

Course Profile

English in Daily Life, ESL

Level 2

Open

• *for teachers by teachers*

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Unit # 1

Title: New Beginnings

Time: 900 minutes

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Development Date: February, 1999

Unit Description

This unit on the theme of new beginnings exposes students to learning experiences designed to assist them in developing visual, oral, and written, communication skills in connection with literature. Students reflect on past and present experiences and express their views, feelings, and ideas in oral and written mediums. Students demonstrate communicative competence through daily practice of the skills needed to develop oral and written fluency in English. Opportunities to learn new vocabulary and language structures, develop time management skills and use first language skills, promote second language acquisition. Respect and consideration for others will be emphasized as students become effective communicators who speak, write, and listen honestly, sensitively, and critically in light of Gospel values.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 2a, b, c; 3c, 4c, f; 5a

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

Overall Expectations: BORV.01, 04, 05; BREV.01, 04; BWRV.01, 03, 04; BSCV.04

Specific Expectations: BOR1.01, 02, 03, 06, 07, 2.03, 3.01.02; BRE1.01, 2.01, 02, 3.03; BWR1.01, 02, 3.01, 02, 03; BSC2.01, 02, 03.

Activity Titles

Activity 1	In the Beginning	120 minutes
Activity 2	Personal Symbols	240 minutes
Activity 3	The Rising Sun	180 minutes
Activity 4	Scriptural Beginnings	120 minutes
Activity 5	Origins	240 minutes

Unit Planning Notes

Teachers should permit students to use first and second language dictionaries, bilingual dictionaries, and electronic translators, but also should encourage students to use context of clues in order to decipher word and phrase meaning. Teachers should also provide opportunities for the inclusion of first language to support understanding expression and fluency. When working with students on a daily basis, teachers should also be sensitive to the potential for painful memories by students. Students' backgrounds should be considered when choosing materials to make certain they are

universal enough to transcend the cultural, social or political differences present in the class. When teaching specific language skills, teachers must select those resources from the list provided which are most appropriate to the specific language skills which need to be taught. Appropriate adaptations and modifications for exceptional students studying English as a Second Language are also essential for student success. Individual Education Plans (IEP's) must be followed in order to accommodate or modify the activities for the needs of exceptional students.

Prior Knowledge Required

Mastery of skills from English as a Second Language, Level A, Open is essential to students' success in this unit. Specifically, students must know the alphabet, have a basic vocabulary, and be able to write simple sentences, read and comprehend short passages from fiction and non-fiction texts designed or adapted for English as a Second Language, and converse face-to-face with others in a classroom setting.

Teaching/Learning Strategies

The following teaching/learning strategies will be used during the course of this unit: answering comprehension questions, brainstorming, charting information, class discussion, conferencing, journals, oral presentation, oral reading, Readers' Theatre and story mapping.

Assessment/Evaluation

- Teacher-student conferences to clarify directions and instructions for students, to ensure understanding of vocabulary used, and to analyze and support student writing.
- Teacher observation to encourage student participation and to monitor student progress.
- Anecdotal comments to support understanding, to encourage participation and to promote accurate language usage.
- Anecdotal comments for error analysis to improve grammar, spelling, punctuation, and vocabulary usage.
- Rubric for final evaluation of journal writing.

Resources

Print:

Azar, Betty Schramper. *Understanding and Using English Grammar*, Prentice Hall (Englewood Cliffs, 1989)

Barry, James. *Language to Go*, Nelson (Toronto, 1995)

Brown, Raymond E. *The New Jerome Bible Handbook*, Liturgical Press (Collegeville, 1992)

Fowler, H. W.. Ed. *The Concise Oxford Dictionary of Current English*, Clarendon Press (Oxford, 1990)

Larock, Margaret H., Jacob C. Tressler, and Claude E. Lewis. *Mastering Effective English*, Copp Clark Pittman (Toronto, 1980)

[To be used as a teacher resource only.]

McCloskey, Mary Lou, and Lydia Stack. *Voices in Literature*, Heinle (Boston, 1993)

Martin, Dave. *Communicating Skills*, Nelson (Scarborough, 1998)

Naber, Vera Teophil, and Savitsa Seigny. *A Grammar Manual for Canadian E.S.L. Students*, Prentice Hall (Scarborough, 1993)

Parnwell, E.C. *The Canadian Oxford Picture Dictionary*, Oxford University Press (Toronto, 1997)

Wansbrough, Henry. Ed. *The New Jerusalem Bible*, Double Day (New York, 1990)

Activity # 1

Title: In the Beginning

Time: 120 minutes

Description

In this unit students use oral and written language to communicate their ideas about *new beginnings* stimulated by the reading of a poem. Students demonstrate their ability to apply past experiences to interpret the meaning of a poem. Students then express their thoughts, feelings, and ideas about the poem by writing a journal passage. There will be a focus on the use of past tense and the use of simple sentence patterns.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand in light of gospel values (2a);
- an effective communicator who reads, understands and use written materials effectively (2b);
- a collaborative contributor who works effectively as an interdependent team member (5a).

Strands: Oral and Visual Communication, Reading, Writing

Overall Expectations:

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a variety of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03).

Specific Expectations:

Students will:

- maintain face-to-face conversations on familiar topics (BOR1.01);
- listen to others and stay on topic in group discussions (BOR1.02);
- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.02);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);
- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03).

Planning Notes

- Students can use first and second language dictionaries to assist themselves in understanding new vocabulary, but are encouraged to use context clues to determine the meaning of new words;
- Students must understand that when writing journal entries the expression of ideas is more important than correct spelling of every word and correct writing of every sentence;
- Pair students so that those with stronger English skills are paired with students who need assistance;

Prior Knowledge Required

- the ability to write sentences using basic English vocabulary;
- ability to listen to and understand the speech of others and to respond meaningfully to others' ideas;

Teaching/Learning Strategies

- After introducing yourself, have students introduce themselves to the rest of the class by telling their names and two or three interesting facts about themselves;
- Have students think about how they begin their day each morning. Ask students relevant questions to help them get started;
- Have students share their ideas with partners; have the partners share ideas in groups of four; and then, with the class, share and list their answers on the chalkboard.
- Read the poem “The Way to Start a Day” (*Voices in Literature*, pp. 9-13) twice to students. The first reading should be done without stopping, but the second reading should be used to clarify the meaning of any words or phrases students do not understand. Encourage students to use context clues to determine vocabulary meaning, and use language resources to teach vocabulary-acquisition strategies suffixes, prefixes, sound-symbol relationships, etc. to determine word meaning;
- Lead students in a discussion of the ideas presented in the poem by asking leading questions which test the students' comprehension of the poem's main ideas. Compare the poets' *new beginnings* with those listed on the chalkboard.
- With partners, have students chart the poem using the following categories: People, Country, Continent, What they did to greet the sun, and What they do now. Have students share their charts and discuss their ideas in groups of four. Encourage students to use dictionaries when necessary;
- Have students re-read poem orally with each student reading a section of the poem;
- Introduce the concept of journal writing to students by teaching that a series of simple inter-related sentences can be joined to form a paragraph and thus a journal entry.
- Model writing a journal entry with the students, providing the content from their list on the chalkboard. Use the past tense in the model as a review for students.
- Have students write journal entries responding to the poem by explaining what the poem means to them, what feelings it provokes in them, and what they found interesting about it.

