
 4. Team up with others.
 5. Be open to change. (DE)
- Have students prepare their own High Five Log to explore how the messages can apply to their lives, specifying two ways in which they plan to apply each of the strategies.

TEACHING/LEARNING STRATEGIES

BLOCK 1: HIRE ME

Explanation/Modelling

- Give examples of different reasons students might be interviewed (e.g., job, research, co-op placement, volunteer position, meeting with an employer to ask for a raise or get a performance review) and different types of interviews (e.g., one-on-one, panel, group, written, telephone).
- Ask students to share their own interview experiences with the class, drawing attention to the emotions experienced before, during, and after an interview.
- Present an excerpt of a television interview (e.g., from a talk show such as *Oprah*, *The Hour* or a local morning show), pointing out the following:
 - How to make a good first impression upon arrival (e.g., being on time; giving the interviewer a firm handshake, making eye contact, smiling, looking neat and clean);
 - How to make a good first impression during the interview (e.g., answering all questions briefly and truthfully, listening carefully without interrupting, using appropriate language, sitting straight, showing enthusiasm, avoiding criticism of others);
 - How to leave a good lasting impression at the end of the interview (e.g., thanking the interviewer; asking when to expect a decision; indicating your availability).
- Explain what employers and interviewers expect during an interview, emphasizing that they want to see if the applicant is the right person for the job.
- Think out loud to present ways to prepare for the interview: researching the company or employer, compiling a portfolio, getting references, and rehearsing answers to possible questions (e.g., *Can you tell me about yourself? What relevant skills or education do you have? Why do you want the job?*).

Teacher-directed Practice

- Have students, in pairs, practise the first stage of a one-on-one interview (e.g., introducing oneself, giving a handshake, etc.) for future employment (e.g., refrigeration technician, appliance repair person, dairy worker, automotive technician, auto factory worker, computer assembly technician) in an improvised skit; instruct students to take turns assessing the applicant from the point of view of a prospective employer.

- Have students listen to one or two recorded telephone messages (e.g., confirming the time of an interview, inquiring about a position, asking for directions) left by an applicant for a prospective employer. Instruct students to (a) identify what the applicant did right or wrong and (b) suggest ways to improve the message.
- Have students read the article “10 Tips for Looking Like an Idiot in a Job Interview” (*Inside Track 2*, pp. 148-149) and rewrite the ten tips (e.g., “10 Tips for Looking Smart in a Job Interview”).
- Have students discuss and compare their tips for overcoming nervousness at an interview.
- Have students, in groups, present the inappropriate behaviours (e.g., chewing gum, slouching, wearing strong perfume, dressing inappropriately, discussing personal problems, making negative comments about other employers or companies, using slang) of a job applicant in a two- to three-minute skit in which everything goes wrong for the applicant and interviewer. Have students follow these steps to prepare their interview-gone-wrong:
 - Step 1: Students brainstorm the things that could go wrong in an interview.
 - Step 2: Students write the script, including 8 to 10 things *not* to do during an interview.
 - Step 3: Students rehearse the skit.
 - Step 4: Students perform the skit for the class.
- Following each skit, have students in the class identify the 8 to 10 “don’ts” in the presentation.

Individualized Practice

- Have students select a job (e.g., movie theatre attendant, games coordinator in a community centre, daycare assistant, receptionist, store clerk, cleaner, cook, landscaper) that interests them for part-time or summer employment; have students list 2 or 3 businesses in their community where such a job might be available; instruct students to consult various sources such as Internet sites and local directories, if necessary.
- Instruct students to prepare 8 to 10 interview questions as if they are the prospective employer; have students assume that they are the applicant and prepare responses to their questions.
- Have students, in pairs, rehearse and present or record their interviews, switching roles to allow both students to assume the role of the applicant and the prospective employer.
- Offer feedback to students on the following aspects of the simulated interview:
 - observance of social conventions;
 - understanding of the interview process and the context of the workplace;
 - relevance and clarity of questions and answers;
 - use of language conventions and appropriate vocabulary;
 - speaking skills, including pronunciation, tone, volume, and pace. (FE)

BLOCK 2: BEFORE AND AFTER

Explanation/Modelling

- Explain to students that there is another important stage of the interview, and that is the follow-up *after* the interview itself; list the advantages for the applicant of making a follow-up call or sending a thank you letter following an interview (e.g., keeping your name fresh in the employer’s mind; confirming your interest in the job; leaving a good last impression by thanking the employer for the interview); remind students that, since an employer is often very busy, thank you letters and follow-up calls should always be brief and to the point.

- Present a sample thank you or follow-up letter, pointing out its terminology and features, and emphasizing the conventions of business correspondence (e.g., salutation, complimentary close, return address).
- Brainstorm with students appropriate ways to begin and end business correspondence (e.g., *Dear Mr./Mrs., Dear Sir/Madam, Sincerely, Yours truly*).
- Demonstrate the difficulties associated with subject-verb agreement by writing out a few examples of incorrect subject-verb agreement. Explain the rules of subject-verb agreement, using examples from the modelled letter.
- Present an example of a properly addressed envelope, emphasizing format and conventions.
- Give general guidelines for capitalization and punctuation, using the modelled letter and envelope to explain language conventions and to point out differences between French and English correspondence (e.g., punctuation and capitalization of dates and addresses in English).

Teacher-directed Practice

- Have students, in pairs, review the parts of a business letter by associating each section of a letter with its corresponding name (e.g., address, salutation, body, complimentary close, signature); have students identify these parts in an e-mail message (e.g., salutation, body, complimentary close, name).
- Have students read an example of an acknowledgment of receipt of an application letter, and answer comprehension questions such as these: Does the letter of acknowledgment offer the applicant a job? What will probably happen next if the applicant is contacted by the staff director? Which words in the text are synonyms for *job, contact, condition, looking over, sincerely*? Which words are the English equivalent of the following French terms: ...?
- Have students classify the types of correspondence that are considered informal (e.g., e-mail to a friend or parent, thank you card) and formal (e.g., e-mail to an employer, application letter).
- Have students share personal examples of business correspondence they have received (e.g., acknowledgement of payment, receipt of purchase order, application for summer employment) and list examples of formal language (e.g., *Respectfully, ... we regret to inform you that..., this letter is to confirm that..., we have carefully reviewed your application...*).
- Have students compare a formal and informal e-mail message, using a Venn diagram to take notes.
- Have students work in groups to rewrite an informal e-mail message as a formal e-mail message, replacing slang and informal expressions with words appropriate for the workplace. **Review** with students the “netiquette” tips presented in **Activity 2.2**.
- Have students proofread and correct sentences and excerpts from business correspondence with attention to subject-verb agreement, punctuation, and capitalization.

BLOCK 3: A THANK YOU NEVER HURTS

Individualized Practice

- Have students apply the rules of subject-verb agreement, punctuation, and capitalization to proofread and correct errors in sentences and sample e-mails. **(FE)**
- Have students assume the point of view of an employer in a local business to assess and respond to a poorly written e-mail message and an effective e-mail message.
- Have students write a (fictitious) letter, with a properly addressed envelope, to an employer in a local

business (e.g., to thank him or her for an interview or for good service, to confirm receipt of a product, to inquire about a new product, to make reservations). Instruct students to apply the following steps of the writing process:

- Step 1: Students brainstorm what to write, noting key ideas and technical terms to include.
 - Step 2: Students write the draft in paragraph form, making sure to be precise and brief.
 - Step 3: Students edit and revise the letter, using appropriate vocabulary and including necessary elements and information.
 - Step 4: Students proofread the text with a partner, correcting errors in sentence structure, spelling, subject-verb agreement, capitalization, and punctuation.
 - Step 5: Students format the text neatly and consistently.
- Have students follow the same process to write a (fictitious) thank you letter to someone they know (e.g., a card thanking someone for a gift, a letter thanking a friend for a favour, a note to a parent) and place it in a properly addressed envelope. Remind students that they can use an informal level of language for this type of writing.
 - Have students submit their letters and envelopes for formative assessment. Provide feedback on the content and format of the letters and envelopes and on students' use of appropriate vocabulary and language conventions. (FE)

BLOCK 4: READ BEFORE YOU LEAP

Explanation/Modelling

- Explain briefly to students that wherever they are employed (e.g., snow removal contractor, private business filing clerk, city landscaper, local restaurant server, or food company driver or stock person), they will encounter many forms and texts to read and fill out, especially in the first few weeks of employment.
- Using a scenario of an applicant who is hired by the municipality or city, list the documents or forms he or she will encounter during the first week on the job (e.g., job contract, TD1—Personal Tax Credits Return, safety forms, payroll slips, T4 slip, EI benefit forms, union policy and registration form).
- Model various reading strategies that can be used to understand the content and technical and business vocabulary of a sample business contract (or excerpt of a contract). Suggested steps:
 - Use context clues, prior knowledge, and a dictionary to define technical words and business terms found in business contracts (e.g., *medical leave*, *termination*, *net pay*, *commission earnings*, *shift premium*, *deductions*, *terms of employment*).
 - Think out loud as you read the contract, asking questions about instructions, conditions, and terms of agreement.
 - Identify the information gained from reading the contract (e.g., benefits and salary, work schedule, working conditions, holidays, regulations).
- Brainstorm with students a list of other situations in which it is important to apply reading skills to understand the terms and conditions of forms and contracts for legal and financial reasons (e.g., cell phone service registration, purchase of a large appliance, lease of a car or apartment).
- Model the process of reading a sample form from the list of examples above, focusing on the technical vocabulary, fine print, and terms of agreement.

Teacher-directed Practice

- Have students, in pairs, follow the above process to read and fill out a sample application contract or form (e.g., TD1—Personal Tax Credits Return, terms of acceptance on an Internet site, an extended warranty on a computer or television).
- Have students compare the technical and business terms commonly found in business contracts and forms with their French equivalent.
- Have students assess the terms or conditions described in various contracts or forms. Suggested prompt: Would you sign this contract? Should you accept the terms of the agreement? Why?
- Instruct students, in groups, to research the employment standards for jobs that do not have a regular pay schedule or set salary (e.g., server, agricultural worker, salesperson on commission). Suggested sites (Consulted November 5, 2008): www.labour.gov.on.ca and www.e-laws.gov.on.ca ; have students present their findings to the class; give students the opportunity to discuss the reasons why such jobs do or do not appeal to them.

Individualized Practice

- Have students prepare for the summative assessment task at the end of this activity by completing practice exercises on subject-verb agreement, punctuation, and capitalization. **(FE)**
- Have students read and respond to a text on job standards (e.g., “What Young Workers Should Know” from www.labour.gov.on.ca - Consulted November 5, 2008), noting information such as the minimum number of hours in a work shift; jobs for which an employer is not required to pay overtime; the statutory holidays that are paid. **(FE)**
- Have students consider one or more situations in which there is a disagreement in the interpretation of a business contract; instruct students to consider both the employer’s and employee’s perspective. Suggested scenarios: What would you do if:
 - an employer asks you to do a task that is not in your job description?
 - an employer asks you to work extra hours without pay?
 - you feel you are entitled to a raise or at least to a higher salary than that of new employees?
 - one day’s pay was deducted from your last pay cheque when you called in sick?
- Offer feedback on the following aspects of students’ presentations:
 - group skills;
 - understanding of the issue and the workplace context;
 - ability to consider various perspectives;
 - relevance and clarity of information and ideas;
 - use of language conventions and appropriate vocabulary;
 - speaking skills, including pronunciation, tone, volume, and pace. **(FE)**
- Have students discuss their responses, identifying those which are proactive.
- Have students read and fill out a sample contract or form (e.g., bank form, credit card application) and answer questions to demonstrate their understanding of the terms of agreement and vocabulary. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students draw up a netiquette lexicon consisting of the appropriate terms or expressions for slang, acronyms, and informal chat or Internet lingo.

- Have students reflect on the importance of literacy skills by listing examples of problematic situations that can arise in the workplace if contracts and forms are misinterpreted.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- instruct students to review their notes and exercises on verb tenses, punctuation, capitalization, and subject-verb agreement;
- have students practise proofreading sentences and work-related texts.

Evaluation

The summative assessment task consists of the following:

- **Section 1:** Students proofread a short business letter or e-mail message, correcting inappropriate vocabulary and errors in spelling, punctuation, and capitalization.
- **Section 2:** Students apply their knowledge of verb tenses and subject-verb agreement to correct or complete selected sentences.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students use reading strategies to understand and fill out an application form for health insurance; have them proofread the form to correct errors in punctuation, capitalization, and spelling.

Extension

- Invite an employer, local business person, or human resources advisor to speak to students about what employers look for during interviews.
- Have students prepare a budget for one person living alone that lists living expenses for one week; next, have them determine what type of job would pay enough to cover those costs.

On the Job

Description

Time: 5 hours

In this activity, students:

- explore workplace safety practices and become aware of the rights of young workers, focusing on ways to reduce hazards and prevent accidents;
- write instructions on the safe use of a tool, product, or piece equipment in an occupation of their choice and create a poster promoting workplace health and safety awareness;
- apply various problem-solving techniques and conduct research in response to various work-related situations, summarizing findings and making recommendations in brief reports;
- apply various reading strategies and writing skills to read and complete work-related documents and forms.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
 EAE2L-CW-RS.OE
 EAE2L-WT-SpList.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-WS.OE
 EAE2L-WT-LS.OE
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 EAE2L-WW-WS.OE
 EAE2L-WW-LS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2
 EAE2L-CW-RS.1 - 2
 EAE2L-WT-SpList.1 - 2 - 5
 EAE2L-WT-RS.1 - 2 - 3
 EAE2L-WT-WS.1 - 2
 EAE2L-WT-LS.1
 EAE2L-WW-SpList.1 - 2 - 3
 EAE2L-WW-RS.1 - 2 - 3
 EAE2L-WW-WS.1 - 2 - 3 - 4
 EAE2L-WW-LS.1 - 2
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- an online work safety quiz. Suggested sites (Consulted November 5, 2008): Passport to Safety Mini Challenge at www.passporttosafety.com and Young Worker Awareness Program at <http://ywap.ca/english/quiz.htm>;

- clips of commercials or interactive spots promoting safe work practices. Suggested sites (Consulted November 5, 2008): Workplace Safety & Insurance Board’s Prevent It videos at www.prevent-it.ca and New and Young Worker’s Resources at <http://employment.alberta.ca>;
- posters on workplace health and safety, available at sites such as the following (Consulted November 5, 2008):
 - True Tales of Health and Safety Posters: <http://ywap.ca/english/stories.htm>;
 - Workplace Safety & Insurance Board’s Prevent it campaign: www.prevent-it.ca;
 - Job One at <http://job-one.ccohs.ca>;
- Workplace safety documents and instructions. Suggested websites (Consulted November 5, 2008):
 - Construction Safety Association of Ontario: www.csa.org;
 - Live Safe! Work Smart!: www.livesafeworksmart.net/english/index.htm;
 - The Farm Safety Association: www.farmsafety.ca;
- material for students’ posters (markers, cardboard, etc.);
- a sample performance report and performance report template.

Activity Instructions

CONTEXTUALIZATION

- Test students’ knowledge of workplace safety by having them complete a quiz on workplace safety, accident prevention, and worker’s rights. (DE)
- Present clips of commercials or interactive spots promoting safe work practices. Discuss the key messages with students: the severity of workplace accidents and their preventability.
- Give students the opportunity to share their own experiences involving hazards at home, school, or work, having them specify the risks of specific unsafe practices and the measures they should take to minimize risks (e.g., not talking on a cell phone while driving, wearing sports and safety equipment, wearing gloves while using cleaning supplies, wearing eye protection and safety boots when doing construction work, reading labels on cans of stain or varnishes). (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: KNOW YOUR RIGHTS, BE SAFE

Explanation/Modelling

- Explain to students that they have now been hired to do the job they wanted and applied for; emphasize that when starting a job, there is a lot of information to consider and many documents to fill out. One of the most important things to consider is safety.
- Present statistics on the number of adult workers in Ontario who are injured on the job and compare them to statistics on the number of *teens* who get injured on the job: On average, 42 young workers are injured per day in Ontario (source: *OHS Law Report July 2003*, p. 2).
- Think out loud to answer the question: Why do so many teens get hurt at work? Possible answers might include fear of losing a job, lack of training, not having required protective wear, not knowing or following appropriate procedure, trying to impress others.

