Catholic Curriculum Cooperative Writing Partnership

Course Profile

English for School and Work

ESL Level 3
Open

• *for teachers by teachers*

Units 1 and 2

- A set of cultural profiles from the University of Toronto, which provides a snapshot of over thirty countries, is a rich and user-friendly resource to raise students' awareness of the cultures and traditions of their peers.

- Teachers should contact community agencies (Catholic Cross-Cultural Services) for materials and speakers.

- Teachers are encouraged to help the students see the parallels to and connections with gospel values and Biblical stories in the literature studied in this unit. The key visual, "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A), is an invaluable tool for teachers to help students see that the content of Paul Fleischman's novel, Seedfolks, reflects the social teaching of the Catholic church.

- Teachers should select supplementary activities from an ESL series in order to reinforce/consolidate specific language structures introduced in the unit activities. Some sample series are: Canadian Concepts and Grammar Connections.

Prior Knowledge Required

- requisite skills of ESLBO
- some familiarity with gospel values
- some knowledge of Biblical stories

Teaching/Learning Strategies

- conferencing
- brainstorming
- scaffolding
- cooperative learning structures
- graphic organizers
- reporting/representing
- performances
- formal written assignment
- writing folders
- video clips

Assessment/Evaluation

- portfolio
- self-assessment
- student - teacher conferences
- journals
- role-playing
- logs
- anecdotal notes
- checklists
- rubrics
- graphic organizers

Resources

Print:

Student Resources:
Busby, B. and Brock, P. Coming to Canada: Authentic Readings for ESL Students. Scarborough, Ontario: Prentice Hall Allyn Bacon Canada, 1997.
Cisneros S. The House on Mango Street. New York: Vintage Books, 1991.
Dresser, N. Our Own Stories: Readings for Cross-cultural Communication. White Plains, NY: Addison-Wesley, 1995.
Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.
Linklater, L. Canadian by Choice. Citizenship and Immigration Canada., 1994.
Porter, J. Ed. New Canadian Voices. Toronto: Wall and Emerson Inc., 1991.

Teacher Resources:
Day, F.A. Latina and Latino Voices in Literature. Portsmouth, NH: Heinemann, 1997.
Day, F.A. Multicultural Voices in Contemporary Literature. Portsmouth, NH: Heinemann, 1999.
Kagan, S. Cooperative Learning. San Clemente, CA: Kagan Cooperative Learning, 1994.
North York Board of Education. In the Immigration Process: Strategies for Schools. Toronto, 1994.

Videotapes:

"A Scattering of Seeds - The Creation of Canada". Produced by White Pine Pictures. 1998. (26 half hour videotapes)

Activity #1 Reflections - Then and Now
***"We are the hero of our own stories."* (Mary McCarthy)**

Time: 300 minutes (4 X 75)

Description

Through participation in reading personal stories of immigrant students, oral discussion and written reflection, students will demonstrate their understanding of the immigrant experience in Canada. This unit activity will heighten students' awareness of the similarities and differences between their current and former educational systems and develop their confidence and skill in expressing personal experiences and viewpoints. Through these activities, students will be supported in developing an understanding of the acculturation process, self-awareness in relation to this process and the role of the Church in school life. Students will reinforce/refine their usage of the past tense and conditionals and expand their vocabulary related to the topic.

Strands and Expectations:

Ontario Catholic School Graduate Expectations: CGE1a, 7f, g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, CREV.02, 03, CWRV.01, 03, 04, CSCV.01, 02
Specific Expectations: COR1.01, 02, 03, 04, 05, 07, COR2.01, 02, COR3.01, CRE1.01, CRE2.02, CRE3.02, 03, CRE4.03, CWR1.02, 03, CWR2.02, 03, CWR3.01, 02, 03, 07, CSC1.03, 04, CSC2.02, 04

Planning Notes

- Teachers should familiarize themselves with the stages of an immigrant's adaptation to a new culture. In order to obtain more information about the stages, the following teacher resource is recommended: In the Immigration Process: Strategies for School. North York Board of Education, 1994.

- Teachers should provide students with their own copies of the following key visuals: "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A) and "Stages in the Acculturation Process" (see Appendix B).

- Teachers should familiarize themselves with the education systems and cultures/traditions of students in their class by referring to resources such as : Education Systems of Immigrant Students. North York Board of Education, 1990 and Cultural Profiles. University of Toronto. School of Social Work. AMNI Centre. 1998.

- Teachers may choose to invite a guest speaker from within the Catholic faith community (e.g. community liaison worker, social worker, a member of a religious community or Scarboro Foreign Missions Society, or a member of a community agency, such as "CultureLink" or Catholic Family Services) to make a presentation to the students about the process of acculturation.

- Teachers may use a videotape series, such as "A Scattering of Seeds – The Creation of Canada" to introduce the concept of acculturation.

- Teachers may wish to establish mentorships between ESL students in different classes to support their adjustment to the school and community. This cross-age mentorship could form part of the Christian service component of the Religion program.

- Teachers will need to familiarize students with the specialized vocabulary of this topic area. (i.e. culture, beliefs, traditions, customs, curriculum, strategies, cultural retention, push/pull factors).

- Teachers should create a writing centre in the classroom containing a variety of writing and reference tools (e.g. dictionaries, learner dictionaries, bilingual dictionaries, thesauri, editing checklists and symbols, computer and appropriate software programs, highlighters, post-it notes and flags, etc.).

Prior Knowledge Required

- some familiarity with the educational system of the student's country of origin

Teaching/Learning Strategies

Selections representative of a cross-section of languages and cultures should be used in the reading component of this activity. The following anthologies, Canadian by Choice and New Canadian Voices, contain some suggested readings.

Linklater, L. Canadian by Choice. Citizenship and Immigration Canada, 1994.
- "My Grandmother was my Idol - I have Empathy for Seniors" (p. 9): A student from Haiti reflects on her adjustment to Canada, her career goals and her involvement in community work.

Porter, J. Ed. New Canadian Voices. Toronto: Wall & Emerson Inc., 1991.
- "The First Day" (pp. 54 - 55): A student from China reflects on the challenges she faced in adjusting to a new language and school system.

- "Freedom to Speak" (pp. 65 - 66): A student from China reflects on the differences between the two cultures with regards to freedom of speech and how this has impacted on her personality.
- "Human Relations and Political Systems" (pp. 47 - 48): A student from Romania reflects on the impact of political systems on the attitudes of people towards each other.
- "Big Man" (pp. 57 - 58): A student from Korea reflects on the challenges he faced (while adjusting to a new language) in understanding teachers and interacting with classmates.
- "Learning Languages": (pp. 197 - 198) A student from Vietnam reflects on his previous schooling, his learning in a variety of languages, and the positive impact these experiences have had on his vision of himself as a life-long learner.
- "Special Teacher" (p. 200): A student from Greece reflects on the positive influence a teacher had in helping him to develop self-confidence by introducing him to a wide variety of literature from authors of different backgrounds.

Teachers may also wish to consult an evocative anthology of personal stories written by a group of adolescents in California. Their book entitled, Freedom Writers' Diaries will be published in September 1999 by Bantam Dell Doubleday. ABC Prime Time News has produced a video clip of Erin Grunwell, the novice teacher who inspired these minority students to tell their own stories. The videotape is available for purchase.

Before Reading

1. As a pre-reading activity, teachers will activate students' prior knowledge by asking them to reflect on their first day in an Ontario school. Teachers will lead a discussion and elicit from the students their emotional responses to their experiences. "How did you feel when you first entered an Ontario school?"

2. Teachers will instruct students to turn to a partner and share their experiences and reflections.

3. Teachers will invite each pair to share their experiences with the class.

4. Teachers will elicit from the students information about the Ontario education system and record the data on a chart paper version of the graphic organizer, "A Comparison of Educational School Systems" (see Appendix D).

   - language/s of instruction
   - number of years in high school
   - length of school year
   - length of school day
   - structure of school day
   - number of subjects studied
   - subjects studied
   - extracurricular activities
   - approaches to teaching and learning
   - assessment and evaluation
   - role of parents
   - gospel values

5. During the information gathering activity, teachers will need to clarify any new terms with the students. Teachers will model the use of the vocabulary organizer (see Appendix C) and instruct students to record new vocabulary introduced throughout the course on this visual tool. Teachers will model the appropriate use of a thesaurus.

6. Individually, students will compare their previous school systems with the Ontario Catholic school system by completing their copies of the graphic organizer "A Comparison of Educational School Systems" (Appendix D). In small groups, students will share and compare their findings.

During Reading

7. Teachers will select one story from the list of suggested titles above or any other stories dealing with the theme of adjustment and acculturation.

8. Teachers will read aloud the selection while the students listen attentively. Teachers will pose a focus question and set the purpose for this listening activity. "What challenges did this immigrant student have to face in his/her new environment?"

9. Teachers will elicit from the students their responses to the focus question.

10. Teachers will repeat steps 7, 8 and 9 with several more stories until they are sure that students have sufficient background knowledge to be introduced to the stages of acculturation.

11. Teachers will highlight the following language structures related to the reading material: the past tense and conditionals.

After Reading

12. Using an overhead transparency, teachers will introduce the key visual, "Stages in the Acculturation Process".

13. Students will discuss as a group some of the adjustments they have had to make in their transitions to the Ontario Catholic school system and individually reflect upon their own experience identifying their stage in the acculturation process.

14. Students will write a reflective journal about their personal experiences in their current schools with a focus on their likes/dislikes, adjustments that they have had to make, challenges that they are facing and their suggestions as to how schools can further help ESL students. Teachers will use this writing sample as a diagnostic tool, analyzing the piece for: word choice, sentence fluency, organization, ideas and conventions.

Assessment/Evaluation

1. Summative assessment - "A Comparison of Educational School Systems" graphic organizer (see Appendix D)
2. Diagnostic assessment - writing sample: anecdotal comments with suggestions for improvement

Accommodations

1. Teachers should take into account students' cultural backgrounds and level of maturity in selecting the reading material to be used.
2. Some students will need a review of dictionary skills.
3. Some students may be quite familiar with the use of a thesaurus in their first language, while others will need time to consolidate these skills throughout the course.

Resources

Student Resources

Grunwell, E. Ed. Freedom Writers' Diaries. New York: Bantam Dell Doubleday, 1999.
Linklater, L. Canadian by Choice. Citizenship and Immigration Canada., 1994.
Porter, J. Ed. New Canadian Voices. Toronto: Wall & Emerson, Inc., 1991.

Teacher Resources
Cultural Profiles. University of Toronto. School of Social Work. AMNI Centre. 1998.
North York Board of Education. In the Immigration Process: Strategies for Schools. Toronto, 1994.
Uhl Chamot, A. and O'Malley, J. Michael. The CALLA Handbook. Reading, MA: Addison Wesley, 1994.

Videotapes
"A Scattering of Seeds – The Creation of Canada". Produced by White Pine Pictures, 1998. (26 half hour videotapes).
"From Survival to Adaptation: The Adolescent Refugee Experience". International Counselling Centre, 1990. (22 minute videotape).
"Between Two Cultures: Refugee Adolescents in Transition". International Counselling Centre, 1990. (22 minute videotape).