Assessment/Evaluation

1. Teacher observation of students [checklist] (BORV.04; BOR1.01,02; BREV.04; BRE2.01);
2. Anecdotal comments by teacher in students' journals (BREV.01; BWRV.01, 03; BRE1.01;BWR3.01, 02, 03)
3. Journal writing (BWRV.01, 03; BRE1.01; BWR1.01, 3.01, 02, 03). Use Rubric for Assessing Writing (Appendix A)

Resources

1. Voices in Literature.
2. The Oxford Canadian Picture Dictionary, The Concise Oxford Dictionary.
3. Understanding and Using English Grammar, Language to Go, Communicating Skills, A Grammar Manual.

Accommodations

1. As the activity progresses, assess students' language skill needs and then if warranted use extension exercises from Understanding and Using English Grammar, Language to Go, Communicating Skills, and A Grammar Manual at some point in the activity to teach one specific skill to students.
2. Choral reading of the poem will provide a safe way for reluctant oral readers to participate in final reading of the poem.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 2

Title: Personal Symbols

Time: 240 minutes

Description

In this activity students learn what a symbol is and then to apply that understanding of symbols to both literature and personal life. Students use symbols to express their personal identity and then communicate this to the rest of the class. Students also demonstrate their mastery of classroom routines by using effective time management skills to complete an assigned task and to interact with their peers in order to improve oral and visual communication skills. The use of descriptive language will be emphasized.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be :

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who takes initiative and demonstrates Christian leadership (4c);
- a collaborative contributor who applies effective communication, decision-making, problem solving, time and resource management skills (5a).

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

Overall Expectations

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).
- demonstrate comprehension of key information from media works (BORV.06).

Specific Expectations

Students will:

- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide instructions, and give opinions (BOR1.06);
- ask others the meaning of words for clarification (BOR2.03);
- use and respond appropriately to common non-verbal signals (BOR3.01);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);
- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentences patterns in their writing (BWR3.03);
- use time management skills to organize homework, complete assignments on time, and make up missed work (BSC2.01);
- ask questions of teachers and peers to obtain information and for clarification (BSC2.02)
- restate important information from presentations that include visual aids (BOR2.02);

Planning Notes

- Provide a visual display of a few signs and symbols.
- Supplies (felt markers, paper, scissors, etc.) will be needed to produce the symbols;
- Some form of large template (i.e. coat of arms) might be used to help get students focused on the proper forms for their symbols;
- Continue to assess students' skill needs and use exercises from Understanding and Using English Grammar, Language to Go, Communicating Skills, and A Grammar Manual to address specific language skills needed by students.

Prior Knowledge Required

- An understanding of the poem "The Way to Start a Day", taught in the previous activity.

Teaching/Learning Strategies

- Begin activity by directing students' attention to the visual display of signs and symbols and brainstorm a definition of *symbol*.
- In pairs, have them make a list of symbols they see every day. Have students share their symbol ideas with the rest of the class, and explain why each one is a symbol;
- Provide students with a list of Catholic symbols in the form of pictures and have them with a partner determine why each is a symbol and explain the meaning of each symbol. Have a class sharing of the answers;

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- Recall key features of “The Way to Start the Day” orally ;
 - Have students make a list of some symbols from the poem with a partner. Share the lists with class. Encourage students to develop good audience skills by noting down the answers of all the groups;
 - Review descriptive language forms such as adjectives and have them identify adjectives used in the poem;
 - Provide students with magazines and have them select six symbols they find interesting or appealing. Students paste the symbols on pieces of paper and write two or three sentences explaining why they chose the symbols and what they mean to them. Encourage students to use adjectives in their sentences. Students are to save these symbols;
 - Have students design their own symbols to represent themselves. Their personal symbols should represent five key features of their personality, include three symbolic colors, and have three images of their life before coming to Canada. Students are to draw and color their personal symbols as a title page for the pages of symbols cut out of magazines. On the backs of their symbol title pages, students write explanations of their symbols.
 - Before evaluation and inclusion in work portfolio, students should present their finished product to one another as an informal oral presentation.
 - Students could brainstorm in advance a checklist to use as peer evaluation for this informal sharing.

Assessment and Evaluation

1. Teacher-student conferences as students work on their symbols (BORV.04; BSCV.04; BOR1.03, 06; 2.03; 3.01; BSC2.02)
2. Anecdotal comments on the symbols when graded by the teacher (BWR.01, 03; 02; BWR1.01; 3.01, 02, 03; BSC2.01)
3. Teacher observation of students’ behaviors in class (BORV.04; BSCV.04; BOR1.03, 06; 2.03; 3.01; BSC2.01, 02)
4. Student checklist for informal oral presentation (BORV.06, BOR1.03, BOR2.02, BSCV.01, BSC2.02)

Resources

1. Voices in Literature.
2. Understanding and Using English Grammar, Language to Go, Communicating Skills, A Grammar Manual.

Accommodations

1. Reduce or increase the number of symbols students are expected to find and describe depending on their capabilities.
2. Use additional language structure resources in situations where students need reinforcement.
3. Have students of the same language background explain their personal symbols to each other before attempting the explanation in English. Teachers should note the differences in length of the explanations.

Activity # 3

Title: The Rising Sun

Time: 180 minutes

Description

This activity further introduces students to the genre of poetry and permits them to develop an understanding of classroom routines and school norms through practice of conventional learning strategies. Students apply their ability to read and comprehend language to assist them improve their understanding of the unique features of the language. After learning what makes poems unique, students apply their understanding as they respond in written form.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- an effective communicator who reads, understands and uses written materials effectively (2b);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4f);
- a collaborative contributor who works effectively as an interdependent team member (5a).

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

Overall Expectations

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- write in a variety of forms (BWRV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.04);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

Specific Expectations

Students will:

- listen to others and stay on topic in group discussions (BOR1.03);
- use sentences and phrases to tell stories, recount events, provide instructions, and give opinions (BOR1.06);
- demonstrate understanding of fiction texts designed or adapted for second language learners (BRE1.01);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);

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- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
 - use a variety of simple sentence patterns in their writing (BWR3.03);
 - ask questions of teachers and peers to obtain information and for clarification (BSC2.02).

Planning Notes

- Arrange for an audio recording of “Here Comes the Sun”.
- Students should be encouraged to use context clues to determine word meaning and before using dictionaries;
- Use a series of pictures of the sun rising to augment students’ imagination of a sun rise;
- The intention is not to make students memorize terms related to poetry, but instead to expose students to poetry as a form of fiction;
- Encourage each student to participate in the drawing and presenting of pictures. Some students may require magazines for pictures.

Prior Knowledge Required

- Some experience with reading poetry as introduced in Activities 1 and 2.