- Present one or more examples of recent work-related accidents, questioning why the accidents occurred and how they could have been prevented.
- Using the occupation of house painter as an example, give examples of the four main types of hazards (biological, chemical, ergonomic health and physical safety hazards) commonly found in the workplace (source: *What is a hazard?* – Consulted November 5, 2008: www.worksmartontario.gov.on.ca/).
- Explain briefly the rights students have and might not be aware of, citing examples such as age requirements (Suggested source: Ontario Ministry of Labour, *Minimum Age* (Consulted November 5, 2008): www.worksmartontario.gov.on.ca), the right to refuse or stop work, and laws that protect students from dangerous work.
- Present workplace scenarios of unsafe or hazardous conditions (e.g., wet and slippery bathroom or kitchen floor; frayed electrical cord on a drill or vacuum cleaner, non-functional smoke detector, nauseous fumes from an air vent) and model the 3R's to problem solving, as recommended by the Workplace Safety & Insurance Board (Consulted November 5, 2008: www.prevent-it.ca): *Recognize* the problem. *Report* the hazard. *Remove or resolve* the hazard.
- Referring to specific examples of unsafe or hazardous work conditions (e.g., an unknown chemical product, an outdated fire extinguisher, an open/unprotected blade, a broken ladder), present a list of organizations and resources (e.g., union representative, instructional manual, Ontario Labour Ministry, fire station, 911) to which students can turn for information and help.

Teacher-directed Practice

- Have students, in groups, improvise a scenario in which an employee talks to his or her boss or supervisor about an unsafe practice or incident at work in an attempt to find a solution. Suggested scenarios:
 - An employee worries about blood-borne pathogens and bacteria in a nail salon where equipment is not cleaned properly.
 - A restaurant worker is afraid to walk home after his or her shift ends at midnight.
 - A mechanic's assistant worries about long-term ear damage due to noise from grinding, engines, and pneumatic wrenches at work.
 - A caregiver in a nursing home has hurt his or her back helping patients out of bed.
 - A hairstylist develops a rash on his or her hands whenever he or she applies hair colour.
 - A plumber's assistant is asked to work in a building where he or she notices signs of mould or asbestos.
- Have students present their scenarios and solutions to other groups.
- Have students, in groups, read about a workplace accident (e.g., “The Bricklayer’s Lament”, *Inside Track 2*, pp. 94-95) and identify (a) the hazards, (b) the causes of the accident, and (c) the effects of the hazards; next, have students make recommendations (e.g., training, instructions, tools, equipment, minimum amount of workers, skills) to prevent a similar occurrence in the future.

Individualized Practice

- Have students conduct a brief search online or in their community to find safety agencies or associations for two or more of the following occupations or sectors:
 - construction
 - electrical and utilities
 - industrial accident prevention
 - municipal health and safety
 - forestry in Ontario

- farm safety
- food safety
- mines and aggregates
- pulp and paper
- Have students read an article or watch a video about a workplace accident and explain (a) how the accident could have been prevented and (b) what they would have done in the same situation. **(FE)**
- Have students select a workplace (e.g., an office, a garage, a stockroom, a hair salon, a dry cleaner) and identify (a) 8 to 10 possible hazards, (b) the risks or possible consequences of these hazards, and (c) the solutions or preventive measures. **(FE)**
- Have students present and then discuss their findings in a class activity, determining which jobs are the least hazardous and which ones are the most hazardous. **(FE)**

BLOCK 2: SAFETY CONCERNS

Explanation/Modelling

- Discuss with students the importance of reading and literacy skills in the workplace to understand information and instructions and operate equipment efficiently and safely.
- Model tips on accident prevention, focusing on the following strategies:
 - Read labels with attention to WHMIS symbols.
 - Follow all safety regulations required by law and company policies.
 - Follow instructions for the operation of machines, tools, and equipment.
 - Get information (e.g., ask questions, read instructions and labels) on the product or equipment and on recommended safety measures.
 - When you start a new job, you are not expected to know everything—ask questions and read instructions.
- Using a health and safety manual or instruction booklet (e.g., how to use a respirator, treat burns in a kitchen, avoid electric shocks, disinfect equipment, use a pressure washer, avoid lightning strikes or heat stroke, use a spray gun) or safety brochure from a workplace, model reading strategies to understand the technical vocabulary, procedures, and symbols in the text. Suggested strategies:
 - scanning the title, headings, or subheadings for keywords and main ideas;
 - noting the formatting patterns (font, spacing, colour, bullets, boxes and shading);
 - noting features such as margins, textboxes and divisions;
 - focusing on action verbs and transitional words to understand key instructions and their order;
 - using context cues, synonyms, knowledge of French equivalents and reference tools (e.g., dictionaries, online sources) to define technical or difficult words;
 - examining graphics and visuals (e.g., symbols, drawings, charts, illustrations, photos, diagrams).
- Brainstorm with students a list of personal protective equipment (e.g., hard hats, hearing and eye protection, gloves, safety boots, heat resistant clothes) that can be used by workers in various occupations.
- Using instructions and words associated with work safety, teach the basic rules for abbreviating titles, time, agencies and organizations, provinces, numbers, and acronyms, giving examples from texts in this activity.
- Present a workplace safety poster to students, using the PAWS approach to identify its message on workplace safety and accident prevention; inform students that they will be preparing a poster of their own in this activity.

Teacher-directed Practice

- Have students read and interpret a work safety document, noting abbreviations, vocabulary, and technical terms.
- Have students, in pairs or groups, select a job or occupation (e.g., butcher, oil tank delivery driver, cook, machinist, theatre technician, food inspector, retail clerk) and follow a process approach to prepare and present a poster on workplace safety. Suggested steps:
 - Step 1: Students conduct research on a selected job or occupation by consulting an online database of occupations such as the *Ontario Work Info* Net database at www.onwin.ca and *Ontario Job Futures* job family database at www.ontariojobfutures.net (Consulted November 5, 2008);
 - Step 2: Students use note-taking strategies to record information such as the following: duties and work conditions, potential hazards, work equipment and tools, protective gear, safety practices associated with the job or occupation.
 - Step 3: Students draft the slogan (as practised in **Activity 2.1**) and text of the poster, and draw a rough sketch of the poster, determining the layout and visual elements (colour, font, etc.).
 - Step 4: Students produce the poster.
 - Step 5: Students prepare to present the result of their research on safe practices, using their poster as a visual aid.
- Have students present their occupation and poster, making sure that each student explains at least one research finding or safety practice.
- Assess students' presentations and offer feedback on their speaking skills, understanding of the issue of workplace safety, and ability to find and summarize information.

Individualized Practice

- Instruct students to select one tool, product, or piece of equipment used in an occupation of their choice and write instructions on how to use it safely and effectively. Suggested tools, products, and equipment:
 - brasive equipment;
 - dry cleaning equipment;
 - woodworking tools,
 - snow blower;
 - mobile chipper;
 - plug adaptor, in-line connector or dual-jack adaptor;
 - chainsaw;
 - fertilizer;
 - hair dye;
 - stapling tool;
 - meat slicer;
 - conveyor.
 - pneumatic nailer;
- Have students present their findings and answer comprehension questions related to their instructions, to demonstrate their speaking skills and understanding of the following:
 - technical vocabulary;
 - the workplace context;
 - WHMIS and basic hazards symbols;
 - work safety practices. (FE)

BLOCK 3: ONCE YOU'RE THERE

Explanation/Modelling

- Explain to students that once they are hired, they will probably have many types of forms and documents to read and write (e.g., bills, warranties, inventories, cost analysis reports, budgets, timesheets, pay stubs, worksheets, customer invoices, claim forms for returns, estimates, balance sheets).
- Model the process of *reading* a workplace document (e.g., budget, order form, balance sheet using pre-reading and reading strategies such as the following:
 - scanning the title, headings, or subheadings to note what the document is for and where to fill out the 5W's + H (Who? What? Where? When? Why? How?);
 - noting the formatting patterns (font, spacing, colour, bullets, boxes, and shading);
 - noting features such as margins, textboxes and divisions;
 - focusing on action verbs and transitional words to understand key instructions and their order;
 - using context cues, references (dictionary, online glossary, etc.) and knowledge of French equivalents and reference tools (e.g., dictionaries, online sources) to understand acronyms and abbreviations and to define technical terms;
 - examining graphics and visuals (e.g., symbols, drawings, charts, illustrations, photos, diagrams).
- Present an incomplete or flawed order form (e.g., an order by a convenience store employee, restaurant manager, hair salon owner, clerk in a large office); assess the form, commenting out loud on its lack of clarity and precision.
- Model the process of effectively filling out forms and completing workplace documents such as invoices, order forms or inventory sheets (e.g., of raw materials at a construction site, sports equipment in a store, food in a restaurant, office supply requisitions, beauty products requisitions), emphasizing the following writing skills:
 - neatness and clarity;
 - precision, accuracy, and completeness of information (quantity, cost, type or brand of product, date, person filling out form);
 - using numerical, sequential, or alphabetical order;
 - aligning the information in clear columns (or a provided chart, template);
 - punctuating, abbreviating, and capitalizing names and addresses correctly.

Individualized Practice

- Provide students with a price list and a blank template sheet for estimating the costs of remodelling an office kitchen or washroom. Have students fill out the form and estimate the cost of remodelling the room; instruct some students to list base prices and others to quote upper-end material prices in order to compare the two; ask students to explain how a contractor might fill out the estimate sheet.
- Have students complete practice exercises and word games on vocabulary (e.g., credit memo, debit memo, timesheet, statement, tax, payment terms, unit price) commonly found in workplace documents and forms; have students match English terms with their French equivalents (e.g., invoice, bill = *facture*). **(FE)**
- Give students a (fictitious) invoice with calculation errors to find and correct. **(FE)**
- Have students view a utility bill and answer questions about the service charges, vocabulary, and terms and conditions on the bill. **(FE)**
- Present a scenario to students in which their employer asks them to prepare a brief report on the service

(e.g., carpet cleaning, catering, cell phone provider), product (e.g., fax paper, photocopy paper, cleanser, paint or stain remover), piece of equipment (e.g., photocopier, fax machine, water dispenser, coffee machine, air compressor, food warmer), or office furniture (e.g., chairs for the waiting room, reception desk, counter top) the company should buy. Instruct students to follow the steps below:

- Step 1: Students find information on at least three services, products, or items of the same type by searching Internet sites, pamphlets, and price lists of local retail businesses.
- Step 2: Students note in a chart information such as the price, brand, name, store, quality, quantity, and features (including safety features, if applicable). Refer students to **Activity 2.4** for examples of comparative charts.
- Step 3: Students compare and assess the various types and draw conclusions.
- Step 4: Students write and revise a one-page report that follows the format of the report presented in **Activity 2.4** and includes the following:
 - Introduction: 2 to 3 sentences stating the purpose of the report and what was compared;
 - Section 1: 3 to 4 sentences summarizing the information in the comparative chart;
 - Section 2: 3 to 4 sentences which draw conclusions and make a final assessment (e.g., solutions, recommendations);
 - Conclusion: 2 sentences summarizing the main idea and ending with a concluding thought or comment.
- Students hand in their chart and report for formative assessment.
- Give students feedback on the following:
 - application of the research process to find and record information;
 - structure of the report and order of information and ideas;
 - clarity, accuracy, and relevance of ideas and information;
 - use of language conventions and precise, appropriate vocabulary and technical terms. (FE)

BLOCK 4: How Is It “WORKING” OUT?

Explanation/Modelling

- Present a brief overview of the unit, recalling that students have explored their personal interests and skills, matched them with possible opportunities, applied for and been interviewed for prospective jobs. They have accepted a position and read and signed a contract. Now it is their first day on the job.
- Present a scenario of the problems and questions students might encounter at work on their first day (e.g., how to deal with nervousness, how to operate the photocopier, when to ask questions, which equipment to use, where and when to eat lunch, how much to charge or spend for an item, where to find the required forms).
- Brainstorm with students a list of 8 to 10 tips for succeeding on the first day at work and give examples (e.g., what to do if you don't know an answer, how to dress, how to stay calm and confident, how to address other employees), explaining that it is important to create a good first impression, as they did for the interview or in-person application, since it is the first on-the-job meeting with the employer and other employees.
- Explain that in most workplace settings, students will work with a group of people. Emphasize the importance of group skills and the advantages of working with a group (e.g., social contact, increased production, creativity); identify various skills and social conventions that contribute to successful group work such as the following:

- eliminating elements (interruptions, distractions etc.) that interfere with listening;
 - using precise and appropriate vocabulary when speaking and writing;
 - communicating clearly and applying literacy skills;
 - applying listening skills (e.g., rephrasing other’s ideas);
 - using positive verbal and non-verbal language (eye-contact, constructive criticism, etc.);
 - contributing to the accomplishment of tasks.
- Model the problem-solving process to deal with various problems that might arise at work (e.g., a difficult client who calls to complain, missing a deadline, losing a customer’s file or order form, picking up slack for an unproductive co-worker).
 - Identify the 5W’s + H of the problem: **Who** is involved? **What** is the problem or **What** happened? **Where** and **when** did it happen? **How** does it affect you (or the company)? **Why** did it happen?
 - Gather information and list possible solutions or alternatives.
 - Consider the possible results or consequences of each alternative.
 - Assess the alternatives and select the best course of action.

Teacher-directed Practice

Prereading

- The workplace, and especially the first day at work, can be stressful. Have students brainstorm ways to deal with stress in various situations.

Reading

- Have students read an article on dealing with stress (e.g., “Apply the 1-10 Scale” in *Inside Track 2*, pp. 97-98).

Postreading

- Have students explain and assess the strategy (and solutions) suggested by the author. Suggested prompts:
 - How might this strategy work on your first day at a job?
 - What “small stuff” do you tend to “sweat over” in your own life?
 - How can the 1-10 strategy help you deal with stress in your daily life?
- Present a scenario to students in which an employer asks a group of co-workers to prepare an oral report presenting strategies and solutions to have employees (a) apply safety practices and eliminate safety hazards in the workplace OR (b) follow the 3R’s of recycling and apply environmentally friendly practices in the workplace.
- **Review** cooperative group roles with students, as well as the lessons on drawing conclusions and writing reports from **Activity 2.4** and instruct students to follow the problem-solving process to identify the problem, consider alternatives, and recommend the best course of action; have students present their report orally to the class.
- Following the presentations, have students assess their own and their group’s collaborative skills (e.g., listening, speaking, literacy skills, following instructions, contributing, following social conventions) and discuss their assessment with other group members.
- Explain to students that they can expect to have their work or performance assessed in the workplace; have students read a sample (fictitious) work performance report and ask questions to check their understanding of vocabulary and determine the purpose of such an evaluation (e.g., It allows the employer or supervisor to ensure safety procedures, quality of work, etc.; it allows the employee to set goals, to improve performance, to know the employer’s expectations, etc.).

- Present the following problem to students and have them brainstorm a list of possible solutions in a class or group activity: Your work performance report after three months on the job is favourable, but you do not agree with some of your employer’s comments or assessment. What do you do? Have students determine the best course of action.

