

Catholic District School Board Writing Partnership

Course Profile

English

Grade 9

Applied

• *for teachers by teachers*

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Unit 3: Poetry: Miracle and Wonder

Time: 10 hours (3 hours in integrated language/skills development)

Unit Description

The exploration of poetry encourages students to read, write, and demonstrate their understanding and appreciation of a variety of poetic forms. Students identify, compare, and contrast ballads, narratives, songs, and prayers. Through listening, speaking, and writing in large and small groups, students learn and apply poetic devices in various poetic contexts. The unit culminates with the production of an anthology of student prayers, songs, and poetry forms.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: 2a, 2c, 4a, 4f, 5a, 5c, 5e, 5f, 7b.

Strand(s): Reading and Literature Studies, Writing, Language, Media

Overall Expectations: LIV.01-.02P, .03B; WRV.01-.03P, .04-.05B; LGV.01P, .02B; MDV.01-.02P.

Specific Expectations: LI1.02P, .03B, .05P, .06B, .07P; LI2.01P; LI3.01-.02P; WR1.02P, .04P; WR2.01P; MD1.01B, .02P; MD2.01-.02P.

Activity Titles (Time and Sequence)

Activity 1	Read It, Hear It, Think It: Reading Selections of Poems, Songs, and Prayers	60 minutes
Activity 2	The Motive for Metaphor: Classifying, Comparing, and Analysing	120 minutes
Activity 3	My Line, Your Line: Shared Composition of Poetry in Small Groups	60 minutes (+45 integrated)
Activity 4	How I See It: Representing a Poem in Another Medium	60 minutes (+45 integrated)
Activity 5	Our Voices: Writing a Personal Response to a Poem, Song, or Prayer	120 minutes (+60 integrated)
Activity 6	Build It and They Will Read: Compiling and Publishing an Anthology of Student Poems	180 minutes (+30 integrated)

Unit Planning Notes

- In addition to the 10 hours allotted for this unit, approximately 3 hours should be devoted to the writing process and the ongoing refinement of language skills as outlined in Unit 6.
- Activities 2, 6, and 7 have designated time for skills development.

Teaching/Learning Strategies

- jigsaw (group analysis of poems)
- dramatic readings by teacher and student
- Socratic lessons
- presentation of dramatization, storyboard, or illustration
- peer editing of individual poems and anthology
- teacher/student conferencing
- student selection of poetry, song, prayer, from library and personal sources

Assessment/Evaluation

Diagnostic and Formative

- checklist to assess oral presentations and dramatization
- rubrics to assess written responses
- conferencing to provide specific feedback on writing
- checklist to assess student performance in group
- self-assessment checklist

Summative

- anthology of student poems

Resources

Print

an anthology of poems

glossary of poetic terms

prayer book

The Bible

Computer Software

Word-processing programs

desktop publishing

Videotapes

music videos (recorded music)

Activity 1: Read It, Hear It, Think It: Reading Selections of Poems, Songs, and Prayers

Time: 60 minutes

Description

As an introduction to the poetry unit, this activity is intended to spark enthusiasm. It exposes students to poetry in a variety of forms including songs, prayers, and traditional poems.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2 (a) - Listens actively and critically to understand and learn in light of gospel values;
- 5 (a) - Works effectively as an interdependent team member;
- 5 (e) - Respects the rights, responsibilities and contributions of self and others;
- 5 (f) - Exercises Christian leadership in the achievement of individual and group goals;
- 7 (b) - Accepts accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.06B - use specific references from a text to support opinions and judgments;

LI1.07P - identify how readers' different backgrounds might influence the way they understand and interpret a text;

WR2.01P - identify the purpose for each piece of writing.

Planning Notes

- Teachers may enlist the help of the school chaplain or local clergy to discuss the notion of prayer as poetry.
- One purpose of this activity is to point out that poetry takes a variety of forms.
- The teacher emphasizes that poetry needs to be read aloud to be fully appreciated.
- The teacher sets up four stations as follows:
 - A. Station 1: traditional poetry
 - B. Station 2: songs
 - C. Station 3: choral reading of a prayer
 - D. Station 4: teacher's choice (riddles, limericks, nursery rhymes, or jingles)
- The teacher provides copies of the texts used at each station.
- The teacher may enlist the help of students in setting up the poetry stations.
- To facilitate the activity, teachers place clear and concise written instructions at each station.
- Teachers are encouraged to use community resources (chaplain, local musicians, librarians, poets).
- Teachers should remind students to keep all materials for use in subsequent activities.

Prior Knowledge Required

- Knowledge of applicable literary terms introduced in the short story unit
- Knowledge of key prayers of our faith

Teaching/Learning Strategies

- Divide the class into four groups.
- Appoint a recorder for each group.
- Direct each group of students to a specific station.

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- At each station, students will experience a poem, discuss the poem, and record their responses following these prompts:
 1. Choose one aspect of the poem that the group likes (images, sounds, rhythm, words, character). Explain why.
 2. Choose one aspect of the poem that the group does not like. Explain why.
 3. Choose one thing the group would change about the poem. Explain why.
 4. Identify any unfamiliar words or phrases in the poem.
 - At Station 1, students listen to a traditional poem read aloud.
 - At Station 2, students listen to a recording of a song.
 - At Station 3, students participate in the choral reading of a prayer.
 - At Station 4, students read aloud one of the following: riddles, limericks, nursery rhymes, or jingles.
 - The teacher directs a class discussion to share and compare responses.
 - Individually, students write a journal entry describing their experience with the poems studied in this activity.
 - Emphasize that poetry can be enjoyed in a variety of forms.