Web Site
The Canadian Ethnocultural Council http://www.web.net/~cec

Appendices
- "What are the Gospel Values - Guiding Principles of a Christian Way of Life"
- "A Comparison of Educational School Systems"
- "Stages in the Acculturation Process"
- Vocabulary graphic organizer

Activity #2: Immigrant Voices

***"God's mosaic is the true painting for eternity."* (Ghirlanadio)**

Time: 300 minutes (4 X 75)

Description

By examining immigrant stories, students will be introduced to characters with whom they will be able to identify in their journey to find their own voice in their new language. Students will gain an understanding of their changing roles in the family, school, and the Catholic faith community. Through the concept of story, students will respond to two probe questions: "What is my story?" and "What does my story have to do with the Christian story?" As well, they will examine elements and literary devices which an author uses to effectively bring the written word to life. The language focus of this activity will be: the past tense, conditionals, negative constructions and contractions as well as vocabulary related to this theme.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2c, 6c
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, CWRV.03, CSCV.01
Specific Expectations: CORV1.01, 02, 03, 04, 2.01, 02, CRE1.01, 02, 03, 04, CRE2.01, 02, CRE3.02, 03, CWR1.03, CWR2.01, 02, 03, CWR3.01, 02, 03, 06, 07, CSC1.03, 04

Planning Notes

- In preparation for this activity, teachers will need to collect a variety of stories representative of a cross- section of languages and cultures. In choosing texts, teachers should locate material dealing with the themes of change, acculturation and relationships. Teachers should use the following

criteria in making selections: student interest, linguistic accessibility and cultural relevance. All literature chosen should provide models of high-quality language which is expressive, figurative and evocative and reflects gospel values.

- Teachers should present new vocabulary for each story and encourage students to record the information on their vocabulary graphic organizer (see Appendix C).

- Teachers should teach the following language structures: past tense, conditionals, negative constructions and contractions within the context of the selected stories.

- Teachers should provide a contextual framework for each story (e.g. pertinent geographical, historical and/or cultural information) to support students' understanding of the text.

- For this activity, The House on Mango Street by Sandra Cisneros, has been selected as a model of a language rich text. However, teachers may choose alternative materials that meet the selection criteria. Some suggestions are provided in the list of resources.

- Prior to the lesson, teachers should analyze the selected text to determine: language structures, unfamiliar vocabulary, idiomatic expressions and stylistic features (e.g. word choice). The language structures that will be addressed in "My Name", one of the stories taken from The House on Mango Street are: conditionals (e.g. I wonder if...., I would have liked....), contractions and negative constructions (e.g. wouldn't, couldn't and don't).

- All students should have a copy of The House on Mango Street.

- Teachers may wish to access additional support materials to extend activities related to the short stories selected. Two sample resources are the Living Literature Series and Novel Units. See resource list at the end of this activity for specific details.

- Teachers may wish to choose to view the videos "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Guided Reading (Grades 9 - 12) - 1c" and "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Teaching Conventions in Context (Grades 9 - 12) - 3c".

Prior Knowledge Required

- requisite reading and writing skills acquired in ESLBO
- some knowledge of world geography
- use of learner dictionaries, dictionaries and bilingual dictionaries

Teaching/Learning Strategies

Before Reading

1. Teachers may use any of the videotapes from a series, such as "A Scattering of Seeds - The Creation of Canada" to activate prior knowledge about the immigrant experience and to set the stage for future discussions and activities.

During Reading

2. As teachers read aloud "My Name", an excerpt from The House on Mango Street, they will set focus questions and a purpose for listening. "Who is this person?" "What are her fears?" Teachers will instruct students to try to visualize Esperanza.

3. In small groups, students will discuss the focus questions and share their responses with the class.

After Reading

4. Using an overhead transparency containing the quotation:
   "I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Martiza or Zeze the X. Yes. Something like Zeze the X will do," teachers will pose this question: "What do these words mean to you?" (Draw students' attention to the reference to the sacrament of baptism in the quotation).

5. Teachers will lead a discussion and elicit responses from the students about the quotation. (whole class)

6. Using an overhead transparency of the "Stages in the Acculturation Process", teachers will pose a focus question: "What stage of acculturation does the narrator appear to be at?" Support your point of view.

7. Teachers will repeat steps 2 and 3 using "No Speak English", another excerpt from The House on Mango Street.

8. Using an overhead transparency containing the quotation:
   "Whatever her reasons, whether she is fat, or can't climb the stairs, or is afraid of English, she won't come down. She sits all day by the window and plays the Spanish radio show and sings all the homesick songs about her country in a voice that sounds like a seagull", teachers will pose this question: "Why is Mamacita afraid of English?" Students will share their responses. (whole class)

Writing

9. Using an overhead transparency of the story map graphic organizer (see Appendix F), teachers will model the structure of a short story, such as "Speak No English" with regards to the key elements: setting, character, conflict, point of view and theme(s).

10. Teachers and students will complete the graphic organizer collaboratively and the students will record the information on their individual graphic organizers.

11. As a follow-up to the reading of these stories, teachers will instruct students to write a reflective response to the question: "What are your personal fears?"

12. Teachers will give students copies of the key visual "A Model of the Writing Process" (see Appendix E) to keep in their notebooks. Teachers will guide the students through all the stages of the writing process using this key visual. Teachers will model each step by thinking aloud.

13. Teachers will introduce the learning log (see Appendix H), illustrating its use as a tool for reflection.

14. Students will complete a learning log.

Assessment/Evaluation

1. Summative assessment - reflective response (see Appendix 1.0 for writing rubric).
2. Summative assessment - learning log

Accommodations

1. Teachers should take into account students' cultural backgrounds and level of maturity in selecting the reading material to be used.
2. Some students will require more individual support in order to complete their personal reflections. Teachers will address these concerns during the conferencing component of the writing process.

Resources

Student Resources

Busby, B. and Brock, P. Coming to Canada: Authentic Readings for ESL Students. Scarborough, ON: Prentice Hall Allyn Bacon, 1997.

Butler, L. The ESL Reader's Companion to The House on Mango Street. New York: The McGraw Hill Companies Inc., 1996. ISBN 0-07-009429-2

Cisneros, S. The House on Mango Street. New York: Vintage Books, 1989.

Dresser, N. Our Own Stories: Readings for Cross-cultural Communication. White Plains, NY: Addison-Wesley, 1995.

McCloskey, M.L. and Stack, L. Voices in Literature. Bronze, Gold and Silver. Boston, MA: Heinle and Heinle, 1996.

Teacher Resources

Green, P. The House on Mango Street. Teacher's guide. San Antonio, TX: Novel Units, Inc., 1998. ISBN 1-56137-4830.

Snodgrass, M.E. The House on Mango Street. Living Literature Series Teacher's guide. Willowdale, ON: Perma-Bound Canada, 1998.

Audiotapes

The House on Mango Street. Westminster, MD: Random House Audiobooks. (contains 30 of the 44 vignettes).

Videotapes

"A Scattering of Seeds – The Creation of Canada". Produced by White Pine Pictures, 1998. (26 half hour videotapes).

Web Sites

"Sandra Cisneros" http://www.ollusa.edu/alumni/latinos/cisneros.html

"Sandra Cisneros' 'The House on Mango Street'" http://odin.english.udel.edu/josephk/usia/maf/apr.html

Zumwalt, D., "A House of My Own": Sandra Cisneros and the Art of Storytelling," http://twu.edu/www/twu/lirary/zumwalt.html

Appendices

- Story map
- Writing rubric
- Learning log

Activity #3 Novel Study - Seedfolks: Understanding Characters

***"And a young child shall lead them."* (Isaiah 11: 1-9)**

Time: 525 minutes (7 X 75)

Description

Through the study of the novel, Seedfolks, students will be introduced to the elements of a novel. By participating in this unit activity, students will develop an understanding of point of view, characterization and the related vocabulary. They will demonstrate this understanding by using the "Character Web" graphic organizer (see Appendix G) to record specific information about the attributes of the thirteen diverse characters in the novel. The vocabulary embedded in this graphic organizer will help students to consolidate concepts taught in class.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 2a, c
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.03, CWRV.01, CSCV.02
Specific Expectations: COR1.04, CRE1.01, 02, 03, 3.03, CRE4.03, CWR1.01

Planning Notes

- An effective approach to teaching novels to ESL students is modelled in Activities 3, 4, 5 and 6 of this unit. Seedfolks has been chosen for this novel study because it is a good example of an authentic language rich text which addresses themes that are of interest to adolescents (e.g. relationships, community, change). Paul Fleischman's novel, Seedfolks, is a collection of interwoven vignettes representing the voices of thirteen immigrants from diverse backgrounds who through their common interest in gardening, develop relationships, experience personal growth and build a sense of community in their urban neighbourhood in Cleveland, Ohio. This novel provides opportunities to see parallels to and connections with gospel values and Biblical stories.

- Teachers may choose an alternative novel that meets all of the selection criteria as outlined in Activity 2. Some suggested titles are: Kowaga, J. Obasan; Yee, P. Tales from Gold Mountain.

- A collection of authentic tools such as gardening objects should be set up in the classroom on a display table (e.g. soil, seeds, gardening tools, brochures from local nurseries and Agri-Food Canada, reference books on gardening) as well as pictures of gardens (floral, vegetable) (private, communal).

- Teachers should consult their school librarian and the library in the community for assistance in collecting resources.

- For schools with greenhouses, a visit should be arranged through the science department.

- Depending on student interest, the class may consider growing some seeds or caring for some plants for the duration of this unit/course.

- Wall maps of the world, the state of Ohio and the city of Cleveland will be required to locate the setting of the novel and the characters' countries of origin.

- All students should have a copy of Seedfolks and the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (Appendix A).

- Students may consult the Cultural Profiles to learn more about the cultural background of the Seedfolks characters.

Prior Knowledge Required

- Some previous experience in working in groups
- Some basic map reading skills

Teaching/Learning Strategies

Before Reading

1. Teachers will prepare the students for this novel study by determining their understanding of and experiences with gardening. Using the gardening objects as props (and where possible, a visit to a greenhouse, nursery, gardening centre or botanical garden), teachers will engage the class in a discussion of gardening. Some questions may include: "What attracts people to gardening?" "How popular is this hobby in your country? in Canada?" "What kinds of vegetables, fruits and flowers are grown in your home countries? in Canada? Why?"

2. As a whole class, students will make predictions about what the novel may be about, based on the title, cover illustrations (visuals, colours used), thumbnail sketches throughout the text, as well as the format (e.g. number and organization of chapters). Students will brainstorm possible meanings for the title "Seedfolks" while the teacher records the information on the board, chart or overhead transparency. They will examine the organization of the novel and discuss its format (each chapter is titled by a character's name, and includes a thumbnail sketch and symbol as illustrated on the book cover; the size and the shape of the book give the appearance of a diary, a collection of vignettes, etc.)

3. Students will be invited to hypothesize about why the author made these choices.

4. Teachers will provide background information about the writer.

During Reading

5. Students will follow along in their novels while the teacher reads aloud "Kim", the first chapter of Seedfolks and models pronunciation, phrasing, intonation and volume. Teachers will draw attention to the portrait of Kim and pose focus questions: " Who is Kim?" " What kind of a person is she?" " What is she trying to do?" "Where is Kim?"