Individualized Practice

- Instruct students to choose two or three jobs that interest them and explain how literacy skills, numeracy skills, and group skills can help them get these jobs and perform better once they have these jobs; for **Reflective Practice**, have students identify the skills they feel they have mastered and those they need to improve.
- Have students follow the steps of the problem-solving process to solve a work-related problem (e.g., an improperly wired piece of equipment, a shoplifter stealing in the store, money that has been lost or that has disappeared; an error in the last inventory or order); instruct students to complete a report explaining the problem to an employer or supervisor and suggesting solutions.
- Give students feedback on their report, focusing on the following criteria:
 - structure of the report and sequencing of information and ideas;
 - clarity, accuracy, and relevance of the ideas and information;
 - use of language conventions and precise, appropriate vocabulary and technical terms. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Explain the meaning of the acronym WHMIS and have students play a WHMIS symbol trivia board game in which they roll dice, move ahead spaces, and try to identify the symbol on cards corresponding to the squares in which they land.
- Have students try their hand at the same safety quiz they completed at the beginning of this activity to see how much knowledge they’ve acquired on workplace safety.
- Have students assess their ability to read and write workplace documents (e.g., forms, report, instructions), identifying the skills they have mastered and those they need to improve.

Summative Assessment

No summative assessment task is planned in this activity.

Extension

- List examples of emergencies (e.g., disasters, tornadoes, fires, violence, severe injury) and outline a safety action plan for home.
- Organize a visit to one or more places of employment; have students identify safety practices and equipment, as well as potential hazards in the chosen workplace (e.g., restaurant, printing company, butcher shop, assembly line in a plant or factory, construction site).

End of Unit Assessment Task – At the Job Fair

Description

Time: 4 hours

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

- Section 1: Students read a brochure or ad announcing a job fair for job opportunities at a large hotel that will open in their community.
- Section 2: Students research a job posting to match the job to their own skills and interests.
- Section 3: Students complete an application form for a selected job posted in the brochure.
- Section 4: Students prepare for an interview.
- Section 5: Students write a follow-up letter or e-mail message to check on the status of their application.

Strands and Expectations

Strands: The World of Technology, The World of Work, My Place in the World

Overall Expectations: EAE2L-WT-SpList.OE
EAE2L-WT-RS.OE
EAE2L-WT-LS.OE
EAE2L-WW-SpList.OE
EAE2L-WW-RS.OE
EAE2L-WW-WS.OE
EAE2L-WW-LS.OE
EAE2L-PW-LS.OE

Process

Preparation

To prepare students for the summative assessment task:

- Have students consult their personal data sheet and review the following processes:
 - **Activity 3.1:** selecting a job according to their employability skills, experience and interests;
 - **Activity 3.2:** filling out application forms;
 - **Activity 3.3:** before, during, and after the job interview;
 - **Activity 3.3:** writing a follow-up or thank you letter;
 - **Activity 3.4:** reading and writing workplace documents.

Evaluation

Section 1: The Brochure

Students read a brochure announcing an upcoming career fair for a large hotel that will be opening in their community. The brochure includes a corporate profile, vision statement, and list of job openings.

Job Openings	
<ul style="list-style-type: none"> – Telephone Operator – Reservations and Sales Agent – Concierge – Host/Hostess – Restaurant Server – Housekeeper – Night Janitor – Laundry Supervisor – Manager of Hotel Operations – Security Personnel – Lifeguard 	<ul style="list-style-type: none"> – General Maintenance Person – Event Coordinator – Groundskeeper – Valet – Decorator – Marketing Assistant – Cook – Technology Operations Person – Receptionist – Greeter

Students answer questions on the brochure to demonstrate their comprehension of vocabulary and information.

Section 2: Job Research

Students select one of the occupations listed in the brochure and conduct research to find and record, information on the skills and duties associated with this occupation.

Assess students' **reading and research skills**, as well as their knowledge and understanding of the following:

- the workplace context;
- business terms and technical vocabulary;
- ideas and information in a workplace document and in research documents;
- strategies for finding and recording ideas and information clearly and accurately.

Section 3: The Application Form

Students complete a (fictitious) application form for the selected job.

Section 4: The Career Fair

Students prepare for the career fair where they will meet a representative from the hotel and apply for a job. During this mock interview students will be expected to:

- introduce themselves and shake hands;
- identify the job for which they are applying;
- describe the skills and experience that make them suitable candidates for the job;
- submit their application form;
- ask questions to show interest in the company or job;
- thank the hotel representative for the interview.

Assess students' **speaking skills** for the following:

- understanding of the interview process and the context of the workplace;
- awareness of their own literacy and numeracy skills, and employability skills;
- relevance and clarity of questions and answers;
- use of language conventions and appropriate vocabulary;
- pronunciation, tone, volume, and pace.

Section 5: A Follow-up Letter or E-mail Message

Students write a follow-up letter or e-mail message to check the status of their application, addressed to the person who interviewed them at the career fair. Students follow these steps of the writing process:

- Step 1: Students brainstorm what to write, noting key ideas (e.g., thanking the person for their time, asking about the status of the application, communicating their interest in the position, giving their contact information, closing in a courteous manner).
- Step 2: Students write the draft in paragraph form, making sure to be precise and brief.
- Step 3: Students edit and revise the letter, making sure that they have used appropriate vocabulary and have included the required information and elements of a letter.
- Step 4: Students proofread and correct the text with attention to sentence structure, spelling, subject-verb agreement, capitalization, abbreviations, and punctuation.
- Step 5: Students format the text neatly and consistently.

Assess students' **writing** skills as well as the following aspects of the application form and letter or e-mail message, focusing on the following criteria:

- clarity, relevance, and precision of information and ideas;
- format;
- use of appropriate vocabulary and language conventions;
- conventions for workplace forms and business correspondence;
- application of proofreading strategies to correct errors in spelling, grammar, punctuation, and capitalization.

Follow-up

Plan a follow-up to the summative assessment task:

- Explain to students that interviews are always a learning experience, whether they get a job or not. Have students assess their performance during the stages of the application and processes outlined in this summative assessment task. Students' evaluation focuses on these skills:
 - the reading skills used to understand the brochure and conduct research;
 - the speaking skills applied during the interview;
 - the writing skills used to complete the application form and letter.

At the Job Fair

Student's Name : _____				
Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding <i>The acquisition of subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
- demonstrates knowledge and understanding of form and purpose of workplace documents and correspondence.	- demonstrates limited knowledge and understanding of workplace documents and correspondence.	- demonstrates some knowledge and understanding of workplace documents and correspondence.	- demonstrates considerable knowledge and understanding of workplace documents and correspondence.	- demonstrates thorough knowledge and understanding of workplace documents and correspondence.
- demonstrates an understanding of the job application process and of forms, conventions, and techniques of written and oral communications in a workplace context.	- demonstrates limited understanding of the job application process and of forms, conventions, and techniques of written and oral communications.	- demonstrates some understanding of the job application process and of forms, conventions, and techniques of written and oral communications.	- demonstrates considerable understanding of the job application process and of forms, conventions, and techniques of written and oral communications.	- demonstrates a high degree of understanding of the job application process and of forms, conventions, and techniques of written and oral communications.
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
- uses planning skills to conduct research and prepare and deliver an oral presentation about the job application process.	- uses planning skills with limited effectiveness .	- uses planning skills with some effectiveness .	- uses planning skills with considerable effectiveness .	- uses planning skills with a high degree of effectiveness .
- uses processing skills to conduct research and read and write workplace documents and correspondence, and present information about the job application process.	- uses processing skills with limited effectiveness .	- uses processing skills with some effectiveness .	- uses processing skills with considerable effectiveness .	- uses processing skills with a high degree of effectiveness .
- uses critical thinking processes to select relevant information and assess communication skills.	- uses critical thinking processes with limited effectiveness .	- uses critical thinking processes with some effectiveness .	- uses critical thinking processes with considerable effectiveness .	- uses critical thinking processes with a high degree of effectiveness .

Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication <i>The conveying of meaning through various forms</i>				
The student:				
- expresses and organizes ideas and information clearly and coherently, orally and in writing, in a workplace context.	- expresses and organizes ideas and information with limited effectiveness .	- expresses and organizes ideas and information with some effectiveness .	- expresses and organizes ideas and information with considerable effectiveness .	- expresses and organizes ideas and information with a high degree of effectiveness .
- communicates ideas and information, orally and in writing, using verbal and non-verbal techniques and language that are appropriate for the workplace.	- communicates ideas and information in written and oral form with limited effectiveness .	- communicates ideas and information in written and oral form with some effectiveness .	- communicates ideas and information in written and oral form with considerable effectiveness .	- communicates ideas and information in written and oral form with a high degree of effectiveness .
- uses conventions to proofread and revise workplace documents and correspondence, and formulate grammatically correct sentences.	- uses conventions with limited effectiveness .	- uses conventions with some effectiveness .	- uses conventions with considerable effectiveness .	- uses conventions with a high degree of effectiveness .
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
- applies reading strategies and steps of the writing process to conduct research and understand and write workplace documents and correspondence.	- applies reading strategies and steps of the writing process in familiar contexts with limited effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with some effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with considerable effectiveness .	- applies reading strategies and steps of the writing process in familiar contexts with a high degree of effectiveness .
- transfers oral communication skills and writing skills to convey ideas and information about the job application process.	- transfers oral communication skills and writing skills to new contexts with limited effectiveness .	- transfers oral communication skills and writing skills to new contexts with some effectiveness .	- transfers oral communication skills and writing skills to new contexts with considerable effectiveness .	- transfers oral communication skills and writing skills to new contexts with a high degree of effectiveness .
- makes connections between his or her own career interests, the job application process, and the context of the workplace.	- makes connections within and between various contexts with limited effectiveness .	- makes connections within and between various contexts with some effectiveness .	- makes connections within and between various contexts with considerable effectiveness .	- makes connections within and between various contexts with a high degree of effectiveness .

Unit 4

My Place in the World

Description

Time: 29.5 hours

In this unit, students will:

- extend their knowledge of elements of the short story, biography, opinion text, and novel, applying various reading strategies and inferring main ideas and themes;
- make connections between the concept of culture and literature, examining factors that define their culture and shape their identity, and demonstrating an appreciation for cultural diversity;
- develop and apply their knowledge and understanding of the elements of the crime and mystery story to interpret and respond to a short contemporary novel;
- apply oral communication and writing skills to defend their views convincingly on the novel, current issues and issues on the theme of identity;
- apply the writing process to write a multi-paragraph opinion text according to a specific organizational pattern;
- extend and apply knowledge of language conventions for pronoun agreement and consistency, proofreading, sentence combining, and punctuation.

Activity Titles

Time

Activity 4.1: The Sum of My Experience	7 hours
Activity 4.2: “Tell” the Truth	6.5 hours
Activity 4.3: The Mystery Unravels	7.5 hours
Activity 4.4: A Window to the World	6.5 hours
Activity 4.5: End of Unit Assessment Task – Making a Difference	2 hours

Summative Assessment Tasks

In Activity 4.2: Task on language skills (vocabulary, pronoun-antecedent agreement, punctuation, sentence combining)

In Activity 4.3: Task on the novel

Activity 4.5: End of Unit Assessment Task – Making a Difference (multi-paragraph opinion text and oral presentation)

The Sum of My Experience

Description

Time: 7 hours

In this activity, students:

- extend their knowledge of elements of the short story and their ability to infer main ideas and themes in a story, applying their knowledge and skills to write a story;
- research and prepare a presentation for an in-class cultural fair, examining various factors that define their culture and shape their identity, and appreciating cultural diversity;
- make connections between the concept of culture and literature past and present, relating their own experience to the themes and situations in an adapted passage from a Shakespearean play;
- apply their knowledge of the elements of a biography to research an ancestor and write about events and people that have shaped their identity;
- extend knowledge of language convention for pronoun agreement and consistency.

Strands and Expectations

Strands: The World of Technology, My Place in the World

Overall Expectations: EAE2L-WT-SpList.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-WS.OE
 EAE2L-WT-LS.OE
 EAE2L-PW-SpList.OE
 EAE2L-PW-RS.OE
 EAE2L-PW-WS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-WT-SpList.1 - 5
 EAE2L-WT-RS.1
 EAE2L-WT-WS.1
 EAE2L-WT-LS.1 - 2
 EAE2L-PW-SpList.1 - 2 - 3 - 4
 EAE2L-PW-RS.1 - 2
 EAE2L-PW-WS.1 - 2 - 3
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- a simplified version of a scene from Shakespeare’s *Romeo and Juliet*;
- a taped segment from a film version of Shakespeare’s *Romeo and Juliet* and the necessary audiovisual equipment;
- an excerpt from a biography or autobiography, or an account of a true experience. Suggested sites (Consulted November 13, 2006): Dictionary of Canadian Biography Online at www.biographi.ca and Red, White, and Canadian at www.canadianaconnection.com;
- a video of a biography or true life story of a celebrity or public figure;
- a large roll of paper, markers, and masking tape to create a timeline.

Activity Instructions

CONTEXTUALIZATION

- To introduce the theme of this activity, conduct an informal survey of the various cultures of students in the classroom, asking students to state the origin of their family name or explain where they (or their parents and grandparents) come from. (DE)
- Have students identify and count the number of different cultures in the class.
- Read with students a text on the immigrant experience (e.g., “Who am I?” on pp. 43-44 of *Inside Track 2*); have students discuss the challenges of visiting or even living in a country where people speak a different language and have a different culture, referring to the text and to their own experience. (DE)
- Ask students to imagine what it must feel like to come to Canada as an immigrant—the problems immigrants might face, the advantages of such a change, and the fears they might have. If applicable, have students share their own experiences.
- Have students examine the photo that follows the text “Who am I?” and have them identify examples of Chinatown’s unique identity. Ask students to identify the cultures found in their own community. (DE)
- Have students reflect on the ways various cultures enrich their own culture and community by having them discuss their favourite foods, music, customs, and traditions.

TEACHING/LEARNING STRATEGIES

BLOCK 1: FITTING IN

Explanation/Modelling

- Without revealing the poem’s title, read out loud a poem about culture and origins (e.g., “Black Kid” in *Inside Track 2*, p. 49), inviting students to visualize what the speaker is doing, what he or she looks like, and what nationality he or she might be.
- Reveal the title to students and model the steps of the PAWS (purpose, audience, writer, subject) process, as explained in **Activity 1.2**, to interpret the poem; emphasize the poem’s positive perspective on cultural and ethnic differences and how cultural differences enrich a community.

Teacher-directed Practice

Prereading

- Explain that many factors, including culture, shape a person’s identity and personality. Have students explore the factors that contribute to their identity by answering a questionnaire on their tastes, interests, and hobbies.
- Introduce the idea of customs and traditions, starting with those associated with holidays; have students discuss the impact of those customs and traditions on their daily life.

Reading

- Read with students a story that focuses on culture and a custom or tradition (e.g., “Vision Quest” in *Inside Track 2*, pp. 31-32).

Postreading/Prereading

- Have students share their own knowledge or experience of festivals that celebrate a specific culture (e.g., Carabana, Fiddle Fest, Festival Franco Ontarien, Heritage).
- Discuss examples of the unique aspects of a culture, giving examples that involve stories (myths, legends, tales), art and hobbies (e.g., paintings, native art, carvings), and music (e.g., drums, reggae, classical, folk).

Reading

- Have students read a story or article about a Canadian aboriginal culture (e.g., “The Spirit of Haida Gwaii” in *Inside Track 2*, pp. 26-30) and highlight examples of artistic expression in the text that are representative of the culture.

Postreading

- Have students explain in their own words what they learned about the culture described in the story or article.