Teaching/Learning Strategies

- Begin by pointing out to students some of the features of poetry (“Learning About Literature”, p. 15) and having students share with a partner examples of these features from “The Way to Start the Day”;
- Have students share with a partner, one experience they have had or can imagine having watching a special sun rise. In partners, have students complete an outline (p.16) of the experience answering who, what, when, where, how, and why. Have students share outline with another partnership;
- Explain the background to the poem “Here Comes the Sun” (Voices in Literature, pp. 17-19) and then play the song for the students;
- Read the poem to students in order to clarify vocabulary and meaning. Encourage students to ask questions about what they do not understand and to look up words in the dictionary;
- Give students a series of questions about the poem which they must answer in written form. Questions should focus on poem meaning and application of ideas expressed in poem to every day life;
- Take up questions orally with students and ensure students understand poem’s meaning;
- Use language resources to teach students how to use basic conjunctions [and, but, or] in their writing;
- Put students in groups of four and have them draw a detailed picture of what they imagine when they hear “Here Comes the Sun”, and then have groups organize their roles before they explain their picture to the rest of the class;
- Have students write a journal entry in which they explain what the poem means to them and what new ideas about the poem they gained from seeing and hearing about other groups’ pictures. Make certain students use the conjunctions taught when writing their journals.

Assessment and Evaluation

1. Teacher-student conferences to assess students’ understanding as students draw pictures (BORV.04; BREV.01; BSCV.04; BOR1.03, 06)
2. Teacher observation of students’ interaction in class (BORV.04; BSCV.04; BOR1.03, 06; BSC2.02)
3. Anecdotal comments on students’ journals (BREV.01, 04; BRE1.01; BWRV.01, 04; BWR1.01; BWR3.01, 02, 03)

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4. Journals (see Appendix A: Rubric for Assessing Writing) (BREV.01,04; BRE1.01; BWRV.0, 04; BWR1.01; BWR3.01, 02, 03)

Resources

1. Voices in Literature.
2. Language to Go, A Grammar Manual, Understanding and Using English Grammar, Communicating Skills.
3. The Canadian Oxford Picture Dictionary, The Concise Oxford Dictionary.

Accommodations

1. Have students listen to the recording at a listening station for more intensive study or for the purpose of repetition. Be sure they have a copy of the poem available.
2. For students having difficulty writing, the use of a “buddy” system may be helpful.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 4

Title: Scriptural Beginnings

Time: 120 minutes

Description

Students read scriptural quotations related to *new beginnings* and then interpret the meaning of the passage as it relates to current daily life. The meaning of the quotation will be explored visually, orally, and in written form. Students may need to use their first language to express their understanding. They will be introduced to writing a personal response.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who reads, understands and uses written materials effectively (2b);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who takes initiative and demonstrates Christian leadership (4c);
- a collaborative contributor who works effectively as an interdependent team member (5a).

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

Overall Expectations:

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- use appropriately some features of language that indicate different levels of formality in English (BORV.05);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03).

Specific Expectations:

Students will:

- determine meaning by requesting clarification and restating information when necessary (BOR1.02)
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
- read and respond to a variety of materials selected for study and pleasure (BOR1.06);
- use tone of voice, gestures, and other non-verbal clues to help clarify meaning when describing events, telling stories, and stating opinions (BOR1.07);
- demonstrate understanding of non-fiction texts designed or adapted for second language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);
- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- use their first language when appropriate to understand and communicate (BSC2.03).

Planning Notes

- Encourage students to use first language dictionaries when working the scriptural passages in order to support and attain accuracy of expression.
- Choose simple scriptural passages which can be understood in spite of the cultural barriers which might arise (Use The New Jerome Bible Handbook to assist with selection of passage.).
- While the activity might be difficult for students, the challenge of working with scripture is an essential skill they need to be exposed to. The sharing of scriptural passages in students' first language is a means of exposing students to the diversity of languages in Canada.
- Expect students to need a great deal of assistance with vocabulary, because most of their understanding will be in terms of past experiences with scripture in their first language.

Prior Knowledge Required

- Students will need to have some background understanding of the Bible and the primary biblical personalities (i.e. Jesus, Noah, Moses, etc.);
- Experience reading Bible passages in religion class may make this initial experience interpreting scripture easier for students.
- Before introducing a scriptural reading, use visuals which illustrate the passage to make the text and story more accessible to students. Try to elicit the story from the students, using the visuals.

Teaching/Learning Strategies

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- Begin by having students recall what they know about the Bible. Students' answers could include famous stories, people, events, etc.
 - Read a selected scriptural passage (eg. Luke 2:1-14) two or three times. While reading to students have them concentrate by closing their eyes and focusing on the passage being read;
 - With a partner have students share what they think the passage is about. At the same time in conference with partnerships develop a glossary to clarify vocabulary. Have partners share their ideas in groups of four and then as a class determine the meaning of the passage.
 - With the same partner, have students draw a large, detailed, and colorful picture or series of pictures of the events in the passage. Have the students caption their picture(s) with a translation of the passage in their first language(s) and a list of values presented by the story.
 - Have partners present their pictures and read their first language translations and value lists to the class.
 - With a different partner have students discuss how the passage relates to modern life and their own daily lives. Remind students to focus on *new beginnings* and the values presented by the passage. Have the partners share their ideas in groups of four and then bring the class together to share all their ideas. Record ideas on the chalkboard to model note-taking. Encourage students to keep a record of these ideas for future reference.
 - Provide students with guided questions, the answers to which will form the basis of a personal response.
 - Have students write a personal journal response which incorporates the answers to the guided questions and what they have discussed in pairs. This should include an interpretation of the passage together with their ideas, feelings, values and connections with their own lives.

Assessment/Evaluation

1. Oral presentation - Anecdotal comments and formal evaluation (BORV.04, 05; BOR1.06, 07; BREV.04; BRE1.01, BWRV.01, 03; BWR1.01, 3.01, 02, 03; BSC2.03)
2. Observation of students' participation in class activities (BOR1.02, 06, 07; BRE2.01, 3.03)
3. Personal journal response - See Appendix A (Rubric for Assessing Writing) (BREV.04; BRE1.01, 3.03; BWRV.01, 03; BWR1.01, 3.01, 02, 03)

Resources

1. [The New Jerome Bible Handbook](#).
2. [The New Jerusalem Bible](#).
3. [The Canadian Oxford Picture Dictionary](#), [The Concise Oxford Dictionary](#).

Accommodations

1. If passages from [The New Jerusalem Bible](#) are too difficult for students, modify by having students use illustrated children's Bibles or scriptural passages adapted specifically for the students.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 5

Title: Origins

Time: 240 minutes

Description

In this activity students work on a variety of fiction selections based on the theme of origins or creation stories as *new beginnings* from a variety of cultures. Through a series of cooperative activities students read and interpret the selections, and then apply key vocabulary from the stories. The activity concludes with a sight-reading test.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- an effective communicator who reads, understands and use written materials effectively (2b);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving time and resource management skills (4f);
- a collaborative contributor who works effectively as an interdependent team member (5a).

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

Overall Expectations:

At the end of level B, students will:

- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

Specific Expectations:

Students will:

- maintain face-to-face conversations on familiar topics (BOR1.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- use tone of voice, gestures, and other non-verbal clues to help clarify meaning when describing events, telling stories, and stating opinions (BOR1.07);
- ask others the meaning of words for clarification (BOR2.03);
- use and respond appropriately to common non-verbal signals (BOR3.01);

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- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
 - use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);
 - state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
 - respond appropriately to written questions based on familiar academic content (BWR1.02);
 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in writing (BWR3.02);
 - use a variety of simple sentence patterns in their writing (BWR3.03).

