

Course Profile

Beginning Communication in English ESL Level 1

Grade 9

Open

- *for teachers by teachers*

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Ontario Catholic Curriculum Cooperative

Institute of Catholic Education

Unit # 1

Title: The School, Community, & Me

Time: 20 hours

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Unit Description

In this unit, students will demonstrate an understanding of basic school routines, the school and community environment, and expectations of the Ontario Catholic educational process. Using experiential learning and real life situations, students will be introduced to basic language structures (e.g. present tense, present continuous, prepositions, and simple punctuation), and vocabulary of school and community. In the culminating activity, students will review all materials through a creative and collaborative project. This unit supports other units in that it provides the basis for successful transition to life in Canada.

Strands & Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 3c,e,f, 4a, 5a, 7b

Strands: Oral And Visual Communication; Reading; Writing; Social And Cultural Competence.

Overall Expectations: AORV.01X, .02X, .03X, .04X; AREV.02X, .03X, .04X; AWRV.01X, .02X; ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.05X; AOR2.01X, 2.02X, 2.03X, 2.04X; AOR3.01X, 3.02X, 3.03X, 3.05X, 3.06X; AOR4.01X; ARE1.02X, 1.05X; ARE2.01X, 2.02X, 2.03X, 2.04X; ARE3.01X, 3.03X, 4.04X; ARE4.01X; AWR1.01X, 1.02X, 1.03X, 1.04X; AWR2.01X, 2.02X, 2.03X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.02X; ASC2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X

Activity Titles (Time + Sequence)

Activity 1	Getting To Know You	240 min
Activity 2	Exploring the School	240 min
Activity 3	Following School & Classroom Routines	240 min
Activity 4	Mapping the Community	120 min
Activity 5	There's Something I've Been Meaning to Tell You	180 min
Activity 6	Tying It All Together	180 min

Unit Planning Notes

- An assessment of each student's abilities should be done early in the course, not just to modify classroom activities, but so that problems with misplaced students can be rectified early.
- The teaching of language structures takes its cue from student needs and should be ongoing.
- Due to the fact that ESL courses are continuous intake, accommodations must be made and extra copies of handouts be kept on hand for students who arrive late in the course.
- Use students' prior experiences as a basis for comparison in discussions.
- Invest in a core text and picture dictionaries, and require that all students have a bilingual dictionary.
- Prepare a number of picture/flash cards and found materials related to the unit.
- Set up a listening centre within the classroom and, if possible, a computer learning centre.
- Use display boards, newspapers, announcements, and school information bulletins to create a stimulating environment and to highlight student achievement.
- Clearly state the expectations of the Catholic liturgies to newcomers to ensure they understand the procedure. Make allowances and modifications for non-Catholic students.
- Use a video camera to record tours and activities for use in the culminating activity.
- Introduce the students to a number of ongoing routines that will be central to this course. These include:
 1. student learning log and vocabulary list (Will be assessed on an ongoing basis e.g. monthly.)
 2. student journal writing (Will be assessed on an ongoing basis e.g. monthly.)
 3. listening to tapes
 4. homework (Will be assessed on an ongoing basis.)
- Expectations with **⌘** are assessed/evaluated.

Prior Knowledge Required

- Although most ESLAO students have acquired literacy and numeracy skills in their own country, some will have interrupted or little education. If possible, these students should also be placed in ELDAO. Modifications must be made until a skill base is developed.

Teaching/Learning Strategies

Teacher modelling, teacher-directed questions, brainstorming, buddy system, cloze exercises, collaborative/cooperative learning, conferencing, charts and visual organizers, directed reading-thinking activities, field trips, guest speakers, guided reading/guided writing, reading aloud, homework, interviews, journal entries/learning log, note-making, manipulatives, peer practice, peer teaching, prompts, role-playing and simulations, storytelling, think/pair/share

Assessment/Evaluation

Activity	Type	Tool	Categories
Activity 1	Summative Formative Formative Summative Summative	Licence to Learn Word/Sentence Match Group Work Learning Log Writing Assignment Test	Know/Think/App Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App
Activity 2	Formative	Anecdotal Record	Know/Think/App/Com
Activity 3	Summative Summative Summative	Matching Columns Vocabulary Test Expectations Book	Knowledge Knowledge Know/Think/App/Com
Activity 4	Diagnostic/Formative	Anecdotal Notes	Know/Think/App/Com
Activity 5	Summative Formative Summative Summative	Activity Assessment Listening Cloze Writing Assignment Test	Know/Think/App/Com Communication Know/Think/App/Com Know/Think/App
Activity 6	Summative/Formative	Media Assignment	Know/Think/App/Com

Resources

Print

- Azar, Betty, *Basic English Grammar*. N.Y.: Prentice Hall Regents, 1996
- *The Basic Oxford Picture Dictionary*. N.Y.: Oxford University Press, 1994
- Berish, Lynda and Thibaudeau Sandra, *Canadian Concepts 1 & 2*. Toronto: Prentice Hall Regents, 1997
- Grennan, Maggie, *Canadian Oxford Picture Dictionary: Beginner-Intermediate*. Oxford University Press, 1997
- *Longman Photo Dictionary*. N.Y.: Longman, 1989
- *Longman Photo Dictionary Beginning Workbook*. N.Y.: Longman, 1989
- *Longman Photo Dictionary Pronunciation & Spelling Workbook*. N.Y.: Longman, 1989
- Molinsky, Steven and Bliss, Bill, *Side By Side 1*. Toronto: Prentice Hall Allyn and Bacon, 1997
- Molinsky, Steven and Bliss, Bill, *Side 1 Activity Workbook*. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Parnwell, E.C., *The New Oxford Picture Dictionary*. N.Y.: Oxford University Press

Audiotapes

- *Canadian Concepts 1 & 2*, Prentice Hall
- *Longman Photo Dictionary Beginning Workbook*, Longman Books
- *Longman Photo Dictionary Pronunciation & Spelling Workbook*, Longman Books
- *Side By Side 1*, Prentice Hall

Computer Software

- Azar Grammar CD ROM, Prentice Hall Regents, 1998

Videotapes

- Molinsky, Steven and Bliss, Bill, *Side By Side 1*. N.Y.: Prentice Hall Regents
- If available, a video which shows the interior and exterior of your school together with activities and programs which are available to students.

Models and Manipulatives

- Local maps and transit guides, alphabet poster, flash cards

Activity #1

Title: Getting To Know You

Time: 240 minutes

Description

In this activity, students become familiar with the school and their neighbourhood through Canadian conventions of meeting and greeting. Simple “what” and “where” questions to elicit basic personal information are introduced, as well as the present continuous, simple present, subject pronouns, and simple contractions. Vocabulary from around the neighbourhood and the classroom is introduced, as are basic writing conventions. In addition, students will begin the process of becoming effective communicators and self-directed, responsible, life-long learners in light of Catholic gospel values.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others.
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.

Strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .03X, .04X; AREV.02X, .03X; AWRV.02X, ASCV.01X, .02X

Specific Expectations: AOR1.01X, 2.02X; ARE1.02X, 1.05X; 2.01X, 2.03X, 2.04X; 3.01X, 3.03X, 3.04X, AWR1.02X, 1.03X, 2.03X, 2.05X, 2.06X, 2.07X, 2.09X; ASC2.07X

Planning Notes

1. Prepare a classroom supply of “Licence to Learn” forms using a computer print shop (T/L strategies #1). Have a laminated model or overhead sample based on yourself to show to the class as an example. A Polaroid camera is also needed, as well as basic craft supplies such as markers, glue, scissors, etc.
2. Display the alphabet and numbers in the class. Arrange groups of alphabet-related objects.
3. Prepare cloze exercises based on alphabet songs, as well as flash cards.
4. Prepare group packets of cut-up questions.
5. Prepare dialogue and role-play models well in advance or use a textbook.
6. Prepare overheads showing grammatical structures, sample learning log entry, and a model story, as well as pictures (or use textbook).