Individualized Practice

- Instruct students to draw the sketch of a symbolic tattoo or t-shirt design that represents their culture; have students explain to the class what it represents (e.g., Does it commemorate a rite of passage, an important moment, person, or place in their life? Does it symbolize a belief, value, or person that is central to them or to their culture?).
- Organize a multicultural fair: Instruct students to select a culture that is not their own, to research that culture, and present their findings in a brief oral report that includes at least one visual element and provides information such as customs or traditions, a legend or story, dress or food, music or artistic expression. Students might consult a cultural association, encyclopaedias, or websites (Consulted November 10, 2008) such as the following:
 - The WWW Virtual Library: <http://home.istar.ca/~obyrne>;
 - Encarta Encyclopedia: <http://encarta.msn.com>;
 - Encyclopedia.com: www.encyclopedia.com.
- Assess student’s oral reports, focusing on the following skills and criteria:
 - understanding of the concept of culture and the selected information;
 - clarity and organization of information;
 - use of a visual component to represent an aspect of their research;
 - awareness of purpose and audience in the choice of words and level of language;
 - speaking skills (volume, clarity, pronunciation, tone, etc.). (FE)

BLOCK 2: THE GLOBAL VILLAGE

Explanation/Modelling

- Discuss with students the various things many teenagers do to belong, fit in, or feel accepted by their peers.
- Model the process of writing a fairy tale or fable, using an existing tale on the theme of belonging, such as Hans Christian Andersen’s *The Ugly Duckling*. Suggested steps:
 - Step 1: Use the PAWS process (purpose, audience, writer, subject) to brainstorm ideas; explain that most tales and fables (a) involve animals and supernatural beings that represent human qualities or behaviours and (b) teach a lesson (or moral).

- Step 2: Using the pyramid structure presented in **Activity 2.1**, outline the events of the story in point form and chronological order. Add details about the 5W's + H. (Who are the characters? Where does the story occur? When does the story take place? What is the problem? Why does the problem exist? How is the problem resolved in the end?)
- Step 3: Write the draft of a tale based on the outline. Include linking words so that ideas flow from sentence to sentence. Give the story an original title reflecting the moral or lesson.
- Step 4: Edit and proofread the story.
- End the process by reminding students that fairy tales are among the first stories they probably heard as small children and that there are many types of stories.

Teacher-directed Practice

Prereading

- Before reading the informational text on culture, (e.g., “If the World Were a Village” in *Inside Track 2*, pp. 182-187) have students make predictions. Suggested prompts: What percentage of people in the world, do you think
 - speak English?
 - are between 10 and 19 years old?
 - are over 79 years of age?
 - have electricity in their home?
 - own a computer?

Reading

- Have students identify factors mentioned in the text that influence culture and identity.
- Instruct students to check the validity of the predictions they made in the prereading activity.

Postreading

- Have students answer questions and make inferences about the text. Suggested questions:
 - Compared to citizens from other nations, do Canadians live a comfortable life? Explain.
 - How would you reorganize the numbers from the first table “100 people in the global village” to reflect the cultures in Canada?
 - Considering the age of people in the global village, what products or services might be most beneficial?

Individualized Practice

- Have students follow steps of a writing process to write a tale, story, or fable, narrating what could happen if the 100 citizens of the global village all lived in one small community and were faced with one of the following tasks or situations:
 - a natural disaster, such as a hurricane or flood;
 - building a village community centre;
 - preparing a TV documentary about their village to be broadcast nationally;
 - holding their first municipal elections.
- Suggested steps:
 - Step 1: Students plan the PAWS of their story.
 - **Purpose:** Students determine their story’s moral (lesson or message).
 - **Audience:** Students will write a story for their peers or for younger students.

- **Writer/Point of View:** Students will write the story from the perspective of a village resident recounting what happened and will give the main character a name and specific character traits.
- **Subject:** Students decide which event or situation will lead up to the final lesson or moral.
- **Step 2:** Students outline the 5W's + H of their story.
- **Step 3:** Students write the draft of their story and give it a title.
- **Step 4:** Students proofread and revise their text.
- Students form reading circles and share their story with other students.
- Assess students' stories, focusing on the following skills and criteria:
 - structure of the story including the 5W's + H;
 - relevance of the moral or message in the story;
 - creative thinking skills;
 - word choice and level of language;
 - proofreading strategies and use of language conventions. **(FE)**

BLOCK 3: PAST AND PRESENT MEET

Explanation/Modelling

- Think out loud about the reasons why English is an international language, citing factors such as exploration, politics, and the invention of the printing press; mention that during the Renaissance, a period in the latter half of the fifteenth through the sixteenth centuries when many scientific and geographical discoveries were made, the English language expanded its vocabulary from 500 to 7500 words that exist today; describe ways in which the English language continues to expand, citing examples of vocabulary related to technology and computers.
- Explain that Shakespeare is considered one of the greatest English writers of all times. Think out loud about the reasons why Shakespeare's plays, though written in the 16th and early 17th centuries, are still read and performed all over the world today.
- List expressions and words that Shakespeare made popular and that are still in use today, such as *flesh and blood*, *vanish into thin air*, "*to be or not to be*", "*Jealousy – the green eyed monster*", "*a fool and his money are soon parted*", *cold-blooded*, *leapfrog*, *puke*, *gossip*, *majestic*, *critical*.
- Present some of the situations that Shakespeare wrote about, without mentioning that they are taken from his plays:
 - Your mother has remarried and you dislike your new stepfather.
 - You think you saw a ghost.
 - A friend is jealous of your success.
 - You are worried that your boyfriend or girlfriend is cheating on you.
 - You fall in love with someone you have just met for the first time.
 - You like someone that your friends and family all hate.
- Explain that Shakespeare wrote about these situations in his plays and that people relate to those scenarios because they still apply and occur today; emphasize other reasons why Shakespeare's plays are worth reading or watching on stage.
- Give a brief biography of Shakespeare, pointing out important dates and mentioning interesting facts to show that even his personal life was fascinating.

Teacher-directed Practice

- Read with students a synopsis of the play *Romeo and Juliet*, pointing out various themes (e.g., parent-child relationships, love at first sight, friendship and loyalty).
- Explain to students that Shakespeare wrote in rhyme and verse; read with students a simplified version of a scene from *Romeo and Juliet*, inviting students to assume various roles as they take turns reading out loud; show a taped segment of the same scene.
- Hold an informal discussion on the outcome of the scene and the causes of that outcome. Suggested prompts: Who’s responsible? What should they have done instead? Should the parents have accepted the two teenagers’ relationship?

Individualized Practice

- Have students write a journal entry explaining what they would have done in one of the previously listed situations in Shakespeare’s plays; have students share and compare their responses in groups.
- Have students read a modern play, short story, or article (e.g., “As One Door Closes, Another One Opens” on pp. 153-155 of *Inside Track 2*) and explain how the situations and themes in the text are similar to those of *Romeo and Juliet* (e.g., breakups, loss and defeat, missed opportunities and what could have been done differently). (FE)

BLOCK 4: TALES FROM THE PAST

Explanation/Modelling

- Present the idea that the past sheds light on the present and that literature is also an expression of one’s culture; explain that many stories written centuries ago (e.g., *Frankenstein*, *Count Dracula*, *Beowulf*, *Adventures of Sherlock Holmes*) are still popular today.
- Read with students a poem or excerpt of a poem by a 19th-century Canadian author (e.g., Robert Service’s “The Cremation of Sam McGee” in *Inside Track 2*, pp. 35-38), explaining difficult words and pointing out elements such as the following:
 - words and expressions that may reflect the context and times;
 - descriptions (e.g., Arctic, cold, bitterness, cremation, lifestyle, northern lights, gold rush, dogsleds) that reflect 19th-century Canada;
 - the contextual and cultural aspects (e.g., dogsledding, gold mines, Canadian climate, language).
- Using examples from the poem or other texts, model the application of language conventions for pronouns and their antecedents.

Teacher-directed Practice

- Have students read the profile of a person who has influenced or shaped the identity of their community, town, or city (e.g., Northern Ontario: Fred Larose, a railway blacksmith who discovered silver; Southern Ontario: John Graves Simcoe, who saw Penetanguishene as a potential naval base; Eastern Ontario: Martin Casselman, who built a sawmill near the current town in 1844).
- Have students identify the 5W’s + H in the profile and make inferences on the impact of the selected person on their community.
- Have students research, in pairs, an important event or person in their community (e.g., the origin of a landmark, the arrival of immigrants, the first church or French school), and note the 5Ws + H.

- Have students present their research information in a brief oral report.
- Have students complete practice exercises on pronoun agreement and consistency.

Individualized Practice

- Assign the task of researching and profiling an ancestor, instructing students to follow these steps of the research and writing processes:
 - Students select someone in their family whom they feel has shaped their identity.
 - Students conduct research to find more information on the family member by consulting family photos, other family members, and written documents (e.g., obituaries, newspapers).
 - Students use note-taking strategies to write point-form notes on the 5W's + H of the chosen family member.
- Instruct students to find a photograph or object that represents the person and prepare a one minute show and tell summarizing the following information:
 - how the object represents the selected ancestor;
 - the 5W's + H;
 - how their ancestor shaped or influenced them (e.g., where they live, the culture with which they identify, a tradition they have kept, an inspirational thought).
- Have students rehearse their delivery and practise speaking without reading their notes verbatim.
- Have students present their profile to the class; offer feedback on the following aspects of their presentation:
 - knowledge and understanding of key information (5W's + H);
 - critical analysis of how that person shaped the student's identity;
 - sequence and clarity of information;
 - awareness of audience in choice of words and details;
 - speaking skills;
 - use of a visual aid;
 - use of language conventions, including consistent pronoun use. (FE)
- Have students correct their journal entry and other sample paragraphs, revising errors in pronoun agreement and consistency. (FE)

BLOCK 5: TRUE LIFE STORIES

Explanation/Modelling

- Explain that stories, tales, and literature in general present situations and characters that are generally not true, i.e., literature is considered to be *fiction*; refer to the previous block to point out that there are also stories that present real people and events, whether they be biographies, documentaries, news stories, profiles, or texts in history books.
- Define the terms *biography and autobiography*; read with students an excerpt from a biography (e.g., the first part of “The Michael Jordan Nobody Knows” in *Inside Track 2*, pp. 59-60) or autobiography, pointing out elements such as the following:
 - the 5W's + H (who, what, where, when, why, and how);
 - specific dates and factual information;
 - emphasis on a specific event or an interesting fact to make it more fascinating;

- the writer’s reactions to the events or accomplishments described in the biography;
 - a chronological order or progression of events;
 - correct and consistent pronoun use.
- Present a recorded video (or excerpt) of a biography of a Canadian public figure or celebrity known to students; point out the ways in which the biography is not fiction.

Teacher-directed Practice

- Inform students that Norah McClintock is the author of the novel *Tell*, which they will begin to read in **Activity 4.2**. Have students, in pairs, briefly research and record, in point form, information on one of the aspects of the author’s life:
 - titles of novels and types of novels the author has published;
 - subjects about which she usually writes;
 - when and where she was born, and where she grew up;
 - places where she has worked and volunteered;
 - 2 to 3 interesting facts about her personal life.
- Provide an incomplete summary of Norah McClintock’s life; have students consult each group and their research notes to fill in the gaps of the biography.
- Have students read about the life of a celebrity or public figure (e.g., “The Michael Jordan Nobody Knows” in *Inside Track 2*, pp. 59-72) and note what they learned about this person, as well as biographical elements in the text.

BLOCK 6: Who I Am

Individualized Practice

- Instruct students to prepare an autobiographical scrapbook. Suggested steps:
 - Step 1: Students brainstorm a list of key moments or persons in their life, considering the following:
 - events they considered important;
 - people and events that influenced them;
 - moments of fear, pride, happiness, success;
 - happenings that affected them or changed them (e.g., an accident, moving to a new town);
 - moments that inspired them (e.g., a trip, a challenge).
 - Step 2: Students find representative photos of three key persons or moments on their list.
 - Step 3: Students organize their scrapbook including a student photo for each section as well as the following texts:
 - Page 1: “The Me That People Know”—a description of themselves according to friends and family members;
 - Pages 2-4: “The Me That People Don’t Know”—a description of key moments or people in their life;
 - Page 5: “Who I Am Today”—a description of themselves today.
 - Step 4: Students format their scrapbook and proofread and revise their texts.
 - Step 5: Students rehearse the presentation of their scrapbook.
- Students present their scrapbook in a group or class activity.
- Assess students’ autobiography and presentation according to the following criteria:
 - clear summary of key events and people in their life;

- critical thinking and selection of event and photo analyses;
- order and format;
- choice of words and relevance of photos and explanations;
- speaking skills (voice, pronunciation, tone, tempo, etc.);
- use of visual aids (photos);
- use of language conventions. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students reflect on what they can do to learn more about cultures other than their own.
- Have students reflect on their reading preferences and the value of reading. Suggested prompts: Do you prefer fiction or non-fiction? What is your favourite story or book? What type of story or book do you like?

Summative Assessment

No summative assessment task is planned for **Activity 4.1**.

Extension

- Instruct students to read and record a story, legend, or fable from their own culture and present it to the class.

“Tell” the Truth

Description

Time: 6.5 hours

In this activity, students:

- develop their knowledge and understanding of the elements of the crime and mystery story;
- apply reading strategies to read a novel silently and aloud, interpreting the elements of character, plot, theme, setting, and conflict;
- make predictions and inferences about characters’ personalities, thoughts, feelings, and motivations in a novel;
- apply proofreading strategies to combine sentences and correct errors in punctuation and pronoun agreement.

Strands and Expectations

Strands: The World of Technology, My Place in the World

Overall Expectations: EAE2L-WT-LS.OE
EAE2L-PW-SpList.OE
EAE2L-PW-RS.OE
EAE2L-PW-WS.OE
EAE2L-PW-LS.OE

Specific Expectations: EAE2L-WT-LS.1 - 2
EAE2L-PW-SpList.1 - 2 - 3 - 5
EAE2L-PW-RS.1 - 2 - 3
EAE2L-PW-WS.1 - 2 - 3
EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- copies of a novel for the next three activities, to be distributed to students. Suggested novel: McCLINTOCK, Norah. *Tell*. Victoria BC, Orca Book Publishers, 2006, 100 p. (ISBN 13: 978-1-55143-511-4), available at www.orcabook.com (Consulted November 10, 2008);
- a recording of an episode from a crime show or the introductory scene from a mystery movie, making sure that the content is appropriate for a teenaged viewing audience;
- audiovisual equipment;
- short mysteries or “Solve-Its.” Suggested sites: (Consulted November 13, 2008): www.mysterynet.com and www.5minutemystery.com;
- roll of paper, markers, scissors, and glue to create a visual bulletin board outlining important events and details from the novel;
- a box of Phil’s personal effects, as described in chapter 2 of the novel;
- illustrations, photographs, or drawings depicting various types of conflict.

Activity Instructions

CONTEXTUALIZATION

- Walk into class with a small modification to your usual appearance (e.g., ring is missing, two different shoes, no socks, fake tattoo) and begin the activity without mentioning the change, to see if students notice.
- Ask students how good a detective they think they are. Explain that a good detective must have a keen sense of observation to notice clues and details and to decipher what's true or false.
- Quickly show students a series of 2 or 3 photos, asking them to share their impressions of what's going on in the photos; show students each photo a second time, giving them a chance to examine them more carefully; ask students what new details or information they notice and what their second impression is once they consider the whole picture. (DE)
- Reveal to students (if they have not already noticed) the modification made at the beginning of class; explain that observational skills and the ability to interpret non-verbal cues are important when communicating with others (e.g., noticing that a friend is sick or looks tired can help students determine how to speak to that person on a given day).

TEACHING/LEARNING STRATEGIES

BLOCK 1: SOLVE THE MYSTERY

Explanation/Modelling

- Model prereading strategies to show students how to predict the content of a text, using the novel *Tell* by Norah McClintock. Suggested strategies:
 - Read the title of the book, focusing on the meaning of the word *tell* to predict what the story might be about.
 - Look at the illustration on the front cover and predict how the picture might reflect the title and the story's content (e.g., dead body, outline, time of day) using prior knowledge to make inferences (e.g., What do I know about outlining at a scene of a crime?).
 - Read the back cover, explaining that it is an excerpt and not a synopsis. Think out loud to imagine from which part of the novel it is taken, who might be speaking, and what David might be hiding from the police.
- Referring to Norah McClintock's biography that students researched in **Activity 4.1**, explain that this novel, like her others, is a mystery, and one of its main themes is identity. Think out loud to draw a link between the above predictions and the theme of identity. Explain to students that the novel is a "whodunit" crime story.
- Think out loud about the reasons why crime mysteries are so popular, giving examples of popular movies, television shows, and mystery novels (e.g., Agatha Christie, Sherlock Holmes, Nancy Drew, Mystery Guild, Hardy Boys, John Grisham).
- Using an excerpt from a current crime show, present the typical plot of a crime or mystery story.