Planning Notes

- Be aware that not all students readily share information about their cultures in front of peers. Often some students do not want to discuss their cultural backgrounds. Do not force reluctant students to share, but create a classroom atmosphere where students feel secure and able to share with others;
- In each group activity, all students should participate in oral presentations.
- Supplies (chart paper, markers, etc.) are needed;
- Teacher may need some creation stories from other cultures as examples if students are unable to share stories from their own cultures.
- Prepare comprehension question on the four creation stories.

Prior Knowledge Required

- Students need to have prior experience reading simple prose;
- Students will need basic test taking skills, such as the ability to read and follow directions, write single sentence answers.

Teaching/Learning Strategies

- Begin the activity by initiating a discussion about the term ‘creation’ as a form of *new beginning*. Lead students towards the concept of creation stories as a way of expressing how societies, cultures or religions began;
- Read to students the Christian creation story (Genesis 1.1-31, 2.1-4, [The New Jerusalem Bible](#)). Have students recount story and ask questions in order to clarify their understanding. Examine values present in this biblical story;
- Tell students that all cultures have creation stories and encourage them to tell the class some creation stories from their cultures. Examine values presented in these stories. Stress with students that all stories present values;
- Divide students into four groups and assign each group one creation story. Teachers may choose one of the following stories: “The Fire Stealer”(Native North American), “Pan Ku”(Chinese), “Prometheus”(Greek), and “How the Mayans Got Fire and Fooled Their Enemies” (Mayan) ([Voices in Literature](#), pp. 58-69). Each group must read the assigned story and prepare a short performance for the class. Students should be given some practical guidelines for this type of “Reader’s Theatre”. The members of each group are to determine their roles. All students should be encouraged to participate. Have students present their stories;
- Give students comprehension questions on all four stories before they watch the presentations. After the presentations, brainstorm answers to the questions. Encourage students to take notes in preparation for their homework assignment. These should be completed for homework in order to make certain all students read and understand all four stories. Take up comprehension questions;
- Teach students to make a story map (in chart form) of the elements of a story: characters, setting, initial event, reaction to initial event, problem or goal, attempts to reach goal or solve problem, outcome, resolution, and values presented. Model this activity on the Luke (Christmas) passage studied earlier;

-
- Divide students into four new groups and have each group map one of the four creation stories on large chart paper. Have each group present their charts to the class;
 - Conclude activity with a sight-reading test of a similar type of story in which students are tested for reading comprehension.

Assessment/Evaluation

1. Teacher observation as students work in groups (BORV.01, 04; BOR1.01, 02, 03, 06, 2.03; BRE2.01; BSCV.04)
2. Readers' Theatre Presentation - Teacher and Peer Evaluation (BORV.04; BOR1.06, 07, 3.01; BREV.01, 04; BRE1.01, 3.03)
3. Story Map (BREV.01, 04; BRE1.01, 3.03; BWRV.03; BWR3.02, 03)
4. Sight-reading test (BREV.01, 04; BRE1.01, 2.01, 3.03; BWRV.03; BWR1.02, 3.03)

Resources

1. Voices in Literature.
2. The New Jerusalem Bible.

Accommodations

1. Length of prose passage and complexity of questions on sight-reading test may need to be modified for exceptional students.
2. Tape the five creation stories and provide a text version for students to follow.

Unit # 2

Title: Ontario and Our Community

Time: 900 minutes

Unit Developers

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Peri Kakis, Durham Catholic District School Board

Development Date: February, 1999

Unit Description

This unit provides students with an opportunity to become acquainted with the community and province in which they live. Students use current technologies such as the Internet and practise time management skills. The real success of this unit will be in its providing a context for each student to feel valued. Looking at social issues and community resources allows students to feel empowered as Christians, able to help themselves and others. Language skills development highlights related vocabulary, as well as verb tenses, questioning and note taking, and a variety of other grammatical and organizational structures that students will naturally encounter as they read, write, view, speak, and interact with short texts, other students, and the community directly.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1d; 2b, c; 3a, f; 4a,f; 5e,g; 6c; 7e,f,g, i

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

Overall Expectations: BREV.01, 02, 03, 04, 05; BWRV.01, 02, 03; BORV.01, 03, 04, 06;
BSCV.01, 02, 03, 04

Specific Expectations: BRE1.01, 02, 03, 2.01, 02, 3.01, 03, 4.01, 02; BWR1.01, 02, 2.01, 02, 03, 04, 3.01, 02, 03, 05; BOR1.01, 02, 03, 04, 06, 2.01, 02, 03, 04, 3.01, 4.01; BSC1.03, 05, 2.01, 02, 03, 04, 05.

Activity Titles

Activity 1	Ontario by Choice: How Others Came Here	120 minutes
Activity 2	How I Came Here	60 minutes
Activity 3	Social Issues in Our Community	180 minutes
Activity 4	A Trip to the Local Library	240 minutes
Activity 5	Ontario is Rural and Urban	120 minutes
Activity 6	Using the Internet	180 minutes

Unit Planning Notes

Many of the resources in this unit center around the use of computers and the Internet as a tool for students. It is necessary, therefore, that students have access to computers. Teachers should, themselves, be familiar with the new technologies in order to best facilitate student learning. Many CD-Rom resources for second language learners are gradually becoming available and teachers should attempt to preview and incorporate these whenever feasible.

It is possible that some of the social issues mentioned in this unit may apply directly to some students in the classroom. Teachers should exercise caution and sensitivity while at the same time offer support and keys to resources that may be of benefit.

Excursions outside of the classroom will require appropriate permission forms which may need to be translated and some parents or guardians may need to be contacted personally to explain the rationale for the visit to the library. Every attempt should be made to ensure that all students participate in this activity.

Prior Knowledge Required

Throughout the course of this unit, students will be expected to have achieved sufficient literacy skills from ESLAO as well as a very rudimentary understanding of democracy and some basic social issues as presented by the media. They should have some ability to pose questions and take simple, point form notes from oral responses. They should be able to recognize some familiar provincial landmarks (such as the CN Tower), although this is certainly not mandatory. Nor is it mandatory for students to have keyboarding skills or familiarity with a computer or a “mouse”, although these skills too would be very useful.

Teaching/Learning Strategies

The following teaching/learning strategies will be used during the course of this unit: discussion in groups and whole class, journal writing, paragraph writing, letter writing, oral presentations, graphic organizers (e.g. posters, pamphlets), practise creating questions, note taking, visual stimuli for discussion and reflection, peer editing and proofreading, excursions, and use of technology.

Assessment/Evaluation

- rubrics for evaluation of writing assignments: journals, descriptive paragraph, letters.
- pen and paper tests (vocabulary, grammar, sequencing, cloze, etc.)
- peer evaluation of oral presentations.
- informal teacher observation (i.e. student participation and interaction)
- formal evaluation of presentations, exhibitions, posters, pamphlets by individuals and/or groups.

Resources

Print:

Zuern, Guenther. *Ontario Reader 1999*. Toronto: Newcomer Communications, 1999.

ISBN#0-9681725-2-0

Canadian by Choice. Citizenship and Immigration Canada..

Youth Link. Gov. of Canada: Youth Employment Strategy.

Banks, Caroline and Rowe, Tom. *Readings in English 3*. New Jersey: Prentice-Hall Inc., 1990.

ISBN#0-13-635228-6

Fowler, H.W. *The Concise Oxford Dictionary of Current English*. Oxford: Clarendon Press, 1990.

