

*Catholic District School Board Writing Partnership*

# Course Profile

## **Beginning Communication in English, ESL**

Level 1  
Open

*• for teachers by teachers*

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Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes. Any references in this document to particular commercial resources, learning material, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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## Unit 3: Day By Day

**Time:** 30 hours

**Unit Developer(s)**

Wendy Gruner, Dufferin-Peel C.D.S.B.

Catherine Johnson, St. Martin S.S.

**Development Date:** 1999

### Unit Description

Students explore the role of the family in the Catholic community as well as a number of everyday survival themes and routines. Students develop vocabulary and knowledge of both oral and written English language patterns including skills in grammar and punctuation. The focus is on reviewing the present and present continuous tenses, as well as introducing the future. Expressing likes and dislikes is also covered, as well as prepositions of place, adverbs of frequency, modals, the imperative, count/non-count nouns, and *there is/there are*. This unit supports other units in that it prepares students for common Canadian activities.

### Strand(s) and Expectations

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

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

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

**Specific Expectations:** AOR1.01, 1.03, 1.04, 1.05, 1.06, 2.01, 2.02, 2.04, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02, 4.03; ARE1.01, 1.02, 1.03, 1.04, 1.05, 2.01, 2.02, 2.03, 2.04, 3.02, 3.03, 3.04, 4.01, 4.02; AWR1.01, 1.02, 1.03, 1.04, AWR2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09; ASC1.02, 1.03, 2.04, 2.05, 2.06, 2.07, 2.08.

### Activity Titles (Time + Sequence)

Activity 1	All in the Family	360 minutes
Activity 2	Getting About	300 minutes
Activity 3	Banking and The Post Office	240 minutes
Activity 4	Off to the Supermarket	240 minutes
Activity 5	Eating Out, Ordering In	240 minutes
Activity 6	Going to Church	180 minutes
Activity 7	Family Life Project	240 minutes

### Unit Planning Notes

- This unit focuses on an ongoing fictional family story that emerges from the students' oral input with the teacher acting as scribe. This story becomes the basis for the culminating activity. Once the theme of family and family life in Activity 1 is established, the students invent a fictional family. They decide on its composition (encourage an "average" size as too large a group can make for complications as the activity progresses), physical description and ages of members (encourage children who mirror ages in the class), type of house, etc. Sensitivity must be shown to students who are in non-traditional family settings, or who have faced trauma or personal loss. It should be emphasized that families come in many different forms and all are valued.

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As the unit progresses individual students, or groups, create adventures for the family using the topic being studied (e.g., transportation, eating out). The teacher acts as scribe taking notes and typing them up after each episode is completed. Be sure to allow students the freedom to edit and correct so that the story reflects the input of the students as well as the modeling of good sentence structure and grammar. Students are given copies of the story as it evolves.

- As the unit progresses, a number of professions emerge. Draw attention to these on an ongoing basis and have students keep an “Employment” page in the vocabulary section of their learning logs.
- The unit should open with a class exercise to establish the goals for the unit, which are recorded in the learning logs. A quick review checklist can be completed by students at the end of the unit to see how well these goals were accomplished.
- Students start a writing portfolio. Short writing activities in this unit, as well as the ongoing fictional family story, should be inserted.
- A number of picture/flash cards and found materials related to the unit should be prepared.
- Create classroom displays related to activities.
- Continue such ongoing routines as:
  - student learning log and vocabulary list
  - individual tape recording to enhance student’s new vocabulary, memory retention, correct pronunciation and rhythm
  - student journal writing
  - listening to tapes
  - homework.

### **Prior Knowledge Required**

- Some familiarity with simple present, present continuous, and simple past tenses.
- Some familiarity with numbers and Canadian money and its symbols.
- Some familiarity with group work and classroom expectations.

### **Teaching/Learning Strategies**

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

### Assessment/Evaluation

Activity	Type	Tool	Categories
Activity 1	Formative Summative Formative Summative Summative Formative	Observation Checklist on Gender Discussion Performance: Daily Chores Activity Group Work Role Plays Writing Assignment: "A Day in the Life Of" Test Learning Log	Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App Know/Think/App/Com
Activity 2	Formative Summative Formative Formative Formative Summative	Cloze Listening Role Plays Library Research Note taking Story boards & narratives Test	Communication Know/Think/App/Com Know/Think Thinking/Application Think/App/Com Know/Think/App
Activity 3	Formative Summative Summative Summative Formative	Group Work Role Plays Letter Test Learning Log	Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Know/Think/App Know/Think/App/Com
Activity 4	Summative Formative Summative	Journal entry Group Work Observation of Shopping List Test of Vocabulary, Count/Noncount Nouns	Know/Think/Com App/Com Know/Think/App
Activity 5	Summative Formative Formative Formative	Group Work Observation Learning Log vocabulary check Script Evaluation Rubric Peer Assess. Role Play	App/Com Know/Think/App Know/Think/App/Com Know/Think/Com
Activity 6	Formative Summative Summative Formative	Group Work/Role Plays Teacher Observation Collage Learning Log	Know/Think/App/Com Think/App Know/Think/App Know/Think/App/Com
Activity 7	Summative Summative Formative Summative	Oral Reading Fictional Family: Observation Writing Assignment: Short Letter/Note Script Writing Drama Presentation	Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com Communication

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## Resources

### Print

- Acosta, Joan. *Canada Coast to Coast*. Toronto: Nelson Canada, 1995.
- Azar, Betty. *Basic English Grammar*. N.Y.: Prentice Hall Regents, 1996.
- The Basic Oxford Picture Dictionary*. N.Y.: Oxford University Press, 1994.
- Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts 1 & 2*. Toronto: Prentice Hall Regents, 1997.
- Bray, Terry. *English For Life Through Pictures*. San Diego: Dominie Press Inc., 1993.
- Grennan, Maggie. *Canadian Oxford Picture Dictionary: Beginner-Intermediate*. Oxford University Press, 1997.
- Kasloff Carver, Tina. *A Canadian Conversation Book*. 2nd Edition. Canada: Prentice Hall, 1991.
- Molinsky, Steven and Bill Bliss. *Side By Side 1*. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Molinsky, Steven and Bill Bliss. *Side By Side 1 Activity Workbook*. Toronto: Prentice Hall Allyn and Bacon, 1997.
- Parnwell, E.C. *The New Oxford Picture Dictionary*. N.Y.: Oxford University Press.
- Pickett, William. *The Pizza Tastes Great*. New Jersey: Prentice Hall Regents, 1988.
- Rooks, George M. *Share your Paragraph*. New Jersey: Prentice Hall, 1998.
- Yorkey, Richard. *Talk -A-Tivities*. Massachusetts: Addison-Wesley, 1985.

### Computer Software

- Azar Grammar* CD-ROM, Prentice Hall Regents 1998.
- “Letter Wizard” in *Microsoft Word*

### Videotapes/Films

- Molinsky, Steven and Bill Bliss. *Side By Side 1*. N.Y.: Prentice Hall Regents.
- The Remarkable Riderless Runaway Motorcycle*. International Telefilm.
- The Ride*. N.F.B.
- Up*. International Telefilm. 1985.

### Audiotapes

- Canadian Concepts 1 & 2*. Prentice Hall.
- Side By Side 1*. Prentice Hall.

### Models and Manipulatives

- Flash cards, road signs
- Banking and postal forms
- Money and scale

## Activity 1: All in the Family - Routines

**Time:** 360 minutes

### **Description**

This activity introduces the theme of the unit and establishes some of the ongoing activities and expectations. Students examine their own family’s routines and responsibilities in a typical week. They analyse the patterns of weekly activities within the class and complete and discuss a teacher created survey. Family composition and roles of different members of the family are discussed. Students learn how to describe common household activities as well as different rooms of the house. Language study

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focuses on simple present and present continuous tense, prepositions of place, and adverbs of frequency, as well as vocabulary of the family, the house, and chores. Negatives and question formation in these tenses are covered. Students continue the process of becoming caring family members and collaborative contributors.

## **Strand(s) and Expectations**

### **Ontario Catholic Graduate Expectations:**

The graduate is expected to:

- find meaning, dignity, fulfillment and vocation in work which contributes to the common good; (5d)
- respect the rights, responsibilities and contributions of self and others; (5c)
- be a caring family member who attends to family, school, parish, and the wider community. (6)

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

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

**Specific Expectations:** AOR1.01 ❖, 1.03❖, 1.04, 2.02; 2.03, 3.04❖, 3.06❖, 4.01; ARE1.02X❖, 1.03, 1.05❖, 2.02, 2.03, 2.04❖, 3.03, 3.04❖, 4.02; AWR1.01, 1.02❖, 2.02X❖, 2.03❖, 2.04, 2.05, 2.06❖, 2.07❖; ASC1.02, 2.05X❖, 2.06❖, 2.07❖, 2.08❖.

## **Planning Notes**

- This activity requires sensitivity to students who may be in non-traditional family settings. It is important to emphasize that families come in many different forms and all are valued.
- Gender roles may become an issue in discussions about expectations within the family and provide an important opportunity to reinforce the notion of gender equity. While traditional attitudes in other cultures must be respected, an emphasis on fairness and recognition of the expectations of Canadian culture and Christian values is vital.
- Materials needed: sample family trees; highlighters (enough for class in two colours); class set of picture dictionaries; questionnaire (see Appendix 3-1.1 Household Responsibilities or use teacher-created questionnaire); chart showing usage of adverbs of frequency; borrowed doll house, model house, or created diorama of a house, furnished with small objects that will fit inside including figures to represent family members; chart paper and markers, as well as magnets/tape to hold the paper up; flash cards; summative test.
- The ongoing fictional family story (see unit planning notes) emerges from students' oral input with the teacher acting as a scribe. The teacher should feel free to write a story that reflects student input but is also simple, accessible, clear, and correct. It will be the basis for the culminating activity.

## **Prior Knowledge Required**

- Familiarity with expectations involving classroom behaviour: taking turns, attracting teacher's attention appropriately, and working co-operatively.

## **Teaching/Learning Strategies**

1. For diagnostic purposes, the teacher:

- uses a model of a family tree (picture dictionary or other source), to clarify the vocabulary relating to family members. Students create their own family tree for their extended family and highlight those who live in the house with them in one colour and members of family they see fairly often in another colour. (Or use the exercise in *Canada Coast to Coast* pp. 34-35.) Students share and compare. Students record family vocabulary in learning logs.

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- brings in a doll house, model, or diorama of a house and asks the students to identify the different rooms and items inside (e.g., refrigerator, oven, sink, bathtub, table, etc.). Students then record this vocabulary in their learning logs.
2. Practise prepositions of place by placing different figures representing family members in the doll house/diorama so that they are *next to*, *on top of*, *inside*, *outside*, *under*, etc. other objects. Students identify where the object is, (e.g., The mother is next to the table.) Preposition flash cards are also useful. Students record this vocabulary in learning logs.
  3. The teacher writes *routine* on the board establishing its meaning through discussion and examples and leads a general discussion on the idea of the average week and the routine followed by families, eliciting examples of routines from the class and recording them on the board.
  4. Introduce a list of adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *never*) and post a chart in the classroom for reference for this unit. The teacher models, and students practise and correct word order in sentences (the verb *to be* as an exception is noted). Students reinforce learning with exercises from the grammar text.
  5. Students continue the discussion of routines recording responses on the board. Encourage responses with questions such as: What do you usually do on Monday morning? Tuesday evening? or How often do you ...? The teacher directs the kinds of responses expected: go out with friends, go to the movies, watch TV (specific programs that are watched routinely), listen to music, visit relatives, shop, do chores, etc. Students use correct form for negative responses: I don't wash my hair on Monday.
  6. Students complete the teacher created questionnaire (or Appendix 3-1.1 Questionnaire: Household Responsibilities). The class, with teacher guidance, creates a gender-based break down of activities around the house leading to some discussion of fairness of division of chores and responsibilities. This is a good time for the teacher to acknowledge that there is dignity in every type of work and to model acceptance of divergent views and cultures. Depending on class composition, this may produce some strong opinions allowing the teacher to emphasize appropriate classroom behaviour such as attentive listening, taking turns, ways of disagreeing with another's opinion, and attracting the teacher's attention appropriately. (Supplement with *Canada Coast to Coast* "A Stay at Home Dad" pp.76-79, or other suitable follow-up material.)
  7. In preparation for the next activity, the teacher clarifies the distinction between routines and chores. The class is divided into three groups. Group 1 is assigned morning routines/chores. Group 2 is assigned afternoon routines/chores, and Group 3 is assigned evening routines/chores. Each group lists all the activities on a large sheet of paper that is posted on the board, what they do during the morning/afternoon/evening, including daily routines such as brushing one's teeth, taking a shower. The teacher reviews the activities and adds any that may be missing. Put an asterisk beside activities that are done only once a week (as opposed to daily routines/chores).
  8. Students practise using adverbs of frequency. The teacher refers to the sheets and asks students to describe what they *usually/sometimes/never/always* do *in the morning/afternoon/evening*. Students then work in pairs and ask each other simple questions using: *Do you usually/always...* Answers will be both positive and negative. Students then exchange roles and repeat the practice.
  9. The teacher assigns pairs of students a different household chore: e.g. doing the laundry, cooking dinner, cleaning the dishes, cleaning the yard etc. and asks each pair to write simple sentences explaining how to do each task. Pairs present to the class with one student reading the instructions and the other acting them out. Roles are then reversed.
  10. Students reinforce skills by supplementing with exercises from such texts as *Canadian Concepts 2, Side By Side 1*, and a picture dictionary.
  11. The teacher introduces an on-going project in which students invent a fictional family and create a story about this family as they follow its weekly routine. The teacher introduces the elements of the

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story: character, setting, and plot and tells the class that they will be creating those elements. The first step is to create the characters: the family (parents, children, names, descriptions). Secondly, students decide on the setting: type of dwelling (apartment, semi-detached, house, etc.). The teacher leads and assists discussion by asking specific questions using short phrases to elicit responses and encourages students to arrive at a consensus. The teacher takes notes and types this information up at the end of each discussion. Copies are made available to students who will build on the family story as the unit progresses. Students include vocabulary arising from this discussion in learning logs. Creative students are encouraged to draw pictures of the fictional family members. These are displayed to motivate development of the emerging story.

12. With teacher guidance, students go through the steps in the writing process to produce a short, simple composition entitled *A Day in the Life Of...*, using members of their imaginary family. After teacher guided brainstorming, using the present tense, students write a first draft describing what that family member does every day starting from the time he/she wakes up to the time he/she goes to sleep. Peer- or teacher-editing and a polished draft follow. Students start a portfolio as a record of their written work and file this composition.
13. Follow-up using suitable reading material with exercises, e.g., *The Pizza Tastes Great* (Chapter 1 “We Eat a Lot” and “A Little Milk, No Sugar” feature vocabulary and structures covered in the activity and show males cooking, shopping, and serving food to support gender issues) and *Share your Paragraph*.

### **Assessment/Evaluation**

- Observation: gender discussion. Appendix 3-1.2, Observation Checklist: Class Discussion (formative: AOR3.04, 3.06)
- Daily chores activity: Assessment Rubric - Appendix 1-1.3 (summative: ARE1.02, 3.04. AWR1.02, 2.06)
- Group Work (formative: AOR1.01, ASC2.06, 2.08)
- Role Plays (summative: AOR1.03, SC2.05)
- Writing assignment “A Day In The Life Of...” (summative: ARE1.05. AWR1.02, 2.03, 2.07)
- Paper and Pencil Test on adverbs of frequency, prepositions of place, negatives and vocabulary (summative: ARE3.04. AWR2.02 2.03, 2.07)
- Learning Log (formative: ARE2.04, 3.04. AWR2.03. ASC2.07)

### **Accommodations**

- Pair students for assistance (more with less proficient, same first language) in group activities. Employ peer-teaching.
- Provide support for less proficient students in the presentations (more rehearsal time, allow use of notes for oral portion). Encourage more proficient students to expand their presentations (cover two chores/routines in one presentation, cover a chore that has not been covered by the class discussion).
- Provide a model for the writing assignment for less proficient students. Encourage more proficient students to write without a model.

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## Resources (see Unit Resources for full entry)

Picture dictionaries

*The Pizza Tastes Great*

*Canadian Concepts 2*, Unit 5, 8 pg. 62-76, 109-125 and cassette

*Side By Side 1*, Units 11, 12, 13 pg. 90-113, Activity Workbook, cassette, and video

Photo Dictionaries

Flash cards

*Share your Paragraph*

## Activity 2: Getting About

**Time:** 300 minutes

### Description

Students learn vocabulary associated with different forms of transportation, the city, routes and road signs, as well as common geometric shapes. Focus is on the present and past tense, *there is/there are*, prepositions of place, as well as simple modals such as *must* and *should* and their negatives. In addition, students continue the process of becoming effective communicators and self-directed, responsible life-long learners in light of Catholic gospel values.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- think reflectively and creatively to evaluate situations and solve problems; (3c)
- respect the environment and use resources wisely. (7i)

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

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

**Specific Expectations:** AOR1.03, 1.05❖, 2.02❖, 2.04❖, 3.05, 3.06, 4.01❖, 4.02❖, 4.03❖; ARE1.01, 1.04, 2.02, 2.03, 2.04, 3.02, 3.04❖, 4.01❖, 4.02❖; AWR1.01❖, 1.02, 2.02❖, 2.03, 2.04❖, 2.06, 2.07, 2.08, 2.09❖; ASC2.05❖, 2.06❖, 2.08❖.

### Planning Notes

- Copy handouts (e.g., picture map, research fact sheet, story boards).
- Create a classroom display related to transportation.
- Book library time. Create library research fact sheet.
- Book silent movie and arrange for TV/VCR.
- Prepare summative test.
- Materials needed: flash cards, as well as transportation and pollution related pictures; copies of road signs; silent movie related to transportation (see Resources).

### Prior Knowledge Required

- Some familiarity with question and negative formation as well as with the simple verb tenses.