The crime or mystery story consists of ...		
a problem that has to be solved, a mysterious event, a conflict, a secret, a crime, something lost or missing	+ cues, clues, hints, information, witnesses, facts, details that lead to...	= the solution of the mystery, the criminal gets what he or she deserves

- Explain to students that without conflict, there would be no mystery to solve; **review** the meaning of the word *conflict* with students and present examples from movies or shows they know; present the main types of conflict, using photos or illustrations (person vs. person; person vs. society; person vs. self; person vs. nature or the supernatural); emphasize that the most common type of conflict found in the crime story is person versus person (e.g., criminal versus victim, criminal vs. police officer detective, evil person vs. good person).

Teacher-directed Practice

- Present a one-minute mystery; have students assume the role of detective to analyse the clues and facts of the crime and solve the mystery.
- Reveal the solution to students and have them assess their reading skills and ability to recognize clues and interpret events and characters. **(DE)**
- Read out loud the first page of the novel *Tell* to students, prompting them to consider what is happening with questions such as the following: Does the doorbell usually ring at your house or apartment at 2 a.m.? What kind of things might you imagine if it did? Why might David be awake? What kind of reaction would you have at the sound of your parent wailing in the middle of the night?
- Have students take turns reading the rest of chapter 1 out loud. (Students might read the dialogue as if it were a scene from a play.)
- Have students list the names and identities of the characters introduced in chapter 1, as well as the 5W's + H.
- Have students write a fictitious police report about the crime in chapter 1, referring to their summary of the 5W's + H.
- Have students assume the point of view of the detective and list what they know and don't know about the main character, David, by the end of the chapter; also instruct students to (a) list adjectives that describe David's feelings and reaction upon hearing about the death of his stepfather, (b) consider other possible reactions to such news, and (c) formulate at least three other questions they would ask David if they were the detective.
- Have students complete one or two practice exercises on vocabulary in chapter 1 (e.g., *muffled*, *wail*, *sobbed*, *thorough*) and in the next two chapters.

Individualized Practice

- Have students respond to chapter 1 by predicting what each of the characters will do next; instruct students to share and compare their predictions in a group or class activity. **(FE)**
- Have students assume the point of view of the detective and consider the facts presented in chapter 1, making inferences about the crime. Suggested prompts:
 - What information is missing? What information or facts are you sure of?
 - Whom do you trust and whom do you not trust? Who seems good and who seems bad? Why?
 - What is a possible motive for the crime? **(FE)**

BLOCK 2: CUES AND CLUES

Explanation/Modelling

- Referring to the one-minute mystery in the previous block, emphasize that a good detective, like a good reader, will use his or her observational skills to find clues.
- Model reading strategies and the use of contextual cues with reference to chapter 1 of the novel.
Suggested strategies:
 - (page 2 of the novel) reading diagonally to identify the main idea of each paragraph and to find the paragraph in which David’s behaviour stands out;
 - (page 3) rereading details and visualizing people and places (e.g., the police officer looking at David’s clothes);
 - (page 3) reading between the lines or making inferences about characters, in this case, the police officer;
 - (page 4) skimming to find words that reflect the emotions and personalities of the characters (e.g., mother: shaking, moaning; detective: speaking softly; David: defensive and emotionless);
 - (page 5) scanning for important information, noting the sections or divisions, as well as the dialogue;
 - (page 5) paraphrasing in your own words what you’ve just read, that is, summarizing David’s thoughts;
 - (page 7) highlighting keywords and words that are repeated, in this case, to answer this question: What things were missing when the detectives found Phil’s body?
- Explain to students that using the above strategies and cues is part of the process of finding clues to solve a mystery: an observant detective will also skim and scan, summarize, review, and visualize information to determine what happened at a crime scene.
- Using a See-n-Solve mystery and crime shows or movies as examples, present the types of clues (e.g., what people *say* and what others say about them; gestures, facial expressions and other non-verbal cues) to look for when trying to solve a mystery.
- Mention that some clues can be false or misleading; define the term *red herring* for students and give an example of a red herring from the previous See-n-Solve mystery.
- Explain that suspense is another reason why people enjoy a good crime mystery; define *suspense*, emphasizing that it is the element of crime and mystery stories that incites a variety of emotions such as fear, anticipation, uncertainty, doubt, anxiety, horror, and excitement.
- Provide examples of suspense in chapter 1 of the novel, emphasizing the questions that are left unanswered at the end of the chapter (e.g., Who killed the stepfather? Why isn’t David showing more emotion? Why does David seem to think that things won’t be “okay?”).

Teacher-directed Practice

- Present an episode from a crime show or the opening scene of a mystery movie; have students identify (a) clues, (b) red herrings, and (c) moments of suspense in the selected episode, listing the ways suspense is created:
 - through words with double meanings;
 - through conflicts and dramatic actions and situations;
 - through unanswered questions (what is not written or said);
 - through music, sounds, and visual effects;
 - through mysterious settings or background.
- Have groups prepare a 2- or 3- sentence description of what the ultimate suspenseful introduction to a mystery movie would be.

- Explain to students that they will prepare a bulletin board entitled “*Telling the Story*” in the classroom to note and record clues and important details as they assume the role of detectives trying to solve the case and identify the murderer.
- Have students form four groups; instruct each group to prepare an illustration or drawing for one of the categories of the “*Telling the Story*” bulletin board: Who? (Characters); What? How? (Plot); Where? When? (Setting); Why? (Conflict). Colour code each heading for easy reference.
- Have students assume the roles of the various characters (the narrator, Mrs. Benson, Detective Antonelli, and David) and take turns reading chapter 2 out loud.
- Present a box of Phil’s personal effects, as described on pp. 10-11, to help students visualize the clues (e.g., a wallet, a watch, a wedding ring, a slip from an ATM machine withdrawal); ask students to make inferences about the character of Phil based on these objects.
- As students read, have them pause to point out clues in chapter 2 and post the clues in the respective categories of the “*Telling the Story*” bulletin board, e.g., Who? (Phil, David, Mrs. Benson, detective Antonelli); What? How? (Phil’s murder); Where? When? (Saturday night, near an ATM machine); Why? (money, revenge, love).

Individualized Practice

- Have students skim and scan chapters 1 and 2 to discover and note events that happened in the past, before the novel starts. Instruct students to summarize their notes in a 4- or 5- sentence “prequel.”
- Have students share their prequel in a class discussion, and then add the events to the “*Telling the Story*” bulletin board, making sure to identify them as having occurred **Before the Crime (BC)**.
- Have students find examples of conflict and suspense in chapters 1 and 2, in response to questions such as the following:
 - Find a sentence in chapter 1 or 2 for each of the following conflicts involving David: (a) David vs. the detective, (b) David vs. himself and (c) David vs. his mother.
 - Find examples of suspense in chapters 1 and 2.
 - What questions would you ask David at this point in the novel? (**FE**)
- Have students reflect on the plot of the novel in response to prompts such as the following:
 - I find the two first chapters (*realistic, unrealistic*) because...
 - Interesting titles for chapter 1: _____ and chapter 2: _____.
 - On the basis of the first two chapters, this novel would or would not make a good crime show or mystery movie because... (**FE**)

BLOCK 3: FINDING THE SOLUTION

Explanation/Modelling

- Think out loud about the difficulties a student might face when it comes to solving math and science problems (e.g., don’t know where to start, a lot of information is given, fear of getting the wrong answer) and challenge students to find the solution to a problem or enigma (e.g., *At school, Kim, Betty-Ann, Chantal, and Sue all enjoy different subjects. Betty-Ann enjoys drama classes and always carries costumes with her. Neither Kim nor Chantal enjoy science class. Neither Betty-Ann nor Kim like math although Kim gets good marks in math. Can you match these people with their favourite subjects – math, science, drama, and English?*).

- Model the three-step approach of solving the above problem or enigma and drawing logical conclusions: (*Solution: Kim = English, Betty-Ann = drama, Chantal = math, Sue = science*).
 - Step 1: Collect all the information, noting facts in a chart or table.
 - Step 2: List and evaluate the alternatives or possibilities.
 - Step 3: Make a decision by selecting the best alternative.
- Demonstrate how the above steps can apply to the process of solving the mysteries in the novel: (1) collect clues, (2) consider the possibilities (e.g., possible motives of the murderer, the various suspects), and (3) make inferences or draw conclusions (e.g., about the identity of the murderer).
- Read out loud the first pages of chapter 3, thinking out loud about the enigma of Phil: Was he a good husband, father, and friend? Why does David dislike him? Ask questions about why people can have different impressions of Phil, offering possible reasons.
- Point out that the sentences of the eulogy on p. 18 are lengthy because David (who was disinterested) is repeating and summarizing only the parts of the eulogy that he did hear. Model the process of revising the punctuation and structure of sentences in the paragraph, explaining that more punctuation (e.g., apostrophes, hyphens, colons, semi colons) is needed in the passage.

Teacher-directed Practice

- As they continue reading chapter 3 in small groups, have students use the three-step approach to solve the following enigmas and draw conclusions about the characters: Is David lying or not? Is David’s mother involved in the crime or not? Is Jack good or bad? Why didn’t David and Phil have a close relationship?
- Have students collect additional facts on the victim and suspects, adding the information to the “*Telling the Story*” bulletin board.
- As students share their answers, invite various members of the class to update the elements of the plot posted in the classroom with new information or clues.
- Have students **review** sentence-combining techniques presented in **Activity 2.3**, and have them practise writing and punctuating sentences of increasing length and complexity.

Individualized Practice

Prereading

- Have students answer a *Who Am I?* questionnaire to **review** types of characters commonly found in crime stories, associating the words such as *witness, victim, accomplice, suspect, detective, criminal* with their respective definitions and with characters in the novel.
- Have students **review** vocabulary associated with the mystery genre (e.g., *suspects, verbal cues, witnesses, alibi, motive, red herring, setting, conflict*) in a *Clue*-type game. (FE)

Reading

- Have students read the rest of chapter 3, noting (a) the discoveries made by David and (b) the various conflicts in the chapter; have them identify the consequences of the conflicts in response to prompts such as the following:
 - Because David’s biological father died, his mother _____.
 - Because Phil always worked hard, David and his brother had to _____.
 - Because she did not want Phil to leave her, David’s mother tried to _____.
 - Because Jamie drowned, Phil always _____. (FE)

Postreading

- Have students consider their answers on conflict to make predictions about what they think will happen next (before Phil is killed) to David, Phil, Jamie, and David’s mother.
- Have students use reading strategies to **review** descriptions of one or more characters in chapters 1 to 3; instruct them to skim through magazines, catalogues, and newspapers to find pictures or photographs that match the main characters and explain in a caption how the selected picture matches the character; have students post their pictures and captions on the “*Telling the Story*” bulletin board. (FE)
- Have students select one of the conflicts portrayed in chapter 3, and imagine one of the characters coming to them for advice on the conflict (e.g., single parenthood, hyperactive sibling, an unwelcome step parent); instruct students to assume the point of view of a friend or relative to give advice to the character in a paragraph of 7 to 8 sentences. In this paragraph, students (a) describe what they would say to the character, (b) offer solutions, and (c) explain what they would do in the character’s shoes.
- Have students read and discuss their advice in groups. Have students offer feedback to each other on their ability to:
 - identify or recognize conflict;
 - understand the characters and conflicts in the novel;
 - use problem-solving skills to offer sound advice;
 - express themselves clearly and correctly. (FE)
- Have students proofread short texts and correct punctuation errors in practice exercises. (FE)

BLOCK 4: LYING THROUGH THEIR TEETH

Explanation/Modelling

- Provide students with a series of true or untrue statements about yourself and ask them to identify which ones they think are true or false (e.g., *I was once lost in the Yukon wilderness for an entire night. I once ate an entire pie by myself. I once wore two different coloured socks for an entire day without realizing it.*).
- Mention that one of the main ideas of the novel revolves around its title, *Tell*, giving examples of people who might be telling lies and telling the truth in chapters 1 to 3; list some verbal cues (e.g., changing the topic, avoiding the question, using humour or sarcasm) and non-verbal (e.g., true vs. fake smiles, arm and hand movements, lack of eye contact) that might be signs that someone is lying, and point out examples in chapters 1 to 3 (e.g., When David is questioned by the detectives, he starts to worry about his mother in an attempt to change the subject; he has them repeat questions to give himself time to think.).
- **Review** the concept of theme with students, explaining that the theme is **the message** of a story, what the author is trying to tell us through the plot. Emphasize that looking for the truth is one of the major themes in the novel and cite examples:
 - Phil lied about having insured the family.
 - David’s mother is holding back information.
 - The truth has yet to be discovered regarding Phil’s death.
 - David knows very little about his family history and identity and biological father.
- Read several pages from chapter 4 aloud and model strategies for reading a text aloud with fluency and expression. Suggested strategies:
 - noticing keywords that signal emotion and using the appropriate tone and expression;
 - paying attention to punctuation marks (e.g., exclamations for surprise or shouting, question marks for inquiry or uncertainty, periods and commas for pauses) and watching tempo or speed;

- being careful not to stop reading at the end of the line and reading with flow;
- emphasizing italicized words (e.g., *Where did I get what?*) and statements between dashes;
- breaking down a long or challenging word into syllables to pronounce it correctly;
- speaking clearly and audibly and adjusting volume according to textual cues (e.g., she howled).

Teacher-directed Practice

- Distribute prepared statements to students and have students read them out loud in groups, adjusting their delivery according to textual cues (e.g., *You're coming with me. You're coming with me? You're coming with me!*).
- Have students continue reading chapters 4 and 5 out loud in reading circles, practising intonation, speed, volume, pronunciation, and expression.
- In their reading circles, have students **review** chapters 4 and 5 to (a) list examples of lies and the cues that gave them away and (b) note new elements of plot and clues for the “*Telling the Story*” bulletin board.
- Have students apply sentence-combining techniques to summarize new clues in chapters 4 to 5.

Individualized Practice

- Have students prepare two statements about themselves—one true, one false—to repeat in front of the class. Playing a game of true or false, have class members guess which statement is true and which one is false, using their knowledge of verbal and non-verbal cues.
- Have students **review** the plot of the novel by arranging events in chronological order. **(FE)**
- Have students interpret quotations or passages from the novel, identifying the speaker and making inferences about the underlying truth or message.
- Provide students with passages that present David’s various versions of his actions on the evening of Phil’s death; have students (a) categorize David’s statements as true or false and (b) make inferences about David’s thoughts and feelings. **(FE)**
- Have students apply sentence-combining techniques to complete a few practice exercises. **(FE)**

BLOCK 5: WATER UNDER THE BRIDGE

Explanation/Modelling

- Using a local mystery (e.g., haunted house, arson, graffiti, cold case) or a one-minute mystery as an example, model the process of writing a mini-mystery. Suggested steps:
 - Step 1: Brainstorm the 5W’s + H of the story, emphasizing the central conflict or crime.
 - **Who** are the main characters (e.g., victim, suspect, witness, criminal)?
 - **What** is the main event or mystery to be solved?
 - **Why** is there conflict?
 - **How** is suspense created?
 - **When** and **where** does the action occur?
 - Step 2: Outline the crime, the main events, and the solution, following the typical plot of a crime or mystery story.
 - Step 3: Write the draft and make sure that all elements of a mystery are included.
 - Step 4: Proofread and revise the text.