Wansbrough, Henry. Ed. *The New Jerusalem Bible*. New York: Doubleday, 1990.

Internet Sites:

www.encarta.com

www.clarington.on.ca

www.canada411.sympatico.ca

www.t-o.com

www.cbc.ca

www.ytv.com

www.hwc.ca (Health Canada)

www.theweathernetwork.com

www.statcan.ca

www.youth.gc.ca (Youth Resource Network Canada)

www.environmentcanada.ca

Activity # 1

Title: Ontario by Choice: How Others Came Here

Time: 120 minutes

Description

Students will enjoy sharing their own stories about how they came to be in Ontario. Through short pieces of non-fiction, they discover the stories of other Canadians as well as some facts about immigration. Teachers can use this context to introduce language acquisition skills in the areas of grammar, vocabulary building, and verb tenses. Emphasis will be placed on the sacredness and dignity of each individual's life story and the positive Christian contribution made to our province by its multicultural members.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a self-directed, responsible, life long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others (4a);
- a responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures (7f).

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

Overall Expectations:

At the end of Level B, students will:

- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- write in a variety of forms (BWRV.01);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01);
- demonstrate knowledge of a variety of facts about Canadian culture, geography, and history (BSCV.02).

Specific Expectations:

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);

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- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
 - respond appropriately to written questions based on familiar academic content (BWR1.02);
 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
 - ask questions of teachers and peer for clarification and to obtain information (BSC2.02);
 - use school and community resources to support classroom learning (BSC2.04).

Planning Notes

- Extra care must be taken when discussing or viewing photos which evoke painful memories for students (i.e. refugees or victims of violence and/or family separation).
- Students should also be encouraged to use bilingual dictionaries.
- Use as many visual resources as possible to support the textual history of immigration.

Prior Knowledge Required

- Basic literacy skills from ESLAO as well as a rudimentary understanding of democracy.

Teaching/Learning Strategies

- Start by examining briefly the history of immigration in Canada in the last century. A good textual resource for this is the Ontario Reader 1999, pp.61-66. The teacher can read aloud or have students read aloud to the class. Teachers should encourage students to ask for clarification, if necessary. Teachers should also stop periodically and pose clarification questions to the students.
- The exercises which follow in the text may be done individually or in pairs and then be taken up by asking students to share their answers and correct their work.
- A good follow-up activity is to let students choose a story from Canadian By Choice, read it, list unfamiliar words, and summarize the story briefly in writing.
- After looking up the unknown words and using them in sentences, students can incorporate some of these new words in a journal entry responding to the story they have just read, perhaps comparing or contrasting this story with their own.
- It is strongly recommended that the above activities (i.e. reading, listing vocabulary, and summarizing) be done once together as a class for the purpose of modeling. Put the model summary, journal entry, etc. on chart paper so it can be displayed in the classroom for future reference.

Assessment/Evaluation

1. Anecdotal comments in journal (BWRV.01; BOR1.06; BRE1.01).
2. Journal – use rubrics for assessing writing (Appendix A) (BORV.04).
3. Oral evaluation/ homework checks (BREV.01; BORV.01; BSC2.02).
4. Formal evaluation of summary (BSCV.01; BRE3.03; BSCV2.04).

Resources

1. Students' journals.
2. Canadian by Choice.
3. Ontario Reader 1999.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 2

Title: How I Came Here

Time: 120 minutes

Description

Through personal photos, students have an opportunity to share their own stories and feelings about the circumstances surrounding their arrival in their new home. Short story writing follows the oral sharing in class. The focus should be on our shared good fortune and hope of promise for the future. Computer skills will be introduced in the publishing of individual stories.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d);
- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2c);
- a caring family member who values and honours the important role of the family in society (6c).

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

Overall Expectations:

At the end of Level B, students will:

- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations of familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01)

Specific Expectations:

At the end of Level B, students will:

- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);

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- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
 - compose a first draft of a simple composition (BWR2.02);
 - use simple word-processing software to compose and edit pieces of writing (BWR2.03);
 - use simple graphics software to format and embellish pieces of writing (BWR2.04);
 - compose a short paragraph containing simple and compound sentences (BWR3.01);
 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02)
 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
 - restate important information from presentations that include visual aids (BOR2.02);
 - ask others the meaning of words for clarification (BOR2.03);
 - compare and contrast the traditions and behavioral norms of a number of cultures (BSC1.03);
 - ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
 - use their first language when appropriate to understand and communicate (BSC2.03);
 - participate in some school activities, special events, sports, or clubs (BSC2.05).

Planning Notes

- Again, attention must be paid to students whose experiences may have been extremely painful. Narrative writing may provide a therapeutic outlet for feelings and should therefore be encouraged. The option may be given to write about someone else's experiences.
- Prepare a wall chart of the writing process and highlight the parts introduced in this activity (e.g. brainstorming, rough draft, peer editing).
- Using a photo is desirable, but not necessary. Students should be invited to bring photos as would the teacher.
- Writing in the student's first language and then translating may be a helpful strategy.

Prior Knowledge Required

- Language skills from ESLAO are presumed.

Teaching/Learning Strategies

- A teacher can model this activity by bringing in his/her own childhood or family photograph and telling students a bit about his/her own family's multicultural heritage.
- Students should be asked to bring to school one favourite photograph of themselves or their families soon after arriving in Ontario.
- These photographs can be shared with the class by having students tell a bit about their trip and their feelings (past and/or present) about the photograph. If a photo is not available, an oral sharing of the circumstances surrounding their arrival is acceptable. This is the brainstorming stage of the writing process.
- Teachers may facilitate sharing and discussion by asking questions which are non-threatening and which attempt to find the "silver lining" in each situation.
- Students should then be directed to write a rough draft form of their experiences.
- This rough draft can then be shared with other students for the purpose of peer editing for ideas and language.
- The final draft should be as error-free as possible, and the photos can be glued to the assignment as well.

Assessment and Evaluation

1. Oral evaluation (informal) (BREV.04; BORV.01; BSCV.01; BSC2.02; BOR2.02).

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2. Narrative (see Appendix A - Rubric for Assessing Writing) (BREV.03; BWRV.03; BORV.04; BRE2.01; BWR3.01, 02).
 3. Anecdotal comments for narrative (BWRV.02; BWR1.01, 2.02; BOR1.06, 2.03; BSC2.03).

Resources

- Students' and teachers' photos.
- CD-Rom: MECC's "Storybook Weaver Deluxe" V.1.1, 1994.

Accommodations

- If time allows, students may, with teacher assistance, publish their stories by using some specialized word processing software or MECC's "Storybook Weaver Deluxe".

Activity # 3

Title: Social Issues in Our Community

Time: 180 minutes

Description

Students read about and discuss local social issues (e.g. homelessness) as well as examine solutions and the issue of Christian responsibility for one's neighbour in need. By the end of this activity the students will not only be better informed, but also feel more empowered by a letter writing campaign.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges (3a);
- a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society (3f);
- a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society (7e).

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

Overall Expectations:

At the end of Level B, students will:

- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);

-
- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
 - participate in conversations on familiar topics in some social situations (BORV.01);
 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
 - participate in some school and community activities (BSCV.03).