Prior Knowledge Required

N/A

Teaching/Learning Strategies

1. Mount on the board (or use an overhead) a large “Licence to Learn” based on yourself. A “Licence to Learn” is modelled on a driver’s licence/passport. It includes a photo, personal information, and a flag representing your nationality. Use the “Licence” as a reference point when you introduce yourself to the class with such phrases as: “Hello my name is...”, “I am from...”, “My address is...”, “My telephone number is...” Point to the information on the “Licence” that matches your sentence. It is helpful to have students arranged in a circle. At this point, students practise their own personal statements by asking each other simple questions: “What is your name?”, “Where are you from?”. Reinforce this material with exercises from course texts such as *Side By Side 1* and *Canadian Concepts 1 & 2*. Next, give students their own “Licence to Learn” form to fill out. Students draw a picture of their nation’s flag in the appropriate corner. Using a Polaroid camera, take pictures of each student to mount on the licence. Students hesitant to have their pictures taken may draw a picture or a symbol to represent themselves. Time should be allotted over the next two classes to complete the License.
2. Using a large classroom poster or overhead, introduce the Canadian alphabet and Arabic numbers by modelling the sounds first and having students imitate. This can be followed with simple classification activities. For example, pairs of students could be given groups of objects to arrange in alphabetical order. The first pair to organize their objects correctly could win a small prize. Cloze exercises based on children’s alphabet songs are also useful.
3. Write the titles Mr./Ms./Miss/Mrs./Dr. on the board. Show flash cards and ask students to match the picture with the title. Students then practise simple role plays using teacher or course text provided models.
4. Distribute a packet of cut-up sentences that, when rearranged correctly, make simple “Where” questions, for example, “Where are you?”, “Where is Bob?”, “Where are Mr. and Mrs. Chen?” Working in small groups, students arrange their selection of questions correctly. Once each group has had its questions checked, ask each member of the group to pronounce one of the group’s questions. Then, show a flash card of a place in the community with the vocabulary word written underneath. Each student then answers his/her own question using the information provided on the flash card. For example, the student may say “Where’s Bob?” and the flash card will show a bank. The student answers “He’s in the bank.” Reinforce with exercises from course texts such as *Side By Side 1* and *Canadian Concepts 1 & 2*, and supporting video and cassette (Listening Centre).
5. At about this point, introduce students to a learning log. Use an overhead of a sample learning log entry showing a simple class observation record. Explain that the learning log is also where students are expected to keep their personal vocabulary list.
6. Students match subject pronouns to flash cards or pictures in a text and copy their findings using a simple grid chart.
7. Introduce students to simple contractions such as I am = I’m, He is = He’s, What is = What’s, etc. Using flash cards or pictures in a text, ask students simple “What” questions such as “What’s he doing?”. Students look at the flash card/picture and reply appropriately using the present continuous. Alternatively, students may be assigned different activities to “mime”. Other students then make sentences using the present continuous to describe the situation being mimed. Next, students ask each other simple “What” and “Where” questions, using models provided by the teacher or course texts. Finally, students complete simple cloze exercises, focussing on the simple present and present continuous that provide a model for a short writing activity based on a picture provided by the teacher. Before assigning the writing exercise, familiarize students with basic writing conventions such as capitals at the beginning of sentences and periods at the end. Students work in small groups to edit a sample piece of writing before tackling the assignment on their own. Guide students through the process of using a simple rubric (Appendix 1-1.1) to judge each other’s first drafts. Students then edit and rewrite their work based on the peer evaluation. Mark the final copy.
8. After completing this activity, students may also go out into the school community and practise asking simple questions and recording the responses of such people as the principal, the vice-

principal(s), the guidance counsellor, the librarian, etc. A simple checklist is filled out and signed by each individual to verify the student's achievement of this exercise (Appendix 1-1.2).

Accommodations/Special Needs

- Pair same language students. Employ peer teaching.
- Encourage more advanced students to create elaborate learning logs with detailed entries, drawings and charts.

Assessment/Evaluation

- Word/Sentence Match Group Work using the Activity Assessment Rubric - Appendix 1-1.4 (Formative: ARE1.02X; AWR1.02X, 2.06X)
- Licence to Learn (Summative: AOR1.01X; ARE2.01X; AWR1.03X)
- Short writing assignment modeled on teacher/textbook samples (Summative: ARE1.05X; AWR1.02X, 2.03X, 2.07X)
- Learning Log (Formative: ARE2.04X, 3.04X; AWR2.09X; ASC2.07X)
- Test (Summative)

Resources

- *Canadian Concepts 1* Unit 1 pp. 6-7, 9-20; Unit 2 pp. 21-33 and cassette
- *Canadian Concepts 2* Unit 1 pp. 1-15; Unit 2 pp. 17-29 and cassette
- *Side By Side 1* pp. 2-5, 8-18, 72-76
- *Side By Side 1 Activity Workbook 1* pp. 1-26, 61-67 and cassette
- *Side By Side 1* video
- Flash cards

Activity #2

Title: Exploring Your School

Time: 240 minutes

Description

Through a school tour, students will be introduced to the Catholic school environment, including the staff. They will become familiar with the roles of key personnel in the building and will be able to identify the principal and vice principal, chaplain, librarian, attendance secretary, guidance staff, and receptionist. They will participate in a learning activity involving student leaders and/or the teacher. The students will have the opportunity to use opening and closing phrases when introduced. They will learn the vocabulary of the objects in the classroom and begin to make personal dictionaries.

Strand and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- think reflectively and creatively to evaluate situations and solve problems.
- work effectively as an interdependent team member.
- respect the rights, responsibilities and contributions of self and others.
- accept accountability for one's own actions.

Strands: Oral and Visual Communication, Reading, Social and Cultural Competence

Overall Expectations: AORV.01X, .02X; AREV.04X; AWRV.01X; .02X; ASCV.02X

Specific Expectations: AOR1.01X, 1.02X, 3.01X, 3.02X, 3.03X, 3.05X; ARE1.03X, 2.01X❖, 4.01X; AWR1.02X, 1.04X, 2.01X, 2.09X; ASC2.01X❖, 2.02X❖, 2.05X❖, 2.08X❖

Planning Notes

- Prearrange the training of school ambassadors to conduct the tour. Choose students who reflect the spirit of the school, speak clearly with good articulation, and have a friendly manner.
- Inform the staff of the time your class will arrive and the number of students to expect. Planning with the key personnel can include arranging for specific students to be addressed by name with a request for simple information, for example, “Bogena, is this your first day in school?”, “Synthuja, what country are you from?”
- Teacher collects visuals of rooms in the school. Photo files include pictures of the custodians, the parking lot, the lockers, the gym, and the offices.
- Students begin personal vocabulary lists and reflections as part of the learning log introduced in the previous activity. The log is updated and self-evaluated over the course.
- Bring to class copies of a school floor plan prepared for a missing information activity, with locations around the school to be marked on the plan.
- Provide scissors, glue sticks, class set of dictionaries, overhead of vocabulary with words about the school, timetables, expectations, and activities. Cut up key vocabulary words and provide a set for each student.
- Cue and ready a video about your school.
- Provide a series of props for the mime: eye glasses, jacket, tie, wig, shoes (vary and adjust articles to encourage humour).
- Extension suggestions: invite the school Chaplain as a guest speaker to explain the protocol of liturgies and communion; a class visit to the chapel to welcome the students and to share a prayer, with responses in many languages.

Prior Knowledge Required

- Learning log format

Teaching/Learning Strategies

1. Prepare students for the school tour. In a guided question and answer format, brainstorm the parts of the school. Ask questions and have students share information about their former school(s). Show the video of your school to familiarize students with what they will see on the tour.
2. Practice greetings and goodbyes from Side by Side or teacher-prepared cue cards.
3. Introduce the tour guide(s), who may be members of the school council, ambassadors, students doing volunteer hours, and/or peer tutors. Provide students with a floor plan of the school before touring the building with the trained guide and teacher. Take a video camera and tape students as they tour the school. Use as part of the follow-up of the tour and as material for Activity 7.
4. After the tour, use a mental-mapping technique such as a flow chart. Have the students start at the classroom and mentally retrace their steps on the tour. Solicit answers from the students to recall parts of the tour and the specific vocabulary related to the school by prompting and asking questions, for example, “From where do you borrow books in the school?”, “Who is the person to call when you are unable to come to school?”, “From where do you get your timetables?”. Encourage students to take turns and to answer in complete sentences.
5. Next, students work cooperatively to complete the missing-information assignment. Encourage requests for help, as needed. The students match photos with titles, and place locations with names. They use words such as cafeteria, guidance office, chapel, subjects, timetable. Then, the students complete a guided writing activity to record the experience of the school tour. (“Today we went on a school tour. Write five places/people you visited/met.”)

6. After this activity is completed, explain to the students that they are going to play a game in which they guess the occupations of a character. Distribute the game rules. Students prepare a mime activity, “Who am I”, of key people in the school, using props.
7. Students demonstrate the mime and the rest of the group tries to identify the occupations.
8. As a final activity, have students use their bilingual dictionaries/picture dictionaries to write names of objects in the room on an index card and to label them. Form two teams to take turns placing each other’s cards. Keep the scores of the two teams. Leave the cards up for a few weeks for reinforcement and review and then add to a class word bank.

Accommodation/Special Needs

- More advanced students could use an oral description instead of mime.
- Make special arrangements for students who may have difficulties. Provide translators (peer helpers) who will speak in “soft voices”.

Assessment and Evaluation

- Observation (Formative): Teacher reflects on the manner in which students completed the missing-information assignment. (ARE1.01X, 1.03X, 1.05X) and enters comments in anecdotal individual profile development logs. These logs should be updated periodically over the entire academic year. (AOR1.01X; ASC2.08X; ARE2.01X, 2.02X).