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## Teaching/Learning Strategies

1. The teacher posts large laminated pictures showing the sky, the sea, the countryside, the city, the neighborhood, a highway, a sidewalk, etc. Teacher then gives students a cut-out of a different form of transportation (e.g., airplane, boat, train, car, bus, bicycle, pedestrian). Students come up and stick the appropriate form of transportation on the matching picture. The teacher asks students transportation-related questions such as How did you come to Canada?, How did you come to school?, How do your parents get to work? etc., to elicit vocabulary. Teacher lists vocabulary on board using a grid chart with categories such as “City”, “Sea”, and “Air”. Students record vocabulary in their learning log.
2. The teacher distributes a picture map of a city scene or has class use a picture dictionary. Working in small groups or pairs, students identify key items such as: fire hydrant, pedestrian, crosswalk, traffic light, stop sign, subway entrance, bus stop, street sign, phone booth, parking meter, skyscraper/apartment building/office building, etc. Students then practise simple dialogues based on the picture map using *Is there/Are there* questions:  
e.g., *Is there a parking lot nearby?*  
*Yes, there is/No, there isn't.*
3. The teacher draws a simple compass rose on the board and reviews North/South/East/West. Teacher explains *next to*, *between*, *around the corner from*, *across from*. Using a simple map of the neighbourhood, the teacher models dialogues giving directions. Students then work in pairs and practise giving directions to a specific location using different forms of transportation. Supplement with exercises from such class texts such as a picture dictionary, *Side By Side 1*, *Canadian Concepts 2*, or *The Pizza Tastes Great*.
4. The teacher displays common road signs (see Ontario Ministry of Transportation). Teacher asks students what they think each sign means, and how a driver/pedestrian should respond to each sign. Teacher then introduces the structure: *A driver must...*, *A pedestrian shouldn't...*
5. The teacher explains the vocabulary for different shapes and has students identify the geometric shape of the different road signs. The teacher may supplement with exercises from a picture dictionary.
6. The teacher presents students with the following role-play situation: A relative is coming to visit by train/bus/car/foot, etc. Create a dialogue giving them directions on how to get to your house/city/town.
7. Students then identify the different forms of transportation explored so far. Teacher lists them down the left hand side of the board, and asks students to rank them according to cost.
8. As a diagnostic activity, the class brainstorms the meaning of pollution and its different types. The teacher shows pictures to reinforce the main ideas. The teacher then asks students to list the different forms of transportation according to how much pollution they cause. To introduce research skills students arrange themselves in small groups or pairs for a simple library research activity. A teacher-created handout of transportation and pollution-related facts that students must answer using library resources is distributed (see Appendix 3-2.1 for an example). Once students have filled out the sheet, they rearrange the information using simple notebook conventions and formats. For example, they should organize material under specific headings and subheadings; they should use point form as well as insert appropriate titles, etc. Simple graphing activities would also be helpful to familiarize students with geography/math/science graphing requirements. Teacher should show an overhead example and lead class through a sample notebook organizing activity first.
9. A class discussion on ways to reduce transportation-related pollution based on information collected from the library follows. More advanced students could make a presentation on this topic. The teacher should refer to our Christian duty to be stewards of the environment.

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10. Using picture cards, the teacher leads another diagnostic brainstorming discussion of other more recreational forms of transportation, e.g., bicycling, hang gliding, parachuting, roller-blading, etc. Teacher may supplement with exercises from a picture dictionary.
  11. Next the teacher shows a silent movie that is transportation-related, such as *Up, The Ride, The Remarkable Riderless Runaway Motorcycle*. (Students may need to view several times.) Afterwards, the teacher distributes sample storyboards. In small groups, students draw up a storyboard for the film. Next groups should write up simple narratives to accompany their storyboards. Some groups may choose to create a cartoon script.
  12. Teacher continues the story of the fictional family orally. Pairs prepare and present their chapter involving transportation. Teacher acts as scribe. (See Unit Planning Notes.)

### Assessment/Evaluation

- Cloze listening exercise (formative: AOR2.02, 4.01)
- Role Plays (summative: AOR1.05, 2.04. ASC2.05. 2.08)
- Library research. Appendix 3-2.1 “Pollution Fact Sheet” (formative: ARE4.01, 4.02. ASC2.06)
- Note-taking activity (formative: AOR4.02. AWR2.09)
- Story boards and narratives (formative: AOR4.03. AWR1.01)
- Paper and pencil test (summative: ARE3.04. AWR2.02, 2.04)

### Accommodations

- Pair less fluent students with more fluent students and pair same language students. Employ peer-teaching. Less fluent students will need to rely heavily on pictorial matching exercises.
- More advanced students may create a diorama/map of the various transportation routes in their area e.g., marking bus routes, subway stops, airports, train stations and railroads, major highways etc.

### Resources (see Unit Resources for full entry)

*Canadian Concepts 2*, pp. 65-70 and cassette

*Side By Side 1*, p. 49-52 + Activity Workbook 1, cassette and video

*The Pizza Tastes Great*, Unit 4

Picture dictionary

A silent movie such as *Up, The Ride, The Remarkable Riderless Runaway Motorcycle*

Flash cards, pictures, Ontario Ministry of Transportation

## Activity 3: Banking and The Post Office

**Time:** 240 minutes

### Description

Students become familiar with Canadian currency, banking and postal forms. Numbers are reviewed as well as the different ways they may be written in terms of usage. Students also practise different banking scenarios. Question format, including *how much*, is reinforced. In addition, students continue the process of becoming effective communicators and responsible Catholic citizens.

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## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- think reflectively and creatively to evaluate situations and solve problems; (3c)
- think critically about the meaning and purpose of work. (5b)

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

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

**Specific Expectations:** AOR1.01, 1.03, 1.05❖, 1.06❖, 2.02❖, 3.01❖, 3.02, 3.03❖; ARE1.01, 1.02❖, 1.03❖, 1.04, 2.01❖, 2.02, 2.03, 2.04❖, 3.04❖, 4.02; AWR1.01, 1.02❖, 1.03❖, 2.03❖, 2.05, 2.06, 2.07❖, 2.08; ASC2.05, 2.06, 2.08❖.

## Planning Notes

- Prepare an array of items with large, easily visible price tags attached. In addition, prepare a number of different parcels of varying weights. Obtain Canadian postal rates from the post office and create an adapted handout for the class.
- Prepare overhead transparencies of bank forms, and models of how to address envelopes and write letters.
- Prepare listening activity and summative test.
- Prepare any guest speakers with respect to classroom language levels.
- Materials needed: a supply of common bank and postal forms (e.g., cheques, deposit/withdrawal slips, first class and airmail stickers etc. - the Business department may be able to provide you with copies of the forms); a scale; a supply of different kinds of coins, and paper money; a variety of sales flyers. Check with local banks for free learning resources.

## Prior Knowledge Required

- Students should have some familiarity with numbers, as well as with Canadian money and the symbols associated with it.

## Teaching/Learning Strategies

1. The teacher displays and reviews different types of Canadian money, as well as discusses slang terms. Vocabulary should be written on the board. Students record in learning logs.
2. Review numbers from one to a million. Explain dollar and cents signs, as well as how to write out numbers in numerical and written form (e.g., \$1.50 vs. one dollar and fifty cents).
3. Present to the class different objects with price tags attached. Ask students *How much is...* questions. Distribute sales flyers. In pairs, students practise simple dialogues based on items found in the sales flyers. Each partner should take turns as a customer and as a sales clerk. Where possible boys and girls should be paired to avoid gender bias. Conversations should begin *Excuse me. How much is/are...* Teacher models a sample conversation first.
4. Students complete a simple listening exercise. The teacher reads aloud a dollar and cents amount and students circle or write the number they hear.
5. Teacher should reinforce with exercises from such texts as *Canadian Concepts 1 and 2* and a picture dictionary.
6. Teacher displays a sample cheque on overhead, and explains how to fill it out. The same should be done for a deposit slip and withdrawal slip.
7. Next turn the teacher's desk into a teller's wicket/ATM machine. Distribute cards with different banking scenarios on them (e.g., You need to pay a hydro bill; You have to deposit a cheque; You

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need to cash a cheque; You need travellers' cheques; You want to update your passbook etc.). Students select and fill out the appropriate forms from a "banking station" set up in the classroom and one by one come up to engage the teacher or another student assigned as "teller" in a conversation explaining what they need to do. If practising an ATM transaction, a student/the teacher should pretend to be the ATM machine and "say aloud" the written instructions that appear on the screen. In addition students should role play Interac payment transactions.

8. Teacher brings in a scale (this may be borrowed from the science department), sample packages and letters of different sizes, a package of stamps and various postal forms (e.g., customs, airmail, first class). An adapted version of Canadian Postal Rates is distributed. Students role play different transactions between a postal employee and a customer. Each postal employee weighs the packaged item presented by the customer and explains how much it will cost to mail within Canada, as well as any necessary stickers. Students should be instructed to ask for different postal services such as First Class, Same Day, Parcel Post, etc.
9. As a diagnostic activity, the class brainstorms employment opportunities explored so far and students record them in learning logs.
10. The teacher explains the correct format for addressing envelopes and packages using an overhead transparency. Students copy and then practise with their own or teacher-created addresses.
11. Teacher explains correct letter writing format. Students then write a letter to a favourite relative explaining what they have learned about banking/Canadian money. "Letter Wizard" in *Microsoft Word* is a good resource if computers are available. Students should add their letters to their writing portfolios.
12. Students continue orally the story of the fictional family. Pairs prepare and present their chapter involving banking/post office. Teacher acts as scribe. (See Unit Planning Notes.)
13. After completing this activity students may also:  
Visit a bank or postal outlet or have a banking/postal official visit the classroom to answer questions and discuss career opportunities. This visit should be preceded by a class-drafted letter of invitation and followed by a class-drafted letter of thanks.

### **Assessment/Evaluation**

- Group work (formative: AOR1.05, 3.01. ARE1.03. AWR1.03. ASC2.08)
- Role plays (summative: AOR1.06, 2.02, 3.03)
- Letter (summative: AWR1.02, 2.03, 2.07)
- Paper and pencil test (summative: ARE1.02, 2.01. AWR1.03)
- Learning log (formative: ARE2.04, 3.04. AWR2.07)

### **Accommodations**

- Pair less fluent students with more fluent students and pair same language students. Employ peer teaching.
- Students with creative strengths could design a five-dollar/ten-dollar coin or a new stamp.

### **Resources** (see Unit Resources for full entry)

*Canadian Concepts 1*, Units 3, 7, 8 pp.35-37, 97-124 and cassette

*Canadian Concepts 2*, Unit 9 pp.127-131 and cassette

*English For Life Through Pictures*, pp. 61-82

Picture dictionary

"Letter Wizard" in *Microsoft Word*

Sample money, banking forms, postal forms, postal rates guide

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## Activity 4: Off to the Supermarket - Weekly Shopping

**Time:** 240 minutes

### Description

In this activity, students become familiar with the basic weekly nutrition and household needs of a family. They categorize foods according to *Canada's Food Guide*, and, using advertising flyers from local grocery stores, compile an appropriate shopping list for a family. The list includes other basic items such as toiletries and cleaning products. Students share their own food preferences. Students continue to reflect on the role of the family in society and, through discussion of different food preferences in other cultures, celebrate their own, and develop respect for others. Language study includes vocabulary of shopping, and packaging, count and non-count nouns, and use of the imperative in an extension exercise.

### Strand(s) and Expectations

#### Ontario Catholic Graduate Expectations:

The Catholic Graduate is expected to:

- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others; (4a)
- value and honour the important role of family in society (6c)

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

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

**Specific Expectations:** AOR1.01, .04, 2.01, 4.01; ARE1.03, 2.01, 2.02, 2.03, 2.04; AWR1.01❖, 1.02❖, 2.03❖; ASC1.02; 2.05❖.

### Planning Notes

- Sensitivity to economic disparities in the class is needed. The use of the fictional family for a grocery shopping exercise provides opportunity for acquiring vocabulary and manipulating language without involving students in difficult comparisons of personal economic situations. Support should be provided through the office if students cannot afford to take part in a food sharing activity.
- If students bring in food for sharing as a follow-up activity, ensure that adequate refrigeration/heating of food is available to avoid health problems and that students with food allergies are reminded to be careful.
- Materials required: Class sets of *Canada's Food Guide*, picture dictionaries; a collection of grocery store advertising flyers, chart paper, and markers; arrange for students to bring in pocket calculators; follow-up stories (e.g., *The Pizza Tastes Great*).

### Prior Knowledge Required

- Simple sentence structure and group work skills.

### Teaching/Learning Strategies

1. As a diagnostic exercise, the teacher initiates discussion by questioning students on their eating habits and explaining that a good diet needs to have foods from specific groups. Using a web diagram from a board model, students illustrate the four food groups with examples. Although each student creates his/her own diagram, the teacher encourages discussion and sharing of ideas including the suggestion that students share food preferences, dietary restrictions, periods of fasting, etc., from their family and

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- culture. Students use picture dictionaries as a reference, to promote accuracy in spelling, and add new vocabulary to their learning logs.
2. The teacher distributes copies of *Canada's Food Guide* and students compare their diagrams with it, noticing additional information (number and size of servings, substitutions, etc.). The teacher continues to encourage discussion of food eaten in their homes (which grains and cereals, vegetables, etc.) while emphasizing respect for the food choices of all students. Review colours while discussing the value of colour variety in fruit and vegetable choices.
  3. Students write a journal entry: *Am I eating properly?* commenting on their diet and the *Food Guide*. In preparation for writing, the teacher introduces count and non-count nouns and models correct usage (e.g., *I eat too many cookies and too much sugar.*). Students explore the 'Junk Food' phenomenon and how to eat healthily. (*Canadian Conversation Book*, p. 62)
  4. The teacher displays samples of non-food items used by a family (toiletries and cleaning supplies). Students brainstorm similar items and list them on the board. Students record the vocabulary in their learning logs using picture dictionaries to supplement and to check spelling.
  5. Using teacher-provided models, (*What do we need at the supermarket? We need a dozen eggs and a carton of milk.*), students practise exchanges orally in pairs. The pairs then demonstrate two or three exchanges for the class.
  6. Arrange students in small groups and have them make a shopping list for the fictional family of the class keeping the *Food Guide* and also the other needs of the family in mind. Designate a reasonable budget, depending on the size of the family the class has created, and develop a list of packaging/containers/quantities vocabulary on the board as the need arises. Students use picture dictionaries as a reference.
  7. The teacher distributes the supermarket flyers. Using their own calculators, each group chooses a store and, based on the items listed, calculates what the shopping list will cost. If items are not in their flyer, they may consult another flyer. Students are encouraged to look for bargains. Also, point out that all toiletries are not purchased every week. Each group writes up its shopping list with prices on chart paper. All are displayed and students compare and contrast.
  8. Using diagrams of supermarket layout (see picture dictionaries), locate the aisle in which each item would be found. Use one or two of the shopping lists on display and ask the individual students to say where an item would be. (*Talk-A-Tivities*, "The ESL Supermarket" pp. 44-45 is an excellent follow-up partner activity.)
  9. If a supermarket is within easy walking distance, plan an excursion during which students find and check off the choices on their list (and compare with their flyer if it is a different store).
  10. Use supplementary reading to reinforce content. (For example: *Canada Coast-to-Coast*, pp.22-23 "Toronto's street market".)
  11. As a follow-up activity invite students to bring in food from their own culture for sharing with the class (and possibly other invited classes). Invite the school chaplain to join the celebration as a way to emphasize the "communion" of sharing foods. Include grace before meals. Using the writing process, a writing portfolio piece entitled "Foods from Many Cultures", is a good follow-up activity. Students could write up and share recipes providing practice in use of the imperative that relates to writing up lab reports in science classes.
  12. Continue adding to the "Occupations" page in learning logs on an on-going basis. (Cashier, stock person, store manager, etc. will emerge.)
  13. The teacher acts as a scribe as students continue the fictional family story orally: individuals or small groups prepare and present their chapter involving shopping. (See Unit Planning Notes.)

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## Accommodations

- Create groups of mixed abilities to allow more proficient students to assist less proficient students.
- Assist less proficient students to articulate ideas using notes when they are called on to add to the on-going oral story.

## Assessment and Evaluation

- Journal entry (summative: AWR1.02)
- Observation: group work on shopping list (formative: AWR1.01, ASC2.05)
- Pencil and paper test on vocabulary and count/non-count nouns (summative: AWR2.03)

## Resources (see Unit Resources for full entry)

Picture Dictionaries

*Canada Coast to Coast*

*Talk-A-Tivities*

*Canadian Conversation Book* 2nd Ed.

## Activity 5: Eating Out, Ordering In.

**Time:** 240 minutes

### Description

In this activity students explore some interactions with the community such as practising ordering in and dining out. Through role play and use of flyers and menus they become familiar with restaurant foods and with the appropriate behaviour and language associated with ordering in and dining out. They are encouraged to consider the preferences of others and to interact respectfully with each other and the service people they encounter as they continue to contribute to the common good. Polite forms for questions, requests, and complaints are reinforced and restaurant and food vocabulary is expanded.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The Catholic graduate is expected to:

- develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good; (1d)
- apply effective communication, decision-making, problem-solving, time and resource management skills. (4f)

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

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

**Specific Expectations:** AOR1.01, 1.06❖, 2.01, 2.04❖, 3.05❖, 4.01; ARE1.03; 2.01, 2.02❖; AWR1.02❖, 2.05❖, 2.06❖; ASC2.05❖, 2.07.

### Prior Knowledge Required

- Simple sentence structure and knowledge of group work skills

### Planning Notes

- Sensitivity to economic disparities in the class must be shown (in deciding to actually order-in as part of the culminating activity).

- Arrange for access to a room or an office phone that is available at the time the class is in session.
- If students are ordering in, call ahead to the restaurant to prepare the person taking the call for the language level of the caller.
- Book the school video camera and have student volunteers or the technical staff available to film.
- Materials required: a variety of flyers from take-out restaurants and menus from local restaurants including those from a variety of ethnic cuisine (students should be encouraged to bring these in); pictures of menu items, cut out and mounted on cardboard and a teacher created menu using these foods with prices (three or four main courses, dessert, soup, salad, and beverages is sufficient for the exercise); props such as china, cutlery, and napkins/serviettes for a mock restaurant; teacher-created model script (or use examples from *The Pizza Tastes Great*).