Specific Expectations:

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (BRE1.01);
- use context and familiar vocabulary in text to infer the meaning of new words (BRE2.01);
- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- compose a first draft of a simple composition (BWR2.02);
- use simple word-processing software to compose and edit pieces of writing (BWR2.03);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- maintain face-to-face conversations on familiar topics (BOR1.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- restate important information from presentations that include visual aids (BOR2.02);
- ask others the meaning of words for clarification (BOR2.03);
- communicate information about current events (BSC1.05);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02).

Planning Notes

- Students should be allowed the use of bilingual dictionaries.
- There should also be special accommodations made for students who have suffered trauma or loss from social injustices in their home countries. As usual, putting a caring, Christian perspective on adversity is key for teachers to communicate to students.
- Select a short, non-fiction reading passage on a relevant social community issue. Prepare questions.

Prior Knowledge Required

- Besides literacy skills from ESLAO, students should have some awareness of social issues in Canada.

Teaching/Learning Strategies

- This activity should begin with a short non-fiction reading passage on a social issue. One could use the text [Readings In English 3](#), p.7 which introduces the topic of homelessness by asking several discussion questions which focus on the students' own experiences. Note that the last question relates to the topic of Christian responsibility for one's neighbour.
- The teacher can read the section entitled "For Your Information" aloud to students to preface the short text which follows on p. 9 which students may read individually. Students should then

complete the exercises on page 10 either individually or in pairs. These exercises should be taken up orally in class.

- The questions found on page 11 are suited for longer responses, either written as a journal or discussed orally. According to the level of student participation or interest, teachers may use these questions for debate, intensive language study, response-style journal writing, narrative writing, etc.
- The following selection in the text (“The Good Samaritan”) is a companion piece to the discussion of social ills. Once again it begins with several discussion questions to focus students on the topic at hand, and is followed by a short non-fictional text.
- Teachers should accompany this with a reading from the Bible (Luke 10: 30-38) which tells the original story of the Samaritan, a character with whom some students may not be familiar.
- The same pattern of instruction may be followed with this story as with the last entitled “Homelessness”. These exercises provide second language learners with the opportunity to expand language acquisition skills in the areas of comprehension, idioms and expressions, numeracy, and vocabulary development.
- Give a pen and paper test on vocabulary or language structures adapted from the exercises in the text.
- Involve the class in a letter writing activity to an MPP offering opinions, concerns, and possible solutions to some current issues. A resource for this can be found in the Ontario Reader 1999 (pp.11-2) which includes language study, addresses, and “tips” for letter writing. If the students have no experience with letter writing, model writing the letter while eliciting the content from them. Display the letter chart in the classroom.
- Students could peer edit and revise their work before publishing a final draft (perhaps using word processing software). These letters could be sent as a batch directly from the school.

Assessment and Evaluation

1. Oral discussions: whole class and group (BREV.01; BORV.01; BRE1.01, 3.03; BOR1.01, 2.02).
2. Vocabulary test (BREV.03; BWR1.02, 3.02; BOR2.04).
3. Journals (see Appendix A - Rubric for Assessment of Writing) (BWRV.01; BRE2.01, 3.02; BWR1.01, 3.01).
4. Formal evaluation of letter to MPP (Appendix A - Rubric for Assessing Writing)(BSCV.03; BWR2.02, 2.03).

Resources

1. Bilingual dictionaries, as supplied by students.
2. Readings in English 3.
3. The New Jerusalem Bible.
4. Ontario Reader 1999.

Accommodations

1. Students could peer edit and revise each others’ work (using word processing software) before publishing the final draft which could be sent to the MPP directly to the school.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 4

Title: A Trip to the Local Library

Time: 240 minutes

Description

Students have an opportunity to explore the resources and technologies available for public use in their community. Teachers and the local librarians can work together to help make ESL students feel comfortable accessing information relevant and useful in daily life, not only for themselves but for their families and friends as well. Students will ask questions and receive information from people who will be new to them.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who reads, understands and uses written materials effectively (2b);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4a);
- a responsible citizen who respects the environment and uses resources wisely (7i).

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

Overall Expectations:

At the end of ESL Level B, students will:

- choose reading materials for study and personal enjoyment, with teacher guidance (BREV.02);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations on familiar topics in some social situations (BORV.01);
- understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used (BORV.03);
- demonstrate comprehension of key information from media works (BORV.06);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

Specific Expectations:

At the end of Level B, students will:

- read and respond to a variety of materials selected for study and pleasure (BRE1.02);
- use classroom, school, and local libraries to find reading materials for study and personal enjoyment (BRE1.03);
- use vocabulary-acquisition strategies (BRE2.02);
 - use a graphic organizer provided by the teacher to extract information from pre-selected texts (BRE4.02);

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- respond appropriately to written questions based on familiar academic content (BWR1.02);
 - generate and organize ideas for writing, using graphic organizers provided by the teacher (BWR2.01);
 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
 - use a variety of simple sentence patterns in their writing (BWR3.03);
 - maintain face-to-face conversations on familiar topics (BOR1.01);
 - determine meaning by requesting clarification and restating information when necessary (BOR1.02);
 - offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies (BOR1.04);
 - restate important information from presentations that include visual aids (BOR2.02);
 - ask others the meaning of words for clarification (BOR2.03);
 - use and respond appropriately to common non-verbal signals (BOR3.01);
 - view, read, and listen to media works to obtain information and complete assigned tasks (BOR4.01);
 - ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
 - use school and community resources to support classroom learning (BSC2.04);

Planning Notes

- Permission forms for parents or guardians will need to be developed and in some cases may need to be translated or personal contact will have to be made. These forms will also need to include health card numbers and emergency contacts.
- Students will need to be fully briefed regarding health and safety concerns before the trip as well as rules and expectations regarding behaviour, dress, and schedule.
- If money is collected, care has to be taken that the amount is not prohibitive for some students. All students should have the opportunity to go on this excursion, regardless of means. This may require partial or full school subsidies for some cases.
- A “buddy” system may be helpful for some students who may be intimidated by the change in setting.
- The teacher should already have spoken and planned extensively with the librarian so that the librarian uses simple, yet suitable vocabulary and language structures when addressing ESL students.

Prior Knowledge Required

Students should have some questioning and listening skills and be able to take simple, point form notes from an oral response.

Teaching/Learning Strategies

- Teachers should spend one full period preparing students for the trip to the public library.
- Oral and listening skills should be practised as a group by modeling question and answer patterns with the whole class interacting with the teacher.
- Subsequently, students should be directed to come up with 5 questions which they can ask a partner. Topics might include: music, fashion, preferences, etc.
- They should take turns asking and answering questions, and writing point form responses to one another’s answers. This should be followed by a “reporting back” session, where students have an opportunity to verify for accuracy and completeness.
- Teachers should take this opportunity for roving conferences, and encourage students to ask follow-up questions, or questions for clarification.