Assessment/Evaluation

Formative:

- Informal teacher observation (2a, 5f, 7b) (LIV.01P)

Summative:

- Group Work Rubric (5a, 5f, 7b) (LGV.02B, MDV.01P, WR2.01P)
- Writing Assessment Rubric (WRV.02P, LI1.06B)

Accommodations

- Pair hearing-impaired students with peer facilitators.
- Provide the assistance of a peer facilitator to students with reading difficulties.

Resources

traditional poems

songs

prayers

riddles

limericks

nursery rhymes

jingles

Book of Psalms

Chicken Soup for the Teenage Soul

Inside Poetry

Literature and Media: Nelson

Poetry in Focus

Themes on the Journey

Through the Open Window

CDs of contemporary artists (Sarah McLaughlin, The Barenaked Ladies, Tom Jackson, Susan Aglukark, k.d. lang, Maestro, Tracey Chapman, Leonard Cohen, Stompin' Tom Connors)

Hymns: "Eagles Wings," " Be Not Afraid," "How Great Thou Art," "The Prodigal Son," "Amazing Grace," "You are Near."

Activity 2: The Motive for Metaphor: Classifying, Comparing and Analysing

Time: 120 minutes

Description:

In this activity students distinguish, describe, and classify various types of poetry.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2(a) - Listens actively and critically to understand and learn in light of gospel values;
- 2(c) - Presents information and ideas clearly and honestly and with sensitivity to others;
- 4(a) - Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Strand(s):

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts

Specific Expectations:

- LI3.01P - Explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects
- L13.02P - Explain how authors choose words and phrases to achieve intended effects

Planning Notes

- This activity is designed to demonstrate that form and function in poetry are interrelated. For example, if the poet's function is to tell a story, the ballad form might be chosen.
- As an introduction to this activity, provide a sample of poetry that demonstrates the essence of the metaphor.
- Remind students to keep all materials, as these will be needed in subsequent activities.

Prior Knowledge Required

- Familiarity with applicable terms learned in the short story unit

Teaching/Learning Strategies

Part One: Terms used when discussing poetry

- Distribute two lists to each student. The first list contains definitions of the following poetic terms: simile, metaphor, personification, pun, rhyme, alliteration, rhythm, assonance, imagery. The second list contains passages from various poems that illustrate the poetic terms on the corresponding list.
- Instruct the class to match each definition with its example.

- More than one poetic device may be identified in any given passage, e.g., "My love is a red, red rose" contains both metaphor and alliteration.
- Have students work in pairs.
- Review and clarify the definitions and review the examples students have derived.
- Students place their list of definitions and examples in the glossary section of their notebooks.

Part Two: Classifying and Analysing Poetry: Jigsaw Activity

- Divide the class into four or five expert groups.
- Select four or five of the following poetic forms: Ballad, Limerick, Concrete (visual) Poetry, Sonnet, Jingle, Ode, Psalm, Prayer, Rap, Beat Poetry, Riddle, Chants.
- Assign each expert group a particular form of poetry.
- Each expert group first reads the poem silently and then selects a group member to read the poem aloud. Alternatively, students may read the poem in chorus.
- In their expert groups, students analyse the poem for the following poetic devices: simile, metaphor, personification, pun, rhyme, alliteration, assonance, imagery, and rhythm. In addition, students take a Closer Look at the Poem using the following graphic organizer:

A Closer Look at the Poem

Number of Lines (length of poem and the significance of the poem's length)	Length of lines (number of syllables)	Rhyme Scheme (pattern of end rhyme)	Narrative (Does the poem tell a story?) Briefly retell it in your own words	Description (What does the poem describe?)	Poetic Devices (metaphor, simile, alliteration, pun, assonance, etc.)

- The teacher rearranges students into new groups. Each new group consists of one representative from each expert group.
- Using the organizer handout, each representative presents his or her poetic analysis to the group after reading the poem to the other members of the group.

Assessment/Evaluation

Formative Assessment:

- Checklist for assessing student performance in groups
- Peer-Assessment: Checklist to assess individual presentations
- Informal teacher observation
- Roving conferences

Summative Evaluation:

- Content Quiz: Terms used when discussing poetry
- Checklist to assess organizer

Accommodations

- Scribe, as required
- Peer tutors, as required
- Teachers should ensure that students are grouped heterogeneously.

Resources

Abrams, A. *A Dictionary of Literary Terms*.

Barry, James, ed. *Departures*.

glossary of poetic terms

Inside Poetry. HBJ.

The Oxford English Dictionary

Poetry in Focus. Globe Modern Curriculum Press.