### Teaching/Learning Strategies

1. The teacher leads a practice discussion of eating out and ordering in and encourages students to share their own preferences.
2. The teacher distributes flyers from a variety of take-out restaurants representative of those from the community (student or teacher provided). Working in small groups, students examine the flyers. Vocabulary is clarified with teacher assistance. The group's task is to choose one take-out meal (in a specific price range) from the flyers that will be acceptable to a majority of the group. Before starting, the teacher models, and students practise, suitable sentence patterns, asking for preferences, expressing likes and dislikes, and practising intonation. Each group writes up the order for the meal it has decided upon. These should not be shared with other groups, as the order will be used in the oral activity that follows.
3. To practise phoning for take-out, one student plays the role of the restaurant, another the role of the person ordering. This can be done in-class as a role play or, using phones in other parts of the school, students can phone an order from the classroom. Students prepare for this activity by reviewing polite question forms and practising rising intonations at the end of questions. They also need to be aware that calling can be complicated if the person taking the call speaks quickly or is in a hurry. As a culminating activity for the ordering-in segment, the teacher arranges a small Friday class party. After students decide on the food order, they make an actual phone call.
4. In preparation for creation of a mock restaurant, the teacher displays and names a series of meal pictures that have been cut out and mounted on cardboard. Students record vocabulary in their learning logs.
5. With teacher guidance, students brainstorm restaurant behaviour: phoning for reservations, waiting to be seated, ordering (including asking for an item not on the menu and, if necessary, alerting a server to food allergies), and tipping. The classroom is arranged as a restaurant and roles are assigned: server, kitchen helper, manager, and customer. Using teacher created menus and props, students role play a restaurant visit. Students change roles and repeat the activity. Encourage extensions such as complaints.
6. Next, the teacher prepares students for a scripted role play by analysing a script model with particular emphasis on accuracy in beginning and end punctuation. Working in pairs, students create a short (5- to 10-line) script around ordering in/eating out. After the script has been checked, with teacher guidance, students memorize, rehearse, and present. The presentations are videotaped for sharing and for use at the course end. Scripts are included in student portfolios.
7. Content is reinforced with suitable modified reading material. For example, read and do exercises from Chapter 1, *The Pizza Tastes Great*: "A Big Menu" and "The Pizza Tastes Great".
8. With teacher guidance, students reflect on their learning log entry on goal setting.
9. Continue "Occupations" page in learning log (delivery person, kitchen helper, etc.).

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**Note:** Although students need to be aware of the many different titles for these occupations, this is a good opportunity to point out that we prefer to use gender neutral titles, and to model these titles: e.g., “server” is preferred to “waiter” or “waitress”.

10. Students in small groups or pairs add to the story of the fictional family (see Planning Notes).

### Assessment and Evaluation

- Observation: group work in take-out activity Appendix 1-2.1 “Individual Group Assessment Form” - available on ICE web site: [tcdsb.on.ca/ice/index.html](http://tcdsb.on.ca/ice/index.html) (summative: AOR2.04; ASC2.05)
- Learning Log vocabulary check for accuracy of meaning (formative: ARE2.02)
- Rubric and checklist: script writing Appendix 3-5.1 “Script evaluation” (formative: AWR1.02, AWR2.05, 2.06)
- Peer/Self/Teacher assessment: role play Appendix 3-5.2 - Dramatic Presentation Rubric (formative: AOR1.06, 3.05)

### Accommodations

- Encourage linguistically stronger students to make the call to a pizza store.
- Assist with script writing and dramatic presentations for less proficient students by allowing shorter scripts and providing more editing support. More proficient students are encouraged to expand beyond situations covered in the classroom when creating scripts.

**Resources** (see Unit Resources for full entry)

*The Pizza Tastes Great*

Restaurant menus and take-out flyers

## Activity 6: Going to Church

**Time:** 180 minutes

### Description

Students learn proper forms of address for different pastoral personages as well as appropriate verbal and non-verbal Mass responses. Students demonstrate the ability to obtain simple information. The future tense is also to be introduced. In addition, students continue the process of becoming discerning believers formed in the Catholic faith community.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- seek intimacy with God and celebrate communion with God, others, and creation through prayer and worship; (1f)
- listen actively and critically to understand and learn in light of gospel values. (2a)

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

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

**Specific Expectations:** AOR1.01 ❖, 1.04, 1.05 ❖, 1.06 ❖, 2.02 ❖, 3.03 ❖, 3.06, 4.01 ❖; ARE1.01, 1.03, 2.01, 2.02, 2.03, 2.04 ❖; AWR1.01, 1.02 ❖, 2.03, 2.04, 2.05 ❖, 2.07 ❖; ASC1.03 ❖, 2.04 ❖, 2.08 ❖.

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## Planning Notes

- Be sensitive to and arrange accommodations for students who are unfamiliar with the formal rituals/celebrations of the Catholic faith.
- Visit local church(es) for brochures/bulletins, and obtain permission to tape a telephone message.
- Arrange visit to school chapel.
- Prepare dialogue and role-play models.
- Prepare cloze exercise of formal prayers in English.
- Copy handouts.
- Prepare supplies needed for collage, including magazines to cut up.

## Prior Knowledge Required

- Some familiarity with forming questions and negative responses.
- Some familiarity with the Catholic Mass and prayers in the students' own language.

## Teaching/Learning Strategies

1. Teacher takes students to the school chapel. If possible, the school chaplain should be on hand to answer questions and access such items as the host. Students are asked to identify key items/symbols in the room (e.g., the altar, the cross, the chalice, stained glass windows). The class discusses the significance of these items and how they are used in the Mass. Note: Before taking students to the chapel discuss expectations re behaviour. In addition the teacher needs to be sensitive to students who may not feel comfortable entering the chapel.
2. Upon returning to the classroom, students should complete a pictorial matching activity and add new vocabulary to their learning log. A class discussion focussing on the differences between the chapel and their own church follows. Teacher lists on the board using a simple T-chart.
3. Next distribute a cloze exercise of *The Lord's Prayer*, *Hail Mary*, and *Glory Be* (or any other prayers you feel should be covered). Teacher reads aloud and students fill in the missing blanks. Students should memorize the prayers and recite to the class over the next couple of days.
4. Teacher distributes a handout listing English Mass responses (see Appendix 3-6.1 Mass Worksheet). Students match with the appropriate occasion in church. A discussion of proper forms of address within the church community (e.g., Father) follows. Students record vocabulary in learning logs.
5. Using a web diagram, the class brainstorms activities provided by the church (e.g., Mass, visits to the sick, Sharelife, youth activities, bingo, dances, picnics, etc.). Flyers/bulletins from local churches are then distributed. (If possible local church web sites could also be accessed for this activity.) In small groups students find, highlight, and then list on a sheet of paper, all the activities offered by the churches. Each group presents its findings. Groups then create a collage entitled "Our Church" showing all the different aspects of the church explored so far (see Appendix 2-5.1 for assessment rubric).
6. Teacher plays a tape (either self-created or taped from an actual church telephone message) that lists the times of the Masses, as well as the church address and the names of the priests. Students complete a cloze exercise. As homework students must phone their own church to obtain information requested by the teacher (e.g., name of the priest/deacon, times of weekly Masses, Sunday Mass, etc.) The next day the teacher introduces the future tense using both "going to" and "will". Students are asked questions based on the homework such as *When will Mass be this weekend?* Students reply using the future tense. Negative and question forms of the future should be practised as well. Supplement this activity with exercises from a textbook.

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7. The teacher models a conversation between a parishioner and a priest/chaplain. Students then create short role plays of conversations between themselves and a priest, church secretary, chaplain or church-going neighbour based on situations provided by the teacher that require the use of the future tense.
  8. Before a school Mass, students are taken through the special timetable. After the Mass, there should be a discussion of the differences between Canadian Mass customs and those in the students' own places of worship. The teacher records results using a T-chart.
  9. Students continue orally the story of the fictional family. Pairs prepare and present their chapter involving church activities. Teacher acts as scribe. (See Unit Planning Notes.)

After completing this activity students may also:

10. Invite the local priest or school chaplain to visit and answer questions that have arisen. Students might also ask about vocational opportunities. This visit should be preceded by a class-drafted letter of invitation, and followed by a class-drafted letter of thanks.
11. To further students' understanding of the community-at-large, a visit could be made to local places of worship, e.g., a mosque or a synagogue. Alternatively, a guest speaker could be invited into the classroom. Comparisons would then be drawn through simple charting activities.
12. Plan a class paraliturgy with the school chaplain.

### **Assessment/Evaluation**

- Group work/role plays (formative: AOR1.01, 1.05, 1.06. 2.02, 3.03. ASC1.03)
- Teacher observation of student ability to follow special timetable (summative: ASC2.04)
- Collage "Our Church" - Appendix 2-5.1 Collage Assessment Rubric (summative: AOR4.01. ASC2.08)
- Learning Log (formative: ARE2.04. AWR1.02, 2.05, 2.07)

### **Accommodations**

- Pair less fluent students with more fluent students and/or pair same language students.
- More advanced students should be given the more challenging role-play activities.

### **Resources** (see Unit Resources for full entry)

*Side By Side 1*, p. 116-125 and Activity Workbook and Video

*Basic English Grammar*

Church bulletins and flyers

local priest, lay ministers, deacon, school chaplain

Magazines for collage

Parish web sites if available

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## Activity 7: Family Life Project

**Time:** 240 minutes

### Description

In this culminating activity, students engage in a project that allows them to review and manipulate material, and to demonstrate skills covered in the unit, as they create an original presentation for the class. They develop their own test materials to ensure that their classmates have benefited from their presentations. Students evaluate their own and other's efforts. During this activity, students continue their journey toward becoming caring family members who are effective communicators. Language structures covered in the unit are reviewed and reinforced.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others; (2c)
- value and honour the important role of the family in society. (6c)

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

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

**Specific Expectations:** AOR1.06❖, 3.05❖; AWR1.02❖, 1.04❖, 2.05❖, 2.06❖; ARE1.01❖, 1.02❖, 1.04, 2.01; ASC2.07, 2.08.

### Planning Notes

- Supply students with copies of the class-created fictional story.
- Choose a section of the story that has a strong plot line, duplicate it, and cut into sections for students to re-arrange.

### Prior Knowledge Required

- Some group work skills and familiarity with material covered in Unit 3.

### Teaching/Learning Strategies

1. Students review the story of the fictional family that they have created. Teacher reads out loud; students read out loud. Students review story elements (plot, character, setting). Copies of stories with a strong line of logic are divided by the teacher, photocopied, cut, and then re-arranged in logical order by students.
2. Students review letter format by writing a letter or short note from one fictional family member to another. The teacher and class brainstorm situations arising from the story: a note reminding someone to buy groceries or go to the bank; a question about which Mass they plan to attend; a request to be met at a bus stop, for example. Students write a first draft, edit it with peer or teacher assistance, and complete a polished draft that is evaluated and filed in the portfolio.
3. In preparation for scripted role play, students list and review topics covered in the unit: family relationships, chores, transportation, grocery shopping, banking, the post office, dining out, ordering in, and going to church.
4. The teacher explains the core assignment for this activity:
  - students work in groups; they choose one of the topics covered in the unit.
  - after creating a script based on this topic and involving the fictional family created by the class, they rehearse their script and present it to the class.

- their presentation is videotaped.
- they also create a three to five question test based on their presentation for the class to answer.
- they watch the tape of their presentations and perform self- and peer-evaluation.

Students record these expectations in their learning log commenting on the steps that they feel most/least comfortable with and what they hope to learn from doing this activity.

5. In groups, students are given time to discuss available topics and choose one. The teacher provides students with appropriate time-lines and reviews the checklist and evaluation rubrics with them to clarify expectations (Appendix 3-5.1 and Appendix 3-5.2). Note that the language in these evaluation tools needs to be explained so that students clearly understand the expectations).
6. The teacher reviews script expectations. Students brainstorm plot line and write scripts with teacher supervision.
7. The teacher collects, evaluates, and edits the scripts and allows time for revision and final draft.
8. Students memorize and rehearse their dramas.
9. With teacher guidance, each group develops three to five questions based on its script. Question format is reviewed and the teacher monitors questions for appropriate content.
10. Students present performances that are videotaped. After each performance, the rest of the class answers the questions created by the group. Students also complete the evaluation rubric (Appendix 3-5.1 - Dramatic Presentation Rubric) on the performance for themselves and for other groups. Tapes are replayed if necessary to assist in evaluation.
11. Students discuss and compare evaluations and their own learning experiences.

### **Assessment/Evaluation**

- Observation of oral reading of fictional story (summative: ARE1.01)
- Writing Assignment: short letter or note (summative: AWR1.04)
- Rubric and checklist: script writing. Appendix 3-5.1 Script Evaluation (formative: AWR1.02, AWR2.05, 2.06)
- Peer/Self/Teacher assessment: dramatic role-play presentation. Appendix 3-5.2 Dramatic Presentation Rubric (formative: AOR1.06, 3.05)

### **Accommodation**

- Create mixed groups to support less proficient students.
- Permit reading for less proficient students in presentations.
- Encourage more proficient students to develop scripts, which goes beyond classroom experience.

### **Resources** (see Unit Resources for full entry)

Student and classroom notes accumulated throughout the unit

Video camera

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## Appendix 3 -1.1

### Questionnaire: Household Responsibilities

Read the following statements carefully. Check the box that best describes you. If you do not understand the question, ask a peer or the teacher to explain it.

#### Section A

	<b>always</b>	<b>usually</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>
I make my bed.					
I keep my room tidy.					
I take out the garbage.					
I help clean the house.					
I do the dishes.					
I wash my own clothes.					
I help in the garden.					
I help with the cooking.					
I go to the store.					
I make my lunch.					

#### Section B

In my house the person who usually does the following is:

<b>Activity</b>	<b>Person who usually does it</b>	<b>Male</b>	<b>Female</b>
house-cleaning	_____	---	---
laundry	_____	---	---
cooking	_____	---	---
grocery shopping	_____	---	---
washing up	_____	---	---
gardening/shoveling snow	_____	---	---
taking out the garbage	_____	---	---

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## Appendix 3-1.2

### Observation Checklist: Class Discussion

Discussion Behaviour	mostly	sometimes	rarely
Raises hand to be given a turn to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't interrupt others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect for others' opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate volume when speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Appendix 3-2.1

### Pollution Fact Sheet

1. Define the following:
  - a) environment
  - b) pesticides
  - c) acid rain
  - d) recycle
  - e) toxic
  - f) waste
  - g) smog
2. Fill in the chart below, identifying five different types of pollution, one cause, and listing the damage caused to the environment by this type of pollution.

Type of Pollution	Causes	Damage Created

3. Name two diseases pollution can cause.
4.
  - a) What is an air advisory?
  - b) Why do they mostly happen in summer?
5. What are the 3 Rs?
6. What pollution problems do other countries have? Why?
7. Pick one topic from below, then answer the questions that follow:

Love Canal

Chernobyl

Union Carbide plant in Bhopal

Three Mile Island

Exxon Valdez

Grassy Narrows (mercury poisoning)

Port Hope, ON (radioactive waste)

- i) Where did this disaster take place?
- ii) When?
- iii) What was the pollution problem?
- iv) How did the area become polluted?
- v) Who was hurt?
- vi) How was the pollution problem solved?

## Appendix 3-5.1

### Script Evaluation: Checklist And Rubric

#### Checklist

Characters listed	<input type="checkbox"/>	Described	<input type="checkbox"/>
Set included	<input type="checkbox"/>	Described	<input type="checkbox"/>
Script format followed	<input type="checkbox"/>		
Script typed	<input type="checkbox"/>		

#### Rubric

<b>Criteria: Plot</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
A. Originality	Not original: ideas and situations already used	Somewhat original: some new ideas but others already used	Original plot	Original and creative
B. Logic	Difficult to follow. Characters do and say things that do not make sense.	Some significant problems with logic. Some places where characters do and say things that do not make sense.	Characters mostly behave in a way that makes sense.	Characters are consistently logical in the way they behave and speak.
C. Use of vocabulary covered in the unit.	Very little vocabulary used accurately	Some vocabulary used accurately	A significant variety of vocabulary used accurately	A wide and creative use of vocabulary with great accuracy
D. Content reflects social teaching of the Church (life and social justice issues)	Not very evident	Some inclusion of Church social teaching	Life and justice issues are considered	Social teaching is an integral part of the presentation
E. Catholic family values reflected in the script	Very little use of Catholic family values	Some reference to Catholic family values	Catholic family values clearly included	Catholic family values thoroughly and creatively included

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## Appendix 3-5.2

### Dramatic Presentation Rubric

Teacher

Self

Peer

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
A. Memorization and evidence of rehearsal	Very little evidence of rehearsal and memorization poor to non-existent	Evidence of some rehearsal and partly memorized	Evidence of rehearsal and memorization almost complete	Well rehearsed, completely memorized and confidently presented.
B. Delivery	Difficult to follow due to poor volume, and/or pronunciation, and/or pace.	Significant problems with volume, and/or pronunciation, and/or pace.	Understandable: minor problems with volume, and/or pronunciation, and/or pace.	Delivered clearly and expressively with good volume and/or pace.
C. Props	Few to no props and little evidence of planning.	Some props and some evidence of planning.	Significant and appropriate use of props.	Props used creatively and with clear attempt to make presentation more significant and interesting.

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## Appendix 3-6.1

### Mass Worksheet

#### Part 1

Match the phrase on the left with the response or time during the Mass that it is said:

- |       |   |                                       |
|-------|---|---------------------------------------|
| _____ | The Lord be with you  | A) Preparation of the Bread and Wine  |
| _____ | In the name of the Father,<br>and of the Son,<br>and of the Holy Spirit     | B) After the first and second Reading |
| _____ | Thanks be to God  | C) And also with you                  |
| _____ | Blessed Be God forever  | D) After the Lord's Prayer            |
| _____ | For the kingdom, the power,<br>and the glory are yours,<br>now and forever. | E) Amen                               |

#### Part 2

Match the following passages with the prayer they are taken from:

- |       |   |                       |
|-------|---|-----------------------|
| _____ | Give us this day our daily bread; and forgive us our trespasses   | A) Glory to God       |
| _____ | Lord God, Lamb of God,<br>you take away the sin of the world:<br>have mercy on us   | B) Eucharistic Prayer |
| _____ | I believe in God, the Father Almighty,<br>creator of heaven and earth.  | C) Lord's Prayer      |
| _____ | Holy, holy, holy Lord, God of power and might,<br>heaven and earth are full of your glory.<br>Hosanna in the highest.                                   | D) Apostles' Creed    |
| _____ | Praise to you, Lord Jesus Christ, king of endless glory!<br>Praise and honour to you, Lord Jesus Christ!<br>Glory and praise to you, Lord Jesus Christ! | E) Alleluia           |

#### Part 3

Fill in the blank with the correct word from below.