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- All students should then be given a list of questions to which they will be responsible for getting answers the following day at the library. Teachers should thoroughly review these questions with the students to ensure accurate comprehension and adequate pronunciation.
 - These questions might include the following (as examples):
 - What else can I borrow, besides a book?
 - What programs do you offer for my young brother/sister?
 - How can someone access the Internet at the library?
 - How may I take out and return materials?
 - In what languages do you have materials?
 - Teachers, in insuring adequate understanding of these questions, may choose to end this class with a brief quiz or close activity. Role play the visit with the teacher acting as librarian and someone taking notes as a recorder. Students take turns asking questions, creating follow-up questions and asking questions for clarification.
 - Before the trip itself, students should also be made aware of what will be done with the information collected. They should be prepared to present their information via a graphic organizer (a poster display board) which will be developed in class following the field trip.
 - On the day of the field trip itself, students need one last briefing on expectations, rules, consequences, and health and safety concerns, as well as details of the assignment at the library.
 - Upon arriving they should expect to be welcomed and briefed by library staff and then given a brief tour.
 - After the initial presentation, students will have the opportunity to ask their pre-determined questions and copy down point form responses. Teachers may assist this process by asking questions for repetition, clarification, or follow-up, if necessary.
 - Free time to roam should be provided so that students have the opportunity to browse and observe as much of the site as possible and possibly borrow materials.
 - The following period will be spent working on oral presentations and visual displays.
 - Visual displays should include the following: the question posed; the response; other useful information (i.e. phone numbers, dates, times, etc.); and some artistic or graphic component;
 - It would be a very valuable addition to any classroom to permanently post these final products around the room so that students could access information when needed in the future.
 - A thank-you letter should also be composed by the class as a follow-up.

Assessment/Evaluation

1. Teacher observation and of oral questioning in pairs and with the librarian(s) (BREV.02; BORV.01).
2. Journal (see Appendix A - Rubric for Assessing Writing) (BREV.04; BWRV.01; BRE1.02, 1.03; BOR1.01; BSC2.02).
3. Display and oral presentation of poster (BORV.03; BSCV.03, 04; BRE3.06, 4.02; BWR2.01, 3.02; BOR1.06, 2.02, 4.01).

Resources

1. Local librarian and any resources he/she may offer.
2. Poster paper, art supplies.
3. Students' journals.

Accommodations

1. Follow-up activity: a journal response evaluating the field trip's effectiveness and overall enjoyment

Appendices

Appendix A: Rubric for Assessing Writing

Activity #5

Title: Ontario is Urban and Rural

Time: 120 minutes

Description

By reading short pieces of non-fiction and seeing photographs or pictures of famous provincial landmarks, students come to appreciate the urban and rural makeup of our province. The charm of this cosmopolitan and agrarian mix should help students feel welcome and happy to be in their adopted home. This activity can also be used by teachers to promote language development skills such as verb tense, sequencing, vocabulary, etc.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- a collaborative contributor who respects the rights, responsibilities and contributions of self and others (5e);
- a collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g);
- a responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society (7g).

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

Overall Expectations:

At the end of Level B, students will:

- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01);

Specific Expectations:

At the end of ESL Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);

-
- locate information in subject-specific non-fiction sources (BRE4.01);
 - respond appropriately to written questions based on familiar academic content (BWR1.02);
 - use simple word-processing software to compose and edit pieces of writing (BWR2.03);
 - compose a short paragraph containing simple and compound sentences (BWR3.01);
 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
 - check spelling, using a variety of resources (BWR3.05);
 - determine meaning by requesting clarification and restating information when necessary (BOR1.02);
 - listen to others and stay on topic in group discussions (BOR1.03);
 - ask others the meaning of words for clarification (BOR2.03);
 - compare and contrast the traditions and behavioural norms of a number of cultures (BSC1.03);
 - ask questions of teachers and peers for clarification and to obtain information (BSC2.02);

Planning Notes

- Find pictures depicting the variety of lifestyles and environments in Ontario.
- Photos of local landmarks (taken by the teacher) are an excellent way to orient students to their immediate community (i.e. church, school, police station, parks, tourist attractions, etc.)
- Maps of the local community are useful. These maps might be obtained from the local Chamber of Commerce.

Prior Knowledge Required

- Language skills from ESLAO are presumed.
- Some exposure to and knowledge of famous provincial landmarks is helpful (i.e. the CN Tower).

Teaching/Learning Strategies

- After posting pictures and photos on a bulletin board (a “community gallery”), students can be invited to “name that place” and share their experiences of local travel.
- Teachers should then direct students to write a descriptive paragraph by choosing one of the locations in the gallery. Teachers should model paragraph writing by brainstorming with students and developing the sentences on the board with the class as a whole.
- Students should then be directed to try it out individually.
- Draft copies should be shared with a peer for editing.
- The good copy should be submitted for evaluation when it is as error-free as possible. If possible, students should publish their final drafts with the aid of word processing software.
- The Ontario Reader 1999 contains several activities which can be used to study city and country life in the province. For example, pages 5 and 7 nicely balance one another with stories about “Honest Ed’s” and “MacIntosh Apples”. This activity should focus attention on the type of community in which the students live.
- The language activities which follow in the text focus on sequencing, comprehension, synonyms, cloze activities, and verb tenses. These exercises should be taken up orally in class and corrected. Some of the cloze portions containing sentences should be read aloud for help with pronunciation.
- In post-reading discussion, students can share descriptions of their past places of residence, either urban or rural.
- This activity can be concluded with a pen and paper quiz or test on aspects of vocabulary or language structures which the students will use in daily life. A third selection from this text may be used as a “sight passage” to test application.

Assessment/Evaluation

1. Writing Assignment (see Appendix A - Rubric for Assessing Writing) (BWRV.01, 02, 03; BWR2.03, 3.01; BSC1.02, 03).
2. Test/Quiz on language components (BREV.03; BORV.04, 03; BSCV.02; BRE2.02; BWR1.02, 3.02).
3. Informal assessment of participation in classroom discussion (BORV.01, 03; BSCV.01; BRE1.01, 3.02; BOR1.02, 2.02, 4.01; BSC2.02).

Resources

- Students' writing journals.
- Ontario Reader 1999.
- Photos and pictures of local and provincial landmarks.
- Maps of local community.

Appendices

Appendix A: Rubric for Assessing Writing

Activity # 6

Title: Using the Internet

Time: 180 minutes

Description

ESL students at all stages of language development should have access to and use of the Internet. It is an invaluable source of information and resources for daily living. Attempts to acclimatize students to their new home should include instruction and exposure to new technologies. In this activity, students learn about the basics of Internet use and accessing useful information with guidance and support from the classroom teacher. They also share information in a dynamic “sales pitch” to their classmates.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- an effective communicator who reads, understands and uses written materials effectively (2b);
- a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society (3f);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4f);

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

Overall Expectations:

At the end of Level B, students will:

-
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
 - demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
 - choose appropriate resources from pre-selected materials for use in teacher-directed assignments (BREV.05);
 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used (BORV.03);
 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
 - demonstrate comprehension of key information from media works (BORV.06);

Specific Expectations:

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- extract information from specific features of text (BRE3.01);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- generate and organize ideas for writing, using graphic organizers provided by the teacher (BWR2.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- use, in simple contexts, some key vocabulary learned in other subject areas (BOR2.01);
- ask others the meaning of words for clarification (BOR2.03);
- view, read, and listen to media works to obtain information and complete assigned tasks (BOR4.01);
- communicate information about current events (BSC1.05);
- use time-management skills to organize homework, complete assignments on time, and make up missed work (BSC2.01);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
- use school and community resources to support classroom learning (BSC2.04).