Activity 3: My Line, Your Line: Shared Composition of Poetry in Small Groups

Time: 60 minutes (45 additional minutes in integrated language study)

Description

This activity is meant to engage students in the imaginative process of composing and performing their own poetry.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2(c) - presents information and ideas clearly and honestly and with sensitivity to others;
- 4(f) - applies effective communication, decision-making, problem-solving, time and resource management skills;
- 5(a) - works effectively as an interdependent team member;
- 7(b) - accepts accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.07P - identify how readers' different backgrounds might influence the way they understand and interpret a text;

LI2.01P - use knowledge of elements of drama, such as plot and sub-plot, character development and revelation, conflict, dialogue and stage directions, to understand and interpret texts in the genre;

WR1.02P - locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Review briefly the parts of speech and the definitions of poetic devices if necessary.

Prior Knowledge Required

- Knowledge of parts of speech
- Knowledge of poetic devices acquired in Activity 2

Teaching/Learning Strategies

- Arrange the students into groups of four or five and assign a number to each group.
- Provide each group with magazines, scissors, an envelope, and dictionaries.
- Instruct the students to search for and cut out (from their magazines) five nouns, five verbs, three adjectives, and two adverbs.
- Students place their group number on the outside of the envelope and place the cut-out words into the envelope.
- Each group records a list of its 15 words and submits it to the teacher. (The teacher refers to these lists later during the evaluation).
- Collect and re-distribute the envelopes to new groups.
- Students collectively and/or independently create a poem using all 15 words in the envelope. (Students may add as many of their own words to the poem as they wish.)
- Students complete a polished copy of the poem.
- Students identify and provide examples of any poetic devices used in their poems.
- Students prepare, rehearse, and perform a dramatic reading of the poems.

Assessment/Evaluation

Process:

- Informal teacher observation

Product:

- Poem checklist
- Performance rubric

Accommodations

- Scribe, as required
- Students may require additional time for the activity

Resources

Glossary of poetic terms (*Abrams Glossary of Literary Terms*)

Activity 4: How I See It: Representing a Poem in Another Medium

Time: 60 minutes (45 additional minutes integrated language)

Description

In this activity students interpret a poem and then represent that poem in another medium, for example, a collage, a video, painting, 3-D sculpture, soundscape, or dramatization.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

5(a) - works effectively as an interdependent team member;

5(e) - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Media Studies, Literature Studies and Reading

Overall Expectations:

MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

LI1.05P - make inferences based on the information and ideas presented in texts;

LI2.01P - use knowledge of elements of drama, such as plot and sub-plot, character development and revelation, conflict, dialogue and stage directions, to understand and interpret texts in the genre;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02P - identify and describe the elements used to structure media works in a variety of forms;

MD2.01P - adapt a work of literature for presentation in another media form.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- This activity is introduced and explained during class time, but is completed independently.
- The final product can be submitted at a later date.
- Keep examples of exemplary work to show future classes.
- Teachers may provide instructions on what constitutes a collage, a storyboard, a dramatization, etc.
- This activity should be planned and carried out with assistance from the art, music and drama departments.
- Work produced could be showcased at community functions, masses, etc.
- Students may create a timetable for the completion of their task.

Teaching/Learning Strategies

- Explain that poetry can be represented in a variety of ways.
- Group students into pairs.
- Each pair selects a favourite poem from among those studied in activities 1 and 2.
- Each pair selects one of the following means of representing the poem: a dramatization, a collage, storyboard, musical representation (soundscape), a painting or illustration, or choral reading.
- Students write a short explanation of the relationship between the poem and their representation of the poem.
- The written explanation is completed independently and submitted at a later date.
- Allocate approximately thirty minutes of class time for the planning of this project.

Assessment / Evaluation

Product

- Rubric for the assessment of final product

Accommodations

- Guide students in choosing a medium which best suits their individual styles.
- Create a flexible timetable for the completion of tasks.

Resources

Camcorder

Tape recorder

Cassette or CD player

Construction paper and magazines

Poems from Activities 1 and 2

Activity 5: Our Voices: Writing a personal response to a poem, song, or prayer

Time: 120 minutes (60 additional minutes of integrated language study)

Description

In this activity students read and listen to a selection of poems, including songs and prayers. Upon reflection, students write a personal response to the poem they have chosen.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2(c) - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Writing, Language, Literature Studies and Reading

Overall Expectations:

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest

Specific Expectations:

LI1.06B - use specific references from a text to support opinions and judgments

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Select poems, songs, hymns and prayers that are thematically linked if desired.
- Duplicate and distribute the prompt chart provided in this activity to deepen and encourage insightful responses to the poems if desired.
- Select poems that focus on mood, theme, setting, character or a combination of several of these elements if desired.
- Emphasis personal response in this activity.
- Allow students sufficient time to peer-edit their responses.

Prior Knowledge Required

- Sound knowledge of key literary terms

Teaching/Learning Strategies

- Select a poem, a song/hymn, and a psalm and present each of these to the class.
- Lead discussion on the poem's mood, theme, setting, and character as these may apply to the poem, the hymn, or the song.
- The teacher guides students on a personal response journey by means of the following prompts (see Personal Response Chart).
- Students determine the focus of the guided journey by concentrating on one or two of the key elements in the chart.