Resources

- Student ambassadors/senior students, the school chaplain, librarian, and other staff members.
- Floor plan of the school
- Printed material with information about the school and staff
- Picture file of rooms in the school, can be collected from old yearbooks.
- Students’ own dictionaries/bilingual or English, *The Basic Oxford Picture Dictionary*
- Molinsky “*Side by Side*”.
- Video of your school, if available
- Video camera to film tour of the school

Activity # 3

Title: “Getting it Right” - Following School and Classroom Routines

Time: 240 minutes

Description

Students will become familiar with appropriate responses to situations they may encounter around school. They will gain an understanding of school expectations while demonstrating respect for the school environment and accountability for their own actions. The Catholic school system’s choice of uniform as a means of promoting safety and social equity will be explored. They will become familiar with clothing vocabulary and with occupations and activities requiring uniforms. Students will use adjectives, simple assertive sentences, and a variety of verbs in the present tense and the imperative.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be one who:

- respects the rights, responsibilities and contributions of self and others.
- accepts accountability for his/her own actions.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X; AREV.02X; AWRV.01X; ASCV.02X

Specific Expectations: AOR2.01X, 2.03X; 3.06X; ARE2.04X; AWR1.01X, 1.02X, 2.02X, 2.07X; ASC1.02X, 2.03X, 2.05X

Planning Notes

- Content depends on individual school protocol. Provide sample admit slips.
- Provide paper in two colours for cards, if being prepared in class.
- Make picture dictionaries and school agenda available.

Prior Knowledge Required

- Some familiarity with school routine
- Verb “to be” simple and present (Activity #1 and #2)

Teaching/Learning Strategies

1. The class brainstorms situations students may face around school protocol. Create two columns on the blackboard under the headings “Situation” and “Response” showing how your school expects the students to respond if they need to leave the class, are late for school, are attending Mass, must take part in a fire drill, etc. Write situation/response pairs in simple assertive sentences in the present tense, e.g. Situation: “You are late for school.” Response: “I go to the office and get an admit slip”. Students consult the student agenda and examine samples of slips used by the school. Allow for discussion in first language to clarify.
2. Students practise the situation/response pairs orally in unison, as modelled by the teacher.
3. In pairs, students create a set of practice cards from blackboard notes, writing “situation” on one colour of paper and “response” on another (or use teacher created cards).
4. With brainstorming notes still on the board, students work in pairs. Shuffle cards and create correct situation/response pairings, consulting the board notes only if unable to recall the pairings. Check to see that pairing is correct. Erase board notes and repeat pairing exercise from memory. Consensus must be reached. Check that pairing is correct.
5. Pairs practise exchanges orally and develop this into a role-playing situation (teacher, principal, attendance secretary, chaplain). Attempt with both cards and then with the situation card only.
6. Students extend practice of simple present by changing “You are late” to “I am late”. Introduce the imperative form and have students practise the form in the response “Go to the attendance office.”
7. Students create own “My School Expectations Book”. Encourage creativity and opportunity to extend the activity (list of possible reasons for being late, reasons for quiet listening in chapel, etc.) Students list new words in personal vocabulary.
8. To follow up, conduct a mock fire drill. Students may also revisit the office, chapel, etc., and practise responses.
9. With teacher guidance, students review uniform requirements, using student agenda and their own knowledge, and create a vocabulary list identifying different parts of the uniform and choices for civvies days. Copy into vocabulary list in their student log. Introduce adjectives as part of descriptive phrases (green sweater, school kilt, new jeans).
10. In a guided discussion, create on the board a series of sentences beginning “The uniform is good because...” or “The uniform is bad because...” Assist students to express their opinions and include the safety factor (“We can tell if a stranger is in the school”) and the equity factor (“Students are all the same”).
11. Students discuss and list uniforms as they appear in other parts of society (mail carriers, police officers, nurses, sports teams, etc.) Use the picture dictionary as a resource to expand the list.

12. Students write a simple journal entry using supplied openings such as “School uniforms are good/bad because...” or “Many people wear uniforms. Some of them are...”

Accommodation/Special Needs

- Encourage use of first language to clarify situations and responses.
- Allow extra time for practice, where necessary.
- Pair weaker and stronger students for language practice.
- Encourage strong students to expand entries in “My School Expectations Book”.

Assessment/Evaluation

- Matching columns - pairing situations and responses (summative) ASC2.03X
- “Expectations Book” (summative) AWR1.01X
- Vocabulary test (summative) AWR2.07X

Resources

- Student agenda
- *Oxford Picture Dictionary* (or other suitable picture dictionaries)

Activity #4

Title: Mapping the Community

Time: 120 minutes

Description

Students will explore their immediate communities and acquire mapping skills by using authentic materials such as city and transit maps, telephone and yellow pages books. They will build upon language structures already taught by using imperatives and prepositions of direction and place, and learn related vocabulary. Students will have the opportunity to work collaboratively in pairs and reflect on being a responsible caring family member who attends to family, school, parish, and the wider community.

Strands and Expectations

Ontario Catholic Graduate Expectations:

The graduate is expected to:

- examine, evaluate and apply knowledge of interdependent systems (physical, political, ethical, socioeconomic and ecological) for the development of a just and compassionate society.
- work effectively as an interdependent team member.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.04X; ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.03X, 2.01X❧, 4.01X; ARE2.01X, 2.02X, 2.03X, 2.04X, 4.01X❧; AWR2.07X; ASC2.01X❧, 2.05X, 2.06X, 2.08X

Planning Notes

- Materials needed for this activity include: map(s) of local area, town/city; transit map(s); pictorial dictionaries; teacher-prepared “city block” handout.

Prior Knowledge Required

N/A

Strategies Teaching/Learning

1. Students brainstorm and discuss what places are important to find when a family moves to a new city (town, community, country). The teacher or a designated student records the responses on the blackboard.
2. Students use pictorial dictionaries to gather more vocabulary about the places in their community (*The Basic/Canadian Oxford Picture Dictionary*, pp. 68-69). Students repeat aloud the vocabulary with teacher guidance. Students include these words in their vocabulary list.
3. Using local/transit maps as a resource, students work in pairs locating as many places mentioned in their vocabulary lists as possible. They transfer that information onto a teacher-prepared handout of unlabelled city/neighbourhood blocks by labelling places such as *grocery store, post office, medical clinic, cinema, city hall, school, church/mosque/temple, library, bank, bus station, YMCA, etc.*
4. When their maps are completed, the pairs are asked to prepare oral directions to one of the places on their maps, the school being their starting point. Imperatives, expressions, and prepositions of direction/place are reinforced and practised (*Go north two blocks, turn right on Bloor Street, etc.*). Then, using the students’ maps, each pair gives directions to the rest of the class without telling the students the final destination. If the students follow the directions, they should arrive at the location/place the pair had decided upon (e.g., the post office).

Accommodations/Special Needs

- Pair students who speak the same first language or pair more advanced students with less fluent students.
- Provide assistance, scribe for students if needed.
- More advanced students could attempt written as well as oral directions.

Assessment/Evaluation

- Observation - Anecdotal Notes (Diagnostic & Formative) AOR2.01X; ARE4.01X; ASC2.01X

Resources

- *The Basic/Canadian Oxford Picture Dictionary*
- *Basic English Grammar* (Azar) - Chapters 3, 7

Activity #5

Title: There's Something I've Been Meaning To Tell You

Time: 180 minutes

Description

Students will expand on their knowledge of the community by learning the vocabulary necessary to make appointments, express their feelings, make simple apologies as well as simple excuses. Students will also learn how to make simple statements about their state of health. Proper forms of politeness in both formal and informal situations will be practised. Students will continue to evaluate and make

decisions based on the common good, as well as develop a Christian respect for others. The past tense will be introduced. In addition, do/does questions are practised.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values.
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.

Strands: Oral and Visual Communication; Reading; Writing, Social; and Cultural Competence

Overall Expectations: AORV.01X, .02X, .03X, .04X; AREV.02X, .03X; AWRV.02X; ASCV.02X

Specific Expectations: AOR1.01X, 2.03X, 4.01X☹; ARE,1.02X☹, 1.05X☹, 2.03X, 3.04X☹; AWR1.02X☹, 2.02X☹, 2.03X☹, 2.06X☹, 2.07X☹; 2.08X, ASC1.02X☹, 2.05X, 2.08X☹

Planning Notes

- Select appropriate picture cards and arrange to borrow a life-size human model from a science class.
- Prepare grammatical overheads, visual organizers, and handouts, including homework chart and human body identification.
- Prepare role play/dialogue models or use textbook. Create situation cards for apology exercise.
- Tape short telephone conversations and prepare accompanying cloze exercises.
- Arrange for field trip to health care professional's office or a visit by the school nurse.

Prior Knowledge Required

- Familiarity with simple present and present continuous

Teaching/Learning Strategies

1. Using a life-size human model or picture cards showing the human body, point to different parts of the body and have students identify. Students then label a handout of the human body.
2. Students mime a different health ailment or problem (e.g. backache, headache, toothache, cold, flu, sore throat, feeling thirsty, feeling hungry, feeling tired, etc.) Other students guess what's wrong. Teacher guides brainstorming of possible responses to the question "How do you feel today". Fill in a visual organizer showing both positive and negative responses. Students then engage in simple role plays, asking each other how they feel and practising the simple present with do/does (e.g. "How do you feel today?", "How does Mario feel today?"). Students reply appropriately with such responses as "I'm sorry to hear that" or "That's too bad".
3. Follow up the exercise by having small groups brainstorm possible remedies to the problems previously mentioned. Facilitate as needed. Groups report back to the class. Students then practise simple role plays following this model:
 - "I feel terrible."
 - "What's wrong?"
 - "I have a/an..." OR "I feel hungry/thirsty/tired/cold/hot".
 - "I think you should..." (student gives some advice)
4. Students write an entry in their learning log based on the above.
5. Play a tape of a sample conversation between a doctor/dentist/pharmacist/nurse/other health care professional and a patient, in which the patient is making an appointment and describing his/her symptoms. Students listen first, then complete a cloze exercise. Finally, students create their own role plays based on the model given and present to the class.