After Reading

6. Teachers will elicit responses to the focus questions from the whole class.

7. As a whole class, students will discuss the geographic setting (Cleveland, Ohio) and use a wall map to locate the state, city and Gibb Street and determine their location in relation to where the students live.

8. As a whole class, students will discuss Kim, the first character introduced in the novel. Using a graphic organizer (Character Web - see Appendix G), students will describe Kim in terms of: age, gender, language, country of origin, values, beliefs, characteristics and interests while the teacher

records the information on the board. Students will record this information on their copies of this graphic organizer.

9. Through character analysis, teachers will draw students' attention to related vocabulary, language structures and elements of the novel.

10. Teachers will repeat steps 5 to 9 for the next three chapters ("Ana", "Wendell", "Gonzalo") until they are sure that students have sufficient understanding of the text.

11. Teachers will use a variety of strategies to support the students as they read the remainder of the novel and become independent readers of this level of the text: teacher read-aloud, shared reading, choral reading, paired reading, reciprocal reading, chunking, jigsaw and silent reading.

12. Teachers will conduct continuous comprehension checks (e.g. relating, retelling, reflecting, questions and cloze) to determine or assess the students' understanding of the text.

Assessment/Evaluation

1. Formative assessment - anecdotal comments on individual students' participation in group work
2. Summative assessment - completion of "Character Web" (see Appendix G)
3. Formative assessment - completion of vocabulary graphic organizer (see Appendix C)

Accommodations

1. Any students who have no or very limited experience working in groups will need teacher guidance to facilitate their participation (e.g. strategies, gambits, social skills). Teachers should consult Conversation Gambits or Kagan's Cooperative Learning for ideas to support students in these areas.

Resources

Teacher Resources

Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.

Kagan, S. Cooperative Learning. San Clements, CA: Kagan Cooperative Learning, 1994.

Keller, E. and Warner, S. Conversation Gambits. London: Language Teaching Publications, 1988.

Student Resources

- pamphlets and brochures from Ontario Agri-Food Education, the Ministry of Agriculture, University of Guelph, Communities in Bloom Millenium Project, and agricultural districts of Ontario

Human Resources

- speaker from the Communities in Bloom Millenium Project or a horticultural society
- speaker from Ontario Agri-Food Education Inc., P.O. Box 460, 144 Town Line Road, Milton, ON (905) 878-1510

Appendices

- Vocabulary graphic organizer
- Character web graphic organizer
- "What are the Gospel Values - Guiding Principles of a Christian Way of Life"

Activity # 4 Novel Study - Seedfolks: Portraying Characters through Reader's Theatre

Time: 150 minutes (2 X 75)

Description

Through participation in "Reader's Theatre", students will deepen their understanding of characterization and develop skill in using voice to communicate. Students will further develop their oral fluency and become more confident readers and speakers by participation in this activity. Through collaborative planning, rehearsing and dramatization, students will develop an awareness of the function of punctuation, tone, stress, intonation, emphasis, volume and word usage, in developing strategies to convey each Seedfolks character's unique voice.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 4a, 5a
Strand(s): Oral and Visual, Reading, Social and Cultural Competence
Overall Expectations: CORV.01, 02, CREV.03, CSCV.01, 02
Specific Expectations: COR1.02, 05, 2.01, 3.01, CRE1.02, 03, CRE2.02, CSC1.03

Planning Notes

- Teachers should view the video "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (Grades 9-12)" and read the corresponding teacher's notes in preparing to introduce the students to this teaching/learning strategy.

- If the video is unavailable, teachers should consult with members of the school drama department and community resources (e.g. local theatre company) to arrange for a live performance. Teachers may wish to invite drama students to coach ESL students during the "Reader's Theatre" activity.

- Teachers will need to build a supportive environment in which students will be willing to take risks.

Prior Knowledge Required

- some fluency in oral reading
- some awareness of punctuation signals
- some awareness of an audience's expectation of a reader's theatre performance
- comprehension of the reading material

Teaching/Learning Strategies

1. Teachers will read aloud a character script such as "Ana" (female) or Gonzalo (male), modelling the use of volume, phrasing, pausing, emphasis, intonation, expression and projection.

2. Teachers will reread the text as a shared reading activity to increase the students' confidence.

3. Teachers will introduce the concept of "Reader's Theatre" by showing the video or arranging a performance by a guest speaker from the school or community.

4. After viewing the video/performance, the teacher or guest performer will name and model each of the elements of oral delivery: volume, phrasing, pausing, emphasis, intonation, expression

and projection. Teachers will brainstorm with the students a variety of ways to enhance a "Reader's Theatre" performance (e.g. sound effects, minimal props).

5. Depending on the class size, students will work in small groups or pairs to prepare or rehearse the script of either Ana or Gonzalo.

6. Each group/pair performs the reading as rehearsed and elicits feedback from the class.

7. Teachers can extend this activity to include other dramatic performances of other characters in the novel.

8. Students will complete a learning log.

Assessment/Evaluation

1. Formative assessment - anecdotal comments on individual students' participation during the preparation for the dramatic reading

2. Summative assessment - learning log (see Appendix H)

Accommodations

1. Teachers may need to make allowances for students who are unable to participate fully in this activity due to a lack of confidence in their ability to present in front of a group. Some possible accommodations include: helping someone else prepare his/her presentation in lieu of performing, additional coaching from the teacher and drama students, rehearsal, practice and tape presentation.

Resources

Student Resource
Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.

Teacher Resource
Davies, A., Cameron, C. and Gregory K. Reader's Theatre. Winnipeg: Peguis Publishers, 1994.

Videotape
"Building Literacy in the Classroom: Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (Grades 9-12)". The Metropolitan Toronto School Board, 1997.

Appendices
- Vocabulary graphic organizer
- Learning log

Activity # 5 Novel Study: Seedfolks - The Gibb Street Garden: A Microcosm of the Neighbourhood

***"Blessed are you who are poor for yours is the kingdom of God."* (Luke 6:20)**

Time: 375 minutes (5 x 75)

Description

Through an analysis of "Sam", the sixth chapter in Paul Fleischman's novel Seedfolks**,** the students will demonstrate their rich understanding of a single writer's work by interacting with the text. As they examine Sam's description of the garden, they will discover important aspects of his personality. Sam is clearly disturbed by what he sees happening in the Gibb Street communal garden. The description of the garden reveals information not only about the physical setting, but also about the themes of the novel. In this activity, students will explore the meaning of metaphor and theme as they annotate the text to deepen their understanding of its meaning. The language structures addressed in this activity are conversation gambits for problem solving.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 7f, i, j
Strand(s): Oral and Visual, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, 03, CWRV.03, CSCV.02
Specific Expectations: COR1.02, 04, 2.01, 3.01, CRE1.02, 03, 04, 2.02, 3.01, 02, 03, CWR3.02, 07, CSC1.03

Planning Notes

- Prepare an overhead transparency containing Sam's observation about the Gibb Street communal garden:
  "One Saturday, when the garden was fullest, I stood up a minute to straighten my back. And what did I see? With a few exceptions, the blacks on one side, the whites on another, the Central Americans and Asians toward the back. The garden was a copy of the neighbourhood. I guess I shouldn't have been surprised. A duck gives birth to a duckling, not a moose. Each group kept to itself, spoke its own language, and grew its own special crops. One man even put up a pole and flew the Philippine flag above his plot." (Fleischman, Seedfolks, p.26)

- Prepare a handout of this passage and distribute it to the students so that they can annotate the text during the lesson.

- Provide dictionaries and thesauri so that students can consult these reference materials to locate the meaning of new vocabulary.

- Supply paper and markers for the map exercise.

- Teacher should photocopy the Seedfolks faces (see Appendix I) and Seedfolks symbols (see Appendix J) for each student to be used in role-playing.

Prior Knowledge Required

- Students will need to recall descriptive details about the garden provided by all the characters in the novel.
- Dialogue skills acquired in ESLBO

Teaching/Learning Strategies

Before Reading

1. Teachers will prepare the students for this activity by activating their prior knowledge of the Gibb Street communal garden. Through questioning, teachers will lead the discussion to assess and evaluate students' understanding of ideas, concepts and characters introduced in the first five chapters.

2. Teachers will set a focus question before Sam's words are read: "Why was Sam not surprised by what he saw in the Gibb Street garden?"

3. Silently, students will read the quotation printed on the overhead or the handout as the teacher reads Sam's words aloud modelling the use of inflection, intonation, phrasing and attention to punctuation marks. The teacher needs to stress that the quotation marks around the passage denote that the words are taken directly from the text and are referred to as a "quotation". Teachers may also encourage some students to read aloud.

During Reading

4. Students use the focus question to guide their reading and make mental pictures while reading.

After Reading

The follow-up activities will focus on: the visual representation of the garden, the concept of metaphor and role- play.

Visual Representation of the Garden

5. Individually, students will create a map of the garden using Sam's words to help them visualize it.

6. Upon completion of the task, students will turn to a partner in the class and share their creations noting similarities and differences in their maps. In pairs, students will add symbols to represent Sam's feelings about the garden.

7. As a pre-writing activity, students will re-read Sam's words and annotate their texts, highlighting key words, phrases or descriptive details to clarify understanding and ascertain the accuracy of their maps. Teachers model with the passage on chart paper.

8. Teachers will instruct the students to highlight one sentence in the passage that contains Sam's discovery about the garden.

9. Through questioning, teachers will elicit from the students the sentence: "The garden is a copy of the neighbourhood". " What does this sentence mean?" " Why was Sam not surprised by what he saw in the garden?"

The Concept of Metaphor

10. Teachers will introduce the term metaphor by using concrete examples and realia (e.g. "Her hair is silk."). Teachers will draw students' attention to the two things being compared. Using contrastive analysis, teachers will elicit from the students the difference between a simile and a metaphor by examining sample sentences in juxtaposition (e.g. "Her hair is silk." "Her hair is

like silk."). These examples will be written on chart paper. Teachers will model these language structure patterns (e.g. _____ is _____; _____is like _____). Teachers will discuss the literal meaning of the garden and then ask students to hypothesize about alternative meanings. Teachers will need to remind students that a metaphor is a comparison of two unlike things. "To what is Sam comparing the garden?" "What other gardens are mentioned in this chapter?" "What is the significance of the reference to the Garden of Eden?"

11. Using an overhead transparency of the mind map graphic organizer, teachers will brainstorm with the students the theme of community in the novel and record their responses. "How does the garden unite these diverse people?" "How are they transformed by the act of communal gardening?" "Which characters undergo the greatest transformation? Why?"

12. Teachers will draw students' attention to the Biblical parallels found in Genesis 2:1-25 (The Garden of Eden). "What is the significance of this allusion?"

Role-Play

13. In preparation for this cooperative learning activity, teachers will number off the students in the class #1 through #4 to ensure a heterogeneous group composition. Students numbered #1 will be assigned the role of Sam. All other students will select one of the Seedfolks face cards and assume the role of the character drawn.