Planning Notes

- Teachers must be familiar with computers and the Internet or find others in the school willing to help students with tasks in this activity.
- Teachers should have a list of useful Internet sites;
- Students should have easy access to computers and the Internet, preferably in their own classroom.
- Teachers may have to do a significant amount of preparation for this activity so that the students are easily able to complete the assigned tasks.

Prior Knowledge Required

- A rudimentary understanding or familiarity with computers, keyboarding, and using a mouse is preferable, but should not be assumed. Teachers should be prepared to start with the “on” button, but never underestimate the usefulness of peer help.

Teaching/Learning Strategies

- Introduce students to the computer and some of the related vocabulary. An excellent place to begin what may initially appear a daunting task is page 43 of the Ontario Reader 1999 where many computer related words are explained. Students and teachers should read this selection, complete the exercises, and take them up carefully.
- The following page in the textbook contains “useful web sites” which can also be used for the “project” portion of the activity.
- The teacher must demonstrate slowly and carefully how to access a web site to find information (e.g. www.theweathernetwork.com).
- Students should be given the opportunity to observe and try this process, which may have to be repeated several times.
- It should be pointed out to students the vast amount of information available, and specific information about the community should be highlighted. Socratic questioning techniques will help assure the teacher that the students are correctly interpreting what they see on the screen.
- After this modeling exercise, teachers should break the class into groups and provide each group with a “site” to visit. Examples are found in the “resources” section at the end of this activity. Local sites are an excellent idea.
- The class will be instructed by the teacher regarding the details of the “project” they are meant to assemble. This will include gathering data (research) on types of information available, who might benefit most from this information, and other interesting things that students learn while visiting their assigned site.
- After gathering this information from the Internet, each group will be assigned the task of creating a “pamphlet” for the class which promotes their assigned web site. They should put information into sentence form and add graphics or pictures to enhance their final product.
- The oral presentation should be enthusiastic and “promotional” in nature. The students are “salespeople”, selling the benefits and information to their “audience”, their classmates.
- At least two periods should be devoted to research and putting this presentation together, during which time the teacher should regularly hold roving conferences with students, and informally assess participation of all members in the groups.
- This information, once presented, should be posted around the classroom for later reference since it could be useful in the daily lives of ESL students.
- After the presentations have been completed, students should be given peer feedback forms for the purpose of peer evaluation. These should be reviewed thoroughly in advance by the teacher so that students are fully aware of the criteria for evaluation.

Assessment and Evaluation

1. Formal and informal observation and evaluation of student participation (BREV.01; BWRV.03; BORV.03; BSCV.02).
2. Presentation evaluation by peers (BORV.04, 06; BOR2.02, 4.01).
3. Pamphlet evaluation (BRE3.01, 4.01; BOR1.06).
4. Test/quiz on computer terminology and instructions for use (BREV.03; BWR1.02).

Resources

1. Ontario Reader 1999.
2. Youth Link.

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3. Internet sites: www.encarta.com ; www.clarington.on.ca; www.canada411.sympatico.ca; www.t-o.com; www.cbc.ca; www.ytv.com; www.hwc.ca (Health Canada); www.statcan.ca (Statscan); www.youth.gc.ca (Youth Resource Network Canada); www.environmentcanada.ca

Appendices

Appendix A: Rubric for Assessing Writing

Appendix B: Ontario Catholic School Graduate Expectations

Appendix A:

Rubric for Assessing Writing

(Select specific expectations to be assessed)

Categories	50-59% - Level 1	60-69% - Level 2	70-79% - Level 3	80-100% - Level 4
Knowledge/ Understanding	The student demonstrates:			
- knowledge of English vocabulary related to classroom studies.	limited knowledge of related vocabulary	some knowledge of related vocabulary	considerable knowledge of related vocabulary	thorough knowledge of related vocabulary
- check spelling using a variety of resources	limited checking of spelling using resources	some checking of spelling using resources	considerable checking of spelling using resources	thorough checking of spelling using resources
- use of correct form/format for targeted writing type (i.e. short story, notes, dialogues, narratives, autobiographies, reports, personal responses, letters)	use of correct form/format for writing type is limited	use of correct form/format for writing type is somewhat correct	use of correct form/format for writing type is considerable	use of correct form/format for writing type is thorough.
Communication	The student demonstrates:			
- communicate orally, using accepted word order	limited ability to communicate using accepted word order	some ability to communicate using accepted word order	considerable ability to communicate using accepted word order	thorough ability to communicate using accepted word order
- use of common verb tenses	limited correct use of common verb tenses	some correct use of common verb tenses	considerable correct use of common verb tenses	thorough correct use of common verb tenses
- use of adjectives	limited correct use of adjectives	some correct use of adjectives	considerable correct use of adjectives	thorough correct use of adjectives
- use of adverbs	limited correct use of adverbs	some correct use of adverbs	considerable correct use of adverbs	thorough correct use of adverbs
- use of conjunctions	limited correct use of conjunctions	some correct use of conjunctions	considerable correct use of conjunctions	thorough correct use of conjunctions
- use of a variety of simple sentence patterns	limited correct use of simple sentence patterns	some correct use of simple sentence patterns	considerable correct use of simple sentence patterns	thorough correct use of simple sentence patterns
- use of capitals	limited correct use of capitals	some correct use of capitals	considerable correct use of capitals	thorough correct use of capitals
- use of commas	limited correct use of commas	some correct use of commas	considerable correct use of commas	thorough correct use of commas
- use of quotation marks	limited correct use of quotation marks	some correct use of quotation marks	considerable correct use of quotation marks	thorough correct use of quotation marks
- use of other targeted grammar elements	limited correct use of targeted grammar element	some correct use of targeted grammar element	considerable correct use of targeted grammar element	thorough correct use of targeted grammar element

Thinking/Inquiry - willingness to take risks in using new vocabulary	The student demonstrates: limited risk taking in using new vocabulary	some risk taking in using new vocabulary	considerable risk taking in using new vocabulary	thorough risk taking in using new vocabulary
- effectively uses 1 st and 2 nd language resources	limited effectiveness in using 1 st and 2 nd language resources	some effectiveness in using 1 st and 2 nd language resources	considerable effectiveness in using 1 st and 2 nd language resources	thorough effectiveness in using 1 st and 2 nd language resources
- ability to peer edit effectively	limited ability to peer edit effectively	some ability to peer edit effectively	considerable ability to peer edit effectively	thorough ability to peer edit effectively
Application - use a variety of simple sentence patterns	The student demonstrates: limited correct use of simple sentence patterns	some correct use of simple sentence patterns	considerable correct use of simple sentence patterns	thorough correct use of simple sentence patterns
- use basic conventions of Standard English	limited correct use of basic conventions of Standard English	some correct use of basic conventions of Standard English	considerable correct use of basic conventions of Standard English	thorough correct use of basic conventions of Standard English
- application of past experiences	limited application of past experiences	some application of past experiences	considerable application of past experiences	thorough application of past experiences
- use of specific references	limited use of specific references	some use of specific references	considerable use of specific references	thorough use of specific references
- evidence of creativity in presentation of information	limited creativity	some creativity	considerable creativity	thorough creativity
- correct use of writing process	limited use of writing process	some use of writing process	considerable use of writing process	thorough use of writing process
- use of simple software to edit or embellish work	limited use of software	some use of software	considerable use of software	thorough use of software