Gospel          liturgy          Readings          psalm          homily  
Scripture      Communion      sacraments      hymns      Eucharist

After "Glory To God" and the Opening Prayer come the first and second \_\_\_\_\_.

We call the words from the Bible \_\_\_\_\_. Next comes the \_\_\_\_\_ which is God's Word. After speaking God's Word, the priest explains and applies the bible readings. This is called the \_\_\_\_\_. The entire Mass is often called the \_\_\_\_\_.

The priest sets the Lord's table by preparing the bread and the wine. After the priest blesses the bread it is called the \_\_\_\_\_. Throughout the Mass, songs of praise or \_\_\_\_\_ are sung. Sometimes we say a sacred song or poem from the Old Testament. We call this a \_\_\_\_\_.

After the Lord's Prayer, we receive the Body of Christ from the priest. This is called \_\_\_\_\_. Marriage, Baptism and Communion are examples of \_\_\_\_\_.

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## Unit 4: People in the News

**Time:** 20 hours

**Unit Developer(s)**

Lidija Biro, Fr. Michael Goetz S.S.

Frank Campese, Fr. Michael Goetz S.S.

**Development Date:** 1999

### Unit Description

Students examine a number of people and events in the news, both past and present, those behind the scenes and those in the media spotlight. Specific attention is paid to Canadian heroes, career opportunities, and media literacy while integrating Catholic faith tradition when viewing the arts, and using media, technology and information systems. Students view, read, or listen to a variety of media-related informational sources such as TV news reports, advertisements, telephone directories and Yellow Pages, the school library, newspapers or school newsletters and bulletins. This unit supports and continues to develop students' knowledge of word order, negative construction, contractions, punctuation, nouns and pronouns, prepositions, subjects and predicates and skills in interviewing, questioning, intonation patterns, informal/formal register, and paragraph writing.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 2c,e, 3f, 4f,g, 5a,b,c,d,e,h,g, 7g.

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

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

**Specific Expectations:** AOR1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02; ARE1.02, 1.04, 1.05, 1.06, 2.01, 2.03, 2.04, 3.01, 3.02, 3.03, 3.04, 3.05, 4.01, 4.02; AWR1.01, 1.02, 1.03, 1.04, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09; ASC1.01, 1.02, 1.03, 2.01, 2.02, 2.05, 2.06, 2.07, 2.08.

### Activity Titles (Time + Sequence)

Activity 1	Jobs, Occupations, Careers! What do Canadians do?	180 minutes
Activity 2	Getting a Job!	120 minutes
Activity 3	Explorers, Inventors, Artists	240 minutes
Activity 4	Extra! Extra! Read All About It!	180 minutes
Activity 5	When I Grow Up I Want To Be Just Like...	180 minutes
Activity 6	Lights! Camera! Action!	240 minutes
Activity 7	Canadian Knowledge – A Classroom Challenge	60 minutes

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## **Unit Planning Notes**

- Purchase Heritage Minutes video (purchase order online at [www.heritageprogram.com](http://www.heritageprogram.com)).
- Gather several telephone and Yellow Pages directories for your community.
- Arrange for a guidance teacher to come to your class and do a career presentation.
- Do some research and decide which early explorers, Canadian Nobel winners, and performing artists you wish students to become familiar with, including some Catholic role models.
- Prepare music CD's/tapes of Canadian performing artists.
- Have tape recorder(s) and microphones available.
- Borrow hockey equipment for display.
- Book library for research (CD-ROMS/Internet/encyclopedias).
- Tape parts of news broadcasts on TV.
- Arrange for a newsroom tour (TV station)/or guest speaker.

## **Prior Knowledge Required**

- familiarity with alphabetical order and the 5 W's
- ability to write simple sentences
- some ability to take notes
- some research skills
- some familiarity with co-operative group work

## **Teaching/Learning Strategies**

Inquiry process, journal, learning logs, note-making, predicting (word sort), brainstorming, buddy system, cloze passages, collaborative/co-operative learning, field trip/guest speaker, guided reading, homework, read aloud, research, role play, graphic organizers (web), portfolio

## Assessment/Evaluation

Activity	Types	Tools	Categories
Activity 1 (Optional)	Diagnostic Formative Summative Summative	Informal Observation (Reading Strategies) Chart (Names) Role Play Portfolio (Letter Writing)	Know/Think/Comm/App Know/Think/Comm Know/Think/Comm/App Know/Think/Comm/App
Activity 2	Formative Formative Summative Formative	Job Application Form Survey Pencil & Paper Test (Simple Sentence +Occupations) Self-Assessment & Peer Assessment (“Is That Me?” and “Why You Got/Didn’t Get the Job!”)	Know/Think/App Know/Think/Comm/App Know/Think/Comm  Know/Think/App
Activity 3	Formative Formative Formative Summative Formative Summative	Learning Logs Note Taking Worksheet (Negative Construction) Chart (Nobel Prize Winners) Informal Observation (Roman alphabet) Portfolio (Paragraph Writing)	Know/Think Know/Think/Comm Know/Think/Comm/App Know/Think/Comm/App Know/Comm/App Know/Think/Comm/App
Activity 4	Formative Formative Summative Summative	Observation Question & Answer Performance Task 5 W’s	Comm/App Think/Comm Know/Think/App Know/Think/App
Activity 5	Formative Summative Summative	Q&A/Note-making Self & Peer Evaluation Pencil & Paper Test (Canadian Heroes)	Think/App Know/Think/Comm/App Know/Think
Activity 6	Summative Formative Formative	Self and Peer Evaluation Group work Q and A	Know/Think/Comm/App Know/Think/Comm/App Know/Think/Comm
Activity 7	Summative	Performance task (Classroom Challenge)	Know/Think/Comm/App

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## Resources

### Print

Acosta, J. *Canada Coast to Coast*. Scarborough: Nelson Canada, 1995.

Azar, B. S. *Basic English Grammar* (2nd Edition). Upper Saddle River: Prentice Hall Regents Inc., 1996.

Bates, S. *Amazing! Canadian Newspaper Stories*. Scarborough: Prentice-Hall Canada Inc., 1991.

Cameron, Judy and Tracey Derwing. *Being Canadian: Language for Citizenship*. Scarborough: Prentice Hall Regents Canada Inc., 1996.

Clarke, V. and Leona Melnyk. *Famous Canadians*. Oshawa: S&S Learning Materials Ltd., 1990.

Newspapers

TV Guides

Telephone directories

Yellow Pages

Current encyclopedias/CD-ROMs

Internet

### Videotapes

*Heritage Minutes* or ([www.heritageproject.ca](http://www.heritageproject.ca))

Video clips of Canadian movie stars (e.g., Jim Carrey)

News broadcasts (taped)

### Audio tapes

Music CD's/cassette tapes of Canadian recording artists

## Activity 1: Jobs, Occupations, Careers! What do Canadians do?

**Time:** 180 minutes

### Description

Students explore the world of work/careers integrating the Catholic faith tradition in a critical analysis of the arts, media, technology, and information systems to enhance the quality of life. In order to become familiar with names of occupations, students use both the telephone directory and the Yellow Pages for their community researching names, occupations, and services they might use. Students participate in class discussions, practise role playing, read adapted news articles, and write letters. Greetings, informal/formal register, intonation, and correct word order for questions are taught and practised.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- examine, evaluate and apply knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society; (4g)
- respect the rights, responsibilities, and contributions of self and others. (5e)

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

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

**Specific Expectations:** AOR1.02, 1.04, 1.05, 2.01, 2.02, 2.03❖, 2.04❖, 3.03❖, 3.04, 3.05, 3.06, 4.01❖; ARE1.05❖, 3.02❖, 3.03, 4.01❖; AWR1.02❖, 1.03, 2.01❖, 2.02❖, 2.03❖, 2.04❖, 2.05❖, 2.06❖, 2.07❖, 2.09❖; ASC1.02❖, 1.03❖, 2.05❖, 2.06❖, 2.08❖.

### Planning Notes

- Collect several telephone directories (white pages) and Yellow Pages Directories for your community.
- Prepare a worksheet in chart format with the following headings: Names/Occupations, How Many, Telephone Numbers (room for at least five), and Translation i.e., the name/occupation in the student's first language if applicable.
- Have a class set of picture dictionaries listing jobs/occupations/vocations and students' learning log lists from Unit 3. Augment lists with helping careers (doctor, social worker, firefighter, teacher, therapist, etc) to emphasize need for spiritual satisfaction and service.
- Prepare eight scenarios written on 3x5 index cards. Using the titles "Dry Cleaners", "Automobile Body Repairing & Painting", "Computers- Personal-Sales & Service", "Driving Instruction", "Beauty Salons/ Hairstylists", "Pizza", "Tailor", "Television Sales & Service", create simple problems to solve using the Yellow Pages, e.g., "You picked up the clothes from the Park Dry Cleaners. When you get home, you notice that a pair of pants belonging to your father is missing. You remember what the pants look like and phone Mr. Park at the dry cleaning shop."
- Decide on the criteria for the performance task (role play) and adapt Appendix 4-5.1 (a rubric) for evaluation purposes. (Suggested criteria: voice, pronunciation, use of vocabulary, interest/creativity, co-operation, etc.)
- Use either the text *Canada Coast to Coast*, "Sad Story Has Happy Ending" (pp.70-73) or a simple newspaper article about a fire at a place of business. The text has many simple stories about Canadians and their occupations: Royal Canadian Mounted Police, The Rankins (singers), *Anne of Green Gables* teenage actress, Inuit artist, hockey player, stay-at-home dad, auto mechanic, teenage entrepreneurs, volunteer, tailor, and baker.
- If living in a rural environment, substitute appropriate occupations. A comparison of urban and rural occupations and services could be included.
- Review the parts of a personal letter. Use a pictorial outline (on chart paper/overhead transparency). It should include: 1. Date (right margin) 2. Greeting (left margin) 3. Message (left margin) 4. Closing (right margin) 5. Signature (right margin).
- Decide on criteria for evaluating the letter writing and design a marking guide.
- Make computers and word processing software available if possible.
- Arrange, if possible, for a firefighter to come to your classroom to discuss and teach fire safety or visit a fire station.

### Prior Knowledge Required

- Familiarity with alphabetic al order

### Teaching/Learning Strategies

1. The teacher introduces the idea that in many cultures people were often named for their jobs and writes the examples of Baker, Gardener, Shoemaker on the board. Discuss whether this is true in the students' first cultures and continue to list on the board other occupations/names the students may know in English.
2. Using picture dictionaries, the students read aloud the occupations listed using phonics and simple sound patterns as reading aids. The teacher observes students' abilities to decipher new words and

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takes note of any further instruction and practice needed. For homework, students include the new vocabulary in their learning logs.

3. Students are divided into groups (two to four members) and given a telephone directory (white pages) and a worksheet which lists names indicative of occupations: Baker, Banker, Barber, Butcher, Carpenter, Cook, Farmer, Fisher, Gardener, Hunter, Judge, Mayor, Merchant, Shepherd, Shoemaker, Singer, Tailor, etc.
4. The teacher assigns roles to either group members (researcher, writer, time keeper) or each student takes turns finding the names in the telephone directory and noting how many listings there are (if there are more than 100 listings for a name, allow students to use the symbol > greater than), recording at least five telephone numbers per name, and including an equivalent matching name in the students' first languages where appropriate.
5. The teacher explains that each group will be assigned a problem to solve (a scenario written out on a small index card). The scenarios/problems might be to find...
  - a good dry cleaner;
  - an automobile body repair/paint shop to fix the dent in the family car;
  - a store for sales and service of personal computers;
  - a driving-instruction school;
  - a place to get a haircut (beauty salon/barber/hairstylist);
  - a pizza delivery service for a hungry family;
  - a tailor to make that special suit/dress;
  - a television sales and service shop that will repair the family TV.

Using the Yellow Pages, each group locates the appropriate listings and decides which service (listing) to use. The teacher tells the groups they will have to justify their choices - why they chose that particular listing. The group records the name, address, and telephone number to contact on the back of the index card. Then the group members prepare and practise a short dialogue of the telephone conversation that might take place if the call were made. Circulate and assist groups as they brainstorm, find vocabulary, and write the dialogues. The teacher may guide students with questions: What do you need to ask? What could be the response? What does that person want to know?

6. The teacher evaluates the performance task with set criteria as each group presents its scenario/dialogue. Groups return the index cards. The teacher asks the members of each group why they chose that particular listing (e.g., close to their home, something in the ad was interesting, etc.).
7. Extension Activity (Optional): In order to highlight a helping career such as firefighting and to raise awareness of fire safety or to illustrate how fire damage affects a person's job/business, the teacher may use the simple story "Sad Story Has Happy Ending" from *Canada Coast to Coast* (pp. 70-73) or a recent article from a newspaper, to teach what to do in case of a fire. The students look at the picture of Thanh Chi Nguyen standing in front of his burned out Hair Salon and read aloud his short story. Next, the teacher asks if anyone has ever been in a fire and what happened, or if anyone has ever helped after a fire. The teacher introduces six steps to fire safety in the home:
  - a. Put smoke detectors in your home. Test them regularly.
  - b. Sleep with your bedroom door closed.
  - c. If the smoke detector goes off, crawl on the floor to the main exit.
  - d. If you feel heat or smell smoke at the door, find another way out.
  - e. Get out and go to a meeting place the whole family knows about.
  - f. Stay outside and call the fire department.
  - g. Have students suggest some other fire safety tips.
8. Extension Activity: Students write a letter (using word processing software if available) to a family member or friend in their country of origin explaining what they have learned about fire safety. Using

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the prepared overhead transparency/board/chart paper, the students review the parts of a letter: date, greeting, message, closing, signature. Students then write a first draft of their letter that the teacher corrects and returns to the students for editing. Students then produce a final draft for marking purposes according to set criteria. This letter can then be added to the students' portfolios.

### **Assessment/Evaluation**

- Informal Observation: students' use of reading strategies. (diagnostic/formative: ARE3.02)
- Name = Occupation Worksheet checked for completion but not evaluated (formative: AOR4.01, ARE 4.01, ASC1.03)
- Role Play/Performance Task Rubric (formative/summative: AOR1.05, 2.03, 2.04, 3.03;ASC1.02, 2.05, 2.06, 2.08)
- (Optional): Personal Letter (marking guide) (formative/summative: AWR1.02, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.09)

### **Accommodation**

- Group students of same first language or mixed fluency/proficiency.
- The Pizza role play is reviewed and could be given to students with less fluency.
- Students with greater fluency should be the group dialogue writers, whereas students with lesser fluency could perform the role plays.

### **Resources** (see Unit Resources for full entry)

Telephone Directories, Yellow Pages

Picture Dictionaries

*Canada Coast to Coast*

Newspaper(s)

## **Activity 2: Getting a Job**

**Time:** 120 minutes

### **Description**

Students continue their exploration of the world of work and think critically about the meaning and purpose of work. Using such resources as classified ads/career section of newspapers, the Guidance Office/Staff, and their peers' real life experience with part time employment, students participate in job searching, filling out a job application, and preparing for an interview. There are opportunities for both self- and peer-assessment as well as participating in authentic dialogue with native speakers. Students use sentence patterns involving subject-predicate-prepositional phrase and simple tenses.

### **Strand(s) and Expectations**

#### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

- think critically about the meaning and purpose of work; (5b)
- develop her/his God-given potential and make a meaningful contribution to society; (5c)
- apply skills for employability, self-employment and entrepreneurship relative to Christian vocation. (5h)

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

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**Overall Expectations:** AORV.01, .02, .03; AREV.01, .02; AWR.01, .02; ASCV.01, 02.

**Specific Expectations:** AOR1.01, 1.05❖, 1.06❖, 2.01, 2.02, 2.03❖, 2.04❖, 3.02❖, 3.03❖, 3.05❖; ARE1.02❖, 2.01, 2.03, 2.04; AWR1.03❖, 2.01❖, 2.02❖, 2.03❖, 2.05❖, 2.06❖, 2.07❖; ASC1.03, 2.01❖, 2.02❖, 2.05, 2.06, 2.07❖, 2.08.

### Planning Notes

- Collect classified/career sections from newspapers (enough for group work).
- Arrange for a guidance teacher to come to the classroom with information on where/how to find a job: newspaper ads; bulletin boards in guidance office, supermarkets and drug stores; YMCA Youth Employment Centres; Canada Manpower Offices; networking with family, friends, and cultural organizations; direct inquiry/solicitation, volunteering, etc. Encourage the guidance teacher to speak slowly and use simple language structures. The guidance teacher could also provide information on job shadowing.
- Arrange for students, who have part time jobs, to come to class and help students to practise interviewing skills and to conduct a survey. Create a Survey Worksheet/Chart form with four headings across: Name, (What is your job/title?), (How did you get/find your job?), (Name one duty/task you do. Or Why do you like your job?).
- Find a simple job application form (local supermarket, business, school text) and make an overhead transparency of it. Also make enough copies for students.
- Provide a class set of photo dictionaries.
- Prepare a self-assessment survey that helps students establish their work and work environment preferences or see Appendix 4-2.1- Is That Me?
- Develop a peer-assessment tool such as rating scales for oral presentations or use Appendix 4-2.2- Why You Got/Didn't Get the Job!

### Prior Knowledge Required

- Some familiarity with vocabulary about occupations.
- Some ability to write simple sentences.
- Some familiarity with the personnel working in the school and their locations.