Personal Response Chart

Key Elements	Key Prompts
Theme	a) What does the poem make you think about? b) What does the narrator grapple with in the poem? c) What questions does this poem raise? d) How are the problems/conflicts in the poem similar to those in your own life? e) Have you ever had a personal experience similar to the one described the poem? Explain. f) What have you learned through this experience about yourself? About life?
Mood	a) How does the poem make you feel? (happy? joyful? giddy? lonely? proud? uncertain? angry? thoughtful? compassionate? melancholic? warm? reassured? creepy?) b) Is the poem a lament or a celebration? Explain. c) If the mood of the poem were a colour or sound, what would the sound or colour be?
Setting	a) In what time of year is the poem set? How does this time of year usually make you feel? b) What time of day or night is it? How does it make you feel?
Character (Voice)	a) If you could speak to the character/narrator in the poem: <ol style="list-style-type: none"> 1. What question(s) would you ask? 2. What advice would you give? 3. What advice would the character/narrator give you? 4. What are you thinking of as you speak to the character/ narrator? 5. Do you trust what you are being told? Explain.

- Students write a response based on applicable prompts listed above.

Assessment/Evaluation

Product

- Writing Assessment Rubric (Appendix A)

Accommodations

- Students who have difficulty expressing themselves in written form may wish to tape record their responses.
- Provide a scribe, as required.

Resources

All new Grade 9 texts (Gage, Nelson, etc.)

Catholic Book of Worship

Footprints

Activity 6: Build It and They Will Read: Compiling and Publishing an Anthology of Student Poems

Time: 180 minutes (30 additional minutes of integrated language study)

Description

Students compose and anthologize poems, songs, and prayers. When completed, the anthology showcases poetry written by all students in the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

4(f) - applies effective communication, decision-making, problem-solving, time and resource management skills;

5(c) - develops one's God-given potential and makes a meaningful contribution to society;

7(b) - accepts accountability for one's own actions.

Strand(s): Writing, Language, Media Studies

Overall Expectations:

LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;

WRV.01P - use print and electronic sources to gather information and explore ideas for their written work;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interests;

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;

WRV.05B - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

MDV.02P - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

LII.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively

WR1.04P - use the information and ideas generated by research to explore topics for written work

MD2.02P - Create media works for different purposes

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- This activity is linked with Activity 3, My Line, Your Line!
- To raise awareness of cultural diversity, teachers should encourage students to use prompts representative of their culture (e.g., musical selections, Native artifacts, graphic symbols, religious symbols).
- The class poetry anthology includes poems written in Activity 3 as well as poems written in this activity.
- The formatting of the anthology may be accomplished with the assistance of students in a computer studies class.
- Where desktop-publishing resources are available, allow students to compile and format the anthology on computer.
- The teacher may want to distribute copies of the anthology to students, parents, and the wider school community.
- As an extension, and where applicable, the teacher may involve drama classes and art classes in representing the anthology (e.g., transforming the text of the poem into a tableau).

Prior Knowledge Required

- Knowledge of parts of speech acquired in Activity 3
- Knowledge of poetic devices acquired in Activity 2

Teaching/Learning Strategy

- Present a series of prompts, including images, objects, poetic devices, music, movement, and written pieces to engage the students' imagination.
Example: Show the students a silver pen as a prompt. Together teacher and students produce a chart on which they brainstorm what the silver pen may represent.
- The teacher and students generate a list of words that describe the pen, and enter these on the Phrase-Generating Poetry Chart below:

Phrase-Generating Poetry Chart

Prompt (object, musical piece, image, etc.)	Adjective	Nouns (metaphors)	Adverb	Verb	Combining Nouns, Adjectives, Adverbs, and Verbs)
pen	silver	weapon	explosively	blasting	explosively blasting
	grey	missile	sharply	shooting	eagerly shooting
	metallic	tower	menacingly	manoeuvring	menacingly metallic
	streamlined	tool	eagerly	scratch	
	slender	rocket	swiftly	telling	

Sample Poem:

My Pen
The silver rocket explodes
A tool of thought
Menacing, manoeuvring
The words blast upon the page
What will the metallic missile scratch next?

- Students fashion a poem using the adjectives, verbs, adverbs, and nouns generated on the chart.
- Encourage students to identify metaphors, similes, alliteration, assonance, personification, and other devices that may occur in their poems.
- In pairs, students revise and polish their poems.
- Students compile, format, and publish an anthology of class poems, prayers and songs. (The anthology includes newly-written poems as well as poems written in previous activities.)

Assessment/Evaluation

Process:

- Group activity checklist (Appendix D)
- Self-evaluation checklist (Appendix C)

Product:

- Peer and teacher evaluation of poems

Accommodations

- Scribe as required
- Students may tape record their poems.
- Extra time as required

Resources

Computers

Word processors

Pagemaker/desktop publishing programmes

*CorelDRAW*TM

Unit 4: Drama: Speak the Speech

Time: 15 hours (4 additional hours in integrated language/skills development)

Unit Description

Students actively explore their understanding of how dramatic forms and theatre conventions create meaning. Key to this study is the students' growing understanding of how the Church's liturgical codes underpin powerful dramatic archetypes. Through a variety of activities, including written responses, dramatic readings, improvisation, viewing, movement, role playing, and discussions, students increase their awareness and respect for themselves in their local community as well as the global community.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: 2a, 2c, 4a, 4b, 4f, 5a, 5c, 5e, 7b.

Strand(s): Reading and Literature Studies; Writing; Language; Media Studies

Overall Expectations: LIV.01-.02P, .03B; WRV.01-.03P, .04-.05B; LGV.01P, .02B; MDV.01-.02P.