Individualized Practice

- Have students analyse David’s relationships in the novel, classifying them as positive or negative; instruct students to justify their interpretation with specific examples from the novel. **(FE)**
- Have students answer questions on the challenges faced by David in chapters 1 to 5 of the novel:
 - What challenges does David encounter as a result of his mother remarrying?
 - Do David’s conflicts with his stepfather reflect reality?
 - What is the meaning of the title *Tell*? Find two passages where the title is mentioned. **(FE)**
- Have students select an enigma or mystery (e.g., why Phil never bought life insurance, the mystery of David’s biological father) in chapters 1 to 5, and write a solution to the mystery, as if they were writing a passage in the novel.
- Have students read their version of events to their classmates, in small groups.
- Offer feedback on the following aspects of students’ texts:
 - logical sequence of events and ideas;
 - understanding of characters and events in the novel and the elements of mystery;
 - awareness of audience in choice of words, content, and language;
 - grammar and spelling, with attention to punctuation and sentence structure. **(FE)**
- Have students complete practice exercises on punctuating and combining sentences. **(FE)**

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students reflect on how they feel about reading novels. Suggested prompts: What do you like or dislike about reading books? Do you find novels difficult or easy to read? Do you feel you are a skilled or weak reader? Is this a good novel according to you? Explain.
- Have students do brainteasers to practice using the problem-solving process to unravel mysteries.
- Have students prepare and present David’s treasure chest containing personal effects that symbolize his life, values, and personality.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- Instruct students, in groups, to create a study aid for the language conventions learned in **Activities 4.1** and **4.2**; have students share their study aid with other groups.
- Have students apply proofreading strategies and complete practice exercises on the following:
 - vocabulary;
 - pronoun-antecedent agreement;
 - punctuation;
 - sentence combining.

Evaluation

- The summative assessment task consists of a grammar and usage quiz focusing on vocabulary, pronouns, and punctuating, combining, and proofreading sentences.
 - Section 1: Read a brief summary of chapters 1 to 5 and fill in the blanks with the correct vocabulary (e.g., *alibi*, *witness*, *evidence*, *suspect*, *muffled*, *sobbed*, *thorough*).
 - Section 2: Combine sentences about or from the novel.
 - Section 3: Proofread the text of a conversation between David and another character and correct punctuation errors.
 - Section 4: Proofread an excerpt from a report (e.g., news report, police report) on Phil’s murder and correct pronoun errors.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students apply language conventions as they list Phil’s personal effects (p. 10) using complete sentences.

Extension

- Have students research and read examples of real life mysteries, crimes, or cold cases.
- Organize a treasure hunt: Students follow a list of clues and instructions to look for the box of Phil’s effects in the classroom or school.
- Have students, in groups, prepare and present the script of a two-minute skit enacting the opening scene of a mystery or crime story.

The Mystery Unravels

Description

Time: 7.5 hours

In this activity, students:

- apply reading strategies to read a novel and interpret the elements of character, plot, theme, conflict, and narrative point of view;
- make predictions about events and draw conclusions about characters’ personalities, thoughts, feelings, and motivations in the novel;
- convey their opinions about issues in the novel, extending their understanding of the novel’s themes;
- convey their understanding of the plot of the crime and mystery story by assuming the point of view of various characters in role-playing activities, skits, and media productions;
- identify literary devices such as flashbacks, foreshadowing, and flash-forwards as well as their effect;
- show their understanding of the novel and its elements by answering questions on a sight passage and writing and presenting a sequel, for summative assessment purposes.

Strands and Expectations

Strands: The World of Technology, My Place in the World

Overall Expectations: EAE2L-WT-SpList.OE
EAE2L-PW-SpList.OE
EAE2L-PW-RS.OE
EAE2L-PW-WS.OE
EAE2L-PW-LS.OE

Specific Expectations: EAE2L-WT-SpList.1 - 2 - 3
EAE2L-PW-SpList.1 - 2 - 3 - 4
EAE2L-PW-RS.1 - 2
EAE2L-PW-WS.1 - 2 - 3
EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- the novel: McCLINTOCK, Norah. *Tell*. Victoria BC, Orca Book Publishers, 2006, 100 p.;
- poster-size paper and markers;
- a local Crime Stoppers report and the necessary audiovisual equipment;
- the necessary audiovisual equipment for students’ media productions.

Activity Instructions

CONTEXTUALIZATION

- Present a local Crime Stoppers report, pointing out its elements and structure (the 5W’s + H of the crime, the descriptive terms, the re-enactment of the crime, and flashbacks).

- Have students note the sequence of events in the excerpt, pointing out moments when events are not presented in chronological order (e.g., flashbacks, foreshadowing, flash-forwards); explain what function such media techniques can have in a story or production (e.g., to give additional information or clues, create suspense, add variety, give a voice to characters who are dead).
- Think out loud about the ways the events of a crime or mystery story are sequenced to hook the reader or viewer; explain that the events of the novel are organized so that the mystery unravels gradually through a series flashbacks.
- Discuss with students the pros and cons of watching a re-enactment of a crime versus reading about the crime in an article; lead a brainstorming session on the advantages of reading a crime or mystery story versus watching the movie or television version; have students discuss which is more interesting and suspenseful—the story or the movie?

TEACHING/LEARNING STRATEGIES

BLOCK 1: DIFFERENT PERSPECTIVES

Explanation/Modelling

- With reference to the above discussion on the crime or mystery story versus the movie, explain to students that when reading a novel, they have the opportunity to get to know the characters' most private thoughts and feelings, especially those of the main character and of the narrator or person telling the story, as in the novel *Tell*.
- Referring to examples of first-person narratives in shows or movies, review with students the definition of the term narrator (a character who tells what happened from his or her perspective or point of view); mention that the first-person narrative point of view makes the story and character seem real; also explain that stories can be told from other perspectives.
- Think out loud to question what information might be excluded or even falsified by David as a narrator (e.g., what he might have done wrong, what others saw and experienced, what David did not see, what David dismisses as untrue).
- Read the first two or three pages of chapter 6, pointing out David's responses, thoughts, and actions; suggest ways the story might be different if it were told by (a) a news reporter, (b) David's mother, or (c) the detective.

Teacher-directed Practice

Prereading

- To verify students' understanding of the concept of point of view, have students write David's thoughts and feelings once he realizes he's been caught in a lie at the beginning of chapter 6.

Reading

- Have students finish reading chapter 6 out loud, assuming roles as if they were reading a script for a play.
- Instruct students to note the perspectives or reactions of each character (e.g., Detective Antonelli: accusatory, frustrated, confident, convinced) as they read, and then list adjectives and adverbs to describe these reactions.

Postreading

- Have students, in groups of three, assume the first person narrative point of view to convey the thoughts orally and in writing of each of the three main characters at the end of chapter 6. Suggested prompts:

(a) The mother thinks the detective is harassing David and wants the detective to leave him alone. (b) The detective doesn't believe David's explanations and wants more answers. (c) David explains how he got the photo, in answer to his mother's question.

- Have students read chapter 7 out loud in a reading triangle, and use note-taking strategies to update the “*Telling a Story*” bulletin board with information from chapters 6 and 7.
- Instruct students to consider the clues and evidence gathered in chapters 6 and 7 and to list the reasons why each character is or is not a suspect; have students evaluate the validity of the characters' alibis and make inferences about their possible motives.

Individualized Practice

- Have students work in pairs to write and present the script of a telephone conversation in which they each assume the point of view of one character. Suggested scenarios:
 - **David** is trying to explain to a **friend** why he doesn't want his mother to be present during the detective's interview.
 - **Detective Antonelli** reports to his **superior** and explains why he thinks David may be guilty of murder.
 - **David** explains to **Jack** how he felt when the detective was accusing him.
 - **Mrs. Benson** explains to **Jack** why she thinks David is lying.
 - **Mrs. Benson** explains to **Jack** the possible cause of Phil's death.
- Have students prepare and present the script of their telephone conversation. Suggested steps:
 - Step 1: Students brainstorm ideas about what the character would say based on clues in chapters 6 and 7.
 - Step 2: Students write out the script for the one-minute telephone conversation, being sure to include prompts to identify each speaker.
 - Step 3: Students practise reading their script out loud and rehearse their delivery.
 - Step 4: Students present their recorded or live conversation to the class.
- Instruct students to listen carefully to their peers' conversations and give feedback on the presentations; offer feedback to groups according to the following criteria:
 - understanding of the concept of point of view;
 - knowledge of character's emotions, actions, and reactions;
 - understanding of events in the novel;
 - clear expression and logical organization of ideas;
 - application of oral communication skills (tone, expression, volume);
 - use of language conventions, descriptive terms, and appropriate language. (FE)
- Have students select the suspect they believe is the criminal; instruct them to prepare a Wanted poster which details the crime and the character's motives.
- Have students present their poster and then display it in the class. Assess students' poster and presentations according to the following criteria:
 - understanding of elements of a mystery (e.g., clues, motives, characters);
 - ability to interpret characters and events and convey that interpretation clearly;
 - format of poster (neat, well spaced, visually appealing, relevant details, etc.);
 - clarity and sequence of ideas;
 - speaking skills (tone, tempo, voice, pronunciation, etc.);
 - use of language conventions, descriptive terms, and appropriate language. (FE)

BLOCK 2: LOOKING BACK

Explanation/Modelling

- Explain to students that many mystery stories and shows start with the climax or most suspenseful part to catch the audience’s attention; explain how flashbacks, flash-forwards, and foreshadowing are incorporated into television shows (e.g., *CSI*, *Lost*, *Cold Case* and *Missing*) through special effects (e.g., voice-over, fade-ins, background music).
- Explain the ways flashbacks, foreshadowing, and flash-forwards can be detected in a written text. Refer to chapter 7 to model the process of finding the following cues that signal a change in time:
 - indicators of time (e.g., on p. 55, “About two weeks earlier . . .”);
 - a shift in the subject (e.g., on p. 60, The question “Is that why you did it?” comes out of nowhere);
 - a shift in verb tense;
 - textual cues (e.g., spaces on pp. 55 and 60 indicate a shift in time or a pause);
 - information that does not make sense in the present or future (e.g., Phil is alive in the flashback but is dead in the present).

Teacher-directed Practice

- Instruct students, in pairs or groups, to retrace David’s steps by skimming and scanning chapters 1 to 7 and note his actions on the night of the murder; have students sketch a map of the town in which David lives and label the following:
 - David’s house;
 - the location of Phil’s murder;
 - all objects and locations involved in the murder (e.g., where Phil’s body, car and keys might have been found, the stores, ATM machine and cameras);
 - the path and direction followed by David on the night of the murder, at specific times.
- Have students share and compare their maps with other groups’.
- Have students use the place mat strategy explained in **Activity 1.1** to locate the references to the words *tell* and *truth* in chapters 6 and 7; instruct students to record the statements on the place mat, making sure to note the following: the page number, the name of the speaker and the person(s) spoken to, the statement, and an explanation of the statement.
- Instruct each group to insert 2 or 3 of their references the corners of the place mat. Once each group has recorded the examples, have students compile, in the centre of the place mat, a summary of the references and explanations relating to the theme of truth.
- Remind students that the past perfect tense, as modelled in **Activity 3.2**, is used when describing events that happened before a specific time in the past; explain that the flashbacks in chapters 6 and 7 describe events which took place in the past *before* the murder of Phil and that the past perfect tense is the best tense to reflect these events; have students modify the verbs from a paragraph in one of the flashbacks, changing them from the simple past tense to the past perfect tense.

Individualized Practice

- Have students complete practice exercises on the simple past and past perfect tenses of verbs. **(FE)**
- Instruct students to list and classify the various conflicts found in chapters 6 and 7 and make inferences as to their causes. **(FE)**
- Have students **review** chapters 6 and 7 by filling out a police report, as if they were Detective Antonelli, following the interview with David. **(FE)**

- Instruct students to respond to David’s closing statement on p. 60 in a brief opinion paragraph; remind them to provide supporting details and events from the novel to justify their opinion. Suggested prompt: Do they believe David when he says, “I didn’t do it”?
- Give students the opportunity to informally defend their views in a class or group discussion.
- Offer feedback on the following aspects of students’ opinion text:
 - clarity of opinions and quality of supporting details;
 - use of language conventions and appropriateness of vocabulary;
 - introduction, conclusion, and structure;
 - organization of ideas and understanding of the issue. (FE)
- Have students begin reading chapter 8 up to the pause on p. 63 and make inferences, based on textual cues, to (a) identify flashbacks and (b) predict what might be the information that Jack is holding back. (FE)

BLOCK 3: THE LIE DETECTOR

Teacher-directed Practice

Prereading

- Have students note the meaning of difficult words (e.g., *bluff*, *consistent*, *fanned out*, *boasted*), as well as the tense and spelling of various action verbs found in chapters 8 to 10.
- Explain to students that chapters 8 to 10 provide more clues to help the reader understand the main characters’ motives and actions, introducing the theme of identity in the novel: the clues will lead to (a) the discovery of the murderer’s identity and Phil’s character or real identity and (b) answers about David’s father and past, and about David’s possible role in the murder.

Reading

- Have students role-play various characters as they take turns reading the rest of chapter 8 out loud, and then Chapter 9.
- At various intervals during the reading, pause to allow students to update the “*Telling a Story*” bulletin board.

Postreading

- At the completion of chapter 8, have students explain (a) the references to the title found in the chapter and (b) what David learns about his stepfather, Phil.
- Verify comprehension of the chapters by having students answer questions such as the following:
 - What does David notice about Phil when he is playing poker?
 - Why does that new information anger David?
 - Is David’s reaction to the new information proactive or reactive? Explain.
 - How does Phil react when David confronts him? How would you react?
- Have students, in groups, note new clues and information in chapter 9 on the character of Phil, and complete the following tasks:
 - List five action verbs to describe Phil’s actions.
 - List two adjectives and two nouns to describe Phil’s personality traits.
 - Give an example from the novel that illustrates or confirms each personality trait.
 - Find three new clues about what happened and why, on the evening of Phil’s death.

- Have students update the “*Telling a Story*” bulletin board, adding the above clues and notes.
- Have students, in pairs or groups, give their theory as to the identity and motive of Phil’s killer, defending their point of view with clues (e.g., alibi, motive, evidence) from the novel.
- Instruct students to defend their views in a class activity or roundtable discussion.

Individualized Practice

- Have students consider the causes of Jamie’s death and list the reasons why it should or should not be considered an accident. **(FE)**
- Have students list the lies and truths found in this chapter, as they relate to the novel’s title. **(FE)**
- Instruct students to summarize the 5W’s + H of Jamie’s drowning in the form of a news report; **review** with students the inverted pyramid structure presented in **Activity 2.1**; have students read their news reports to each other in groups and evaluate each other’s reports.
- Assess the following aspects of students’ reports:
 - knowledge and understanding of events in the novel;
 - structure of the news report;
 - ability to convey ideas and information clearly and sequentially;
 - use of language conventions and appropriate vocabulary. **(FE)**
- Present a recorded trailer for a current movie; ask students to explain why the novel *Tell* would make a good movie, prompting them to include examples of (a) suspense and (b) answered and unanswered questions in chapters 8 to 10. **(FE)**
- Have students, in groups, prepare a trailer for a movie version of the novel; have students use a process approach to complete the following tasks:
 - Task 1: Students brainstorm and use note-taking strategies to record 4 or 5 key events and moments of suspense that could catch a viewer’s attention.
 - Task 2: Students outline the format, script, and actions of the trailer.
 - Task 3: Students review visual and verbal persuasive techniques for advertising from **Activity 2.1** and decide which visual elements could enhance the trailer.
 - Task 4: Students rehearse and record the trailer.
- Students present the trailer to the class and view their classmates’ trailers, determining which one are the most successful in promoting the novel.
- Assess students’ productions, emphasizing the following components:
 - integration of persuasive or advertising techniques;
 - understanding of key events in the novel;
 - use of suspense to present an engaging summary;
 - choice of words appropriate for a target audience;
 - tone of voice and use of expression and movement to present a creative production. **(FE)**

BLOCK 4: THE TRUTH COMES OUT

Explanation/Modelling

- Begin reading chapter 11 out loud; focus on a passage that is filled with dialogue (e.g., p. 81 or 87), and explain how the text would look if it were written as a script for a play, emphasizing the following elements:
 - skipping lines for different speakers and identifying the speaker with bold or capital letters;
 - omitting narrator’s comments, but italicizing a few stage directions (e.g., placement of characters and objects, descriptions of emotions, gestures, facial expression and voice);
 - omitting quotation marks;
 - using language that is appropriate for the viewing audience and that reflects the personality and emotions of the character who is speaking.