### Teaching/Learning Strategies

1. Students brainstorm why people work and the teacher makes a list of their responses on an overhead transparency or the board using infinitives, e.g., to make money, to be busy/not to be bored, to buy food/clothes/a car/a house, to pay the rent, to live, to make a contribution, etc. The teacher inquires if teenagers work in the countries students came from, and informs the students that many teenagers work here in Canada. Students list possible reasons why teenagers/students work and discuss minimum wage (pay, salary) and the difference between part time (15 hours) and full-time work. A healthy balance between work and responsibilities to students' families and schoolwork should be part of the discussion. The teacher also lists synonyms for "job": career, occupation, profession, work. Students include these word lists in their learning logs.
2. Through class discussion, students then investigate where/how to find jobs. Using a word web on the board, the teacher records students' feedback. Students also copy the word web in their notebooks. Distribute newspaper classified/career sections to groups of two or four students drawing their attention to types of jobs, terminology, salaries, requirements, and application directions. Chooses ads that are simple to understand and add "newspaper ads" to the web diagram.
3. The teacher informs the students that a guidance teacher will visit the classroom and talk about how and where to get a job. Before the guidance teacher arrives, the students compose several questions

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to ask: What is your job?, How did you get/find your job?, What do you like/dislike about your job? Allow students to volunteer to ask the questions. After the introduction of the guidance teacher, students ask their questions, and then the guidance teacher provides job information. The teacher adds this information to the word web on the overhead transparency/board, and after the guidance teacher has finished the information presentation; students copy the word webs in their notebooks. Either have students decide beforehand who will thank the guidance teacher and in what way or have the students each write a thank you letter.

4. The teacher then hands out copies of a (simple) job application form instructing the students to print (neatly) or use block letters on application forms. Students review how to write dates, address, proper nouns/common nouns (capitalization of *school*, for example, when part of a name), etc. The teacher circulates and assists students as needed, fielding questions as they arise and teaching/explaining unknown parts of the application form (using the overhead transparency). The teacher conferences with each student upon completion, providing feedback on the appearance and accuracy of his/her application form.
5. The teacher informs the students that they are to conduct a survey of how people get jobs. Each student in the class is given the name and job title of a person working at school to interview. Using the Survey Worksheet/Chart, students ask three questions and record the responses: What is your job (title)?, How did you get/find your job?, Name one duty/task you do? or Why do you like your job? For practice, the teacher invites a select group of students who have part time jobs (school ambassadors, peer mediators, members of a club, a senior religion class) to be interviewed in the classroom. All students stand and conduct interviews. Each student should interview at least three invited students and record responses on the Survey Worksheet/Chart. Before students are ready to make contact with their assigned person in school, they discuss and practise aloud polite greetings/leave takings, and formal register, e.g., Excuse me, are you Mr. Saith?, Could I ask you some questions?, Pardon, could you repeat that?, Thank you! Now students are ready to contact their assigned person. The teacher collects the surveys and checks for completion.
6. Using the “Occupations and Workplaces” section in picture dictionaries and word lists in students’ learning logs, the teacher selects twenty occupations and has students write a fill-in-the-blanks test of twenty sentences in the following manner: A pharmacist works in a drug store/pharmacy. A hairstylist works in a beauty salon. A secretary works in an office.
7. Students discuss how people choose their jobs/occupations/careers with emphasis on spiritual benefits or job satisfaction. The teacher helps them to realize that self-knowledge is vital and distributes the self-assessment survey, (Appendix 4-2.1 - Is That Me?) asking students to complete it. Students should include the survey in their learning logs.
8. Students imagine they are applying for a part time job. They discuss: What is the job? Why are they interested in this job? What qualifications, experience or personal aptitude do they have for this job? How should they dress/act? The teacher assists students in preparing a simple personal resume and cover letter. In pairs, students brainstorm an interview situation for each partner’s job (five questions each), playing the roles of interviewer/employer and interviewee/employee. The pairs practise and present their interview to the class. Students provide feedback to the presenters using the peer rating scales handout, (Appendix 4-2.2 - Why You Got/Didn’t Get the Job).

### **Assessment/Evaluation**

- Conferencing: application form. (diagnostic/formative: ARE1.02, AWR1.03)
- Conferencing: survey. (formative: ASC2.01, 2.02)
- Paper and Pencil Test: subject/predicate/prepositional phrase/present tense/ “occupations” vocabulary. (summative: AWR2.01, 2.02, 2.03, 2.05, 2.06, 2.07)

- Reflection: self-assessment Appendix 4-2.1 - Is That Me? (Diagnostic/formative: ASC2.07)
- Reflection: peer-assessment Appendix 4-2.2 - Why You Got/Didn't Get the Job! (formative: AOR1.05, 1.06, 2.03, 2.04, 3.02, 3.03, 3.05)

### Accommodation

- Pair less fluent/proficient students with more fluent students for part time job interviews.
- Accompany less fluent students when they are conducting survey.
- Assign the duties of introducing, greeting, thanking and questioning to students according to their language competency and comfort level.

### Resources (see Unit Resources for full entry)

Picture dictionaries

Guidance office/teacher

Job application forms

Students with part time jobs and other school personnel

## Activity 3: Explorers, Inventors, Artists

**Time:** 240 minutes

### Description

This activity acquaints students with “Canadian people in the news” both past and present. Through an investigation of early explorers in Canada, to famous inventors and performing artists, students have an opportunity to continue to develop attitudes and values founded on Catholic social teaching and to promote social responsibility, human solidarity, and the common good. Students practise note taking, researching, and paragraph writing skills as well as reviewing negative constructions in long and contracted forms.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- respect and understand the history, cultural heritage and diversity of today’s contemporary society; (7g)
- find meaning, dignity, fulfillment and vocation in work which contributes to the common good. (5d)

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

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

**Specific Expectations:** AOR1.01, 1.02, 1.03, 1.04, 1.05, 2.02, 2.04, 3.05, 3.06, 4.01❖, 4.02; ARE1.02, 1.06, 2.01, 2.03❖, 2.04❖, 3.01❖, 3.03, 4.02❖; AWR1.02, 2.01❖, 2.02❖, 2.03❖, 2.04❖, 2.05X❖, 2.06X❖, 2.07❖, 2.08❖, 2.09❖; ASC1.01❖, 1.02, 1.03, 2.05, 2.06, 2.08.

### Planning Notes

- Write the list of new vocabulary on the board/chart paper/overhead transparency: explorer, navigator, pioneer, inventor, singer, actor/actress, comedian, fact, opinion, peace, physics, medicine, literature, chemistry, economics.
- Purchase a video of *Heritage Minutes*, or arrange for class visit to the computer lab to explore the web site ([www.heritageproject.ca](http://www.heritageproject.ca)).

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- Decide which five early explorers to highlight, paying attention to inclusion of diverse ethnocultural backgrounds (e.g., John Cabot, Jacques Cartier, Henry Hudson, George Vancouver, Alexander MacKenzie) and tape an audiocassette presentation giving pertinent, simple facts. Arrange for five different voices (teachers, senior drama students) to record three facts/sentences about each explorer.
  - Make an overhead transparency of the facts/sentences. Women pioneers and Christian role models can be included, e.g., Jeanne Mance, Marguerite Bourgeoys.
  - Make enough photocopies for students of worksheet: Time Line of the Early Explorers (Appendix 4-3.1).
  - Make arrangements with the librarian for a class visit to the library to research Canadian Nobel winners: Dr. Frederick Banting, J.R. McLeod, Lester B. Pearson, Gerhard Herzberg, John Polanyi (or more recent recipients) in encyclopedias, in other reference material, or on the internet.
  - Bring in music from each of the following artists/or direct students to watch music/film videos of Shania Twain, Celine Dion, Alanis Morissette, Barenaked Ladies, Jim Carrey (or Canadian artists of your choice).
  - Create an exercise (Who Are/Aren't They) practising negative constructions and the names of explorers, inventors and artists studied in this activity, e.g., Shania Twain \_\_\_\_\_ is/isn't an opera singer, John Cabot \_\_\_\_\_ (did/didn't) explore South America.
  - Prepare a model paragraph or use Appendix 4-3.2 and a guide for peer editing by adapting Appendix 2-6.1.
  - Create a marking checklist for a paragraph writing activity or use Appendix 4-3.4.

### **Prior Knowledge Required**

- Knowledge of English alphabet
- Some familiarity with Western/Christian view of time/dates
- Some research skills/note taking skills

### **Teaching/Learning Strategies**

1. The teacher refers to the list of new vocabulary on the board/chart paper/overhead transparency: explorer, navigator, pioneer, inventor, singer, actor/actress, comedian, fact, opinion, peace, physics, medicine, literature, chemistry, economic s, (to) sail. The teacher helps student pronounce and practise aloud the words and students write them in their learning logs. The meaning of each word is discussed or the teacher assists students as they check bilingual dictionaries for meanings; students could also write a translation in their first languages beside the words.
2. The teacher shows a few *Heritage Minutes* episodes/ads and asks the students what they noticed (e.g., Who were the first people in Canada?, Where did the pioneers come from? What was pioneer life like?, Where did this take place?, When?, What were some of the names?, Why do we still honour and remember them?). The teacher makes notes on the board as students respond. The teacher may invite students to ask about the early history of some of the students' native countries and add some of that information to the notes on the board.
3. Students copy and organize the information on the board into notes for their notebook. Information such as date, title of episode, and answers to the 5 W's could be presented in chart form.
4. After handing out the worksheet, Time Line of the Early Explorers (Appendix 4-3.1), the students fill in facts they are able to obtain from the audiotaped presentations of five explorers. Replay as needed for comprehension and use the overhead transparency of recorded texts if necessary.
5. The teacher asks who has heard of the Nobel awards. The students record in their learning logs that a Swedish inventor left money to be given every year on Dec. 10 (since 1901) as an award for people who contributed to the "good of humanity". These awards are given in six areas: peace, physics,

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medicine, literature, chemistry, and economics. The awards are worth \$225,000. The teacher writes the names of Canadian winners on the board: Banting, McLeod, Pearson, Herzberg, Polanyi. The students do some research in the library about these Nobel winners using reading skills such as scanning for information and key words. Students need to find out when they won the award, in what areas, and what the accomplishments were. Students create a chart with four headings across the top of the page: Prize Winners, Date, Area, Accomplishment, and five rows down, containing the five names of the inventors/pioneers. These charts are then displayed in the classroom or used for comparison with this year's Nobel winners.

6. The teacher plays either short samples of music/video of selected Canadian artists (such as Shania Twain, Celine Dion, Alanis Morissette, Barenaked Ladies, and Jim Carrey). Inform the students that these are Canadian performing artists and ask if they are familiar with them. Elicit names of the artists, and the type of music/acting they are known for: (e.g., country music, rock, comedian, etc. ) Ask about favourite performing artists (musicians, singers, actors) from their native countries. Students can bring in pictures, music CD's/cassettes, videos of these artists to share, discuss, and appreciate with classmates. As an extension students conduct a class survey of their favourite radio stations.  
Include terminology/concepts of AM/FM, call letters of radio stations, numerical indicators of radio stations, multilingual/cultural stations, type of music, time of news/weather casts... warnings of winter school closings, and would involve practice identifying letters of the Roman alphabet as well as asking questions/ interviewing /co-operative...interpersonal skills. The teacher assesses student's abilities to identify letters of the Roman alphabet.
7. Students review negative construction/word order with simple verbs they already know in the present, past, and future tenses. The teacher shows both the long form of the negative as well as the contracted form. A grammar text such as *Basic English Grammar* is helpful as a resource and for supporting exercises. The teacher then distributes a self-created handout and explains that students will fill in the blank with the appropriate affirmative or negative construction as the case may be. Check for completion and take up orally or on the board.
8. The teacher asks students to select their "favourite Canadian" from the group of explorers, inventors and artists studied in this activity. Using the teacher-prepared paragraph model (or an overhead transparency), point out the organization of ideas/sentences using the 5 W's as a guide (Appendix 4-3.2). Students write a rough draft of a structured paragraph following the teacher's model on their favourite Canadian. The teacher should make sure to discuss/point out the need for and location of name, date, title, topic and concluding sentences. After peer/teacher editing of first drafts and brief conferencing, students write a final draft for evaluation purposes. Appendix 4-3.3 can be used as a marking guide/checklist.
9. The teacher assigns Performance Task (Appendix A, at the end of this document) in preparation for final evaluation.

### **Assessment/Evaluation**

- Observation: Addition of new vocabulary in learning logs (formative: ARE2.03, 2.04)
- Note taking from *Heritage Minutes*. (formative: AOR4.01)
- Time Line worksheet (Appendix 4-3.1). (formative ASC1.01, AOR4.01)
- Who Are/Aren't They? worksheet (formative: AWR2.04)
- Checklist: Nobel Prize Winners chart (summative: ARE4.02)
- Informal Observation: Roman alphabet (formative: ARE3.01)
- Marking Checklist: Paragraph writing (Appendix 4-3.3) (summative: AWR2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09)

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## Accommodations

- Pair less fluent/proficient students with partners of same first language/or more fluent students.
- Provide teacher guidance with note taking, research, paragraph writing as required and make use of graphic organizers such as Mind maps, sequence charts, Venn diagram, web, etc.
- More advanced/fluent students can access *Heritage Minutes* as well as do research of Nobel winners on the Internet.

## Resources (see Unit Resources for full entry)

*Heritage Minutes* (www.heritageproject.ca)

Famous Canadians

*Basic English Grammar*

Radio/television programs, audio cassettes/CD's

## Activity 4: Extra! Extra! Read All About It!

**Time:** 180 minutes

### Description

Students review and apply the 5 W's to newspaper articles, the content of which reflects Catholic values. In addition, questioning/inquiry to gather information is practised along with simple sentences and punctuation. The concept of a headline is introduced. Through role play, students practise forming questions in a news conference scenario. Taping of presentations allows peer- and self-evaluation of oral proficiency.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others; (2c)
- use and integrate the Catholic faith tradition in critical analysis of the arts, media, technology, and information systems to enhance the quality of life. (2e)

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

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

**Specific Expectations:** AOR1.01, 1.02, 1.03, 2.01, 2.02, 2.04, 3.01❖, 3.05, 3.06❖, 4.01, 4.02; ARE1.04, 2.01, 2.03, 2.04, 3.04❖, 3.05❖; AWR1.04, 2.01, 2.03, 2.05, 2.06; ASC1.02, 2.06❖.

### Planning Notes

- Make an overhead transparency or a laminated poster with the 5 W's and their definitions as a review.
- Obtain books, articles with large easy to see titles.
- Provide photocopies of the article "Catch of the Year" along with the sections entitled "Reading for Answers", "Headlines" and "Interview" from *Amazing! Canadian Newspaper Stories*. If the resource is unavailable use any newspaper article that clearly demonstrates the 5 W's. Also, create three separate handouts: a six-question summary of the article which asks specific information on what has happened, a handout with six possible headlines on which the student checks the ones appropriate to the article, and an interview sheet with ten to fourteen questions which focus directly on information in the article as well as information that is not necessarily given, such as How did you feel when it was all over?

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- Select articles that exemplify Catholic values and prepare a newspaper article analysis assignment (5 W's).
  - Supply paper, tape, markers, etc. for nametags.
  - Arrange the classroom for a news conference and have a tape recorder to record the entire news conference.
  - Create a handout of a newspaper article in which the punctuation has been omitted.

### **Prior Knowledge Required**

- Familiarity with the 5 W's and with simple sentences

### **Teaching/Learning Strategies**

1. The teacher reviews the 5 W's using an overhead transparency or a laminated poster.
2. Using books (or other materials with a title), the class predicts what the story is about by reading only the title. Give students at least five minutes to write down any ideas, then discuss the ideas as a class.
3. The teacher writes the definition of the word "Title" and then writes the word "Headline" on the board and explains how the headline is the title of a news story—it captures the essence of the entire story.
4. Select any newspaper story, appropriate to the reading level of the class, which reports on an individual performing a good deed or use the news article entitled "Catch of the Year" from *Amazing! Canadian Newspaper Stories* (page 32). Read the article together as a class. After reading, lead a discussion to review the students' thoughts about the story. Write any words not clarified on the board.
5. Next, analyse the article as a class in search of the 5 W's.
6. As a homework assignment, students clip out a newspaper article, (or the teacher has one ready for them), and find the 5 W's by identifying and highlighting them on the news article.
7. Following the assignment, the teacher puts up a banner welcoming the students to the "Department of Reporters in Training" and explains that they are now rookie reporters and will be investigating a news report for the very first time. Their first assignment is to retrieve information on the main figure in the newspaper story or in the Roop Sandhu story from "Catch of the Day". At this point, the students create their own "credential pass" with their name and the newspaper for which they are working (any type of materials can be used to create these). The teacher should create his/her own credential with the title "Editor".
8. Next, students work on the handout with five or six questions asking for specific information from the article as well as the handout with a list of six alternate headlines to the story (one or two of them should not relate to the story). For the former, students "investigate" the article to find the answers to the questions regarding the main figure and the incident. For the latter, the students choose all the appropriate alternate headlines for the story. Or use the sections in *Amazing!* entitled "Reading for Answers" and "Headlines" (p. 33) to investigate the Roop Sandhu story. Before the students can move on to their next assignment they must present the aforementioned investigating material to the "Editor" (teacher) for review.
9. The next "assignment" is for each "reporter" to create a set of questions that he/she will ask the main figure from the news article or Roop Sandhu. Use the section entitled "Interview: You Work for the Newspaper" (p. 34) from *Amazing!* or see Planning Notes for alternate handout.
10. Once students have completed all the sections of the "reporter assignment" the teacher reviews the original article for an examination of the rules of punctuation. Create a word list with definitions for period, comma, question mark, exclamation point, and capitalization. Then, students highlight the punctuation in the article with the corresponding colour. Periods will be highlighted with an orange

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colour, commas with red, exclamation point with yellow and all words with a capital in green. As a homework assignment, students work on a handout of an article in which the punctuation has been omitted.