14. In groups of four, the students will reread the quotation and participate in an interactive problem-solving activity. Teachers will direct students to problem solve solutions to Sam's observations about the garden by posing a focus question. "How can the Seedfolks characters help to break down the walls and begin working together to build a sense of community?" (handout)

15. Using the roundtable strategy, each group member offers a solution to the problem while the others listen. Then teachers initiate a group sharing of the solutions. (whole class)

16. Teachers ask for a student volunteer to participate in a model role-play activity to be performed in front of the class. The volunteer assumes the role of the Seedfolks face card selected at the beginning of this activity. Teachers lead the role-play activity by assuming the role of Sam and engage the student volunteer in a dialogue to generate some possible solutions to the situation.

17. After the modelling of the role-play activity, teachers will highlight some useful conversation gambits for problem-solving (e.g. "In a case like this...", "In a situation like this...", "In this sort of situation...", "How about ...", and "Why not ...").

18. Teachers will instruct students to work in pairs and role-play a conversation between Sam and one other character. Some students may require further clarification of the gambits before they begin to role-play. Students rehearse their role-play in groups, eliciting feedback from their peers.

19. Teachers ask for volunteers to share their performance with the class.

Assessment/Evaluation

1. Summative assessment - garden maps.
2. Summative assessment - anecdotal comments about students' participation in group work

Accommodations

1. Senior ESL students who have been exposed to the concept of metaphor in their first language should be able to apply this knowledge to English. However, younger ESL students will require more support in order to grasp the concept of figurative language. Use of first language and dictionaries and thesauri will facilitate their understanding.

Resources

Student Resources
Fleischman, P. Seedfolks. New York: Joanna Cotler, 1997.
Wansborough, H. Ed. The New Jerusalem Bible. New York: Doubleday, 1990.
dictionaries and thesauri

Teacher Resources
Brown, R. The New Jerome Bible Handbook. Collegeville: Liturgical Press, 1992.
Lane, B. Reviser's Toolbox. Shoreham, VT: Discover Writing Press, 1999.

Activity # 6 Novel Study: Seedfolks - Making Connections to our Faith and Lives

Time: 150 minutes (2 X 75)

Description

In this culminating activity, students will make connections with and draw parallels to Biblical allusions in the novel and explore the relevance of the themes of Seedfolks to their own lives. Through discussion and reflection, students will gain an understanding of the values embedded in literature and develop critical thinking skills.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 7 f, i
Strand(s): Oral and Visual, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, CWRV.01, 03, CSCV.01
Specific Expectations: COR1.03, 05, CRE1.01, 02, 04, CRE2.02, 3.01, 05, 4.02, CWR1.01, CSC1.04, 2.06

Planning Notes

- Provide students with a Bible for this activity.
- Ensure that all students have a copy of the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life"

Prior Knowledge Required

- Students should have some familiarity with the "What are the Gospel Values - Guiding Principles of a Christian Way of Life"
- Students should have some familiarity with the structure of the Bible to facilitate the exercise of locating Luke 8:4-15 and some understanding of the concept of parables.

Teaching/Learning Strategies

1. Teachers will prepare the students for this activity by setting a focus question prior to showing a part of "The First Seeding"- the thirteenth video in a series entitled, "A Scattering of Seeds: The Creation of Canada". In this film, the life of Louis Hebert - the first farmer to sow wheat and vegetables in Quebec - is depicted. The focus question is: "What was Louis Hebert's legacy to Canada?"

2. Following the film, teachers will lead a discussion about the role of a sower. As students brainstorm ideas, teachers will record them on the blackboard. Teachers will elicit from students the reason why agriculture is important in any country.

3. Teachers will read aloud Luke 8:4-15, "The Parable of the Sower and the Seeds" and determine how familiar they are with this parable and review it if necessary.

4. Students will reread Chapter Thirteen, entitled "Florence", using focus questions to guide their reading. "What is the significance of the word "seedfolks"? and "How is the parable similar to the theme of the novel Seedfolks?"

5. Teachers will lead a discussion with the whole class addressing these questions and record their responses.

6. Teachers will chart students' input regarding the similarities and differences between the parable and the novel using a Venn diagram.

7. Teachers can extend this activity by drawing parallels between Seedfolks and the Beatitudes.

8. Students will confirm their predictions about the significance of the title of the novel.

9. Using the learning log graphic organizer, students will record their reflections about what they have learned and how they have grown.

Assessment/Evaluation

1. Summative assessment - learning log (see Appendix H)

Accommodations

1. Senior ESL students who have been exposed to the concept of parable in their first language should be able to apply this knowledge to English. However, younger ESL students will require more support in order to grasp the concept of parable. Use of first language and dictionaries and thesauri will facilitate their understanding.

Resources

Fleischman, P. Seedfolks. New York: Joanna Cotler, 1997.
Wansborough, H. Ed. The New Jerusalem Bible. New York: Doubleday, 1990.
dictionaries and thesauri

Unit # 2 Career Exploration – *"Destiny is Not a Matter of Chance; It is a Matter of Choice"* (William Brian Jenning)

Time: 25 Hours

Unit Developer(s)

Michelle Asselstine, Toronto Catholic District School Board
Lucy Bacchet, York Catholic District School Board
Maureen Bachetti, York Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board
Development Date: April 1999

Description

In this unit, students will participate in a variety of activities designed to help them develop greater self- awareness and to help them explore possible career paths. Through the use of reflective tools, students will develop a greater awareness of their values, abilities and career aspirations. Students will broaden their knowledge about career paths through experiential learning opportunities and research activities. Participation in the unit activities will help students to develop a religious understanding of work. Graphic organizers and visual tools will be used to facilitate students' acquisition of new information. The language focus addressed in this unit is: interrogative constructions; interview and problem-solving gambits; and subject-specific terms.

Ontario Catholic School Graduate Expectations: CGE 1d, g, 2a, 4a, g, 5b

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.02

Specific Expectations: COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 02, 3.01, 02, 4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 02, 03, 4.01, 02, 03, CWR1.01, 03, 04, 2.01, 02, 03, 04, 05, 3.01, 02, 03, 04, 05, 06, 07, 08, CSC1.04, 2.01, 02, 03, 04, 06

Activity Titles (Time + Sequence)

Activity 1	Discovering Your Interests, Aptitudes, Values, Skills and Attitudes: Connecting These to Career Paths	300 minutes
Activity 2	Presentations from Guest Speakers in the Community	300 minutes
Activity 3	Connecting in Your Community: Interviewing a Member of the Community or Job Shadowing	225 minutes
Activity 4	Dream Path	375 minutes

Planning Notes

1. Teachers should prepare for this unit by:
   - obtaining a copy of More Than Work available from the Toronto Catholic District School Board. This resource provides a religious understanding of work.
   - contacting the vocations office, a religious community, the archdiocese or the local parish to obtain seminary and vocation literature.
   - contacting the guidance department to obtain career information materials (e.g. CD-ROM "Career Cruising" or the address of the web site "Mazemaster").
   - identifying possible community contacts who would be willing to make presentations to the class (e.g. lay and religious)

2. Teachers should select supplementary activities from an ESL series in order to reinforce/consolidate specific language structures introduced in the unit activities. Some sample series are: Canadian Concepts and Grammar Connections.

Prior Knowledge Required

- some familiarity with the use of graphic organizers
- some familiarity with figurative language
- some familiarity with the concept of work

Teaching/Learning Strategies

The following teaching/learning strategies will be utilized throughout the unit:

- brainstorming
- interviews
- presenting
- cooperative learning
- reporting
- graphic organizers

Assessment/Evaluation

- self-assessment/peer assessment
- teacher observations
- anecdotal comments
- interviews
- oral presentations
- collage
- checklists
- portfolios
- rubrics

Resources

Print

Student Resources

Czerneda, Julie E., and Baker-Proud, Susan. Career Connections Series III. Toronto: Trifolium Books Inc., 1996.

Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998.

Rawlins, L., Singh, I. and Walton, K. A New Leaf: Career Planning for the '90's. Rev. ed. University of Toronto: Guidance Centre, 1997.

Thacker, P. Values. (The Issues Collection). Whitby, ON: McGraw-Hill Ryerson, Ltd., 1993.

Teacher Resources

Called By Name. Vocations Office: Serra House. Archdiocese of Toronto. 1999.

Czerneda, Julie E., and Baker-Proud, Susan. Career Connections Series III. Teacher Resource Book. Toronto: Trifolium Books Inc., 1996.
Lavin, M. More Than Work. Toronto Catholic District School Board.
Misener, Judi, and Butler, Susan. Exploring Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998.
Target Your Future: Grade 9 Career Planning Unit. Durham Catholic District School Board, 1996.

Videotapes

ASCD: Redesigning Assessment. (Portfolios). Alexandria, VA: ASCD, 1997.
Career Exploration. Using the Internet. Fort Erie, ON: The School Company.
Career Exploration for the '90's. Victoria: BC Learning Company Inc., 1991.
Change: Coping With Your Changing World. Victoria: BC Learning Company Inc., 1995.
How To Choose a Career. Victoria: BC Learning Company Inc., 1995.
Personal Finance Portfolio. Toronto: Canadian Banking Association, 1995.
Self-Awareness and Your Career Options. Fort Erie, On: The School Company.
Volunteers and People Like You. Volunteers Vancouver: Force Four Productions, 1994.

Computer

Career Cruising. Toronto: Anaca Technologies.
Jobs For Me. Victoria: Careerware, 1992.
The Inside Story on Career Choices. Toronto: Anaca Technologies.

Web Sites

Career Explorer: http://www.careerexplorer.com
Career Path:http://www.careers.ocas.on.ca
Job Futures: http://www.hrdc-drhc.ga.ca
Mazemaster: http://www.mazemaster.com
School Net Guidance Office: http://www.schoolnet/adm/guidance
Take Your Kid To Work: http://www.tlp.on.ca

Games

Decision Deck. Edmonton: Alberta Advanced Education and Career Development, 1995.
The Real Game. University of Toronto. Guidance Centre, The Ontario Institute For Studies in Education.

Activity #1 Discovering Your Interests, Aptitudes, Values, Skills and Attitudes: Connecting These to Career Paths - *We are God's Work of Art*

Time: 300 minutes (4x75)

Description

Through the use of literature and self-awareness inventories, students will gain an understanding of their particular interests, aptitudes, values, beliefs, skills and attitudes. Students will use this information to plan their personal path toward career choices and alternatives. The language focus for this activity will
be subject-specific vocabulary and adjectives. In addition, language structures used for expressing an opinion, giving examples and problem-solving are addressed in this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 4a, g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence**Overall Expectations:** CORV.01, 02, 03, CREV.01, CWRV.02, 03, 04, CSCV.01, 02
Specific Expectations: COR1.01, 02, 04, 05, 2.01, 02, 3.02, CRE4.01, 02, 03, CWR1.03, 2.01, 02, 03, 04, 3.01, 02, 03, 07, CSC2.02, 03, 05, 06.

Planning Notes

- Teachers will need to locate a copy of the poem "Warren Pryor" by Canadian poet Alden Nowlan which can be found in almost any Canadian poetry anthology, such as Departures.

- All students should have a copy of the poem for this activity as well as the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A).

- All students should have copies of the key visual "Career Clusters" (see Appendix K) as well as the graphic organizers "Self-Awareness Inventory" (see Appendix L) and "A Comparison of Interests, Values and Aptitudes" (see Appendix M).