Specific Expectations: LI1.01-.02P, .03B, .04-.05P, .06B, .07P, LI2.01-.02P, LI3.01P, WR1.02-.04P, WR2.01P; MD1.01B, .02P; MD2.01-.02P.

Activity Titles (Time and Sequence)

Activity 1	Pre-reading Activities (role playing, reflection, small group discussion, scripture reading)	90 minutes
Activity 2	Trippingly on the Tongue: Reading the Play Dramatically	240 minutes
Activity 3	Stage and Scene Design	150 minutes
Activity 4	Investigating, Analysing, Improvisation, and Applying Distinct Elements of the Dramatic Form	90 minutes (+60 integrated)
Activity 5	How Does It Feel? Writing in Character	150 minutes (+120 integrated)
Activity 6	Staging a Scene/Adapting a Scene from the Text/Creating a Scene	180 minutes (+60 integrated)

Unit Planning Notes

- Students need to understand the relationship between sound, voice, movement, and the text.
- Drama study is a collaborative activity.
- Teachers select plays from a variety of cultures and traditions.

Teaching/Learning Strategies

- role playing (teacher in role/student in role)
- writing reflection (tell me what you think) to relate play to student experience
- small group/large group discussions
- relating scripture to themes in drama
- teacher modelling of readings
- viewing of videotaped performance and teacher-directed discussion of its impact
- using computer graphics/CAD/animation to design set/props/costumes/lighting plots/blocking
- collaboration to stage scenes from the play
- peer editing "Writing in Character" activity

Assessment/Evaluation

Diagnostic and Formative

- Writing in character (peer editing process and product)
- Teacher assessment of writing (rubrics)
- Teacher/student conferences
- Checklist for peer- and self-assessment
- Teacher assessment of group dramatization
- Grammar rubric
- Writing process rubric

Summative

- Content test on application of terms
- Dramatic presentation of scene or scenes

Resources

Print

anthology of short plays

The Bible

Computer Software

animation/*CAD* program

Activity 1: Pre-reading Activities: (role playing, reflection, small group discussion, small group discussion, scripture reading)

Time: 90 minutes

Description

Students collaboratively plan, direct, rehearse, and present a scene from scripture. They explore key elements of the form, such as movement, sound, and dialogue.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2(a) - listens actively and critically to understand and learn in light of gospel values;
- 4(a) - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- 5(a) - works effectively as an interdependent team member;
- 5(e) - respects the rights, responsibilities and contributions of self and others;
- 7(b) - accepts accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

LIV.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles.

Specific Expectations:

LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;

LG2.01P - use listening techniques and oral communication skills to participate in group discussions.

Planning Notes

- While other types of literature involve the reader and the text, drama involves many participants, including directors, actors, writers, audience, and technicians. In this sense drama is, by its nature, a collective activity. Hence, the teacher should emphasize that the collaborative demands of drama involve shared views and responses.
- All students participate either as directors or as actors.
- In groups, students render a scene from scripture.
- This activity can be used to introduce the key themes and conflicts in the play to be read in Activity 2. Hence, Activity 1 acts as part of the preparatory set for Activity 2.
- Videotape the student performance, if desired.
- Create the atmosphere of a “film set.” As on a film set, the director (the class) needs to negotiate with the actors, giving them direction on motivation, pacing, and movement. Also, directors/students need to be respectful while on the set, particularly when the actors are rehearsing.
- This activity makes use of tableau. In a tableau the actors freeze in pose. In this way, the director/class can stop and look at the scene, suggest possible lines of dialogue, action, and movement. The guiding principle is to “slow” the scene down so that the director/class can add detail to deepen characterization.
- Instruct students to add new terminology to their glossaries. These terms include: plot, character, protagonist, antagonist, conflict, dialogue, and banter.
- Extension: Students research stories that are thematically linked to scripture (e.g., Michelle Shocked *The Prodigal Daughter*) and adapt them into a short scene.
- Extension: Students add to the original scene, introducing a new character, changing the setting, or introducing a new issue.
- The chaplain or members of the drama department (including senior drama students) might assist in the interpretation and direction of this activity.
- Teachers need to create an atmosphere of trust and security within the classroom so that students feel at ease with the risks inherent in performance.

Prior Knowledge Required

- Students review basic literary terms such as: plot, characterization, pacing, setting, mood, and tone.

Teaching/Learning Strategies

- Read a story from scripture such as *The Prodigal Son* or *The Wise and Foolish Bridesmaids*.
- Teacher leads a class discussion based on the following prompts:

1.	Identify and describe the key characters in the story. Describe the character's physical appearance. Describe the character's personality and motivation. Who is the protagonist? Who or what is considered to be the antagonist?
2.	Identify minor characters in the story. (Minor characters need not have speaking parts.) (e.g., the swine in <i>The Prodigal Son</i> or the mustard seed in <i>The Parable of the Mustard Seed</i>)
3.	Describe the setting (time, place, circumstances).
4.	Identify the key conflict(s) in the story.
5.	Identify and describe the key scenes in the story.