11. Once the students have worked on the questions from Strategy 9, the teacher sets up the classroom as a news conference (Bring in a microphone to make the conference authentic, as well as a tape recorder to record the news conference. Listen to the tape as a class afterwards). The teacher takes on the role of Roop, or the main person in the article chosen, and the students become newspaper reporters asking the questions worked on previously. Explain that when a reporter asks a question he/she must first introduce him/herself and who he/she works for, which is found on his/her “credential”.
12. Upon completion of the news conference, the students listen to the taped news conference for peer evaluation.

### **Assessment/Evaluation**

- Performance Assessment: The 5 W’s written assignment to be evaluated on the proper application of the definitions (summative: ARE3.04)
- Performance Assessment: punctuation assignment (summative: AWR 2.05, 2.06)
- Questions and answers (formative: AOR3.01, AOR3.06)
- Observations: informal observations individual work (formative: ASC2.06)

### **Accommodations**

- More proficient students could take on the role of the main person being interviewed or “Roop”.
- Pair same language students to work on the reporters-in-training assignment.
- Make use of other students in the school who have had school newspaper or yearbook experience.

**Resources** (see Unit Resources for full entry)

*Amazing! Canadian Newspaper Stories* (pp.32 - 34)

Newspapers

## **Activity 5: When I Grow Up I want To Be Just Like...**

**Time:** 180 minutes

### **Description**

The majority of people within society have what is called a “hero”, (i.e., someone they admire and wish to emulate). In this activity, students have the opportunity to investigate and present their personal hero to the class as well as learn about some Canadians who have touched and influenced the lives of the people of Canada. In doing so, students recognize the God given gifts of themselves, of classmates, and of their heroes along with learning how their heroes contribute to the common good. Students examine the use of subject pronouns, synonyms and antonyms, as well as simple sentences, to create a short speech in paragraph form.

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## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others; (2c)
- examine and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities; (4g)
- respect the rights, responsibilities and contributions of self and others. (5e)

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

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

**Specific Expectations:** AOR1.01, 1.04❖, 2.01, 2.02❖, 2.03, 2.04, 3.03, 3.05, 3.06, 4.02❖; ARE1.02, 2.04, 3.02, 3.04, 3.05; AWR1.01, 1.02, 2.01, 2.03, 2.05, 2.06, 2.07, 2.09; ASC1.02.

## Planning Notes

- Present an essential part of Canadian cultural identity by creating a simple biography of Wayne Gretzky, reviewing the story “The Great One” from *Famous Canadians*, or using a story of any other significant Canadian heroic figure.
- Prepare a list of at least ten Canadians considered to be heroes, along with their picture, (e.g., Terry Fox, Rick Hansen, Emily Murphy, Dr. Frederick Banting and Dr. Charles Best, Madame Jeanne Sauvé, Chief Dan George, Pauline Johnson, Dr. Norman Bethune, Marc Garneau, Roberta Bondar, Silken Laumen, Manon Rheaume, Brother André, Marguerite de Bourgeoys, etc.) using current encyclopedias and/or CD-ROMs (*Encarta 98*) for information. Or use the Canadians found in *Being Canadian: Language for Citizenship* on pp. 120 - 124. Create a “Canadian Heroes” organizer. See Teaching/Learning Strategy 7.
- Arrange to have all sorts of hockey equipment brought into the classroom when focusing on Wayne Gretzky.
- Create a matching test on the Canadians studied in class.

## Prior Knowledge Required

- Knowledge of the English alphabet
- Familiarity with note-taking, writing simple sentences, and simple paragraph format

## Teaching/Learning Strategies

1. Begin the activity with discussion on what/who is a “hero”. Write the definition of “hero” on the board, then as a class, brainstorm by listing the characteristics of a hero. Further, list as many names of people considered to be heroes in a web format with the word “hero” in the middle.
2. At this point, students are assigned a My Hero Is... project. Students brainstorm using the web format as a starting point, and then begin researching information of their hero by using the Internet, CD-ROMS, etc. After researching, students prepare a short speech in the form of the 5 W's to be presented to the class at the very end of this activity.
3. Once the assignment is given, the class reads the teacher-created biography on Wayne Gretzky. Current encyclopedias (books and CD-ROMS) have Gretzky and his life story. Focus on when he was born, when he started playing hockey, both as a toddler and in the NHL, his accomplishments and why he is called “The Great One” or use the article entitled “The Great One” from *Famous Canadians*. Prior to photocopying, create a cloze passage for the students to fill in during the teacher-guided reading.
4. The teacher explains why hockey is important to Canada's cultural identity and how Wayne Gretzky is a national hero (one of the greatest players to play the game, positive role model both on and off the

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ice, spearheads charity organizations, etc.). Allow the students to view/handle the hockey equipment writing the names of each item on the board (stick, gloves, helmet, jersey, shoulder pads, etc.). Ask three or four students to stand at the front of the class. For each student, the teacher asks him/her to locate a specific piece of equipment by putting it on. For example, *Israa, put on a hockey glove*. The students reply in simple sentences such as *I am putting on the hockey glove*.

5. For homework, students work on questions that focus on vocabulary (have words that mean the same as and words that are opposite to ones that are in the story), as well as questions that focus on the content of the story or use the handout that accompanies “The Great One” from *Famous Canadians*. Further, students prepare a list of the Canadian hockey teams by checking the newspaper, trading cards, Internet, friends, etc.
6. Once work is reviewed, move on to other Canadian heroes. As a note taking exercise, the teacher presents either an overhead transparency or laminated poster of at least ten Canadian heroes. See Planning Notes for list or use the list of Canadians found in *Being Canadian: Language for Citizenship* (p. 122-124). Be sure to have pictures of each hero as well as a very short description, (approximately three sentences) of his/her accomplishments. Students copy down the descriptions of each person.
7. Using the information presented the students work on a teacher-created organizer entitled “Canadian Heroes”. The handout is in a chart form with the titles “Name of Canadian”, “Occupation”, “Year(s) of Accomplishment”, “Male/Female”, “What Are They Famous For?”.
8. At this point, students present their “hero” to the class. Use Appendix 4 - 5.1 - Rubric For Oral Presentation for evaluation.

### **Assessment/Evaluation**

- Pencil and paper test: a matching test on the ten Canadians discussed in class (summative: ARE1.02)
- Rubric: evaluation on presentation of hero: Appendix 4-5.1 Rubric For Oral Presentation (summative: AOR1.04, AOR2.02)
- Observation: question and answer and note taking (formative: AOR4.02)

### **Accommodations**

- Suggest independent research for those students with research skills.
- Provide teacher-assisted research for less proficient students or pair students with someone in the class who is familiar with Internet use, etc.
- Less proficient students should scan research materials for information using key words.

### **Resources** (see Unit Resources for full entry)

*Famous Canadians* (pp. 22 - 23)

*Being Canadian: Language for Citizenship* (p. 120 - 124)

Current encyclopedias/CD-ROMs (Encarta 98) and the Internet

## **Activity 6: Lights! Camera! Action!**

**Time:** 240 minutes

### **Description**

Much of what we learn about the daily activities in our society, our country, and the world comes from the media, in particular, visual media. Television plays a significant role in bringing to us the “visual”. The Gulf War of 1990 was the first major war to be fully televised while it was occurring. In this activity, students

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learn the many aspects of presenting news on television as well as understanding the power that it possesses. Students use and integrate the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life. At the same time, students expand and learn new vocabulary, learn prepositions of time, further explore the usage of punctuation, as well as the usage of subject, predicate, and pronouns.

## **Strand(s) and Expectations**

### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

- respect the rights, responsibilities, and contributions of self and others; (5e)
- achieve excellence, originality, and integrity in his/her own work and supports these qualities in the work of others. (5g)

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

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

**Specific Expectations:** AOR1.01, 1.03, 1.05, 2.01, 2.02, 2.04, 3.01, 3.02, 3.03, 3.05, 3.06, 4.01❖; ARE1.02, 1.04, 2.01, 2.04❖, 3.01, 3.05; AWR1.01, 2.03, 2.05, 2.06, 2.07, 2.09; ASC2.05❖, 2.06.

## **Planning Notes**

- Videotape any segment of a news broadcast.
- Compile a list on chart paper of television news broadcast words (e.g., anchor, co-anchor, camera, camera person, lights, set, background graphics, desk, etc.).
- Collect a class set of TV guides.
- Arrange a class tour of a television news broadcasting facility including behind-the-scenes. (In the Toronto areas, the CBC offers such tours. Contact the public relations office. In other areas of the province, contact local news station or community channel.) Bring a still or video camera to take pictures of students behind news desk. If unable to arrange a field trip, organize a guest speaker to visit the class (e.g., news personality, cameraperson, A.V. technician within the school) and suggest that he/she bring in some equipment for students to view.
- Provide construction paper, glue, scissors, and other material necessary for students to create a set for a news broadcast.

## **Prior Knowledge Required**

- Understanding of English alphabet and usage of punctuation as well as collaborative learning strategies

## **Teaching/Learning Strategies**

1. The teacher begins the activity by asking, What is TV news? Discuss how TV news is presented and who reports it, as well as the different types of TV news (world, community, sports, weather, etc.), while writing answers on the board.
2. Next, as a class view a TV news segment. The teacher asks if any students have heard of the story. Explain why keeping up-to-date with the news is important. It informs us of daily events. Discuss how and why television is such a powerful medium for reporting news.
3. The teacher explains the vocabulary list of television news jargon and broadcasting terms from things the students have seen from the tape. Students copy vocabulary in learning logs.
4. The students look through copies of TV guides in pairs to find what time news broadcasting occurs and on what stations. For the latter, if the students say “channel 5” list stations with the appropriate broadcast station call letters such as CBC, CTV, CityTV, The New VR, etc. If possible, find in the guide, the news programs which occur in the student’s own language.

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**Note:** The teacher also asks students to find the time and channel of a game show that poses questions to contestants in preparation for Activity 7. Students are asked to watch the game show for homework and take note of the different roles/occupations involved in the show.

5. Students visit an actual television newsroom/studio/station, if possible. A tour of the set and facility allows students a first hand experience of the newsroom. See planning notes.
6. After visiting the television newsroom, the students write a simple seven-sentence paragraph on “What did you learn from our visit to the TV station?” and place the written piece in their portfolio. The teacher arranges the class in groups of four or five to plan a news broadcast of their own. The news can be taken from events that are occurring in the community, country, world, or in the school itself. Each group must have two anchor people, a weather person, and a sports person. Either each group creates its own set or the class designs a set that every group will use. The teacher arranges to have a video camera record the broadcast to be viewed after the presentations. Allow class time for students to work/plan together for this broadcast.
7. Students view the video taped broadcast of “their” news and complete peer evaluation. See Appendix 3-5.2 - Dramatic Presentation Rubric.

### **Assessment/Evaluation**

- Rubric: evaluation of news broadcast -Appendix 3-5.2 - Dramatic Presentation Rubric (summative: AOR4.01)
- Observation: informal observation during presentation preparation (formative: ASC2.05)
- Questions and answers (formative: ARE2.04)

### **Accommodations**

- Provide teacher-assisted preparation of the broadcast for less proficient students.
- Allow more proficient students the opportunity to interview people within the school.
- Allow some students to use a visual prop to support the oral presentation.
- Allow students to tape themselves on audiotape to practise the oral presentation.

### **Resources** (see Unit Resources for full entry)

Local TV guides

Taped news broadcasts

## **Activity 7: Canadian Knowledge – A Classroom Challenge**

**Time:** 60 minutes

### **Description**

In this culminating activity, students have the opportunity to show and review what they have learned in this and prior units about Canadian celebrities, geography, occupations, community places/locations, and media. Students create questions about the aforementioned categories as the basis for a classroom game. They then participate in the game as team members, wherein each student has the opportunity to exercise Christian leadership in the achievement of individual and group goals.

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## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- work effectively as an interdependent team member; (5a)
- apply effective communication, decision-making, problem-solving, time and resource management skills. (4f)

**Strand(s):** Oral and Visual Communication; Reading; Social and Cultural Competence

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

**Specific Expectations:** AOR1.03❖, 2.02❖, 2.04❖, 3.01, 3.05, 3.06, 4.01❖; ARE2.01; ASC1.01❖, 1.02❖, 2.05❖, 2.06❖, 2.08❖.

## Planning Notes

- The teacher or students bring to the classroom TV guides in order to find the time and channel for games that pose questions to contestants. The students are asked to view one of the identified game shows before creating questions for their game. (This can be assigned in Activity 6 to save time.)
- The teacher or students create a classroom game either on the board, overhead transparency, or Bristol board, (see Appendix 4-7.1 for suggested categories and answers). Students could also develop categories, questions, and answers using their learning logs that contain a record of what students have learned thus far.
- The teacher may wish to simulate the game show sound stage/studio with a camera person, director, writers/researchers, light and sound person, game show host, and contestants (individuals or teams) by assigning duties and roles beforehand, or simply play the game with little preparation. If simulating the sound stage, make sure all students are comfortable with and knowledgeable of their roles. This can be achieved by giving the students a list of roles and then having them view the game show on TV taking note of what job each role has to fulfill. Later students should be polled to see which role they would like to play.
- Book a video camera and arrange for game show prizes and props, e.g., bells/buzzers.

## Prior Knowledge Required

- Familiarity with asking 5 W questions (word order)
- Some knowledge of Canadian geography, celebrities, occupations, media sources, and places/locations (school and community) studied in this and prior units

## Teaching/Learning Strategies

1. The teacher initiates a discussion of which game shows students have watched on television here and what kind of game shows exist in their countries of origin.
2. Students then brainstorm the occupations/jobs/roles involved in the production, filming and playing of a televised game show and record these in their notebooks/learning logs. Students can draw upon knowledge gleaned in Activity 6 of this unit.
3. Students located the time and channel of a game show in the TV guides brought to class in Activity 6, and watched it as a homework assignment. Students will also have taken note of the different roles/occupations involved in the game show and should have decided which roles they would like to play.
4. Once roles have been determined, students organize and practise what they will say and do during the game and the game board is created (Appendix 4-7.1). However, the contestants (either three individuals or three teams) do not see the answers/questions involved.
5. When all is ready, the camera rolls and the game begins!

- 
6. The contestant (or team) with the most points wins and receives a prize.
  7. As an extension of this activity, students could view the video of their game show for the sheer pleasure of accomplishment or to analyse their communicative competence.

### **Assessment/Evaluation**

- Formal teacher observation – anecdotal notes on students’ grasp of key vocabulary, asking questions, pronunciation, media knowledge, basic facts about Canada studied throughout the course, and soft skills of courtesy, respect and cooperation involved in group work (summative: AOR1.03, 2.02, 2.04, 4.01, ASC1.01, 1.02, 2.05, 2.06, 2.08)

### **Accommodations**

- Less fluent/proficient students could take on roles requiring little or no speaking.
- More fluent students should take roles as contestants.

### **Resources** (see Unit Resources for full entry)

TV guides (from newspapers already gathered for Activity 6)

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## Appendix 4 - 2.1

### Is That Me?

Check (✓) the statement that best describes you.

<input type="checkbox"/>	I like to work by myself.	<input type="checkbox"/>	I like to work in a group.
<input type="checkbox"/>	I like to work outside.	<input type="checkbox"/>	I like to work inside.
<input type="checkbox"/>	I like to use my hands and make things	<input type="checkbox"/>	I like to create ideas/think.
<input type="checkbox"/>	I like to try new things.	<input type="checkbox"/>	I take my time before acting.
<input type="checkbox"/>	I am energetic and enthusiastic.	<input type="checkbox"/>	I am quiet and reserved.
<input type="checkbox"/>	I rely on my feelings.	<input type="checkbox"/>	I am logical and ask questions.
<input type="checkbox"/>	I don't like being told what to do.	<input type="checkbox"/>	I like being told what to do.
<input type="checkbox"/>	I can do several things at one time.	<input type="checkbox"/>	I can do only one thing at a time.
<input type="checkbox"/>	I like facts.	<input type="checkbox"/>	I like opinions and theories.
<input type="checkbox"/>	I like to finish work in advance.	<input type="checkbox"/>	I work best under pressure/at the last minute.

Now write three sentences that tell how you work and learn best:

- 1.
- 2.
- 3.

## Appendix 4 - 2.2

### Why You Got/Didn't Get The Job (Peer Evaluation)

Write the number of points earned by the student in the job interview:

4 = Excellent      3 = Good      2 = Poor      1 = Bad

- Used polite greeting \_\_\_\_\_
- Shook hands/made eye contact \_\_\_\_\_
- Answered questions in full sentences \_\_\_\_\_
- Body language \_\_\_\_\_
- Asked questions, (not just about money) \_\_\_\_\_
- Seemed knowledgeable about the job/company \_\_\_\_\_
- Was confident, friendly, open \_\_\_\_\_
- Neat appearance \_\_\_\_\_
- Explained why she/he would be the best person for the job \_\_\_\_\_
- Thanked the interviewer and asked when it would be a good time to phone/follow up \_\_\_\_\_

Points: 30-40 Congratulations, you got the job!

20-29 You have potential, but we still need to interview others.

9-19 Sorry, no!

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## Appendix 4 - 3.1

### Time Line: The Explorers

1497	1534	1574	1608	1610	1616	1690	1749	1754	1792	1793	1808

1497- John Cabot \_\_\_\_\_

1534-Jacques Cartier \_\_\_\_\_

1610-Henry Hudson \_\_\_\_\_

1792-George Vancouver \_\_\_\_\_

## Appendix 4 - 3.2

### Model Paragraph: 5 W's

My favourite Canadians are the Barenaked Ladies [who]. They are pop musicians and singers [what]. All of them live in Toronto [where]. This year, they are very popular [when]. I like them because they have a funny name [why].