- Teachers are strongly encouraged to use the web site "Mazemaster", a unique career and job exploration tool to extend the self-assessment component of this activity.

- A New Leaf: Career Planning for the 90's which is linguistically accessible for ESLCO students, is available through the Guidance Centre and provides a wealth of ideas for student activities.

- A core text for this unit is Exploring Your Horizons. The activities outlined in Chapter 1 provide many opportunities to extend the concepts introduced.

Prior Knowledge

- some familiarity with the Ontario education system
- some familiarity with the writing process

Teaching/Learning Strategies

1. Teachers will read aloud the poem "Warren Pryor" and ask students to visualize this young man.

2. Teachers will reread the poem as a shared reading and direct students to think about how Warren is feeling and pose this question: "What is Warren's internal conflict?"

3. Through discussion, teachers will elicit responses to the focus question and identify the dominant themes: expectations, sacrifice, relationships, choice and parent/child conflict.

4. Teachers will review the concepts of simile and metaphor introduced in Unit #1, Activity 5. Teachers will direct students to identify the controlling simile in the poem (e.g. "like a young bear in a cage") and ask students to assess the appropriateness of this comparison.

5. Teachers will divide the class into small groups and pose this focus question: "If you were Warren, what would you do?"

6. Teachers will introduce the problem solving gambits and model their appropriate use in a role play situation.

Problem-Solving Gambits

Perhaps he could....	**Has he thought about.....**
Why doesn't he.....	**I have an idea.....**
If I were him.....	**He could always.....**

7. Teachers will distribute copies of the problem solving gambits to all students.

8. In small groups, students will discuss Warren's dilemma and generate a list of possible solutions which they will record on chart paper.

9. Students will post their charts. Teachers will instruct students to do a "Gallery Walk" to see the solutions created by their peers.

10. Teachers will brainstorm with students and generate a list of situations where conflict may arise because of differences in values or beliefs (e.g. dating, clothing, friends, part-time employment, home responsibilities). Teachers will instruct students to write a reflective piece on this theme.

Prior Knowledge Required

- some familiarity with the concept of similies and metaphors (see Unit 1)
- some familiarity with the writing process
- some familiarity with gospel values

Self-Awareness Inventories

11. Teachers will direct students to complete the graphic organizer "Comparison of Interest, Attitudes and Skills" (see Appendix L) by reflecting on their previous and current school experiences. In pairs, students will share their responses.

12. Teachers will direct students to complete the graphic organizer "Self-Awareness Inventory" (see Appendix M). In pairs, students will share their responses.

13. Teachers will brainstorm with students a list of words that describe personality traits (e.g. honest, responsible, considerate) and record the information on the chalk board or chart.

14. Using a T-chart, teachers will instruct students to record adjectives that describe them using the categories “Most Like Me” and “Least Like Me”

T-Chart

Most Like Me	Least Like Me

Students will compare their T-charts.

15. Teachers will instruct students to respond in writing to this question: “What have you learned about yourself through these self-awareness activities?”

Career Clusters

16. Teachers will introduce subject-specific terms by using the icons in the key visual “Career Clusters” (see Appendix K).

17. Teachers will brainstorm with students a list of careers and direct them to identify the category to which they belong.

18. Teachers and students will collaboratively build a “Career Word Wall” which will be exhibited throughout this course. This visual display will be used to extend vocabulary, featuring word families (e.g. optics, optometry) and cognates.

19. Teachers will instruct students to complete a learning log.

Resources

Barry, J. Departures. Toronto: Nelson Canada, 1994.
Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998.
Rawlins, L., Singh, I. and Walton, K. A New Leaf: Career Planning for the ‘90's. Rev. ed. University of Toronto: Guidance Centre, 1997. Rawlins

Accommodations

1. It may be necessary to use the first language to clarify some subject-specific terms and figurative language.

2. Some students may need to consult bilingual dictionaries to generate a list of adjectives to describe personality traits.

Assessment

- Summative assessment- writing sample (see Appendix 1.0 for rubric)
- Summative assessment - anecdotal comments regarding completion of graphic organizers and learning log

Appendices

- Writing rubric
- Learning log
- Self-Awareness Inventory
- A Comparison of Interests, Attitudes and Skills

Activity #2 Presentations from Guest Speakers in the Community: Appreciating the Gifts of Others

Time: 300 minutes (4 x 75)

Description

Through presentations by members of the community, students will gain knowledge about career paths and choices. Students will use their interviewing skills in small group situations to elicit information from guest speakers about career opportunities, educational requirements, job training, aptitudes and the work place environment. Issues of faith in the work place (e.g. environmental decisions, business ethics, etc.) will be addressed as part of the discussions. The language focus of this activity will be: interrogative constructions, interview gambits and the vocabulary related to the topic.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 4g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.02, .04, CSCV.02
Specific Expectations: COR1.03, 06, 07, 2.01, CRE2.01, .02, 3.02, CWR1.01, 3.01, CSC1.04, 2.06

Planning Notes

- Teachers will need to invite three or four guest speakers to make a presentation about their careers to the class. Ideally, the list of guest speakers should reflect the interests of the class and include representation from some of the job clusters:

  - agriculture and natural resources
  - science and engineering
  - education and social science
  - arts and communication
  - business and finance
  - consumer service
  - trade and technology
  - medical and health care
  - selfless service to the community

- Teachers should foster religious vocations or other vocations of selfless service to the community. The pamphlet, “Called by Name” available through the school chaplain, local parish or archdiocese, is an excellent resource.

- Teachers should contact the speakers and advise them that in delivering their presentations, they will need to take into consideration the cultural and linguistic backgrounds of the students in ESLCO and their level of English proficiency.

- Teachers should identify for the guest speakers the career topics that could be like addressed in the presentation (e.g. educational requirements, job training).

- Teachers should remind students to record new vocabulary in their graphic organizer (see Appendix C).

Prior Knowledge Required

- some familiarity with the career clusters introduced in Activity 1
- some familiarity with subject-specific terms

Teaching/Learning Strategies

Before the Presentation

1. Teachers will brainstorm with students the kind of information that they are interested in obtaining from the guest speakers. Some career topics that could be explored with the guest speakers are: educational requirements, job training, opportunities, salary, daily activities, job description). Teachers should record these career topics on chart paper.

2. In preparation for the presentations, teachers will assume the role of guest speaker and ask students to pose questions related to the career of teaching. Teachers will instruct students to use the topics in Teaching/Learning Strategy #1 to frame their questions. (whole class)

3. Teachers will record students' questions on the chalkboard and respond to the questions. If the questions contain grammatical errors, teachers will ask the students for their assistance in making revisions.

4. Teachers will instruct students to look for patterns in the questions and cluster them according to a criterion (e.g. "wh" questions).

5. Teachers will ask students to identify the type of response elicited by different types of questions (e.g. "yes- no" versus "open-ended").

6. Using an overhead transparency of the "Interview Gambits" graphic organizer (Appendix N), teachers will introduce and model the four categories of interview gambits to the class: yes/no questions, fact-finding, open-ended questions and follow-up questions.

7. Teachers will ask students to categorize their questions from Teaching/Learning Strategy #4 using the categories outlined on the graphic organizer. Teachers will record responses on the overhead transparency and draw students' attention to the type of response elicited by each kind of question.

8. Teachers should identify the names and occupations of the guest speakers. In preparation for their presentations, students will work in pairs to formulate appropriate questions using the interview gambits and the career topics as a model.

9. Students will record their questions in the appropriate column on the research graphic organizer.

10. Teachers will encourage students to share their questions with the class.

11. In pairs, students will practise their questions.

12. Teachers will show the video "Building Literacy in the Classroom" - Literacy Strategies for Teachers by Teachers: Teaching Research Skills (Grades 9-12) to introduce the concept of jot notes.

13. Teachers will model the use of jot notes using the research graphic organizer (see Appendix O).

During the Presentation

14. Teachers will invite three or four guest speakers to address the class. Depending on the size and composition of the ESL class, teachers will divide the students into three or four groups. Each speaker will address each group using a carousel strategy.

15. Students will pose their prepared questions and record jot notes using the research graphic organizer.

After the Presentation

16. Teachers will debrief with the class, eliciting their impressions about this information gathering activity.

17. Teachers should reflect on this feedback and take it into consideration in planning future activities.

18. Using the writing process introduced in Unit 1, Activity 4, teachers will model how to transform jot notes into expository paragraphs. This modelling will include the use of the think-aloud strategy.

19. Teachers will instruct the students to write the expository paragraphs.

Assessment/Evaluation

1. Summative assessment - interview gambits graphic organizer (see Appendix N)
2. Diagnostic assessment - expository writing sample: anecdotal comments with suggestions for improvement

Accommodations

1. Teachers may need to establish peer mentorship to support some students who require more time and practice to prepare for the presentation.
2. Some students may require additional conferencing time with the teacher as this may be their first experience writing in the expository mode.

Resources

Student
Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 11, p. 142).

Teacher
Misener, Judi, and Butler, Susan. Exploring Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 11, pp. 83-84).

Appendices
• Interview gambits graphic organizer

Activity #3 Connecting In Your Community: Interviewing a Member of the Community or Job Shadowing - Take Our Kids to Work™

Time: 225 minutes (3 x 75)

Teachers should select either A or B of Activity 3.

A) Interviewing a Member of the Community

Description

By interviewing a member of the community, students will gain further knowledge about a specific career. Students will use their interviewing skills to obtain information pertaining to a career profile: educational background/requirements, job training, typical daily activities, career opportunities, etc. As well, students will further reinforce and refine their interviewing skills focusing on question formation and rephrasing.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations: CGE 2a, 4g, 5b
Strand(s): Oral and Visual Communication, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.03, 04, CSCV.02
Specific Expectations: COR1.02, 03, 05, 2.01, 3.01, CRE2.01, 02, CWR1.01, 03, 04, 2.01, 02, 03, 04, 3.01, 02, 06, 07, CSC2.01, 06

Planning Notes

- Teachers will need to review effective questioning techniques (see Activity #2).
- Teachers should encourage students to arrange an interview with someone in a career of interest to them.
- Teachers should take into account safety issues and school and Board guidelines concerning off-site activities.

Prior Knowledge Required

- some familiarity with interview gambits, interrogative constructions and subject-specific terms

Teaching/Learning Strategies

1. Teachers will brainstorm with students and identify potential English-speaking interviewees (e.g. community members, former school graduates, school staff, parents, parishioners, members of religious communities, relatives, etc.) and determine how to contact them, and arrange for the interview.
2. Teachers will review the criteria for effective questions and sensitize students to the importance of posing appropriate questions (pragmatics).
3. Teachers will model for students rephrasing techniques to assist them in clarifying and retaining interview information.
4. Students will formulate appropriate questions using the interview gambits as a model.

5. In small groups, students will share ideas about effective ways to conduct the interview and then rehearse their questions with each other.

6. Students will conduct the interview choosing one of the following forms to record it: audiotape, videotape, transcript, or written notes (questions/responses).

7. In small groups, students will share their experiences and findings with their peers through a co-operative learning structure (e.g. roundtable), whereby each student will take a turn sharing. After students make a contribution to the roundtable, they will conference with the teacher individually.
8. Some students may elect to share their audiotapes or videotapes with the class.