6. As a homework activity, students fill out a simple chart with the name, address, and phone number of a doctor, a dentist, and a pharmacist. If students do not have a family doctor/dentist/pharmacist, instruct them to find one by using the yellow pages.
7. Reinforce concepts taught with exercises and readings from such course texts as *Side By Side 1*, *Canadian Concepts 2*, or *Longman Photo Dictionary*. Self-created crosswords and word searches are also useful.
8. Use an overhead to introduce the formation of the past tense. Students ask each other questions such as “Why do you have a headache?” Answers should be in the past tense: e.g. “I listened to loud music all afternoon.” Make a list of each verb in the past tense as it is used. Then, with a simple grid chart as a guide, students organize the verbs listed into the appropriate “ed” pronunciation: /t/ /d/ /id/.

/t/	/d/	/id/
	listened	

Write irregular verbs that do not fit on this chart on a separate list of irregular verbs that students will begin. Reinforce with exercises from Azar’s *Basic English Grammar* or *Side By Side 1*.

9. Students write short, teacher-guided descriptive paragraphs describing how they feel today and how they felt yesterday.
10. Ask students in the class such questions as “Why were you late today?”, “Why didn’t you do your homework?”, “Why aren’t you in uniform?”, “Why didn’t you go to mass on Sunday?”, etc. Record their responses on the board. Brainstorm other types of excuses with the class. Underline new verbs introduced that students should add to their list of irregular verbs. Students create their own excuse dialogues based on situation cards provided by the teacher.
11. Reinforce concepts taught with exercises and readings from a course text such as *Side By Side 1*.

After completing this activity students may also:

12. Visit a doctor's or dentist's office. Or invite a health care individual into the class to answer questions that have arisen, as well as to talk about about career opportunities. This visit should be preceded by a class-drafted letter of invitation, and followed by a class-drafted letter of thanks. If this is not feasible, a visit from the school nurse could be organized.
13. Seek reconciliation with another by apologizing for a past transgression or by attending confession. This should be documented in the learning log or response journal.

Accommodations/Special Needs

- Pair both weaker students with stronger students, as well as same language students, and employ peer teaching.
- More advanced students may prepare interview questions for a health care professional and document responses received either in written or taped form. Or create a classroom yellow pages listing nearby health care professionals who speak the first languages of other students in the class.

Assessment/Evaluation

- Visual organizer using the Activity Assessment Rubric - Appendix 1.1-3 (Summative: ARE1.02X, 3.04X; AWR1.02X, 2.06X)
- Listening Cloze: (Formative: AOR4.01X; ASC2.08X)
- Writing assignment modeled on teacher/textbook samples (Summative: ARE1.05X; .AWR1.02X, 2.03X, 2.07X)
- Test (Summative: ARE3.04X; .AWR2.02X)

Resources

- *Side By Side 1* pp. 128-131, 139-140.

- *Side By Side Activity Workbook 1* pp. 82-84, 88, 112-113 and cassette
- *Side By Side 1* video
- *Canadian Concepts 2*, Unit 5 pp. 73, 76; Unit 7 pp. 93 -107 and cassette
- *Longman Photo Dictionary* pp. 29-30.
- *Longman Photo Dictionary Beginning Workbook* pp. 35-37 and cassette
- *Longman Photo Dictionary Pronunciation & Spelling Workbook* pp. 38 and cassette
- Picture Cards

Activity #6

Title: Tying It All Together

Time: 180 minutes

Description

In this culminating unit, students will produce a creative piece to demonstrate their understanding of the concepts, language structures, and vocabulary taught in this first unit – The School, Community, Me. Individually or in small groups, they will choose from a range of activities and formats to teach a newcomer about the school and the community and how he/she would fit into it. Students will have the opportunity to choose a format for presentation from media (audio, visual, or both), a written assignment, a poster display, a cartoon, a book format, or one of their own suggestions. They will draw on journal entries, student logs, language activities, and classroom experiences. They will become familiar with the vocabulary of assignment formats and review basic language structures taught.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- able to think reflectively and creatively to evaluate situations and solve problems.
- a collaborative contributor who works effectively as an interdependent team member.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X; AWRV.01X, .02X; ASCV.01X.

Specific Expectations: AOR2.04X, 3.05X✘; AWR1.02X✘, 2.07X✘; ASC2.01X✘; 2.02X, 2.05X✘; ASC2.08X✘

Planning Notes:

- Prepare the following items: video camera, (book room for filming), hall passes and permission slips for students to be on an out-of-class activity, markers, large sheets of paper, staplers, glue gun, coloured pencils, and rulers.
- Encourage students to be creative and at the same time gently guide reluctant students to try a new challenge.
- Arrange for peer tutors (senior students from the English program) to edit and assist with computer work, along with the teacher.

- This assignment requires the student to work with classmates and to conduct interviews outside of the classroom. The students will need to arrange to meet. To this end, they may need the teacher’s assistance, signed permission forms from parents, and school forms.
- Design the assignments to include a variety of formats: presentations, performances, exhibitions, formal written assignments, portfolios.

Prior Knowledge Required

- This final unit draws on the material covered in Activities 1-6.

Teaching/Learning Strategies

1. Explain to the students that this is the final activity in Unit 1. They will be completing an assignment independently or in groups, and that have to make a decision as to the format. Distribute the assignment stating that the purpose is “To Teach a Newcomer About The School”. Explain the requirements, (to do further research, to work cooperatively, to set goal and deadlines, to decided on a format). Possible formats: a video production in many languages of a school tour to welcome a newcomer, a newcomer’s booklet (modification of the school agenda), cartoon with captions, a written tour of the school, a poster display.
2. Students read the assignment and decide on the format for the exercise, choosing from media production, booklet, poster display, written portfolio. Students exchange ideas and ask questions to clarify concerns
3. Students generate a list of information on the assignment and draw a plan or outline for the assignments. The outline will vary from student, to student depending on the student’s choice of format. Teacher checks individuals’ plan, timelines, and outline for research for presentation. In this assignment, “Welcoming and Orienting a Newcomer”, the students may edit and use parts of the video created by the teacher during the the unit. The teacher intervenes as needed, making suggestions and helping with the pairing of students.
4. The plan is checked by the teacher and the first draft follows.
5. The teacher facilitates once the student is ready to implement taping, layouts, and typing .
6. Teacher arranges for students to work in different locations on specific activities as needed. Although class time will be allocated, the students will need assistance in arranging to meet with others to complete the assignment out of class.
7. Peer editors and the teacher are available and respond as needed.
8. Students have their work peer-edited and then checked by the teacher.
9. Presentations and sharing of activities.

Accommodations/ Special Needs:

- Be flexible with students who may need a longer timeline.

Assessment/Evaluation

- Welcoming and Orienting a Newcomer Project (Summative/Formative) Evaluation depends on the choice of format. (AWR1.02X; ASC2.01X.)

Resources

- Peer tutors, school staff (interviews)
- Students’ notebooks
- Samples booklets and school videos

Appendix 1-1.1**PEER WRITING ASSESSMENT RUBRIC**

	1: Poor	2: Fair	3: Good	4: Very Good
On topic, with many supporting points.				
Well organized. Ideas follow each other logically and follow the model.				
Sentences are interesting.				
Verb tenses are correct.				
Correct punctuation is used: capitals, periods, commas, apostrophes.				
Spelling is correct.				
Writing is neat and easy to read.				

Appendix 1-1.3

ACTIVITY ASSESSMENT RUBRIC

	Level 1: below expectations	Level 2: approaching expectations	Level 3: meeting expectations	Level 4: above expectations
Demonstrates knowledge of vocabulary				
Shows understanding of concepts				
Employs learning strategies				
Critical thinking skills				
Research skills				
Reading skills				
Oral skills (accuracy, fluency)				
Writing skills				
Use of language and literacy skills in new contexts				

Unit # 2

Title: Introduction to Canada

Time: 20 hours

Unit Developers:

Wendy Gruner, Dufferin Peel Catholic District School Board
Lidija Biro, Fr. Michael Goetz S.S.
Charlene Fitzpatrick, Philip Pocock S.S.
Catherine Johnson, St. Martin S.S.

Development Date: April 1999

Unit Description

In this unit, students will demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity. In addition, students will begin their journey towards becoming responsible citizens who give witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life. Students will continue to build on basic language structures such as simple assertive and interrogative sentences, prepositions, and adjectives, as well as developing vocabulary and a knowledge of Canada and its culture. A culminating activity will provide opportunities for review and creativity using various media. This unit supports other units by developing an understanding of Canada, thus facilitating successful integration.