- Once the class has acquired a good sense of the story, explain how the class will assume the director's role.
- Create a stage area in the classroom and choose the actors for the scene.
- Have students who are selected to be the actors assemble on the stage.
- Explain that the class will assume the director's role. The students/actors need to avoid improvising their own interpretation; rather they should follow their peers' directions closely.
- Explain that the director/class makes the following decisions and answers the following questions:
 1. Where is the story set? (1800s? mountaintop? kitchen? field? apartment?)
 - a) How will the director/class create the tableau?
 - b) What motivates the characters' actions?
 - c) Which actors should stand? Which should sit?
 - d) What pose should the actor assume? (What emotion is the actor conveying?)
 2. What are the actors' opening lines to each other?
 3. How will each actor react to the words of other actors? Will it be a gesture, a sound, a look? (e.g., The prodigal son turns his head away; his father looks to the ground.)
- On the director's cue, "action," the actors rehearse their scripted lines and actions.
- In a guided discussion, assist the class/director in assessing whether the scene achieves its intended dramatic purpose.
- Prompt the class/director for more lines and actions until the dramatization is complete.

Assessment/Evaluation

Formative:

- Checklist to assess student participation

Summative:

- Performance Rubric

Accommodations

- To encourage fuller participation, students who are reticent to offer answers/suggestions in large class discussions may write out their suggestions on cue cards and submit them to the teacher.
- Students who are reluctant to perform before a large group may be enlisted to help with rehearsal/production of the tableau.

Resources

handbook of dramatic terms

Improvisation

Scripture (parables)

Activity 2: Trippingly on the Tongue: Reading the Play Dramatically

Time: 240 minutes

Description

Students actively listen to and participate in the dramatic reading of a play.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2(a) - listens actively and critically to understand and learn in light of gospel values;
- 5(e) - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Language

Overall Expectations:

- LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;
- LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

Specific Expectations:

- LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts.

Planning Notes

- This activity deepens students' understanding of drama as a participatory experience.
- This activity leads students through a reading of a major dramatic work such as a Shakespearean play or a modern play.
- Vary the reading strategies throughout the activity (e.g., reading along and listening to cassette tapes, teacher modelling dramatic reading, student dramatic reading, and silent reading).
- This activity is to be interwoven with a variety of writing activities. Out of reading activities emerge several writing activities such as responding to guided reading questions, writing in role, letter writing, and personal response journals.
- Take every opportunity to invite questions regarding the text and relate the content of the play to the personal experiences of the students.
- During the reading of the play reinforce the use of literary terms pertaining to the genre.

Prior Knowledge Required

- A knowledge and understanding of key literary terms including those studied in Activity 1: plot, character, protagonist, antagonist, conflict, dialogue, and banter

Teaching/Learning Strategies

- As part of the preparatory activity, lead a discussion on one or more of the following: themes, historical contexts, social contexts, and key conflicts found within the text.

Suggested Approaches

Theme:

- Write a journal reflection on a key theme found in the play.
- Locate a news story that relates to the key theme.

Historical Context:

- Create a chart that outlines major characters, and their motivations.
- Create a timeline of key events.
- Create a “cause and effect” chart that demonstrates how one event causes another.
- Have the class use a variety of reading strategies, including silent reading, reading with partners, reading key scenes in small groups, choral reading, and whole class reading.
- Be mindful that when students are developing their voices for reading they will follow this rehearsal process:
 - Read for understanding. What does the text mean?
 - Read for expression and meaning(s). How should the words sound when they are read? What needs emphasis?
 - Read in character. What character am I assuming when I read/narrate this part?
 - Read and react to other characters’ lines.
- Model dramatic reading of key parts of the play. Demonstrate how tone and voice are elements that create character. Read the same line in two different ways to demonstrate this effect.
- Have students create a chart that organizes key phrases and actions in each act. Later, they may write short journal notes based on the phrases or create visual displays with the quotations as captions.

Reading Note-Taking Organizer (Drama)

Textual Reference (Act, scene, line)	Key words or phrases from the text	Comment, Reflections, Questions
1. <i>Julius Caesar</i> (Act I, Scene I)	“You blocks, you stones, you worse than senseless things.”	These two tribunes seem pretty tough on the crowd. Reminds me of the time I was at an Argo game and a security guard gave my friends a hard time.
2. <i>Julius Caesar</i>	“Upon what meat does this our Caesar feed that has grown so great?”	What is it about Caesar that makes him great? Is the speaker, Cassius, jealous of everyone?

- Students rehearse their reading and assess their reading using the following chart.

Oral Reading Checklist

Seldom	Usually	Frequently	Always	Oral Reading Criteria
				Correct Pronunciation
				Enunciation (clear and distinct)
				Pause in correct place/Attention paid to punctuation
				Emphasis on key words
				Projection
				Focus and Concentration

Assessment/Evaluation

Formative:

- Teacher observation
- Checklist for self-assessment
- Oral reading rubric

Summative:

- Content quiz on reading comprehension

Accommodations

- Some students may have difficulty reading orally. These students may receive additional support including extra coaching, extended rehearsal time, reading into a tape recorder.
- If students have difficulty reading the text, a peer tutor can coach/prompt the student through the lines. As well, the coach may choose to help the student interpret the lines under study.
- Students who have cognitive difficulty understanding key dramatic elements such as characterization could use a video or audio version of the play to help them get “into character”.