Teacher-directed Practice

- Have students finish reading chapter 11 of the novel, explaining that this is the moment of truth for David.
- Instruct students to list the new evidence found in the chapter and update the “*Telling a Story*” bulletin board.
- Have students assume the point of view of one or more characters, to explain their motives with reference to chapter 11.
- Have students read chapters 12 and 13 and update the “*Telling a Story*” bulletin board.
- Review the ending of the novel with students, asking them if the outcome surprised them.
- Have students scan the “*Telling a Story*” bulletin board to identify the clues that foreshadowed or led to final outcome.
- Instruct students to explain how various conflicts are resolved (e.g., Jack tells David the truth; David confronts Phil; Jack tells David his father is alive) by the end of the novel and which ones are not yet resolved (e.g., Who killed Phil and why? What happened when Jamie drowned? Where is David’s father?).
- Have students, in groups of three or four, write and present the script of a two- to three-minute Crime Stoppers episode presenting Phil’s murder. Suggested steps:
 - Step 1: Students brainstorm ideas, giving their theory as to who committed the murder and why.
 - Step 2: Students outline the script of their episode, focusing on what happened and why.
 - Step 3: Students work together to write the Crime Stoppers script, making sure to follow script format and include brief stage directions.
 - Step 4: Students select their roles, rehearse their delivery, and prepare the props.
 - Step 5: Students present their episode.
- Assess students’ Crime Stoppers presentation with attention to group skills, presentation techniques, knowledge of script format, and understanding of events and characters in the novel.

Individualized Practice

- Have students imagine David five years from now and write an 8- to 10- sentence profile of David in response to questions such as these: Where might he be working or living? Does he get in trouble with the law? Does he finish school? What meaningful relationships does he have? How has he changed or stayed the same?

- Have students submit their profile. Assess the following aspects of students' paragraphs:
 - paragraph structure;
 - understanding of the novel and of its main character;
 - creativity and plausibility of the profile;
 - use of language conventions. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students select a passage that they believe should be on the back cover of the novel and justify their choice.

Summative Assessment

Preparation

To prepare students for the summative assessment task:

- Have students, in pairs, practise using reading strategies to read and respond to a sight passage from the novel.

Evaluation

The summative assessment task on the novel *Tell* consists of the following:

- Section 1: Reading and responding to a sight passage from the novel *Tell*.
- Section 2: Writing a sequel to the novel *Tell* in the form of a brief monologue from David's point of view.
- Section 3: Presenting their sequel in a brief dramatic presentation.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students rate, on a scale of 1 to 10, the skills they applied to complete the assessment task.

Extension

- Have students prepare an ad or poster promoting the movie version of the novel.
- Have students write a "Me Poem" poem from David's point of view.
- Have students create a *Clue*-type game or puzzle trivia game on the novel, for **review**.

A Window to the World

Description

Time: 6.5 hours

In this activity, students:

- apply oral communication and writing skills to express their views convincingly on current issues and on issues relating to the novel;
- apply reading strategies to read and interpret literary and informational texts on the theme of identity and on current issues, developing their own opinions and making connections;
- convincingly defend their views in multi-paragraph opinion texts, outlining their ideas and information according to specific organizational patterns;
- develop their language skills through a variety of reading, writing, and vocabulary exercises.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
 EAE2L-CW-RS.OE
 EAE2L-CW-WS.OE
 EAE2L-CW-LS.OE
 EAE2L-WT-RS.OE
 EAE2L-WT-LS.OE
 EAE2L-PW-SpList.OE
 EAE2L-PW-RS.OE
 EAE2L-PW-WS.OE
 EAE2L-PW-LS.OE

Specific Expectations: EAE2L-CW-SpList.1 - 2
 EAE2L-CW-RS.1 - 2
 EAE2L-CW-WS.1 - 2
 EAE2L-CW-LS.2
 EAE2L-WT-RS.1 - 2
 EAE2L-WT-LS.1 - 2
 EAE2L-PW-SpList.1 - 2 - 3 - 4 - 5
 EAE2L-PW-RS.1 - 2
 EAE2L-PW-WS.1 - 2 - 3
 EAE2L-PW-LS.1 - 2

Planning Notes

The teacher will plan to use the following resources and material:

- the novel under study: McCLINTOCK, Norah. *Tell*. Victoria BC, Orca Book Publishers, 2006, 100 p.;
- articles and opinion texts on current issues, including issues in the novel *Tell* (e.g., gambling addiction, blended family, ethics in games and sports) from local newspapers or online news sites such as www.canoe.ca or www.onlinenewspapers.com (Consulted November 10, 2008);
- pictures or words associated with the rooms of a house to model the structure of the multi-paragraph opinion text;

- statistics and facts on high school drop outs;
- markers, Post-it notes, tape, and poster-size paper.

Activity Instructions

CONTEXTUALIZATION

- Relate the concept of justice to the novel *Tell* by having students defend their views on the issue. Suggested prompts: Is Phil responsible for the death of Jamie? If so, would he be found guilty of manslaughter in Canada? If you were a judge in a court of law, what punishment or sentence would you give Phil? (DE)
- Present information summarizing at least one recent criminal case, without revealing the final verdict or sentence; have students discuss what they think would be an appropriate verdict and punishment for the case; present the actual outcome of the case and initiate an informal discussion, asking questions such as the following: Was justice done? Does the punishment fit the crime? Who is to blame? (DE)

TEACHING/LEARNING STRATEGIES

BLOCK 1: THE ISSUES AT HAND

Explanation/Modelling

- List various issues found in the novel *Tell* (e.g., poverty, cheating, justice, crime, violence, young offenders, divorce, single parenting, gambling, adoption, learning disabilities).
- Model the process of expressing opinions on one of the above issues in a written text (e.g., a blog), **reviewing** with students the elements of the opinion text presented in **Unit 1**, and demonstrating the following writing strategies:
 - using adjectives, adverbs, descriptive details and “I statements” for emphasis;
 - stating the topic and position in a brief introductory statement;
 - developing ideas and supporting opinions convincingly through examples, reasons, and information based on personal experience and texts under study;
 - varying sentence length and type for emphasis;
 - arranging ideas in a logical order;
 - ending with a brief but forceful conclusion.

Teacher-directed Practice

- Provide a list of events or situations from the novel *Tell* (e.g., David’s mother has to collect welfare; David is interrogated for a murder; Mrs. Benson lies to her son about his real father) and have students **review** the concept of issue presented in **Activities 1.1** and **1.2** by identifying the issues in each situation.
- Have students read an article on an issue related to the novel *Tell* (e.g., the issue of attention deficit hyperactive disorder, in “Understanding ADHD,” *Inside Track 2*, pp. 113-118).

Prereading

- Have students use dictionaries or online sources to define vocabulary from the text (e.g., *impulsively*, *disorder*, *hyperactivity*, *neurotransmitter*, *dopamine*, *symptoms*).

- Have students examine the title and subheadings to identify the main and secondary ideas.

Reading

- Ask questions, as students read, to verify comprehension of the text and make connections with the novel. Suggested questions:
 - Which symptoms does Jamie have?
 - What does it mean when the author states that ADHD is genetic?
 - What does a teenager with ADHD have to consider when driving?

Postreading

- Define the term *blog* (from *Web* + *log*, an online journal entry consisting of comments, anecdotes, opinions, and experiences) and present a few examples of blogs, reminding students of the netiquette rules present in **Activity 2.2**; have students, in groups, write a brief opinion text on the issue of learning disabilities, in the form of a blog (e.g., to Phil on his parenting skills and on ways to relate to Jamie), taking into account information they have just read. Suggested steps:
 - Step 1: Students outline their opinion text (blog) that consists of the following:
 - an introductory statement which introduces the issue or topic;
 - a definition of the issue or problem, including examples or facts;
 - advice or solutions to deal with the issue or problem;
 - a conclusion stating the importance of the issue or problem.
 - Step 2: Students write the draft.
 - Step 3: Students proofread and revise their text.
- Have students read and discuss their texts in groups, focusing on key issues, events, and characters in the novel and expressing their agreement or disagreement with the views expressed.

Individualized Practice

- Have students read a story or article about an issue (e.g., the issue of Asperger’s Syndrome, in “The Curious Incident of the Dog in the Night-Time” in *Inside Track 2*, pp. 109-111).

Prereading

- Have students consider the title and make predictions in response to questions such as the following: What is the “incident” and why is it described as “curious”?
- Have students read the introductory text before the excerpt and reflect on the topic or issue. (e.g., What is Asperger’s Syndrome? How is it similar to or different from ADHD?)

Reading

- Have students note keywords, expressions, and clues that point towards the narrator’s thoughts, feelings, and reactions.

Postreading

- Have students identify the issues in the selected text (e.g., disabilities, crime, cruelty to animals).
- Select an issue in the text (e.g., disabilities) and ask students questions on the author’s purpose or message (e.g., Does the author give the narrator’s point of view or the police officer’s? Is this because the author sympathizes with the narrator? What does the author think about the way society treats disabled person?).
- Have students select one of the issues from the novel *Tell* (e.g., poverty, curfew, role of parents, justice, crime, young offenders, divorce, single parenting, gambling, adoption, learning disabilities) and write a brief opinion text in the form of a blog. Suggested steps:

- Step 1: Students brainstorm their ideas.
- Step 2: Students outline their ideas, following the structure of an opinion text.
- Step 3: Students write a draft of their paragraph, making sure to:
 - write complete and varied sentences;
 - use transition words and appropriate language;
 - include adjectives, adverbs, descriptive details and “I statements” to convey feelings;
 - include examples and facts based on their knowledge and experience.
- Step 4: Students proofread and revise their blogs.
- Have students post their blogs in the classroom, giving their fictional blog “page” or “forum” a title; instruct students to read their peers’ blogs and to respond with Post-it note comments that they stick next to the blogs; have students then read their classmates’ responses.
- Assess students’ blogs, providing feedback on the following aspects of their opinion texts:
 - accurate and appropriate word choice;
 - clear development of main and secondary ideas;
 - structure and sequence of ideas;
 - use of language conventions. (FE)

BLOCK 2: THIS IS WHERE I STAND

Explanation/Modelling

- List the various proactive and reactive responses (as explained in **Activity 1.2**) of the characters in the novel *Tell* when confronted with their lies (e.g., David’s mother avoids the truth; Jack hesitates and later tells some of the truth; David ignores it for some time then confronts his mother; the detective seeks the truth. Phil hides the truth).
- Think out loud about each character’s response and the consequences of his or her actions, concluding that a proactive response leads to a more positive outcome; explain that voicing one’s opinion when speaking—as David does when he confronts Phil and his mother—is a proactive response.
- Present David’s confrontation with his mother (chapter 11, pp. 88-94) as a model of effective ways to express opinions convincingly.

Chapter 11— How David Expresses Himself Convincingly
<ol style="list-style-type: none"> 1. He states his position clearly and briefly. 2. He makes eye contact when speaking. 3. He uses I “statements.” 4. He uses precise words and short sentences. 5. He uses details and facts or events as proof. 6. He confirms and clarifies meaning by repeating key words and rephrasing ideas. 7. He varies sentence lengths and types. 8. He expresses his thoughts and feelings without insulting her assertively. 9. He stays focused and doesn’t stray off topic. 10. He listens, watches his mother’s reactions, and then responds.

Teacher-directed Practice

- Have students, in a “four corners debate” (adapted from *Think Literacy/Cross-Curricular Approaches Grades 7-12*, Queen’s Printer for Ontario, 2003), defend their views on a legal issue related to the outcome of the novel *Tell* (e.g., David is or is not guilty of obstruction of justice; Phil did or did not get what he deserved in the end. David should or should not have done more to save Phil); instruct students to move to an area in the classroom where they join others who share their views on the selected issue and prepare to defend their position (agree, strongly agree, disagree, strongly disagree).
- Have students, in groups, present their views. Provide feedback on students’ ability to clearly state and support a position and use various techniques to defend opinions convincingly.

Individualized Practice

- Have students practise adding transitional words to a text (e.g., excerpt from the novel *Tell*, pp. 66-67). (FE)
- Have students read controversial statements related to issues from the novel such as the following:
 - Gambling is or is not a cause of crime.
 - Children can or cannot accept their parent’s remarriage.
 - Young offenders should or should not be treated as adults.
 - Single-parent families do or do not experience financial hardships.
 - Adopted children should or should not know who their biological parents are.
 - Our streets are or are not safe for teenagers.
- Have students select a controversial statement and write an opinion statement on the issue, along with reasons to support their position.
- Have students present their opinions in a timed “retell” activity in which they work with a partner and take turns listening to and paraphrasing each other’s point of view. Suggested steps:
 - Step 1: Students sit face to face.
 - Step 2: Partner A speaks on the for side of the issue for one minute, while partner B listens.
 - Step 3: Partner B paraphrases the position and supporting details of partner A.
 - Step 4: Partner B presents his or her side of the issue.
 - Step 5: Partner A then retells partner B’s position and supporting details.
 - Step 6: Each student writes a summary of his or her partner’s point of view.
 - Step 7: Partners exchange summaries and check the accuracy of each other’s summary.

BLOCK 3: GETTING ORGANIZED

Explanation/Modelling

- Using the analogy of a house, model for students the structure of a multi-paragraph opinion text by showing students pictures or words associated with a living room, kitchen and bedroom, and asking them what they have in common; connect all the ideas with the main idea “Inside a House”, pointing out that the secondary ideas are the “living room,” “kitchen,” and “bedroom”.
- Think out loud to point out elements in the pictures of the house that do not relate to the main idea (e.g., *backyard, parking, landscaping*) since they are not found *inside* a house. Explain that details that do not relate to the main idea are irrelevant and weaken the opinion text.
- Read out loud a sample text or article that lacks focus. Think out loud to identify what is problematic in the text, identifying irrelevant details and illogical order.

- Model the process of writing the outline of a multi-paragraph opinion text. Suggested steps:
 - Step 1: Cluster ideas into categories or groups with the same idea or topic.
 - Step 2: Think of a heading for each idea.
 - Step 3: Decide on the order of the ideas and number the ideas in sequence according to one or both of the following organizational patterns:

Cause-Effect
1. Introduction: The Problem or Situation <ul style="list-style-type: none"> a) Definition b) Background information 2. Body: The Causes <ul style="list-style-type: none"> a) 1st cause and example b) 2nd cause and example 3. Conclusion: The Effects <ul style="list-style-type: none"> a) Outcomes or consequences b) Prediction

Problem-Solution
1. Introduction: The Problem <ul style="list-style-type: none"> a) Definition b) Background information 2. Body: The Solution <ul style="list-style-type: none"> a) Possible solutions or alternatives b) Possible outcome of each solution 3. Conclusion: The Final Assessment <ul style="list-style-type: none"> a) Recommendations: the best solutions b) Prediction

- Step 4: Write out the point-form outline, adding missing details and deleting those which are irrelevant.
- Present the multi-paragraph opinion text, pointing out its title, transitional words, and elements:
 - Part 1: the topic and a statement of opinion in the *introduction*;
 - Part 2: the two or three reasons and supporting points or secondary ideas of the *body* including at least one example or fact for each one;
 - Part 3: a restatement of the main idea and opinion in the *conclusion*.