## Appendix 4 - 3.3

### Marking Checklist

Format: Heading (left margin) - Name of student - Name of teacher - Date - Title (centred) - Legible cursive/print form	/5 marks
Content and Organization - Good/correct use of vocabulary - W5 sentences organized in logical sequence	/7 marks
Mechanics and Usage - Punctuation/capitalization - Spelling - Grammar	/5 marks
Peer edited and signed	/3 marks

## Appendix 4 - 5.1

### Rubric For Oral Presentation

	Level 1	Level 2	Level 3	Level 4
<b>A. Content</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the task</li> <li>• Critical analysis of central ideas</li> <li>• Creative extension of ideas</li> </ul>	- limited  - limited  - limited	- some  - some  - some	- considerable  - considerable  - considerable	- thorough  - thorough  - thorough
<b>B. Presentation</b> <ul style="list-style-type: none"> <li>• Expression of ideas</li> <li>• Use of vocabulary covered in class</li> <li>• Sentence structure</li> <li>• Effective organization</li> <li>• Volume of voice and pronunciation made it easy to follow</li> <li>• Eye contact with audience</li> <li>• Good posture and no fidgeting</li> </ul>	- unclear and difficult to follow  - many errors, limited range of vocabulary  - many inaccuracies  - limited  - limited  - limited  - limited	- somewhat clear  - some use of class vocabulary, some errors  - somewhat accurate  - some  - some  - some	- generally clear  - considerable use of class vocabulary, few errors  - mostly accurate  - considerable  - considerable  - considerable	- thoroughly clear  - thorough and accurate use of class vocabulary  - very few errors; good variety  - thorough  - thorough with appropriate intonation  - thorough  - thorough

## Appendix 4 - 7.1

### Canadian Knowledge Classroom Challenge

Geography	Personalities	Media	Occupations	Places
\$ 100	\$ 100	Daily Double	\$ 100	\$ 100
\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
\$ 400	Daily Double	\$ 400	\$ 400	\$ 400
\$ 500	\$ 500	\$ 500	\$ 500	\$ 500

### Answers

The capital of Canada	Top female country rock star	Look here to find local businesses and services	This person bakes bread	Where you bring notes for absences
Two island provinces	A male singing group	Look here to find cinemas/films	This person works for free	Where you change a course
The river connecting Ontario and Quebec	She sings in French and English	Look here to find television programming	This person fixes a toothache	Where you find books and do research
The newest Territory	This Italian found the east coast of Canada	Look here to find names and phone numbers	This person loans money	Where you find teachers at lunch
Its capital is Regina	He discovered insulin	Look here to find a job	This person sews clothes	Where you find cleaning equipment

### Questions

#### Geography:

1. What is Ottawa?
2. What are Newfoundland and Prince Edward Island?
3. What is the St. Lawrence River?
4. What is Nunavut?
5. What is Saskatchewan?

#### Media:

1. What is the Yellow Pages?
2. What is a newspaper/Arts section?
3. What is a TV guide?
4. What is/are a telephone directory/white pages?
5. What are classified ads?

#### Places:

1. What is the attendance office?
2. What is Student Services/the Guidance Office?
3. What is the library/resource centre?

#### Personalities:

1. Who is Shania Twain?
2. Who are the Barenaked Ladies?
3. Who is Celine Dion?
4. Who is John Cabot?
5. Who is Dr. Banting?

#### Occupations:

1. What is a baker?
  2. What is a volunteer?
  3. What is a dentist?
  4. What is a banker?
  5. What is a tailor?
4. What is the staff room?
  5. What is the janitor's office?

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## Unit 5: Your Stories - My Stories

**Time:** 20 hours (includes 2 hours for Final Evaluation Part 1)

### Unit Developer(s)

Charlene Fitzpatrick, Philip Pocock S.S.

Lidija Biro, Fr. Michael Goetz S.S.

**Development Date:** 1999

### Unit Description

Students read for enjoyment from a variety of sources and publish a booklet of their writings from their portfolio started in Unit Three. They interact with honesty and sensitivity to each other as members of Christ's family. They speak, write, listen, and respond critically in the light of gospel values to help each other to grow socially and intellectually. Together the teacher and the students decide on themes for this final unit. These themes can include folklore, fairytales, or the immigrant experience. Using modified reading materials, the students apply appropriate strategies to read, understand, and interpret information and ideas. They show an understanding of the readings through a variety of responses. In writing their personal stories, they demonstrate correct language structures and write in a variety of styles to include the personal responses, short creative pieces, letters, descriptions, and reflections on how they learn.

### Strand(s) and Expectations:

**Ontario Catholic School Graduate Expectations:** CGE 1a,h, 2a,c,d, 3a,c,d, 7g.

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

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

**Specific Expectations:** AOR1.02, 1.04, 1.05, 1.06, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.05, 4.02, 4.03; ARE1.01, 1.04, 1.05, 1.06, 3.02, 4.01, 4.02; AWR1.01, 1.02, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09; ASC2.03, 2.05, 2.06, 2.07, 2.08.

### Activities Titles (Time + Sequence)

Activity 1	Never Ending Stories: Fairytales & Folklore	300 minutes
Activity 2	The Hero in Me	180 minutes
Activity 3	Things I Can Read	300 minutes
Activity 4	Our Class Writings: A Book	300 minutes

Appendix A Final Evaluation Part 1 Studying Skills: Getting Ready For the Finals 120 minutes

### Unit Planning Notes

- Developing mature, independent learners capable of identifying their needs and knowing how to fill those needs is important for ESL learners. Involve the students in the choice of themes for this unit to enhance their commitment to the learning experiences.
- Consider building the unit around an available text, or on a topic for which you have a good selection of reading materials. Ensure that the selection offers enriched readings with a variety of interest and reading levels, as well as cultural relevance. The activities include the immigrant experience, Canadian folklore, and traditional fairytales but can be easily adapted for other selections. Decide on four to five readings for the entire jigsaw activity (e.g., selections from *World Folktales*). Select readings to reflect the cultural mix in the classroom.

- Much of this unit can be done at locations outside of the classroom, (e.g., the library, the chapel, and outdoors, if possible. The chapel is a good location if simple parables are used.
- Arrange for members of the community to come into the classroom, either to read to the students or to share stories. Volunteers and peer tutors drawn from the community and school provide additional interaction with English speakers for the ESL students. Additionally, the librarian may be invited to read from appropriate level reading materials to the students.
- Individualize grammar instruction. Assign supplementary reinforcement exercises as needed, throughout the unit. Have a variety of short grammar sheets available.
- Students revise written pieces until they are ready for publication in Activity 5.
- Update the student profile started at the beginning of the course to record the strengths and weaknesses in language development of students over the course of this unit.
- Order films/audio tapes to use for visual and audio reinforcement. The children’s section is a good source for simplified materials but ensure students are not offended by the childish nature of the voices, music, or photo shots.

### Prior Knowledge Required

- Students should have a beginning familiarity in speaking, reading and writing in the English language.

### Teaching/Learning Strategies

Silent reading, jigsaw, process writing, individualized grammar instruction, mini talks, following the lesson on the blackboard and overheads, community visitors, journals, computers, audio tapes, portfolio, small and large group activities.

### Assessment/Evaluation

Activity	Type	Tool	Categories
Activity 1	Formative Summative Summative	Performance observation during Jigsaw completion of notes Retelling of tales Oral performance on Charts	Know/App/Comm  Think/App Know/Think /App
Activity 2	Formative Formative Summative Summative	Mind Map (Hero Traits) Sequence Grid (“Quest”) Personal Reflection (Writing) Performance Task (Fairytale Olympics)	Know/Think/App Know/Think/App/Com Know/Think/App/Com Know/Think/App/Com
Activity 3	Formative Formative	Checklist of completion of journal entries Teacher observation of silent reading	Know/Think/App Application
Activity 4	Formative Summative	Self/peer Evaluation Check Portfolio	Know/Think/App Know/App/Comm
Appendix A	Formative Formative Formative	Checklist of completion of grammar sheets Teacher observation during preparation for finals Observation informal interviews	Know/App Think/App  Think/App/Comm

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## Resources

### Print

- Acosta, Joan. *Canada Coast to Coast*. Second Edition. Toronto: ITP Nelson, 1999.
- Azar, Betty. *Basic English Grammar*. N.Y.: Prentice Hall Regents, 1996.
- Bettelheim, Bruno. *The Uses Of Enchantment*. New York: Vintage Books, 1977.
- Bailey, Judith. *Begin in English: Vocabulary-Expanding Short Stories for Launched Beginners*. Vol. 1 California: Jag Publications, 1988.
- Breckon, Claire. *Sirinee & Other Stories*. London: Heinemann, 1997.
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- Cole, Babette. *Princess Smartypants*. London, U.K.: Collins Pub. Co. 1988.
- Grennan, Maggie. *The Canadian Oxford Picture Dictionary, Beginner's Workbook*. Toronto: Oxford University Press 1997.
- Hu, Celine C. *The Bride of Prince Mudan & Other Stories*. London: Heinemann, 1997.
- Ingram, Anne. *The Gift From The Gods & Other Stories*. London: Heinemann, 1997.
- Ingram, Anne. *The Land of Morning Calm & Other Stories*. London: Heinemann, 1997.
- Ingram, Anne. *Why Ducks Sleep On One Leg & Other Stories*. London: Heinemann, 1997.
- Kasser, Carol and Ann Silverman. *Stories We Brought With Us*. New Jersey: Prentice Hall Regents, 1986.
- Khoo, Catherine and Marguerite Siek. *Love Conquers Death & Other Stories*. London: Heinemann, 1997.
- Krejcsi, Cindy, ed. *English, Yes. Introductory. Learning English Through Literature*. Illinois: Jamestown Publishers, 1998.
- Munsch, Robert. *David's Father*. Ontario, Canada: Annick Press. 1984.
- Munsch, Robert. *Giant. Or Waiting For the Thursday Boat*. Ontario, Canada: Annick Press. 1989.
- Porter, Jessie, ed. *New Canadian Voices*. Toronto: Wall and Emerson Inc. 1991.
- Scholastic Scope*, "Myths And Folklore". April 12 1991. Richmond Hill: Scholastic -Tab Publication Canada.
- Scieszka, Jon and Smith Lane, *Squids will be Squids: Fresh Morals and Beastly Tales*. New York: Viking 1998.
- Scieszka, Jon and Smith Lane, *The True Story Of the 3 Little Pigs*. Markham. Ontario, Canada: Penguin Books, 1989.
- Siek, Marguerite. *The Lord of Obama's Messenger & Other Stories*. London: Heinemann, 1997.
- Stein, Anita. *World Folktales: An Anthology of Multi Cultural Folk Literature*. Lincolnwood, USA: National Textbook Company, 1996.
- Weinstein, Nina. *Reading Snacks*. Toronto: Maxwell Macmillan Canada, Inc., 1992.
- Children's Bible
- ### Videotapes/audiotapes
- David's Father*. CBC.
- Quest*. International Telefilm.

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## Activity 1: Never Ending Stories: Fairy Tales and Folklore

**Time:** 300 minutes

### Description

Universal connections in fairy tales and folklore are explored through readings and discussions of traditional fairy tales, folklore and bible stories. The students gain a growing respect for the life journey of all people of good will, faith traditions, and world religions. They examine the morals in the tales and connect these to their own personal experiences of honesty, bravery, loyalty, etc. The students engage in a jigsaw activity to read a fairy tale/folktale/biblical story and retell the tale, mentioning some of its patterns. Students are encouraged to use photo prompts (e.g., pictures books) when presenting to the class and to speak correctly and with clarity. They begin to write response and personal pieces in their learning logs, using the language structures studied so far in the course.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- respect the faith traditions, world religions and the life-journeys of all people of good will; (1h)
- respect and understands the history, cultural heritage and pluralism of today's contemporary society. (7g)

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

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

**Specific Expectations:** AOR1.04, 3.01; ARE1.04❖, 1.06X❖, 3.02, 4.01, 4.02❖; AWR1.02, 2.03, 2.04; ASC2.05❖, 2.07; 2.08❖.

### Planning Notes

- Arrange with librarian or members of the community to visit the class to read, scribe, and listen to the students' stories (seniors, members of the ethnic community, family members, school ambassadors).
- Prepare reading materials for the jigsaw activity keeping class composition and available materials in mind. The number of home groups for the jigsaw activity determines the number of selections needed. (Suggested selections from *World Folktales* are "Why the Baby Says 'Goo'": Native American; "The Little Daughter of the Snow": Russian; "The Spoiled Child": Slavic; "The Fisherman and the Genie": Arabian. Think of the students' background and use materials to reflect their homelands where possible. Have three to four selections. Consider using a Native story teller or Native stories to build respect for Native cultures.
- Bruno Bettelheim's *The Uses Of Enchantment* is a good teacher resource for this activity.
- Materials needed: Prepare an organizer, reading-selection handouts, jigsaw handouts detailing key student expectations, and guided worksheets.

### Prior Knowledge Required

- This is the final unit and some facility in reading, writing, and speaking in English is assumed.

### Teaching/Learning Strategies

1. The teacher begins the activity by having the students listen to a short fairy tale, look at video, or hear an example of a fairy tale or a folktale (e.g., *Giant* or *Waiting For The Thursday Boat* by Robert Munsch) which has a Christian theme. As a diagnostic activity, the class brainstorms to elicit knowledge about the characteristics of the fairy tale and folklore genres. Teacher records the results

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of the brainstorming on the board, allowing students to use their first language to generate vocabulary from their classmates.

2. Next students read a selection of four to five tales using a jigsaw strategy (see planning notes for suggested material). Before beginning the jigsaw the teacher explains the activity and the expectations. Rules for working in groups are reviewed: turn taking, positive interactions, etc. Then the teacher explains the purpose of the home groups and the jigsaw groups. Form groups based on the selection of reading materials.
3. Distribute reading materials to home groups. Students read and become familiar with the readings. Next the members of the group discuss the reading using a guided worksheet. Teacher circulates and assists as needed.
4. Students move into jigsaw groups and share their tale. They complete a chart using a graphic organizer: Title, Plot (6-7 points), Characters, Setting, Lesson/ Moral, Literary and Archetypal patterns.
5. Students complete the above chart in their notebooks using the information from the group members.
6. Students are encouraged to share with the whole class as a final activity. If necessary the teacher asks directed questions to elicit the patterns within the fairy tale and/or the folklore genre.
7. Each student is responsible to retell, act out a scene, or read to the class from a book of a fairy tale/folktale from a library or from home. The teacher encourages the students to use prompts/picture books to retell tales. Students could also write a tale with which they are familiar in their first language.
8. Before the presentation the teacher reviews the expectations for an oral presentation (pronunciation, eye contact, clarity of voice) and allows students time to practise in pairs.
9. Students listen and respond with sensitivity as classmates present their stories.
10. To incorporate Catholic values, students are asked to identify the moral of the fairy or folk tale. The teacher uses the students' ideas in an informal discussion of personal stories wherein the students tell of their experiences (or stories they know from the news) of acts of sharing, honesty, loyalty, honour, Christian leadership etc.

### **Assessment/Evaluation**

- Performance Assessment on participation during brainstorming and presentation of personal tales (formative: ASC2.05, 2.07)
- Observation of students during the reading and group work exercise (formative: ARE1.04, 1.06)
- Checklist of homework assignment (summative: ARE4.02)

### **Accommodations**

- Read or scribe for students who need help to read the story or to write their own.
- Use picture books to write captions for those that may need alternative activities.
- More advanced students can write their own tales and prepare them to share with a Kindergarten class.

### **Resources** (see Unit Resources for full entry)

*Begin in English: Vocabulary-Expanding Short Stories for Launched Beginners*

*The Bride of Prince Mudan & Other Stories*

*Canada Coast to Coast*

*The Canadian Oxford Picture Dictionary, Beginner's Workbook*

*David's Father*

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*English, Yes. Introductory. Learning English Through Literature*  
*Giant. Or Waiting For the Thursday Boat*  
*The Gift From The Gods & Other Stories*  
*The Land of Morning Calm & Other Stories*  
*The Lord of Obama's Messenger & Other Stories*  
*Love Conquers Death & Other Stories*  
*New Canadian Voices*  
*Princess Smartypants*  
*Reading Snacks*  
*Scholastic Scope, "Myths And Folklore"*  
*Squids will be Squids: Fresh Morals and Beastly Tales*  
*The Stone Lion & Other Stories*  
*Stories We Brought With Us*  
*Sirinee & Other Stories.*  
*The True Story Of The 3 Little Pigs*  
*Why Ducks Sleep On One Leg & Other Stories*  
*World Folktales: An Anthology of Multicultural Folk Literature*  
Videos/audio tapes available in the children's sections of public libraries

## **Activity 2: The Hero in Me!**

**Time:** 140 minutes

### **Description**

Students review the traits of a hero touched upon in Unit 4 and characterization found in fairy tales and legends studied in this unit. They reflect upon and evaluate their own characters and experiences for acts of heroism or contributions to the common good. With the help of the film/video *Quest*, students endeavour to see themselves as ministers to their family, school, parish, and wider community through service. Students produce a piece of writing/personal reflection to add to their portfolios and demonstrate their understanding of the elements of a fairy tale by creating their own in the game of Fairy Tale Olympics. Structured, accurate written communication, the writing process, co-operative group work skills, creativity, and fluency in oral communication are stressed and practised.

### **Strand(s) and Expectations**

#### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

- illustrate a basic understanding of the saving story of our Christian faith; (1a)
- recognize there is more grace in our world than sin and that hope is essential in facing all challenges. (3a)

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

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

**Specific Expectations:** AOR1.01 ❖, 1.02❖, 1.06, 2.01, 2.02❖, 2.03❖, 2.04❖, 3.02, 3.05, 4.03❖; ARE1.05; AWR1.02❖, 2.01❖, 2.02❖, 2.03❖, 2.04❖, 2.05❖, 2.06❖, 2.07❖, 2.08, 2.09❖; ASC2.05❖, 2.06❖, 2.07, 2.08.

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## Planning Notes

- Prepare a teacher model of a piece of writing: a personal reflection on, for example, When I was brave... and a checklist for evaluation purposes (see Appendix 5-2.1 - Writing Checklist).
- On the 3x5 index cards, the teacher writes words/elements found in fairy tales, such as *frog*, *princess*, *sword*, *dragon*, *witch*, *knight/prince*, etc.
- Create an assessment/evaluation tool such as a checklist for the Fairy Tale Olympics. The teacher may assess for co-operative group skills, creativity, understanding of the elements/patterns of fairy tales, and pronunciation/oral presentation skills.
- Materials/equipment: TV/VCR, video *Quest* (or suitable alternate), 3x5 index cards, graphic organizers: Mind Map, and Sequence Chart or Grid, “saving stories” (simplified/abridged/modified) such as (Biblical) Noah & the Ark, Jesus, Ruth, David & Goliath, (*Heritage Minutes* video) Laura Secord, Marion Orr, Underground Railway, Nitro, Louis Riel, Jennie Trout, Halifax Explosion, (literature) *Old Yeller*, (films) *Mulan* or teacher’s choice.