Assessment/Evaluation

1. Summative assessment - anecdotal comments of student-teacher conference

Accommodations

1. Some students may require the support of a peer mentor to conduct the interview.

Resources

Student
Misener, Judi, and Butler, Susan. Expanding Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 7, pp. 90-101)

Teacher
Misener, Judi, and Butler, Susan. Expanding Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 7, pp. 53-60).

B) Job Shadowing: "Take Our Kids to Work™"

Description

Through participation in a job shadowing experience, such as the provincial program - "Take Our Kids To Work™"- students will gain further knowledge about a specific career. Students will use their interviewing skills to obtain specific information about a career, educational background/requirements, job training, typical daily activities, career opportunities, etc. As well, students will further reinforce and refine their interviewing skills focusing on question formation and rephrasing.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 4g, 5b
Strand(s): Oral and Visual Communication, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.03, 04, CSCV.02
Specific Expectations: COR1.02, 03, 05, 2.01, 3.01, CRE2.01, 02, CWR1.01, 03, 04, 2.01, 02, 03, 04, 3.01, 02, 06, 07, CSC2.01, 06

Planning Notes

- Teachers should consult the "Take Our Kids to Work™" orientation package available through The Learning Partnership.
- Teachers need to prepare a tracking mechanism to account for each student's placement.
- Teachers will need to review effective questioning techniques (see Activity #2).
- Students who are unable to arrange a job shadowing with their parents should complete Activity A

Prior Knowledge Required

- some familiarity with interview gambits, interrogative instructions and subject-specific terms

Teaching/Learning Strategies

Prior to the Job Shadowing

1. Teachers instruct students to interview their parents about the nature of their jobs and their daily activities. Students should clarify their roles in the job shadowing activity.
2. Teachers will review the criteria for effective questions and sensitize students to the importance of posing appropriate questions (pragmatics).
3. Teachers will model for students rephrasing techniques to assist them in clarifying and retaining interview information acquired through the job shadowing experience.

During the Job Shadowing

4. Students will participate in the job shadowing and choose to record the information gathered in any one of the following forms: audiotape, videotape, transcript, written notes (questions/responses), written record of day's activities/observations/input from employees through a day planner.
5. Students should keep a personal list of new vocabulary.

After the Job Shadowing

6. In small groups, students will share their experiences and findings with their peers through a co-operative learning structure (e.g. roundtable), whereby each student will take a turn sharing. After students make a contribution to the roundtable, they conference with the teacher individually.
7. Some students may elect to share their audiotapes or videotapes with the class.
8. Students will complete a learning log.

Assessment/Evaluation

1. Summative assessment - anecdotal comments of student-teacher conference

2. Learning log - (see Appendix H)

Resource

Web Site: Take Our Kids to Work™: http://www.tlp.on.ca

Appendices

- Learning log

Activity #4 Dream Path

Time: 375 minutes (5x75)

Description

In this activity, specific graphic organizers will be introduced to help students record information collected from a variety of sources: print, computer, video and the Internet. Students will participate in a variety of research activities, using vocational reference materials to explore a career of interest to them. Students will present their research findings in the form of a "Dream Path" collage which reflects their interests, values, skills, abilities, the influence of family and mentors and their career aspirations. The language focus addressed in this activity is the language structures used in: making predictions, giving examples and expressing an opinion. The use of the colon will also be introduced as it relates to the research skills developed in this activity.

Ontario Catholic School Graduate Expectations: CGE 1d, g
Strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, 04, CREV.01, 02, 03, 04, CWRV.01, 04, CSCV.02
Specific Expectations: COR4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 03, 4.01, 02, 03, CWR1.01, 2.05, 3.02, 04, 05, 06, 07, 08, CSC1.04, 2.02, 03.

Planning Notes

- Teachers should view the videotape, "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Teaching Research Skills (Grades 9 - 12) to prepare for this activity. If the videotape is unavailable, teachers should consult the school librarian and seek assistance in preparing students for this activity.

- Teachers should meet with the school librarian prior to this activity to determine the range of material available and its accessibility for ESLCO students.

- Teachers need to determine whether students have sufficient background knowlege and information processing skills to undertake this activity. It may be necessary to establish peer mentorships to support ESLCO students in this activity.

- Teachers may wish to consult with members of the visual arts department to discuss ideas and resources about collages. Visual Arts staff may be able to provide models of collages.

Prior Knowledge

- requisite skills of ESLBO (library orientation and Internet skills)
- some familiarity with information processing

Teaching/Learning Strategies

Before the Research

1. Prior to the visit to the school library, teachers should gather a collection of rich resources: print, video, computer (CD-ROMS, software titles) and web sites. Ideally, these resources should reflect a wide range of career materials.

2. Teachers should divide the class into small groups, distribute a variety of resources and instruct students to examine the samples and categorize them.

3. Students will discuss the reasons for their categorizations and share this information with the class.

4. Teachers will introduce the four graphic organizers for recording research information collected from a variety of sources: print, computer, video and web sites and draw students' attention to the unique features of each organizer. (see Appendices P, Q, R and S)

5. Using the resource materials on each group's table, teachers will model the use of each organizer. In this modelling, teachers will use the think-aloud strategy and record the information on an overhead transparency version of the graphic organizers.

6. Teachers will distribute copies of the research graphic organizer (see Appendix O) and direct students to make their jot notes on it.

7. Students should be encouraged to keep a record of unfamiliar vocabulary encountered in their research.

8. Teachers should brainstorm with students a list of fact-finding questions they could explore in this research activity on careers. Students will record their questions on an index card or paper.

During the Research

9. The librarian will show students the location of various reference materials in the resource centre and be available to assist students during this activity. Teachers will act as facilitators and guide students in the research process.

After the Research

10. Teachers will inform students that they will present their research findings in the form of a "Dream Path" collage, reflecting their interests, skills, values, abilities, influences of family and peers and their career aspirations.

11. Teachers will distribute copies of the rubric for assessing a collage and review the criteria with the students. Teachers will provide students with models of a Level 1, 2, 3 and 4 collage and elicit from the students the differences between the samples.

12. Students will complete a "Dream Path" collage.

13. The "Dream Path" collages will be displayed in the classroom. Students will view them through a "Gallery Walk".

Resources

- models of “Dream Path” collage

Accommodations

1. Since some students may have limited experience working with reference materials and the computer, teachers should consider arranging for peer mentorships to provide students with more time and support.

2. Students with limited experience in visual arts may require more support to their collage (e.g. elements of design.

Assessment

1. Summative assessment - “Dream Path” collage (see Appendix 1.1 for rubric)

Appendices

- Rubric for assessing a collage
- Graphic organizers for print, computer, video, web sites and research

Appendix 1.0

ESLCO: Rubric for Assessing Creative Writing

Name:__ Evaluated by: Teacher_ Self____ Peer___ Date:

Criteria	Level 1	Level 2	Level 3	Level 4
Word Choice	• limited use of expressive vocabulary	• some use of expressive vocabulary	• considerable use of expressive vocabulary	• extensive use of expressive vocabulary
Voice	• conveys limited sense of identity, authenticity	• conveys some sense of identity, authenticity	• conveys considerable sense of identity, authenticity	• extensive sense of identity, authenticity
Idea Development	• limited clarity of main idea • limited related details	• some clarity of main idea some related details	• considerable clarity of main idea	• extensive clarity of main idea
Organization	• limited sense of direction or purpose conveyed through introduction • limited use of transitions • limited sense of closure	• some sense of direction or purpose conveyed through introduction • some use of transitions • some sense of closure	• considerable sense of direction or purpose conveyed through introduction • considerable use of transitions • considerable use of connectives	• extensive sense of direction or purpose conveyed through introduction • extensive use of transitions • extensive sense of closure
Sentence Fluency	• limited variation in sentence structures • limited use of connectives	• some variation in sentence structures • some use of connectives	• considerable variation in sentence structures • considerable use of connectives	• extensive variation in sentence structures • extensive use of connectives
Conventions	• limited control over a wide range of standard conventions	• some control over a wide range of standard conventions	• considerable control over a wide range of standard conventions	• extensive control over a wide range of standard conventions
Applying the Writing Process	• limited evidence of the steps in the writing process	• some evidence of the steps in the writing process	• considerable evidence of the steps in the writing process	• extensive evidence of the steps in the writing process

Appendix 1.1

ESLCO: Rubric for Assessing a Collage

Name:

Evaluated by: **Teacher** **Self** **Peer** **Date:**

Category	Level 1	Level 2	Level 3	Level 4
Presentation	• limited visual appeal • limited awareness of elements of design (e.g., colour, balance, use of space) • limited creativity	• some visual appeal • some awareness of elements of design (e.g., colour, balance, use of space) • some creativity	• considerable visual appeal • considerable awareness of elements of design (e.g., colour, balance, use of space) • considerable creativity	• thorough visual appeal • thorough awareness of elements of design (e.g., colour, balance, use of space) • thorough creativity
Knowledge/ Understanding	• limited understanding of concepts	• some understanding of concepts	• considerable understanding of concepts	• thorough understanding of concepts
Thinking/ Inquiry	• limited evidence of critical thinking skills	• some evidence of critical thinking skills	• considerable evidence of critical thinking skills	• thorough evidence of critical thinking skills
Communication	• limited visual communication of ideas	• some visual communication of ideas	• considerable visual communication of ideas	• thorough visual communication of ideas

Comments and Suggestions for Improvement:

Appendix 1.2

ESLCO: Rubric for Assessing a Portfolio

Name:

Evaluated by: **Teacher** **Self** **Peer** **Date:**

Category	Level 1	Level 2	Level 3	Level 4
Presentation	• limited visual appeal • limited creative arrangement • limited variety • limited organization	• some visual appeal • some creative arrangement • some variety • some organization	• considerable visual appeal • considerable creative arrangement • considerable variety • considerable organization	• thorough visual appeal • thorough creative arrangement • thorough variety • thorough organization
Communication	• limited oral proficiency in portfolio conference • limited evidence in the writing process • limited accuracy in written communication	• some oral proficiency in portfolio conference • some evidence in the writing process • some accuracy in written communication	• considerable oral proficiency in portfolio conference • considerable evidence in the writing process • considerable accuracy in written communication	• thorough oral proficiency in portfolio conference • thorough evidence in the writing process • thorough accuracy in written communication
Evidence of Understanding	• limited understanding of a variety of concepts	• some understanding of a variety of concepts	• considerable understanding of a variety of concepts	• thorough research skills
Thinking/ Inquiry	• limited research skills	• some research skills	• considerable research skills	• thorough research skills
Self-Assessment	• limited awareness of academic strengths and weaknesses • limited planning of personal and career goals	• some awareness of academic strengths and weaknesses • some planning of personal and career goals	• considerable awareness of academic strengths and weaknesses • considerable planning of personal and career goals	• thorough awareness of academic strengths and weaknesses • thorough planning of personal and career goals

Appendix A

WHAT ARE THE GOSPEL VALUES

Guiding Principles of a Christian Way of Life

Understanding

each person is created in love and destined for union with God

belief — Jesus as the mediator of revelation — mystery

wisdom — creed

reign of God — knowledge

Good News

Relationship With God

hope in God's gracious action in the world
faith in the story of creation and redemption
Holy Spirit
proclamation
evangelization
awe & power