Strands & Expectations

Ontario Catholic School

Graduate Expectations: CGE1d,h, 2c,e, 3b,c,d,e, 4a,d,e,h, 5a,e,g, 7d,e,g,i

Strand: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: A0RV.01X, .02X, .04X; AREV.02X, .03X, .04X; AWRV.02X; ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 4.01X, 4.02X, 4.05X, 4.06X; ARE1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X, 4.02X; AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01X, 1.02X, 1.03X, 2.02X, 2.05X, 2.06X, 2.08X

Activity Titles (Time + Sequence)

Activity 1	Surveying Basic Canadian Geography	180 min
Activity 2	Identifying Canadian Seasons, Weather & Customs	240 min
Activity 3	Hurray For Holidays!	180 min
Activity 4	Discovering Canadian Symbols	120 min
Activity 5	Flora & Fauna	240 min
Activity 6	Examining Canadian Sports & Leisure	120 min
Activity 7	Selling Canada	120 min

Unit Planning Notes

- Portions of this unit will be ongoing throughout the course.
- Prepare a good stock of picture cards and found materials related to the unit.
- Decorate the class to reflect the theme of the unit.
- Keep copies of handouts for students arriving during the course.
- Provide support for continuous intake students (staff/peer tutors).
- Arrange for field trips and guest speakers.
- Student log books and journal writing continue.
- Codes followed by ☼ are to be assessed.

Prior Knowledge Required

- By this point in the course, students should be familiar with the simple verb tenses and basic language structures, as well as classroom routines and cooperative group work.

Teaching/Learning Strategies

Teacher modelling, teacher-directed questions, brainstorming, buddy system, cloze exercises, collaborative/cooperative learning, conferencing, charts and visual organizers, directed reading-thinking activities, field trips, guest speakers, guided reading/guided writing, reading aloud, homework, interviews, journal entries/learning log, note-making, manipulatives, memorizing, peer practice, peer teaching, prompts, role-playing and simulations, storytelling, think/pair/share

Assessment/Evaluation

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Observation Canadian Map	Know/Think/App/Com Know/Think/App/Com
Activity 2	Formative Summative Formative Summative Formative Summative	Role plays/dialogues Weather Report - Activity Weather Report Presentation Writing Assignment - Guided Collage Test	Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App Know/Think/App
Activity 3	Formative Summative Summative Formative	Role Plays/Dialogues Writing assignment Test Learning Log	Think/App/Com Know/Think/App/Com Know/Think/App Know/Think/App/Com
Activity 4	Summative	Poster	Know/Think/App
Activity 5	Summative Summative Summative	Observation Sheet Collage Assessment Oral Presentation	Know/Think/App/Com Know/Think/App/Com Know/Think/Com
Activity 6	Diagnostic/Formative Summative Summative Formative	Observation Group Work Writing Assignment Learning Log/Homework Check	Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com
Activity 7	Formative/ Summative	Group Work and Final Project	Know/Think/App/Com

Resources

Print

- Azar, Betty, *Basic English Grammar*. N.Y.: Prentice Hall Regents, 1996
- *The Basic Oxford Picture Dictionary*. N.Y.: Oxford University Press, 1994

- Berish, Lynda and Thibaudeau, Sandra, *Canadian Concepts 1 & 2*. Toronto: Prentice Hall Regents, 1997
- Grennan, Maggie, *Canadian Oxford Picture Dictionary: Beginning-Intermediate*. Oxford University Press, 1997
- Kress, J.E. *The ESL Teacher's Book of Lists*. West Nyack: The Centre for Applied Research in Education, 1993
- *Longman PhotoDictionary*. N.Y.: Longman, 1989
- *Longman PhotoDictionary Beginning Workbook*. N.Y.: Longman, 1989
- *Longman PhotoDictionary Pronunciation & Spelling Workbook*. N.Y.: Longman, 1989
- Molinsky, Steven and Bliss, Bill, *Side By Side 1*. Toronto: Prentice Hall Allyn and Bacon, 1997
- Molinsky, Steven and Bliss, Bill, *Side By Side 1 Activity Workbook*. Toronto: Prentice Hall Allyn and Bacon, 1997

Computer Software

- Azar Grammar CD ROM, Prentice Hall Regents 1998

Videotapes

- *Canada: A Land of Diversity*
- *The Hockey Sweater* by Roch Carrier. National Film Board of Canada
- Molinsky, Steven and Bliss, Bill, *Side By Side 1* N.Y.: Prentice Hall Regents
- *On Top of The World*. Eaton's 125th anniversary video of Canada

Audiotapes

- *Canadian Concepts 1 & 2*, Prentice Hall
- *Longman PhotoDictionary Beginning Workbook* Longman Books
- *Longman PhotoDictionary Pronunciation & Spelling Workbook*, Longman Books
- *Side By Side 1*, Prentice Hall

Models and Manipulatives

- Canada and world wall maps
- Local maps
- Picture cards
- Citizenship Materials (Citizenship & Immigration Canada, Ottawa)
- Symbols of Canada kit (Canada Communications Group, Ottawa)

Activity #1

Title: Canadian Geography

Time: 180 minutes

Description

This activity provides students with the opportunity to become familiar with the atlas and with Canada's political divisions. Students will explore categories, how to use the table of contents, the index, cardinal points, prepositions of place, and will construct a map of Canada. They will locate places using lines of latitude and longitude. Students will name and locate Canada's provinces, territories, and capitals and develop an understanding of Canada's diversity and size. They will participate as members of a team, demonstrating respect for themselves and others.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- create, adapt, evaluate new ideas in light of the common good.
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.
- respond to, manage and constructively influence change in a discerning manner.
- work effectively as an interdependent team member.
- respect the rights, responsibilities and contributions of self and others.

Strand: Oral and Visual; Communication; Reading; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.04X, .02X, .04X, ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.03X, 1.06X; AOR2.01X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 4.05X, 4.06X; AWR2.05 X, 2.07X, 2.03X; ARE2.04X, 3.01X, 3.03X, 3.04X, 4.01X, 4.02X, ASC1.01X, 1.02X, 2.05X, 2.06X

Planning Notes

- Arrange for a large wall map of the world to be mounted in the classroom. Additionally, a blank outline map of Canada can be used to have students write on the map.
- Gather local maps and prepare the room to reflect the local area.
- Prepare an overhead of the countries and cities of students' birthplaces and last place of residence for the class to find using the index.
- Gather a class set of atlases, a wall map showing Canada's political regions, and a globe.
- Have extra handouts, as students may need to redo maps/spoiled first attempts.
- Book an overhead projector.
- Provide students with a videotape and/or audiotape to be used at the end of the academic year and/or at graduation so that students can view their own development in the language. This videotape can be added to periodically over the academic year, and can also be used in Activity 7: Selling Canada.

Prior Knowledge Required

- The ability to use the alphabet will facilitate the use of the index in this activity.

Teaching/Learning Strategies:

1. In a circle, students share the name of their home countries and cities of birth. The teacher records the information on the board. Students spell the words as the teacher records information.
2. Working in small groups, the students use the atlas to locate the places that are mentioned in the circle and recorded on the board. Then, students move into groups depending, on the continent/areas of the world from which they come. The teacher then introduces the concept of Canada as a land of immigrants from many lands.
3. The teacher introduces the political divisions of Canada, with a short film and overhead notes. Students explore the atlas under guided instructions to locate the position of the major political divisions of Canada.
4. Distribute blank maps of Canada together with cut-up sections of a Canadian map. Students complete an assignment showing Canada's provinces, territories, and capitals. Distribute maps of the world, on which students show their homelands.
5. Students further demonstrate an understanding of Canada's political regions, by reviewing the film and locating places on the wall map from a teacher-prepared overhead. Students prepare a

list of places for members of the class to locate on the map. The teacher facilitates and helps the students vary the instructions from simply stating the name of the place to be located, to a description of the place, e.g., “the province nearest the Pacific”, “the capital of the province where you live”. Two teams are chosen.

6. A member of each team names a place to be located on a large wall map or on local maps at the front of the class. One student from each team tries to locate the place. Students consult before attempting to answer. The students are told to use lines of latitude and longitude and to use the index to locate the place in their atlases. A time limit is recommended.

Accommodations/Special Needs:

- Have reinforcement activities ready for students, such as a jigsaw puzzle of a map of Canada.
- Provide reference materials so that students can share information on the geography of their homelands. This is a good opportunity for students to talk informally in their own languages and to build a class community.

Assessment/Evaluation:

1. Observation (Formative: ARE4.01X)
2. Canadian Maps. For an assessment rubric, see Appendix Unit 2-1:1 (Summative: AWR2.05X, ASC1.01X).