## Prior Knowledge Required

- Some knowledge of hero traits and elements/patterns of fairy tales
- Some familiarity with writing process

## Teaching/Learning Strategies

1. Using a graphic organizer such as Mind Map, the teacher initiates a review of traits usually associated with heroes, such as courage/bravery, sacrifice, unselfishness, contribution to the common good, risk, perseverance/determination, etc.
2. Students then view the video *Quest* (a 20-minute no-dialogue “saving story” wherein a young hero undergoes a journey full of tests and trials in order to bring his ailing people out from the underground to the sun-filled, healthy surface of their planet) and complete a Sequence Chart/Grid of the main plot events. Upon completion, students exchange their charts with partners who check/correct the plot events as the teacher takes up the work orally/on the board.
3. The teacher selects several “saving stories” to read/retell/show to the students and elicits a discussion of heroism and service.
4. The students reflect on their personalities and life experiences and choose a “heroic characteristic” which they believe they have exhibited. They write a personal reflection, using the writing process (plan, first draft, conference/edit/rewrite, second draft, etc.), about a time in their lives when they were “brave/determined/unselfish/etc.” A teacher model of the composition should be provided as well as a checklist for marking purposes (see Appendix 5-2.1 - Writing Checklist).
5. Working in small groups, students prepare impromptu skits, Fairy Tale Olympics, based on the elements or patterns of fairy tales and legends studied in this unit. Each group receives 3 index cards from a deck of teacher prepared cards marked with an element found in fairy tales. Using the cards as a basis, students create and act out a fairy tale. The teacher assesses/evaluates using a checklist.

## Assessment/Evaluation

- Observations: informal observation of students’ knowledge (Graphic organizer: Mind Map) (formative: AOR1.01; AWR2.07)
- Observations: informal observation of students’ abilities to sequence events of a plot (Graphic organizer: Sequence Chart or Grid) (formative: AOR1.02, 4.03)
- Performance Task: Appendix 5-2.1 - Writing Checklist - personal reflection (summative: AWR1.02, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.09)

- 
- Performance Task: Checklist-Fairy Tale Olympics (summative: AOR 2.02, 2.03, 2.04; ASC2.05, 2.06)

### **Accommodations**

- Reduce the number of plot events to sequence by providing/filling in some parts of the chart for students with short-term memory difficulties.
- Allow students with limited writing ability to record the personal reflection on audiocassette tapes.

### **Resources**

*Quest*. International Telefilm

Bible Stories (simplified/abridged/modified versions): Noah, Jesus, Ruth, David & Goliath

*Heritage Minutes*. (video) ([www.heritageproject.ca](http://www.heritageproject.ca))

## **Activity 3: Things I Can Read**

**Time:** 300 minutes

### **Description**

Students continue to explore the world of print through a variety of written materials that the teacher has selected to meet the particular interests and levels of the students (and that reflect the composition of the classroom). The students review the meanings of plot, characters, and setting in fiction and apply these to new situations in the books they chose to read. Students tell their own stories which are added to the portfolio to be used in the final booklet in Activity 4. The students work co-operatively, respecting the learning environment as a place where all students have rights to the teacher's time and a quiet place for study and reflection. They use skimming and scanning reading techniques to elicit meaning from the texts.

### **Strand(s) and Expectations**

#### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values; (2a)
- think reflectively and creatively to evaluate situations and solve problems. (3c)

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

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

**Specific Expectations:** AOR1.02; ARE1.04, 1.05, 3.03, 4.02; AWR1.01, 1.02❖, 2.03; ASC2.03, 2.05❖, 2.08❖.

### **Planning Notes**

- In preparation for this unit, collect reading materials in addition to those on the resource list in the unit overview. Provide a range of readings for all levels with a variety of interests in order to challenge students. The sample activity is based on an advanced beginners text called *Begin in English: Vocabulary-Expanding Short Stories for Launched Beginners* with subject matter that includes, folk tales retold, human interest stories, some humour, some biography and a mystery.
- As in some of the preceding activities, arrange for members of the community to come into the classroom, either to read to the students or to share stories.
- Before this activity, arrange a library visit. The librarian may be invited to read to the students (from appropriate level reading materials).
- Again invite peer tutors/senior students to scribe and type. The students' stories will need to be recorded and then made ready for publication. For getting the oral story from the students, consider

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taping the interview. Materials written by the students throughout the unit becomes the basis for the booklet. The class fiction on The Family from Unit 3 can be included in the final publication.

- Book computer time if possible.
- Update the students' profiles during the silent reading to reflect the way the students use reading strategies to get meaning.

### **Prior Knowledge Required**

- Students in this final stage of the course will have the rudimentary skills of the language and be able to handle simplified text.

### **Teaching/Learning Strategies**

1. Reading for enjoyment is the prime goal of this unit. Teachers need to establish a reading atmosphere in the classroom and should read along with the students. Have a wide range of reading materials available.
2. The lesson is structured in the following way: with a starter, a period of sustained silent reading and a closing activity.
  - The starters allow the teacher to focus the class for the upcoming silent reading. The activity can be one of the following: listening to a song, choral reading of a poem, hearing a story, watching a film (suggested time not to exceed seven to ten minutes), or writing notes on terms such as plot, character, and setting.
  - Then students read silently.
  - The closing activity is a short whole-group activity. This could be a sharing of one student's reading for that day, a class grammar activity using physical response, choral reading, a mini quiz, or a teacher-created organizer on the board using information from the whole group on plot, character and setting, drawing on the readings of the class.
  - In addition, as part of the closing activity the students write a reading response in their learning log. The teacher provides the students with a list of prompts for openers for the response writing. Suggestions include writing a letter to a character in the story, changing the ending of the story, making a list of new vocabulary, drawing a scene in the story, etc.
3. For homework the students write a personal story or complete the personal responses started in the class.

### **Assessment/Evaluation**

- Checklist of completion of journal entries for student response writing (formative: AWR1.02)
- Observation of the students during the silent reading. Continuation of student profile (formative: ASC2.05, 2.08)

### **Accommodations**

- Obtain taped recordings of stories in the Junior and Children sections in public libraries. Also available are readers, large photo books, and simplified readers.

### **Resources** (see Unit Resources for full entry)

*Begin in English: Vocabulary-Expanding Short Stories for Launched Beginners*

*New Canadian Voices*

*Scholastic Scope*, "Myths And Folklore," April 12 1991

*Stories We Brought With Us*

Children's Bible

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## Activity 4: Our Class Writings: A Book

**Time:** 300 minutes

### Description

Students read from the writing selections in their portfolios and learning logs. They support each other by offering feedback and asking questions of one another from the readings. The students interact with sensitivity to each other and speak clearly and honestly with consideration for the learner at all times. In this final activity, the students have the opportunity to choose from the collection of writings gathered in their personal portfolio, and to use the “process writing model” to improve the organization and the language structures before having their writings “published”. A class booklet is produced to reflect work written throughout the course.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to be:

- present information and ideas clearly and honestly and with sensitivity to others; (2c)
- write and speak fluently in one of Canada’s official languages; (2d)
- make decisions in light of gospel values with an informed moral conscience. (3d)

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

**Overall Expectations:** AORV.01; AREV.01; AWRV.01, .02.

**Specific Expectations:** AOR1.02❖; ARE1.01, 1.05; AWR1.02❖, 2.02❖, 2.04❖, 2.05, 2.06❖, 2.07, 2.08❖, 2.09❖.

### Planning Notes

- Arrange the seating into a circle so that the students are facing each other during the time of class readings.
- Make photocopies of or re-type the students’ work depending on the legibility of the handwriting and the correctness of the grammar.
- The beginning of the academic year is a good time to arrange for peer tutors and volunteers to act as an audience and for the students to read to during the unit. The peer tutors can also do some editing.
- Prepare supplementary personalized exercises for students to do.
- As the students will be revising from their portfolio, prepare a handout on editing, make a list of the grammar structures learnt so far in the course and have students edit accordingly. Appendix 2-6.2 - Guide For Peer Editors is a good resource to photocopy.
- Materials needed: dictionaries, style guides, grammar text, writing pads, and art materials for students to illustrate their writings after the readings and during the preparation for publication.

### Prior Knowledge Required

- familiarity with the expectations for independent and group work in the Canadian classroom

### Teaching/Learning Strategies

1. The teacher sets the expectations for co-operation and turn-taking during the sharing of students’ writings, and creates a relaxed “café environment” for reading aloud.
2. The teacher encourages the students to be supportive of each other and writes a variety of positive comments on the board.

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3. Students read selections from their portfolio. Photocopies are distributed to less fluent students so that they can follow along as the work is read aloud. Some students may have someone else read their work. A typed or clearly printed sheet facilitates this, or the individual can practise with a peer tutor before this session.
  4. As each student reads, the rest of the group listens quietly and responds after a minute of silence. Questions and feedback follow.
  5. Students move into pairs and read the handout on how to edit, e.g., Appendix 2-6.2 - Guide for Peer Editors.
  6. Students choose two to three of their written pieces they feel are publishable and read their selections in pairs. They help each other get the selections ready for publication. The teacher edits and makes suggestions for revisions. The teacher also encourages creativity in style and display using illustrations e.g., lists, poems, cartoons, captions on photos, etc. Though computers are useful when students need to rewrite, this is a good opportunity for students to use their best handwriting, especially for those who are beginning to learn to write in English cursive script.
  7. The teacher writes a foreword to the class for the booklet, and then collates and publishes the material.
  8. In a festive closing activity each student is given a booklet.
  9. The teacher can arrange to display extra booklets around the school in showcases. The teacher also gives copies to the library and a couple of students present a copy to the administrative staff in the school.

### **Assessment/Evaluation**

- Students complete a self/peer-evaluation rubric (formative: AOR1.02, AWR2.02, 2.04, 2.06, 2.08)
- The portfolio is checked and marked for completion of the required number of pieces (summative: AWR1.02, 2.09)

### **Accommodations**

- Provide scribes to whom the students can tell the tales if they are unable to present to the whole group. Students practise with peer tutors before their turn to read.
- More advanced students can help in the preparation of the class booklet. Encourage extension and creativity in the writings of the more advanced students.
- A listening centre of some of the writings of the students, read by themselves or native speakers, can also be used for pronunciation and intonation practice.

### **Resources**

Support material for editing

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## Appendix 5-2.1

### Writing Checklist

<b>Categories</b>	<b>Level 1 Limited (50-59%)</b>	<b>Level 2 Some (60-69%)</b>	<b>Level 3 Considerable (70-79%)</b>	<b>Level 4 Thorough (80-100%)</b>
Knowledge and Understanding <ul style="list-style-type: none"><li>• understanding the concept of heroism</li></ul>				
Thinking/Inquiry <ul style="list-style-type: none"><li>• organization of ideas</li><li>• selecting relevant information</li></ul>				
Communication <ul style="list-style-type: none"><li>• Writing skills:<ul style="list-style-type: none"><li>- application of the writing process</li><li>- format</li><li>- accuracy</li></ul></li></ul>				
Application <ul style="list-style-type: none"><li>• analysis and evaluation of personal traits</li></ul>				

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## Appendix A: Final Evaluation

### Part 1: Study Skills: Getting Ready For the Finals

**Time:** 120 minutes

#### Description

Students prepare for their final ESL AO evaluation by reviewing the skills learned in the course so far and continuing to work on the research project which is the performance-based part of the evaluation. They also practise effective study techniques to prepare for exams in other subject areas. In line with the expectations of the Catholic graduate they set appropriate goals and priorities in school, work, and personal life.

#### Strand(s) and Expectations

##### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- think reflectively and creatively to evaluate situations and solve problems; (3c)
- set appropriate goals and priorities in school, work, and personal life. (4e)

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

**Specific Expectations:** AOR2.02❖, 2.03, 3.03; AWR1.01, 2.03❖; ARE1.04, 1.06❖, 2.03❖, 3.03, 4.02; ASC2.03, 2.07❖.

#### Planning Notes

- Challenge students according to their skill levels with supplementary grammar and reading texts.
- Borrow copies of texts for other subject areas in which ESL students are enrolled. This will help them when they make their calendar for examination review.
- Prepare overheads/handouts: Preparing for the Exam: Tips For Studying and Writing the Examination: Do's and Don'ts.
- Collect a past examination and have students choose one or two subject areas on which they would like to focus their review.

#### Prior Knowledge Required

- Students in this final stage of the course have notebooks that reflect the course work covered.
- Students should be familiar with the grammar structures covered to date. This includes the use of simple assertive, interrogative, and imperative sentences, simple verb tenses, plurals, pronouns, count nouns, adjectives, basic prepositions, negative construction, capitals, periods, and question marks.

#### Teaching/Learning Strategies

1. Students make a calendar for the remaining lessons of the academic term, recording dates of the upcoming exams in all of their subject areas, including the ESL examination.
2. The students write a plan for revision for each subject in different colour ink. This can be broken down into sections of the text to read, notes to be made under headings, practice questions, notebook to study and update (students are encouraged to photocopy notes from a classmate in their regular subject areas) and vocabulary and definitions.
3. Using the prepared transparency on the overhead projector under the headings of Before the Exams and During the Exams, students generate a list of Do's and Don'ts for each heading: arrival time for exams, the importance of eating before exams, preparation for the exam, budgeting of time, etc. Students copy the overheads.

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4. The class brainstorms a list of possible exam questions drawn from their other subject areas and from past assignments. These are recorded on an overhead and reviewed for question format and the expectations of the different types of questions.
  5. Working in pairs and using past exams from all subject areas, students highlight the key words. With teacher guidance, students discuss the requirements of each question. Students may not be able to review all subject areas, particularly in a non-semester setting. They should be encouraged to choose the subjects in which they need the most assistance.
  6. Provide time for students to work on the performance activity (research project), which is the final evaluation for ESL AO. This includes preparation of questions for the career interview and for the guidance teacher. (See Final Evaluation Performance Task following this section). The students generate a list of questions on the careers they have chosen and then practise in pairs. The teacher checks for the correct question format and for adequate topic coverage.
  7. The teacher provides a wide range of language structure questions (with answer sheets) to reinforce the structures studied in ESL AO. Students work independently on these handouts or exercises from the text, or the students continue to work on the research project for their final evaluation assigned in the preceding unit.
  8. The teacher monitors both the completion of the grammar exercises and the progress of the research on careers.

### **Assessment/Evaluation**

- Check list of completion of supplementary grammar exercises sheets (formative: AWR2.03, ASC2.07)
- Observation: personal communication - continuation of student profile in teacher log (formative: ARE1.06)
- Observation: informal interviews on progress of research assignment (formative: AOR2.02, 3.03)

### **Accommodations**

- Vary the level of the assignments for the grammar structures and research according to the individual needs.
- Have students pair with more proficient students or same language students during the preparation of questions for the interview.

### **Resources** (see Unit 5 Resources for full entry)

Grammar text used in the class

Reference texts such as a *Basic English Grammar* by Azar

Audio/video tapes on grammar structures

Past years' examinations

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## Appendix A: Final Evaluation

### Part 2: ESL AO Final Evaluation

#### Description

The final summative evaluation is worth 30%. In order to fairly assess course expectations 15% of the evaluation is devoted to a performance task requiring demonstration of skills learned in the course; ten per cent is a paper and pencil test of language skills and a free writing exercise allowing students to reflect on their learning and the course content; and five per cent is based on oral fluency evaluated in a short interview for which the student has prepared. The interviews could take place at any time toward the end of the course. This form of evaluation reflects the expectations of the course. The skills being evaluated - simple research, interviewing, career/job vocabulary, presentation expectations, basic grammar, response to video material, and reflection on own learning - have been practised extensively in the preceding units.

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#### Final Evaluation Performance Task: Research Project 15%

- Students are assigned this task toward the end of Unit 4 to allow time for research.
- Progress is monitored and evaluated on an on-going basis. Time is set aside at the end of the course to allow for completion and presentation. (Note: time is allotted in this Appendix as part of Unit 5. Assigned exam time could also be used.)
- Students choose a career they would like to research or may want to pursue. They are expected to research it in a variety of ways and to present results of their research for evaluation:
  - library (ARE2.02)
  - interview with a guidance counselor (AOR2.01)
  - interview with a person who has done, or is doing, this work (AOR2.01)
- Their research must produce the following information which could be presented in list/chart format or in simple sentences: (ARE4.02)
  - education and training: time, cost, HS credits and/or post secondary
  - advantages/disadvantage of this occupation
  - where in Canada or the world this job can be done
- Personal component responses to be in at least one simple sentence for each question: (AWR1.02)
  - why the student is interested in this occupation
  - would he/she like to pursue this occupation? Why or why not?
  - would the student be good at this occupation? Why or why not?
- Written presentation - students must demonstrate ability to present work using acceptable formats and conventions while demonstrating some adaptation to teacher expectations: (AWR2.09)
  - typed or neatly hand written
  - heading, dates, title page
  - meeting time lines
- Oral Presentation - students make a short presentation on their chosen career demonstrating:
  - preparation
  - creativity
  - developing fluency in oral communication (AOR1.04)

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Performance Evaluation: Oral interview with teacher (AOR1.05) 5%

- Use one of the themes covered in this course as a basis for the interview.
- Students should be given a choice of theme or given some notice of the theme to be discussed to allow for preparation.
- Students are asked questions and are expected to respond using vocabulary and structures covered in the course.
- Students prepare two or three questions to put to the teacher during the interview.

Pencil and Paper Test 10%

- vocabulary and grammar covered in course
- Written response - student course evaluation. Students view a selection of videos made during the year and write a letter to their teacher commenting on what they liked best about these videos and the course. The teacher encourages students to reflect on their own learning. This section could be open book to allow students to consult notes (journals, learning logs, contents of the portfolio, etc.), or they could prepare “notes” to help them write a letter. The notes are monitored by the teacher to ensure that they do not contain an actual letter.