Teacher-directed Practice

- Have students practise outlining ideas and information by rearranging opinion texts.
- Have students read sample opinion texts (e.g., graduated licensing) and identify (a) unnecessary details or irrelevant statements, and (b) the organizational pattern used in each paragraph (e.g., cause-effect, problem-solution, order of importance, chronological).
- Have students highlight transition words, expressions, and clues (e.g. sequence of ideas) that helped them detect the organizational pattern used.
- List debatable issues from the novel and have student groups select one. Suggested issues:

- Should David have called the ambulance?
- Should David have taken the locket with the picture from Phil?
- Should David have a curfew?
- Does David have the right to know his biological parent?
- Should David’s mother have been present during the detective’s questioning?
- Instruct students, in groups, to defend their position on their selected issue. Suggested steps:
 - Step 1: Students select an issue and brainstorm ideas, determining their position.
 - Step 2: Students cluster ideas into categories or groups and outline the ideas.
 - Step 3: Students add supporting details based on the novel and their experience and knowledge.
 - Step 4: Students write out the introduction (including an opinion statement) and conclusion.
 - Step 5: Students prepare to present the views they have outlined. Students rehearse their delivery to make sure that they defend their opinions convincingly.
- Have students present their issue to the class and defend their views.
- Give students in the class the opportunity to discuss each group’s position, asking them to determine which positions were defended most convincingly.

BLOCK 4: DON’T BE A QUITTER

Teacher-directed Practice

- Have students use a process approach to read a story presenting various issues, such as staying in school, telling the truth and violence in sports (e.g., “Fighter,” in *Inside Track 2*, pp. 127-138).

Prereading

- Have students consider the issue of teens who quit high school; instruct them to read a series of true or false statements and statistics about high school dropouts and distinguish fact from fiction (e.g., More males than females drop out of school...True or False? Since 1990, dropout rates in Canada have increased...True or False?).
- Present the scenario of a friend who wants to drop out of school to work full time as manager of a fast-food restaurant or pursue a desired career as a dancer or hockey player. Have students, in groups, assume the role of a friend and write five statements to convince the teenager to stay in school. Suggested steps:
 - Step 1: Students brainstorm their ideas.
 - Step 2: Students cluster their ideas into categories or groups and sequence their ideas.
 - Step 3: Students add supporting details to the statements, conducting a brief research, if necessary, to find facts and statistics from reliable sources such as *Statistics Canada*.
 - Step 4: Students revise their statements, using various techniques to make them more convincing.
- Have groups read their statements to the class, and then have students in the class determine which statements are the most convincing.
- Have students consult dictionaries and online glossaries to define difficult words from the story that they will be reading.

Reading

- Have students take turns reading passages from the story out loud; pause to verify students’ comprehension by having them paraphrase key ideas and answer questions such as the following:
 - For what reasons did Billy decide to quit school when he was a teenager?
 - Why do Billy and his wife disagree about boxing as a career?

- What does “being a man” mean to Billy?
- Do you think Billy’s wife knows about the fighting? Explain.
- Noting that the sequence of events in the story is not chronological, have students list the main events in each part of the story as they read.

Postreading

- Have students chart the evolution of Billy’s inner conflict and the reasons behind the conflict: at the beginning of his boxing career, when he was 16 to 19 years old, when he quit school in junior high, and now, when he is older.
- Have students refer to the chart to make inferences and express their opinions about the issue. Suggested prompts: (a) Should Billy have quit school? (b) How does he feel about boxing now? (c) For what reason(s) do you think Billy continues to fight? (d) What advice can you give Billy? (e) What does the future hold for Billy?

BLOCK 5: BE CONVINCING

Individualized Practice

- Have students follow the SNOWS research process, as explained in **Activity 2.4**, to write a multi-paragraph opinion text on one of the issues in the short story they have just read:
 - Is there too much violence in sports?
 - Should performance-enhancing drugs be against the law?
 - Should professional athletes who injure opponents be charged criminally?
 - Do professional sports appeal to women?
 - Are the high salaries of professional athletes justified?
- Suggested steps:
 - Step 1: Students select an issue and conduct a brief search to find examples, facts, or statistics.
 - Step 2: Students use note-taking strategies to record facts and information.
 - Step 3: Students state their position and main reasons, organizing their notes in an outline.
 - Step 4: Students write the draft of their multi-paragraph opinion text, integrating transition words and various techniques to make their text convincing.
 - Step 5: Students spell-check and proofread their text.
- Assess students’ opinion texts, focusing on the following criteria:
 - understanding of the issue;
 - clarity and accuracy of ideas and information;
 - sequencing of ideas and information according to an organizational pattern;
 - structure of the opinion text;
 - use of appropriate vocabulary and language conventions. (FE)

BLOCK 6: THE FUTURE AWAITS

Teacher-directed Practice

- Emphasizing to students that there are many local, national and global issues (crime, terrorism, unemployment, poverty, etc.) and problems that can’t all be resolved overnight, explain to students that, as individuals and members of a group, they can still make a difference.

- Give local examples of individuals who have made extraordinary efforts to promote positive change (e.g., Ryan Hreljac, founder of Ryan’s Well; Sarah Harmer, co-founder of Protecting Escarpment Rural Land; Craig Kielburger, founder of Free the Children).
- Have students read an opinion text on promoting change in the world (e.g., “The Young Can’t Wait” in *Inside Track 2*, pp. 234-236, by Cullis-Suzuki).

Prereading

- Provide a list of challenging vocabulary from the selected opinion text and have students suggest synonyms for the words, without consulting a dictionary. Create a word wall with the synonyms, which students will check and update as they read the text.
- Have students consider the beginning sentences of the article and make inferences on the issue and position of the author.

Reading

- Read the article out loud, using the game of reading “tag” to prompt students to read: First, select a student to read the first paragraph; when the student finishes the reading, he or she can select—or tag—another student to continue reading the next paragraph, and so on. (Note: Students should be selected only once.)
- As students read the text and recognize vocabulary from the word wall, have students use context cues and reading strategies to verify and correct the synonyms.

Postreading

- Have students, in groups, interpret the text by identifying the following elements:
 - the article’s PAWS (**p**urpose, **a**udience, **w**riter’s point of view or position, **s**ubject or issue);
 - elements that make the text convincing (e.g., examples, use of questions, word choice) and appealing to the targeted audience (teenagers);
 - the main sections or organizational pattern.
- Have students, in groups, brainstorm their ideas on how they can make a difference in the world; instruct students to display their ideas in the classroom for other students to read.

Individualized Practice

- Have students read an article or biographical text about someone (e.g., Tommy Douglas, June Callwood, Ashraf Ghanem, Roméo Dallaire, Stephen Lewis, Rick Hansen) who has tried to make a difference; instruct students to (a) explain how the person in the article has promoted change or made a difference and (b) identify the qualities and skills (e.g., proactive, confident, proud, selfless) that the person exhibits. (**FE**)
- Have students, in pairs, browse through newspapers and list and classify current issues as local, national, or global; have students discuss which issues concern them most.
- Have students write a three-paragraph letter for a time capsule, to be opened by a teen in the year 2040, which expresses their concerns about current issues and their hopes for the future. Have students follow the steps of the writing process:
 - Step 1: Students select two or three issues of concern to them and brainstorm their ideas.
 - Step 2: Students outline their letter in a problem-solution pattern.
 - Step 3: Students write the draft of the letter.
 - Step 4: Students exchange letters with a peer and proofread and each other’s text.
 - Step 5: Students revise and format the letter.

- Assess students’ letters and provide feedback on the following abilities:
 - stating and defending opinions clearly and convincingly;
 - using examples and facts to support opinions;
 - sequencing ideas according to an organizational pattern (problem-solution);
 - using language conventions and appropriate vocabulary. (FE)

Reflective Practice/Review

To have students synthesize and review newly acquired knowledge and skills:

- Have students explore the concept of “paying it forward.” (You do something for three people without asking for anything in return, except that they pay it forward to three people; then those three people pay it forward to three more people, etc.) Challenge them to come up with a pay-it-forward plan that would allow them to make a difference as an individual.

Summative Assessment

No summative assessment task is planned for **Activity 4.4**.

Extension

- Read with students the poem “We Real Cool” by Gwendolyn Brooks. Suggested source: www.poets.org or www.poemhunter.com, (consulted November 10, 2008) about dropping out of school; have students note the drawbacks of being out of school, as described in the poem.
- Present a clip of Severn Cullis-Suzuki’s address at the Rio Earth Summit and ask students to point out words, expressions, and techniques used by Cullis-Suzuki to express herself convincingly —available online at sources such as the following (Consulted November 10, 2008): Youtube at www.youtube.com and Everyday Citizen.com at www.everydaycitizen.com.

End of Unit Assessment Task – Making a Difference

Description

Time: 2 hours

The **End of Unit Assessment Task 4.5** consists of the following:

- Section 1: Students write a multi-paragraph opinion text on an issue, as it relates to them and their community.
- Section 2: Students defend their opinions in an oral presentation, using a visual aid.

Strands and Expectations

Strands: Citizen of the World, The World of Technology, My Place in the World

Overall Expectations: EAE2L-CW-SpList.OE
EAE2L-CW-WS.OE
EAE2L-CW-LS.OE
EAE2L-WT-LS.OE
EAE2L-PW-SpList.OE
EAE2L-PW-WS.OE
EAE2L-PW-LS.OE

Planning Notes

The teacher will plan to use the following resources and material:

- cardboard, markers, and glue, or a projector for students' presentation of their visual aid.

Process

Preparation

To prepare students for the summative assessment task:

- Have students review past summative assessments, noting which writing and speaking strategies were the most helpful and which skills they need to improve for this evaluation.

Evaluation

Section 1: Students defend their views on an issue in a multi-paragraph opinion text, in which they define the problem or issue and offer solutions for the future. Suggested topics or issues:

- leading a balanced and healthy lifestyle;
- protecting the environment;
- being successful in the workplace;
- preserving their culture or community's identity;
- using technology and electronic resources effectively;
- assuring safety and security;
- giving back to the community.

Suggested steps:

- Step 1: Students select an issue and brainstorm the issue in a chart such as the one below, as it relates to them and the world around them. Suggested brainstorming prompts:

- How does the issue affect you today? How will it affect you in the future?
- What problems, difficulties, or obstacles have you encountered in relation to this issue?
- How does the issue affect you and the world around you, that is, your community, Canada, and the world?
- What can you do? What solutions do you suggest, considering your concerns? What are your predictions for the future?
- Step 2: Students determine their position on the issue and outline their ideas in a problem-solution pattern.

Issue: _____					
Me			The World Around Me		
Problem	Solution		Problem	Solution	
	Pros:	Cons:		Pros:	Cons:

- Step 3: Students write the draft of their opinion text, adding additional details and examples.
- Step 4: Students proofread and revise their text.

Section 2: Students present their opinion text in an oral report, using a visual aid. Suggested steps:

- Step 1: Students plan their presentation on the basis of their opinion text, making sure to sequence ideas clearly and logically and include opening and closing statements.
- Step 2: Students prepare a visual aid consisting of at least three illustrations representing various aspects of the selected issue.
- Step 3: Students rehearse their delivery and present their issue, integrating various verbal, non-verbal, and visual techniques.

Assess students’ writing and oral-visual communication skills (e.g., volume, tone, expression, use of visual aids), focusing on the following criteria:

- understanding of form, audience, and purpose (to convince);
- clarity and relevance of main and secondary ideas and information;
- organization of ideas and information (problem-solution);
- use of language conventions and appropriate language.

Follow-up

Plan a follow-up to the summative assessment task:

- Have students identify the communication strategies that they used to complete the assessment task, determining those which they should “*Stop/Start/Continue.*”

Making a Difference

Student's Name: _____				
Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding <i>The acquisition of subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
- demonstrates knowledge and understanding of the elements of the multi-paragraph opinion text.	- demonstrates limited knowledge and understanding of the elements of the multi-paragraph opinion text.	- demonstrates some knowledge and understanding of the elements of the multi-paragraph opinion text.	- demonstrates considerable and understanding knowledge of the elements of the multi-paragraph opinion text.	- demonstrates thorough knowledge and understanding of the elements of the multi-paragraph opinion text.
- demonstrates understanding of form, purpose, and audience by defending his or her opinions convincingly in a multi-paragraph opinion text and oral presentation.	- demonstrates limited understanding of form, purpose, and audience in a multi-paragraph opinion text and oral presentation.	- demonstrates some understanding of form, purpose, and audience in a multi-paragraph opinion text and oral presentation.	- demonstrates considerable understanding of form, purpose, and audience in a multi-paragraph opinion text and oral presentation.	- demonstrates a high degree of understanding of form, purpose, and audience in a multi-paragraph opinion text and oral presentation.
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
- uses planning skills to generate and outline ideas and information on an issue, according to a specific organizational pattern.	- uses planning skills with limited effectiveness to generate and outline ideas and information.	- uses planning skills with some effectiveness to generate and outline ideas and information.	- uses planning skills with considerable effectiveness to generate and outline ideas and information.	- uses planning skills with a high degree of effectiveness to generate and outline ideas and information.
- uses processing skills to express opinions convincingly on an issue, orally and in writing.	- uses processing skills with limited effectiveness to express opinions convincingly.	- uses processing skills with some effectiveness to express opinions convincingly.	- uses processing skills with considerable effectiveness to express opinions convincingly.	- uses processing skills with a high degree of effectiveness to express opinions convincingly.
- uses critical/creative thinking processes to defend opinions convincingly, using relevant and convincing facts and examples.	- uses critical/creative thinking processes with limited effectiveness to defend opinions.	- uses critical/creative thinking processes with some effectiveness to defend opinions.	- uses critical/creative thinking processes with considerable effectiveness to defend opinions.	- uses critical/creative thinking processes with a high degree of effectiveness to defend opinions.

Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Communication <i>The conveying of meaning through various forms</i>				
The student:				
- expresses and organizes ideas and information clearly, according to a specific organizational pattern.	- expresses and organizes ideas and information with limited effectiveness .	- organizes ideas and information with some effectiveness .	- organizes ideas and information with considerable effectiveness .	- organizes ideas and information with a high degree of effectiveness .
- communicates for an audience of peers to defend opinions convincingly on an issue, using appropriate language and techniques.	- communicates for an audience of peers to defend opinions convincingly with limited effectiveness .	- communicates for an audience of peers to defend opinions convincingly with some effectiveness .	- communicates for an audience of peers to defend opinions convincingly with considerable effectiveness .	- communicates for an audience of peers to defend opinions convincingly with a high degree of effectiveness .
- uses conventions to spell correctly and compose sentences of varied length and type, demonstrating an awareness of the importance of correct grammar and usage.	- uses conventions with limited effectiveness to spell correctly and compose sentences of varied length and type.	- uses conventions with some effectiveness to spell correctly and compose sentences of varied length and type.	- uses conventions with considerable effectiveness to spell correctly and compose sentences of varied length and type.	- uses conventions with a high degree of effectiveness to spell correctly and compose sentences of varied length and type.
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
- applies oral communication skills to defend opinions convincingly in a presentation, using a visual aid.	- applies oral communication skills in familiar contexts with limited effectiveness to defend opinions convincingly.	- applies oral communication skills in familiar contexts with some effectiveness to defend opinions convincingly.	- applies oral communication skills in familiar contexts with considerable effectiveness to defend opinions convincingly.	- applies oral communication skills in familiar contexts with a high degree of effectiveness to defend opinions convincingly.
- applies steps of the writing process to brainstorm, outline, write, assess, and revise an opinion text.	- applies steps of the writing process in familiar contexts with limited effectiveness .	- applies steps of the writing process in familiar contexts with some effectiveness .	- applies steps of the writing process in familiar contexts with considerable effectiveness .	- applies steps of the writing process in familiar contexts with a high degree of effectiveness .
- transfers knowledge of the structure of the opinion text to express his or her own views on an issue.	- transfers knowledge of the structure of the opinion text to new contexts with limited effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with some effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with considerable effectiveness .	- transfers knowledge of the structure of the opinion text to new contexts with a high degree of effectiveness .
- makes connections between an issue and personal knowledge and experience to develop and defend his or her own opinions.	- makes connections within and between various contexts with limited effectiveness .	- makes connections within and between various contexts with some effectiveness .	- makes connections within and between various contexts with considerable effectiveness .	- makes connections within and between various contexts with a high degree of effectiveness .

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