Resources

- Canadian atlas, globe, wall maps of the world and Canada, and local maps of the area
- Film on Canada (many good films are available for an introduction to Canada’s political regions. Eaton’s “On Top of the World” is a good choice.) Limit viewing to 10-12 minutes to review political divisions and capitals.
- Teacher-prepared or commercial handouts/blank maps of Canada, Canadian maps cut into parts for puzzle activity
- Glue sticks, coloured pencils

Activity #2

Title: Identifying Canadian Seasons, Weather & Customs

Time: 240 minutes

Description

In this activity students will become familiar with Canadian weather and temperature variances, as well as with months and seasons. Students will also become familiar with a variety of weather reporting forms and weather symbols. In addition, ordinal numbers will be introduced. References will be made to seasonal activities as they come up, as well as seasonally appropriate clothing. Students will continue to work collaboratively in a Christian manner.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- adopt a holistic approach to life by integrating learning from various subject areas and experience
- achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .03X, .04X; AREV.02X, .03X, .04X; AWRV.02X; ASCV.01X, .02X

- **Specific Expectations:** AOR1.01X, 1.05X, 2.02X[Ⓢ], 2.04X[Ⓢ], 4.01X[Ⓢ]; ARE1.02X, 2.02X, 2.03X, 2.04X, 3.02X, 3.04X[Ⓢ]; AWR1.02X[Ⓢ], 2.02X[Ⓢ], 2.03X[Ⓢ], 2.05X[Ⓢ], 2.06X[Ⓢ], 2.07X[Ⓢ], 2.08X; ASC1.01X, 1.02X, 2.05X[Ⓢ], 2.06X[Ⓢ], 2.08X

Planning Notes

- Prepare readings, listening passages, and role plays/dialogues or use textbooks.
- Select and prepare appropriate picture cards and media materials.
- Prepare instructions for pair projects.
- Prepare sample weather and seasonally related conversations for students to model.

Prior Knowledge Required

- Students should have an understanding of the simple present, present continuous, and simple past tenses, as well as a knowledge of Arabic numbers, adjectives, and prepositions. Students should be familiar with the vocabulary for, and have a knowledge of, basic Canadian geography.

Teaching/Learning Strategies

1. Create a Venn Diagram on the board depicting the four seasons. Brainstorm vocabulary of weather and seasons (e.g. sunny, cloudy, warm, cool, hot, cold, etc.) Use the Venn Diagram to show how some conditions (cool and warm temperatures, rain) can cross over between seasons. Use picture cards to supplement gaps in student vocabulary and add the new words to the diagrams on the board. Students add these words to their vocabulary list.
2. Using a large visual of a thermometer, have students identify what range of temperatures represents hot, warm, cool, and cold (freezing) weather. Create a simple chart showing temperature ranges for hot, warm, cool, and cold in Celsius, taking care to explain the symbol for degrees.
3. Using a simple four-grid chart with the seasons listed across the top, guide students to list the three months associated with each season. Students copy the grid. Introduce ordinal numbers by identifying January as the first month, February as the second, and so on.
4. Supplement vocabulary by having students complete exercises in course texts such as *Canadian Concepts 1 & 2*, *Side By Side Book 1*, *Longman Photo Dictionary*, and *Workbooks, A Picture's Worth a 1,000 Words*.
5. Using a large map of Canada as well as cut outs of common weather symbols for cloudy, sunny, raining, snowing, sleet, cold front, warm front, etc., make simple weather statements such as "It is cloudy in Montreal", "It is snowing in Whitehorse". After each statement, call upon a different student to place the appropriate symbol on the map.
6. Play a taped radio weather report. Using a map, students put the correct weather symbol for each city/area identified. Students then complete matching exercises, whereby they match the correct weather word with its appropriate picture.

7. Divide students into pairs to create simple role plays based on a teacher model. Each pair prepares and presents a dialogue describing the weather in different parts of the country or around the world.
8. Students then complete a transfer exercise by reading/viewing/listening to a weather report and extracting appropriate information (e.g. transferring information to a simple grid chart asking students to identify temperature highs and lows, amounts of rain/snow, etc. in different areas).
9. Using a current newspaper, prepare an overhead of the weather page. Ask students simple questions based on the overhead (e.g. “What is the temperature in London?”, “What is today’s high?”)
10. Follow this up by playing a clip from a TV. weather report. Students fill in a simple listening chart.
11. Students create and present their own weather report, incorporating visuals based on models provided by the teacher.
12. Supplement the above with short reading passages related to weather, Canadian seasons, and seasonal activities. Students answer teacher-directed questions based on reading passages, as well as simple cloze exercises.
13. Students write a guided paragraph comparing/contrasting the weather/seasons in Canada and in their country. For example: In winter, the weather in Canada is cold. In my country, winter is hot.
14. Using a simple four-grid chart with the seasons listed across the top, have students brainstorm vocabulary related to seasonally appropriate clothing. Use picture cards to supplement gaps in students’ vocabulary. Students then copy vocabulary in their vocabulary lists.
15. Supplement vocabulary by having students complete exercises in course texts such as *Canadian Concepts 1 & 2*, *Side By Side Book 1*, *Longman Photo Dictionary*, and *Workbooks, A Picture’s Worth a 1,000 Words*. Students also complete cloze exercises based on simple reading and listening passages related to clothing.
16. Working in small groups, students create a collage of clothing items and/or activities for each season.
17. Using found materials such as tourism brochures and newspaper/magazine ads, introduce students to seasonal Canadian festivals such as the Quebec Winter Carnival, the Ottawa Tulip Festival, etc. Distribute packets of such information to small groups. Each group should sort through the material and transfer the different festivals to a chart listing the different months. Students must match the festival with the appropriate month. Groups then share their results with the rest of the class and compare answers.

After completing this activity, students may also:

18. Take home a viewing chart to complete by watching a specific weather broadcast. Students compare their answers the following day. Responses will be assessed according to their completeness and correctness.
19. Visit a local weather bureau or invite a meteorologist to the class to answer questions. Students ask about career opportunities. This visit should be preceded by a class-drafted invitation, and followed by a class drafted letter of thanks.
20. Participate in a seasonal activity such as skating on the Rideau Canal or at Toronto’s City Hall, skiing/tobogganing at a nearby hill, apple picking, maple sugaring, building a snowman, carving a pumpkin, etc.
21. Visit a local winter, spring, or fall festival (e.g. the Royal Winter Fair)
22. Plan a seasonal wardrobe, using catalogues provided by the teacher. Students are given a specific dollar amount as a ceiling for the exercise.

Accommodations/Special Needs

- Pair weaker students with stronger students and same language students. Employ peer teaching.

- More advanced students can prepare charts comparing temperatures and weather conditions around the world. In addition, they could plan a holiday abroad by researching the weather for a particular season and preparing an appropriate wardrobe.

Assessment/Evaluation

- Role play/dialogues (Formative: AOR2.02X, 2.04X; ARE3.04X; ASC2.06X)
- Weather Report - Activity Appendix 1-1.4 (Summative: ARE1.02X, 3.04X; AWR1.02X, 2.06X)
- Weather Report Presentation (Formative: AOR4.01X; AWR2.05X, 2.06X; ASC2.05X)
- Writing Assignment - Guided (Summative: AWR1.02X, 2.03X, 2.07X)
- Collage: Appendix 2-5.1 (Formative: AOR4.01X, ARE1.02X, ASC2.05X)
- Test to assess students' understanding of concepts (Summative: ARE3.04X; AWR2.02X)

Resources

- *Side By Side 1* pp. 36-39
- *Side By Side 1 Activity Workbook* pp. 33-34 and cassette
- *Canadian Concepts 1* Unit 10 pp. 141-156 and cassette
- *Canadian Concepts 2* Unit 3 pp. 36-39, 42, 47-48; Unit 9, pp. 132-134 and cassette
- *Longman Photo Dictionary* pp. 4, 35-38
- *Longman Photo Dictionary Beginning Workbook* pp. 5-6, 44, 46 and cassette
- *Longman Photo Dictionary Pronunciation & Spelling Workbook* pp. 10, 43-49 and cassette
- *A Picture's Worth a 1,000 Words* pp. 4, 6, 49, 76-80
- Picture cards/flash cards
- Local weather reports in the newspaper, on the radio, on TV
- Provincial/municipal tourism promotional materials

Activity #3

Title: Hurray for Holidays!

Time: 180 minutes

Description

Students are introduced to the Canadian holiday calendar. This activity should be ongoing throughout the year. Specific Christian and non-Christian religious festivals, such as Christmas, Easter, Lent, Passover, etc., should also be discussed during the appropriate calendar month, with emphasis on respect for other faith traditions.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- respect the faith traditions, world religions and the life-journeys of all people of good will.
- present information and ideas clearly and honestly and with sensitivity to others.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.02X, .03X, .04X; AWRV.02X; ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.05X; AOR2.02X, 2.04X; ARE1.02X; ARE2.02X, 2.03X, 2.04X; ARE 3.04X; AWR1.02X, AWR2.01X, 2.02X, 2.03X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01X, 1.02X, 1.03X; ASC2.06X, 2.07X, 2.08X

Planning Notes

- Prepare readings, listening passages, and role plays/dialogues or use textbooks.
- Select and prepare picture cards and media materials.
- Prepare instructions for pair projects and writing model.

Prior Knowledge Required

- Students should have an understanding of the present continuous and simple present tenses.