Resources

Print

Canadian Mosaic (A. Ravel)

Close-up Plays

Front Row, An Anthology of Plays

Julius Caesar

Little Glass Houses

Marty (Paddy Chafesky)

The Merchant of Venice

A Mid-Summer Night's Dream

The Miracle Worker

The Pen in My Hand

Pullman Car Hiawatha (Thornton Wilder)

Romeo and Juliet

Sorry Wrong Number

Twelfth Night

West Side Story

AV Resources

Video and audiocassettes

Activity 3: Stage and Scene Design

Time: 150 minutes

Description:

Students research various productions of the play that they are studying. In particular they analyse the different set designs used in these productions. Using these productions as a resource, students design their own set. They use a variety of tools: pencil and paper, paper maché, foam core, *CAD* or computer animation to create their own design.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 5(a) - works effectively as an interdependent team member;
- 5(c) - develops one's God-given potential and makes a meaningful contribution to society;
- 5(e) - respects the rights, responsibilities and contributions of self and others.

Strand(s): Media Studies, Literature Studies and Reading

Overall Expectations:

- WRV.01P - use print and electronic sources to gather information and explore ideas for their written work;
- MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

- LI1.01P - describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines, and encyclopedias;
- LI1.05P - make inferences based on the information and ideas presented in texts;
- WR1.02P - locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases.

Planning Notes

- Students gather research from a variety of print and electronic sources to compile information and generate ideas on set design. Students incorporate findings in the creation of their own set/scene design.
- Time allocation for this activity may not be enough for students to complete their designs in class. Therefore, students may need to complete their set design independently.
- Extension activities may include:
 - students displaying their work, (e.g., in the classroom, in the school's display case, or in the community library);
 - a trip to the community theatre where students examine the stage and its configuration
 - an interview with a local set designer or director;
 - an interview with the visual arts, drama, or technology teacher.
- Enlist the help of the teacher/librarian in researching the history of stage/set design.
- The purpose of this activity is twofold: first, to emphasize the importance of setting in the creation of dramatic tension, and second, to provide an opportunity for hands-on application of concepts of set design.

Prior Knowledge Required

- Internet research skills

Teaching/Learning Strategies

- Arrange the class into groups of three.
- Using video clips, show two versions of the same scene of the play in question, for example Zefferelli's *Romeo and Juliet* and Luhrmann's *Romeo and Juliet*.
- Students compare and contrast the setting of the two scenes.
- Students may use prompts from the chart below to assist in the comparison. (The teacher or students may modify the charts according to the scenes in question.)

First Version of the Play		
	Description	Effects on the scene
Type of stage/film set		
Lighting (time of day)		
Background		
Objects (props)		
Size and type of stage		
Levels (dimensions)		
Sound effect (music)		
Overall mood and effect of the setting		

Second Version of the Play		
	Description	Effects on the scene
Type of stage/film set		
Lighting (time of day)		
Background		
Objects (props)		
Size and type of stage		
Levels (dimensions)		
Sound effect (music)		
Mood and atmosphere of the setting		

- Students decide which scene of the two scenes they find more/most appealing or dramatically effective.
- Following the comparison, in their groups, students choose the scene they will design from the play.
- By answering the following questions as they apply, students determine the overall effect they want to create through their scene design:
 1. What will be the historical context of our scene?
 2. What mood should the scene create?
 3. Should the scene convey a change in mood? How?
 4. What props will be included in the scene and how will they be used?
 5. How will "levels" be used to show the relationship between one character and another?
 6. What will the background scenery look like?

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7. How should lighting be used in the scene?
 8. What sound effects or music should be used in the scene?
- Using the design tool(s) of their choice (pencil and paper, paper maché, foam core, *CAD*, or computer animation), students create a two- or three-dimensional set of their scene. They may add a soundscape to their model.

Assessment/Evaluation

Formative:

- Teacher/group conferences
- Group activity checklist

Summative:

- Rubric for evaluation of scene design

Accommodations

- Students who are adept at design and set construction should be enlisted to assist students who have limited experience in this area.
- Additional time may be allotted for students who require it.

Resources

VCR

Computers

CAD software,

3-D studio software

Art Supplies

Tape/CD recorder

Activity 4: Title: Investigating, Analysing, Applying and Improvising Distinct Elements of the Dramatic Form

Time: 90 minutes (an additional 60 minutes in integrated language study)

Description

This activity examines distinct elements of the dramatic form that create meaning. Such elements include the manipulation of time, space, sound, movement, and character.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

Strand(s): Writing, Language, Literature Studies and Reading, Media Studies

Overall Expectations:

LIV.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest.

Specific Expectations:

LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;

LI1.04P - locate and use explicit information and ideas from texts in forming opinions and developing generalizations;

LI2.01P - use knowledge of elements of drama, such as plot and sub-plot, character development and revelation, conflict, dialogue and stage directions to understand and interpret text in the genre;

L12.02P - use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre;

WR2.01P - identify the purpose for each piece of writing.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- This is a two-part activity. In the first part, students will examine the Mass as drama.
- Explain that the Mass is the central transforming event of our faith.
- In the second part, students apply dramatic conventions in the scripting of an incident drawn from their experiences.
- Should time permit, have students volunteer to perform their re-enactments for their own class, other classes, parents, and other members of the school community.
- Ensure that students enter any new terms in their glossaries.