Relationship With Others

Justice
respect for diversity
honesty
equity
peace
anti-war
liberation from oppression
empowerment
non-violence
human rights
service
cooperation
social justice
distribution of resources
prophetic challenges vs. inequality

Community
Belonging
Love
friendship
family
nurturing
compassion
empathy
chastity
generosity
right judgement
respect
responsible decision making
fidelity
support
global community
sharing
interdependence
encouragement
welcoming

Relationship With Creation

respect for life
reverence
care for the earth & the environment
proclamation
evangelization
awe & power

Relationship With Self

Wholeness
Dignity
self-esteem
integrity
courage
truthfulness
talents
work
uniqueness
industry
self-discipline
patience
courage
appreciation of beauty
forgiveness

Including

cognitive domain
knowledge/information

affective domain
attitudes/formation

behavioural domain
skills/transformation

Behaviour

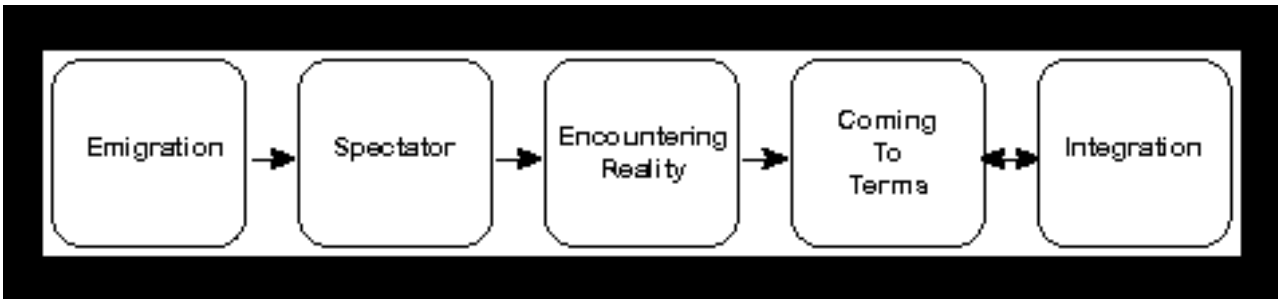
actions demonstrate which values are truly prized

Christian living

Discipleship

Appendix B

Stages in the Acculturalization Process



Appendix C

Vocabulary

Course: _____ Name: _____ Date: _____

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Appendix D

A Comparison of Educational School Systems

Course: _____ Name: _____ Date: _____

My School in _____	Category	My School in Ontario
	Language(s) of Instruction	
	Number of Years of High School	
	Length of School Year	
	Length of School Day	
	Structure of School Day	
	Number of Subjects Studied	
	Subjects Studied	
	Extracurricular Activities	
	Approaches to Teaching and Learning	
	Role of Parents	
	Gospel Values	

Appendix E

A Model of the Writing Process

Drafting and Composing

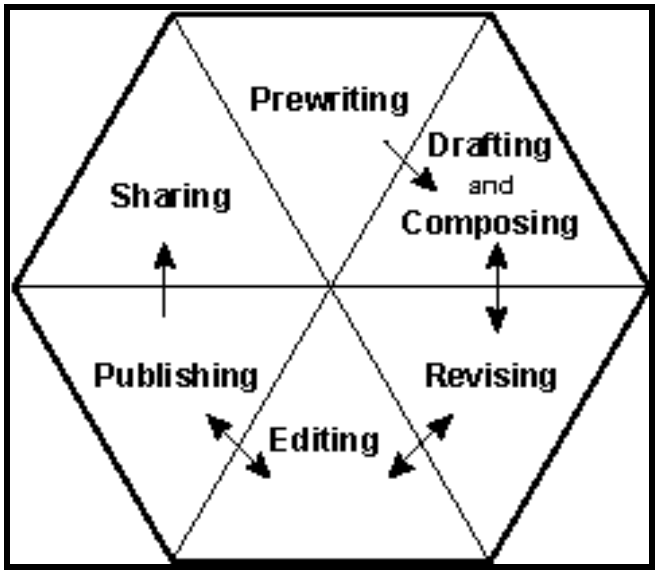
- Conference about ideas
- Formulate a plan
- Choose a medium to record ideas (i.e., paper or word processor)
- Write the first draft as a quickwrite according to the plan

Revising

- Read the first draft to improve the quality of the written expression
- Improve word choice, sentence fluency, organization, clarity of ideas and cohesion
- Delete unnecessary information
- Write the second draft

Prewriting

- Choose topics
- Brainstorm using a graphic organizer
- Select information



Editing

- Use an editing checklist to review your work thoroughly
- Make the necessary corrections

Publishing

- Decide how to share your work with an audience (e.g., read to peers, school newspaper, etc.)

Sharing

- Share your work with an audience
- Elicit feedback from an audience

Appendix F

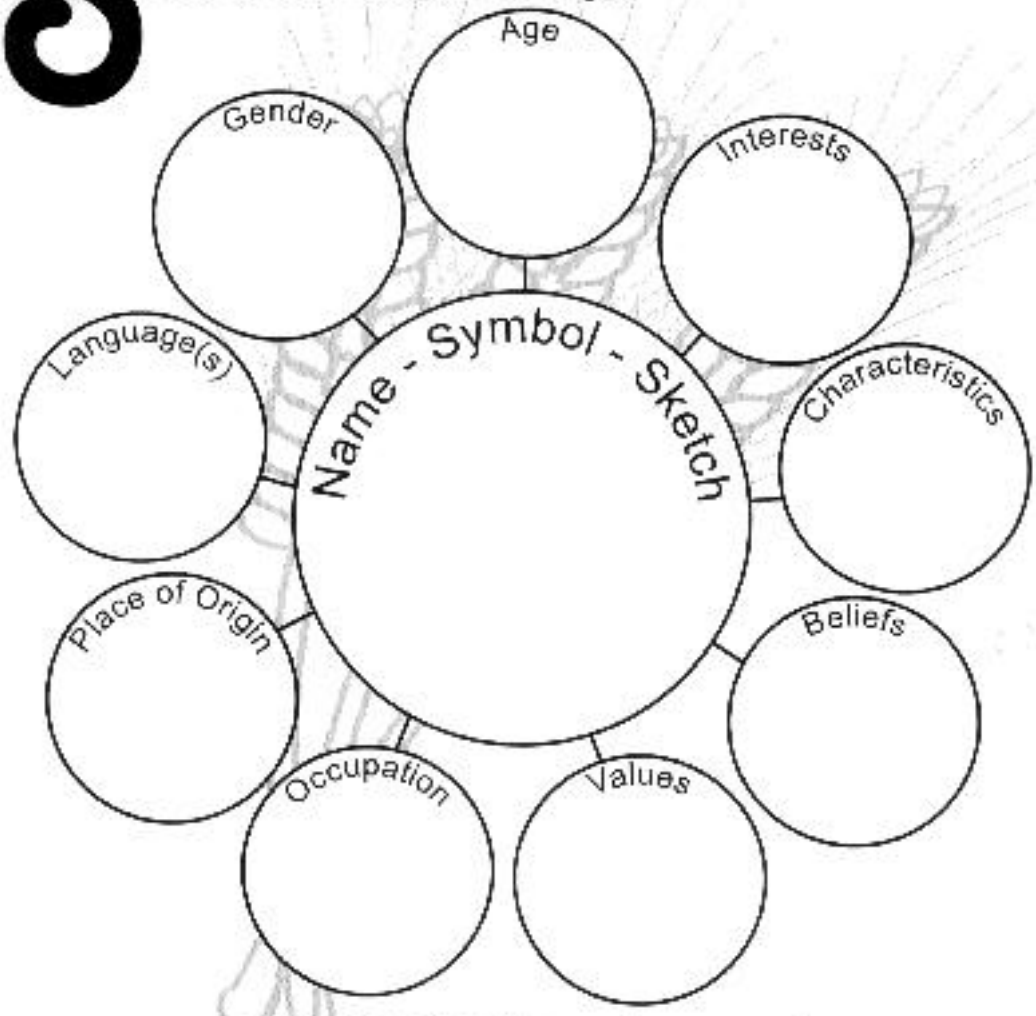
Story Map

Course: _____ Name: _____ Date: _____

Record information about the elements of the story using this graphic organizer.
Title: _____
Point of View:
Characters:
Setting:
Initiating Events:
Plot Summary:
Theme(s):
Interesting Features of the Novel:

Seedfolks

Appendix G



Character Development

Involvement in Garden:	Contribution to Others:	Personal Growth:

LSLCC

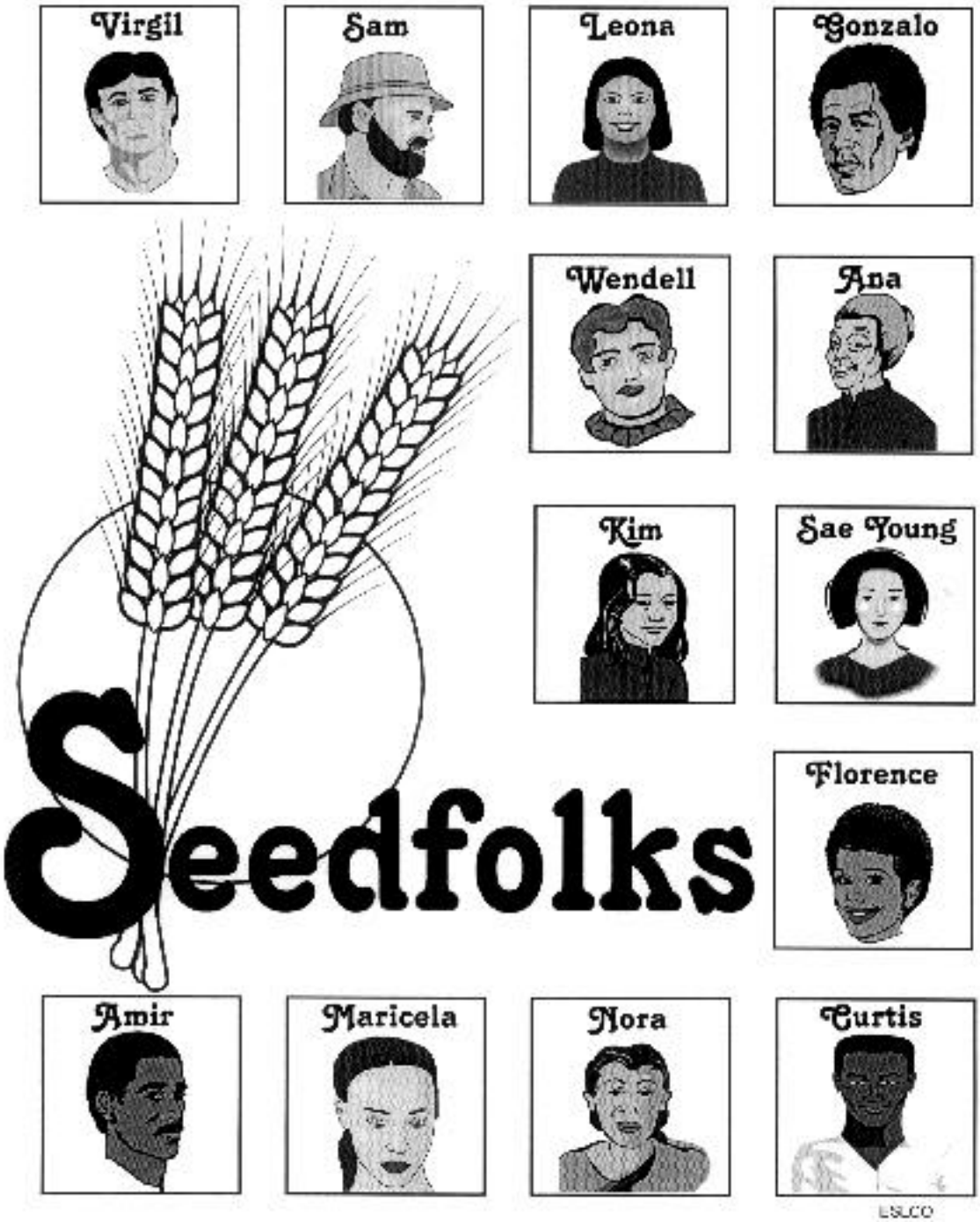
Appendix H

Learning Log

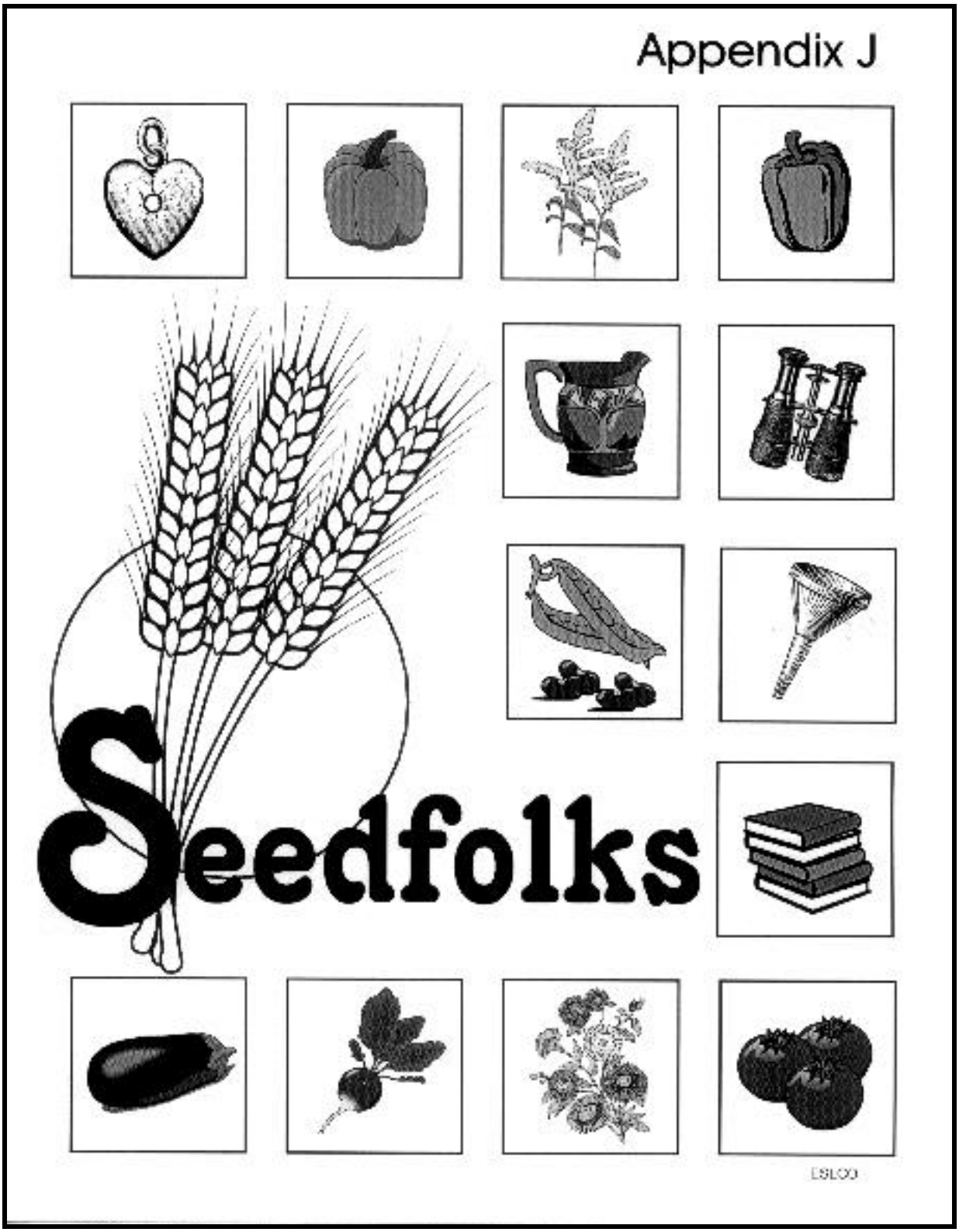
Course: _____ Name: _____ Date: _____

A learning log helps you reflect on your learning and set goals for yourself. As you look back over it, you can see how much you've grown and learned.
Title: _____ Chapter:
I discovered . . .
I used to think . . . but now I think . . .
One important thing I will remember is . . .
What helped me understand . . .
I wonder if . . .

Appendix I

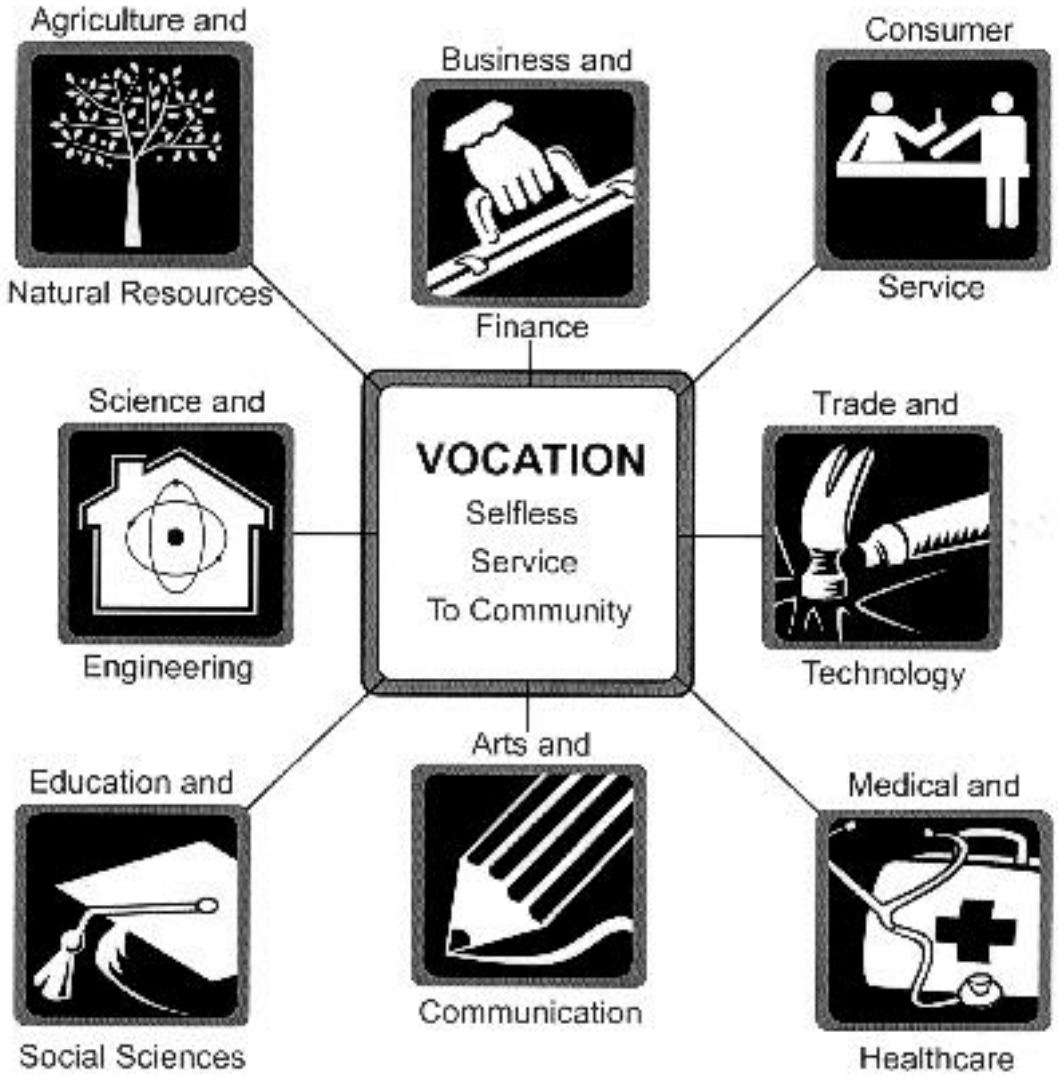

Virgil
Sam
Leona
Gonzalo
Wendell
Ana
Kim
Sae Young
Seedfolks
Florence
Amir
Maricela
Nora
Curtis
ESLCO

Appendix J



Appendix K

Career Clusters



Appendix L

A Comparison of Interests, Aptitudes and Skills

Course: _____ Name: _____ Date: _____

My School in:_____	Category	My School in Ontario
	Art	
	Music	
	Sports	
	Technology	
	Mathematics	
	Science	
	Language	
	Media	
	Social Sciences	
	Jobs / Chores	
	Awards / Special Accomplishments	

Appendix M

Self-Awareness Inventory

Course: _____ Name: _____ Date: _____

A self-awareness inventory helps you identify information about yourself and outside influences in order to help you make wise career choices.

Interests	
Values	
Beliefs	
Skills	
Aptitudes	
Influence of Family	
Influence of Peers	
Expectations	
Dreams	

Appendix N

Interview Gambits

Course: _____ Name: _____ Date: _____

Category	Model	My Questions
Yes / No Questions	• Do you like your work? • Have you worked here long? • Did you always know that you wanted to be . . . ?	• • •
Fact-Finding Questions	• What experience did you need for your job? • Where did you study? • Who is your boss?	• • •
Open-Ended Questions	• What is a typical day like at your workplace? • How did you get started in your job? • What do you need to do to be successful in your job?	• • •
Follow-Up	• How has your job changed since you started? • How do you think your job will change in the future? • Can you clarify?	• • •

Appendix O

Research Organizer

Course: _____ Name: _____ Date: _____

Topic: _____

Organize your information in subtopics using jot notes.

Question or purpose: _____

Subtopic: _____	Subtopic: _____

Subtopic: _____	Subtopic: _____

Print

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Computer

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title – Version Number	Title – Version Number
Author(s)	Author(s)
Production Company	Production Company
Place and Date of Publication	Place and Date of Publication
Notes	Notes

Title – Version Number	Title – Version Number
Author(s)	Author(s)
Production Company	Production Company
Place and Date of Publication	Place and Date of Publication
Notes	Notes

Appendix R

Video

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Web Sites

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title of Web Site	Title of Web Site
Address – URL http://	**Address – URL** http://
Notes	**Notes**

Title of Web Site	Title of Web Site
Address – URL http://	**Address – URL** http://
Notes	**Notes**