Teaching/Learning Strategies

1. Using a large calendar posted on the board as a guide, ask students to identify the holidays for each month. Be sure to include both Christian and non-Christian religious holidays. After completing the class calendar, have students fill in a smaller calendar handout with the important holidays and their dates (e.g. Jan 1st New Year's Day, February 14th Valentine's Day).
2. Students then complete a discovery activity. Divide into small groups. On a chart, students record the special holidays in each other's homelands, then report their findings to the class.
3. Next, students complete a pictorial matching exercise, identifying the image shown with its holiday (e.g. the cross with Easter, a heart with Valentine's Day, baby Jesus with Christmas).
4. Supplement vocabulary by having students complete exercises in course texts such as *Canadian Concepts 1 & 2*, *Side By Side Book 1*, *Longman Photo Dictionary*, and *Workbooks, A Picture's Worth a 1,000 Words*. In addition, provide short reading passages and simple listening activities related to holidays. Students complete cloze exercises.
5. Follow this by having students write a short descriptive piece about how a holiday in their homeland is celebrated, using a teacher provided model as a guide.
6. Just prior to the first mass, prepare students by distributing a simple checklist listing behaviours both appropriate and inappropriate for school masses. Students identify those behaviours they feel are appropriate. A discussion follows.
7. After completing this activity, students may also re-invite the school chaplain or local priest into the class to answer questions that have arisen regarding specific religious celebrations. Students ask about career opportunities. This visit should be preceded by a class-drafted invitation and followed by a class-drafted letter of thanks. A similar visit could also be arranged for non-Christian leaders regarding such religious holidays as Ramadan or Chanukah.

Accommodations/Special Needs

- Pair weaker students with stronger students and same language students. Employ peer teaching.
- More advanced students can research how a specific holiday is celebrated in another country, culture, or religion and report their findings to the class.

Assessment/Evaluation

- Role plays/Dialogues (Formative: AOR2.02X, 2.04X; ARE3.04X; ASC2.06X)
- Writing assignment modelled on teacher/textbook samples (Summative: ARE1.05X; AWR1.02X, 2.03X, 2.07X)
- Test to assess students' understanding of the concepts (Summative: ARE3.04X; AWR2.02X)
- Learning Log (Formative: ARE2.04X; AWR2.09X; ASC2.07X)

Resources

- *Canadian Concepts 1* Unit 4 pp. 49- 62 and cassette
- *A Picture's Worth a 1,000 Words* pp. 61
- *Longman Photo Dictionary* pp. 1, 3

- *Longman Photo Dictionary Beginning Workbook* pp. 1, 3, 4, 6 and cassette
- *Longman Photo Dictionary Pronunciation & Spelling Workbook* pp. 5, 6, 8-9 and cassette
- Picture cards
- School chaplain/local priest

Activity #4

Title: Discovering Canadian Symbols

Time: 120 minutes

Description

This activity gives the students the opportunity to discover Canadian symbols such as people, animals, and places found on Canadian money, provincial and national coats of arms, and provincial flower/mineral and animal emblems. This activity builds on the knowledge of Canadian geography and sets students on the road to becoming responsible, informed citizens. Students will work in pairs to generate questions and in small groups to research facts related to the history or geography of the symbol. They will synthesize the related vocabulary through a short presentation. Students will become familiar with the vocabulary of symbols and common adjectives.

Strands and Expectations

Ontario Catholic Graduate Expectations:

The graduate is expected to (be):

- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
- respect and understand the history, cultural heritage and pluralism of today's contemporary society.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.04X; AWRV.01X, ASCV.01X

Specific Expectations: ASC1.01X, ASC2.05X; ASC2.06X; ARE2.02X; AWR1.04X; AWR1.04X, AOR3.05X; AOR2.02X, AOR1.06X; AOR3.06X

Planning Notes

- Materials required for this activity include: manipulatives (coins, bills/or photocopies), paper for a poster, markers, scissor, glue, magazines, newspapers.
- Advise the librarian of the research topic and book time in the library.
- Contact the Ministry of Travel & Tourism for free information/brochures; this could also be an extension to the activity, as students could draft a letter to the ministry asking for information.

Prior Knowledge Required

- Students should have some familiarity with Canada and its geography

Teaching/Learning Strategies

1. Using actual Canadian money (bills, loonies, toonies, and coins), students explore and discuss the symbols represented there. To assist with vocabulary, the teacher could have a prepared list (chart paper, blackboard, overhead transparency, Canadian pictorial dictionary) to make reference to the following: beaver, loon, polar bear, J.A. McDonald, Laurier, maple leaf, RCMP, etc. This vocabulary should then be added to students' vocabulary lists.
2. Working in pairs or small groups, students reach a consensus on which symbol they would like to further research and present. The assignment requires both a Canadian symbol and one from their native land. Possible areas of research might include a description of the symbol, the history/significance of the symbol, and/or geographic location.
3. Students formulate three research questions and create/use visual organizers (e.g., web, Venn Diagram, grid, sequence chart, etc) to be completed at the time of research.
4. Students work/conduct research within their group in the library with teacher and librarian assistance.
5. Upon completion of research, students create a poster reflecting both the Canadian symbol and that of their native country. The poster is then part of a short oral presentation and forms part of a classroom display.

Assessment/Evaluation

1. Poster (Summative: AWR1.04X; ASC1.01X; AOR2.02X)

Accommodations/Special Needs

- Less fluent students may write and present in their first language the symbol from their countries.
- Pair students according to same first language.
- For more advanced students, research could involve CD ROMs, Web sites, and personal interviews.

Resources

- Librarian and resources in library
- Manipulatives, magazines, newspapers, brochures

Activity #5

Title: "Field and Stream" - Discovering Canada's Flora and Fauna

Time: 240 minutes

Description:

This activity provides students with the opportunity to experience local flora and fauna and to appreciate and respect God's gifts. Students will prepare for a field trip to a local park in their community through teacher-guided research into local plant and animal life. They will engage in a scavenger hunt and, on return to class, will reflect on their experience by making a collage using appropriate words and images in a creative manner. Through a brief oral presentation, they will share their collage with the class. Students will become familiar with the vocabulary of Canada's flora and fauna. They will use descriptive adjectives and the simple past tense.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be one who:

- respects the environment and uses resources wisely.
- achieves excellence, originality, and integrity in his/her own work and supports these qualities in the work of others.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.02X, .04X; AWRV.01X; ASCV.01X

Specific Expectations: AOR1.01X, 1.04X; AOR2.01X, 2.02X; ARE1.02X; ARE2.01X, 2.02X; ARE4.01X; AWR1.01X; AWR2.03X, 2.07X, 2.08X; ASC1.01X

Planning Notes

- This activity is designed to reflect local conditions. A nearby park, wood lot, or even the school grounds will provide an opportunity to go on an excursion or scavenger hunt which can be accommodated in a school period. This is an introduction and is not meant to be a definitive list of Canada's flora and fauna.
- Assemble a collection of books dealing with Canadian flora and fauna (with local emphasis).
- To ensure student success, visit the site to create the scavenger hunt.
- For the collage, prepare a variety of magazines for cutting, glue, scissors, and construction paper.

Teaching/Learning Strategies

1. Working in groups, students examine teacher-supplied flora and fauna resources. With guidance, they collect names, descriptions, and illustrations of flowers, trees, animals, and birds they might expect to see locally. Students are encouraged to use accurate and varied adjectives in their descriptions, and to enter them in personal vocabulary lists.
2. Review scavenger hunt rules. Emphasize on enjoying the experience and respecting the environment (e.g. sketch rather than pick wild flowers, sight birds on the honour system, finishing first is not an aim).
3. On the day of the excursion, students working in pairs record/draw sightings of items listed in the hunt. When finished, they gather to discuss and evaluate their experience (Adapt Appendix 1-1.3 in Unit 1).
4. Follow-up classroom activity: a collage to allow students to reflect on their experience in a creative fashion. The collage can include pictures and words cut from magazines, students' own art work and words, or a combination.
5. Use simple past verbs related to the scavenger hunt (walked, visited, collected, etc.). Students list these in their personal vocabulary and draw on them for the next activity. (Azar, Betty, *Basic English Grammar*)
6. Oral presentation by each student to class: "What my collage tells about our class outing".

Accommodations/Special Needs

- Create working groups with a range of abilities to allow for success in research portion.
- Pair weak students with stronger students for the scavenger hunt.
- Use peer helpers if possible during the scavenger hunt to act as scribes.
- Accommodate any physical disabilities during the field trip by arranging an alternate, accessible activity.

Assessment/Evaluation

- Observation of successful transfer of classroom knowledge to scavenger hunt activity, using an adaptation of Appendix 1-1.3 in Unit 1 (Summative: AOR1.01X)
- Collage - Appendix 2-5.1 (Summative: AOR1.04X; ARE2.01X; AWR1.01X)
- Oral presentation (Summative: AOR1.04X)

Resources

- Flora and fauna books representing local area
Teacher-generated scavenger hunt
- Newspapers, magazines, scissors, glue, construction paper
- Azar, Betty, *Basic English Grammar*

Activity #6

Title: Examining Canadian Sports and Leisure Activities

Time: 120 minutes

Description

This activity provides the students with the opportunity to explore and familiarize themselves with Canadian sports and both outdoor and indoor leisure activities using a seasonal approach. Students will learn new vocabulary, express personal preferences (I like...), and categorize the sports and leisure activities according to which season they would most likely occur in. Students will also be introduced to the writing process: planning, writing, conferencing, editing, and rewriting with teacher assistance. Opportunities to expand the activity by having students compare/contrast Canadian sports and leisure activities with those found in their countries of origin can easily be added. Students will be encouraged to lead a healthy lifestyle and integrate learning from their experiences with sports and leisure activities.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to :

- achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others.
- adopt a holistic approach to life by integrating learning from various subject areas and experience.
- set appropriate goals and priorities in school, work and personal life.
- participate in leisure and fitness activities for a balanced and healthy lifestyle.
- work effectively as an interdependent team member.
- respect the rights, responsibilities, and contributions of self and others.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X; .02X, .04X; AREV.02X; AWRV.02X; ASCV.01X, .02X

Specific Expectations: AOR1.01X; AOR2.03X✘; AOR3.03X; AOR3.06X✘, AOR4.02; ARE2.03X✘; ARE2.04X✘; AWR1.02X✘; AWR2.02X; AWR2.03X✘; AWR2.07X✘; AWR2.08X; ASC1.01X✘; ASC2.02X; ASC2.05X✘; ASC2.06X✘; ASC2.08X✘

Planning Notes

- Collect pictures or video clips of Canadian sports and leisure activities well ahead of time.
- Roch Carrier's short story "The Hockey Sweater" (either the animated video or print version) could be an extension to this activity.

Prior Knowledge Required

- understanding of the four seasons in Canada
- familiarity with "wh" questions, first- and third-person singular verb forms (present tense), and cooperative group work

Teaching/Learning Strategies

1. Show pictures or video clips of sport and leisure activities to elicit vocabulary and to stimulate prior knowledge and discussion.
2. Using a pictorial classroom dictionary (*The Basic Oxford Picture Dictionary*, pp. 92-93), introduce/ teach/model new vocabulary. The students repeat the words/phrases aloud.
3. Begin the game of "Question Tag" with a personal preference statement and a question, e.g. "I like soccer. What do you like?". Pick the first student to respond to the question; the student repeats the teacher's statement and adds her/his answer, followed by the question for the next student, e.g. "(Teacher's name) likes soccer. I like tennis. What do you like?". Each student is asked in turn, repeating all previous responses and asking the question.
4. In small groups (3-4 members), students are given an activity handout. They are asked to work cooperatively, arranging the list of sport and leisure activities according to season and sub-headings. To enhance cooperative strategies, the duties of recorder, presenter, researcher (dictionary work/verification), and timekeeper are assigned to individual students within each group. When each group finishes, the presenter orally reports the group's findings. To avoid repetition, allow each group to report only one season's list. At the end, discuss/clarify any discrepancies.
5. Explain that the students will be writing five sentences about their favourite sport or leisure activity. Using the blackboard/chart paper/overhead transparency, guide the students through the steps in the writing process from plan, rough draft, conference/editing (with teacher or peer editor, see Appendix 2-6.1), to final draft. Show the model paragraph (Appendix 2-6.2, teacher composed) and explain how each sentence answers a question in the order of: what, why, where, when, how. Pair students (writing/editing partners). As they plan/write, conference with them, giving suggestions for improvement. When students finish writing, they exchange their drafts with their partners who edit using the Peer Editing Guide (Appendix 2-6.1). Upon reviewing the results/suggestions from their peer editors, students produce a final draft to be evaluated by the teacher.
6. Students include the new vocabulary in their vocabulary list.
7. As an extension of this activity or as a homework assignment, students interview physical education department staff or other students, or research extra-curricular activities listed in their student agenda books to find out which sport/leisure activities are available at school and in which activities they would want to take part.

Accommodations/Special Needs

- Pair students who have less familiarity with vocabulary with students who are more fluent.
- Pair students of same language backgrounds.
- Assign oral reporting, researching, or writing using computers to more advanced students.

Assessment/Evaluation

- Observation (Diagnostic/Formative: AOR2.03X; AOR3.06X; ARE2.03X; ASC1.01X)
- Assessment of Group Work - Rating Scales, Appendix 2-6.2 (Summative: ASC1.01X; ASC2.05X; ASC2.06X; ASC2.08X)
- Writing assignment (Summative: AWR1.02X; AWR2.03X; AWR2.07X)
- Learner Logs/Homework Check (Summative: ARE2.04X, AWR2.07X)

Resources

- *The Basic Oxford Picture Dictionary*
- School personnel
- Pictures or video clips of sport/leisure activities

Activity #7

Title: Selling Canada

Time: 120 minutes

Description

In this culminating activity, students will create an advertisement for Canada, using and reviewing information and language skills acquired in Unit 2. With teacher guidance, students will research authentic media models (travel brochures/magazines, radio/television advertising). Students will continue to build cooperative work skills in pairs or small groups and exercise Christian leadership in the achievement of individual and group goals.

Strands and Expectations

Ontario Catholic Graduate Expectations:

The graduate is expected to:

- develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good.
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
- think reflectively and creatively to evaluate situations and solve problems.
- respect the rights, responsibilities and contributions of self and others.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.04X, ASCV.01X, .02X

Specific Expectations: AOR1.06X, 2.01X[Ⓢ], 2.03X, 2.04X, 3.01X, 3.02X, 3.05X, 4.01X[Ⓢ]; ARE1.03X, 2.03X; AWR1.01X; ASC1.01X[Ⓢ], 1.02X, 2.05X[Ⓢ], 2.06X[Ⓢ], 2.08X[Ⓢ]

Planning Notes

- The materials required for this activity may include: paper/construction paper/bristle board, markers, scissors, glue, video camcorder, TV/VCR, tape recorder, cassette tapes, costumes, travel brochures, magazines, and advertisements/commercials.
- A *group project rubric* can be created by the teacher in order to evaluate the groups' ads and cooperative skills. Suggested criterion include cooperative group working skills, synthesis of knowledge acquired in Unit 2, creativity/interest level, presentation skills. Each criterion is then evaluated.

Prior Knowledge Required

- Familiarity with cooperative group work and the geography of Canada

Teaching/Learning Strategies

1. Students investigate and discuss, through teacher guided questions, travel advertisements by examining brochures, magazine/newspaper ads, or radio/television commercials about travel compiled by the teacher. These questions could be, *Why do you want to go there ? How does the ad/commercial work (appeal) ?*
2. The students enter an advertising contest. Working in pairs or small groups, they create an ad/commercial enticing people to travel to Canada. Encourage students to be creative and appeal to the senses (colour, music, fragrance, flavour, touch.) with their ads. The ads can be a poster, magazine/ brochure ad, radio or television commercial. This activity can be expanded to include students creating an ad for their county of origin in their first language (bilingual activity).
3. Each group presents its ad/commercial and is peer/teacher assessed using a Group Project Rubric. Parents/administrators/other teachers could be invited to see and evaluate the presentations.

Accommodations/Special Needs

- Pair students of same first language or more advanced students with less fluent students.
- Assign researching and oral reporting to more advanced students.

Assessment/Evaluation

- Group work and completed project (Formative/Summative: AOR2.0X1; AOR4.01X; ASC1.01X; ASC2.05X; ASC2.06X; ASC2.08X)

Resources

- Travel magazines, brochures

Appendix 2-1.1

**ASSESSMENT RUBRIC
INTRODUCTION TO BASIC CANADIAN GEOGRAPHY**

Name: _____ Date: _____

	Poor	Fair	Good	Very Good
Writes legibly using the Roman alphabet in cursive and printed form				
Uses capitals for provinces and capital cities				
Copies names of places correctly				
Follows correct conventions for map work				

Appendix 2 - 5.1

Collage Assessment Rubric

Overall design shows thoughtful choice of pictures and words to reflect the student's experience.

Level 1 - below expectation

- _____ poor choice of material
- _____ poor use of space
- _____ little thought or effort demonstrated
- _____ content inaccurate

Level 3 - meeting expectations

- _____ variety of materials
- _____ arranged with care
- _____ creation of meaningful reflection
- _____ content largely accurate

Level 2 - approaching expectations

- _____ some variety and imagination in choice of material
- _____ some care and thought in placement
- _____ evidence of attempt to create a meaningful reflection
- _____ content somewhat accurate

Level 4 - above expectations

- _____ rich variety of material
- _____ original and imaginative arrangement
- _____ an imaginative and creative reaching beyond the experience
- _____ accurate

Appendix 2-6.1

Guide for Peer Editors: A Checklist

What to look for:	Yes	No	Correction
Is there a heading: name, date, title?			
Does each sentence answer a “wh” question? – sentence #1 topic sentence – sentence #2 what/why – sentence #3 where – sentence #4 when – sentence #5 how			
Is the spelling correct?			
Is the punctuation correct?			
Is the capitalization correct?			
Is the grammar correct?			
Is the writing legible?			

Reread your writing partner’s revision/final draft and sign your name at the bottom.

Appendix 2-6.2

Teacher’s Model Paragraph

My favourite sport is karate. I like karate because it is good exercise for my body and brain (mind).
[**what/why**] I practise karate in a dojo. [**where**] I go to karate Mondays and Wednesdays in the evening. [**when**] I listen to and watch my teacher, sensei, and then I kick, block, and punch. [**how**]