Prior Knowledge Required

- Knowledge of the conventions of the Catholic Mass
- Knowledge of key dramatic and literary terms learned in preceding units and activities

Teaching/Learning Strategies

Part One

- Group students into pairs and hand out a copy of the Mass as outlined in the daily missalette.
- Ask students to define the dramatic conventions of the Mass using the following chart:

Conventions of the Drama in the Mass

Dramatic Convention	Description
(Setting) Describe the “stage” in the mass?	
(Character) Who is the narrator?	
(Narrative) What is the “story” retold in the Mass?	
(Audience) Who is the audience? What role do they play?	
(Protagonist) Who is the central figure in the story?	
(Props) Liturgical Symbols	
(Costumes) Significance of the vestments	
(Movement) What gestures are significant?	
(Music) What music is used? When is it used? What is its effect?	
(Chorus) How does the congregation play this role? What role does it play in the drama?	

- Following the completion of the charts each pair shares its observations with the class.
- Explain that while the Mass is a re-enactment of the Last Supper, first staged 2000 years ago, it is also the story of our destiny told through words and actions.

Part Two

- Ask students to continue working with partners.
- Instruct the students in each group to choose an incident from their own experiences (e.g., their first date, a memorable birthday, First Communion, Christmas, a wedding, Baptism, meeting a best friend, babysitter stories).
- Using the dramatic conventions listed in the chart above, students will script the re-enacted incident.
- Students submit their scripts for assessment.

Assessment/Evaluation

Formative:

- Teacher observation
- Peer editing checklist
- Checklist for performance in groups

Summative:

- Rubric for assessment of script
- Checklist for completion of Conventions of Drama in the Mass chart.

Accommodations

- Some students may find the writing process challenging. In this case, students may need additional time, peer support, access to word processing, or a scribe.
- Since this is an interactive activity, it is important that the teacher identify students who work well collaboratively and pair those students with others who need support.

Resources

The Catholic Book of Worship

A handbook of literary terms

Activity 5: How Does it Feel? Writing in Character

Time: 150 minutes (an additional 120 minutes in integrated language study)

Description

In this activity students make use of reader response techniques to write in character.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2(c) - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;
WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

Specific Expectations:

LI1.06B - use specific references from a text to support opinions and judgments;

LI1.07P - identify how readers' different backgrounds might influence the way they understand and interpret a text;

WR2.01P - identify the purpose for each piece of writing;

WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Over fifty percent of the time allotted for this activity is spent on the writing process.

Prior Knowledge Required

- Students' understanding of the text, particularly characterization, is important to the success of the activity
- Knowledge of characters from the play studied in the unit

Teaching/Learning Strategies

- Ask students to assume the role of a major character from the drama studied in this unit.
- As a preparatory activity for writing in character, students write a short character sketch based on the following prompts:
 - What the character says.
 - What the character does.
 - What other characters say about the character.
 - What other characters do to the character.
 - What are the physical characteristics of the character?
- Students write in character in the context of one of the following scenarios:
 1. Write a letter to another character in the play explaining your actions and motivations.
 2. It is twenty years later. How has time worked to give you a new view on the key events in the play? Are you ready to forgive? forget? What have you learned?
 3. If you could change one thing you said or did, what would it be? Explain.
 4. Write a journal entry in which you reflect upon the most significant experience you have had. Why was it significant?
 5. In character lead an interview with another major character. (This exercise can be done in pairs.) Discuss the major themes in the play.
 6. Write a description of an event in your childhood that accounts for or shapes your personality.
 7. Write an advice column.
- Students brainstorm, write, draft, revise, peer-edit, and submit publishable work.

Assessment/Evaluation

Formative:

- Writing process checklist
- Teacher observation
- Peer editing checklist

Summative:

- Writing assessment rubric for final product

Accommodations

- Some students who find the writing process challenging may need additional time, peer support, access to word processing, or a scribe.

Resources

Dictionary

Word processing software

Thesauri

Activity 6: Staging a Scene: Adapting a Scene from the Text/Creating a Scene

Time: 180 minutes (60 additional minutes in integrated language study)

Description

This is the culminating activity for the unit. Using the skills and knowledge acquired in the unit, students interpret a scene from the text for the stage.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 4(a) - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- 5(a) - works effectively as an interdependent team member;
- 5(c) - develops one's God-given potential and makes a meaningful contribution to society;
- 5(e) - respects the rights, responsibilities and contributions of self and others;
- 7(b) - accepts accountability for one's own actions;

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations:

- LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;
- WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
- MDV.02P - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

- LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively
- WR1.03P - sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
- WR1.04P - use the information and ideas generated by research to explore topics for written work;
- WR2.01P - identify the purpose for each piece of writing;
- LG2.01P - use listening techniques and oral communication skills to participate in group discussions;
- MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;
- MD1.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms;
- MD1.02P - identify and describe the elements used to structure media works in a variety of forms;
- MD2.01P - adapt a work of literature for presentation in another media form;
- MD2.02P - create media works for different purposes.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Students may choose to use a scene for which they designed a set in Activity 3.
- Students may choose to modernize the setting.
- Have students present their adaptation in the school theatre/auditorium or drama classroom, if desired.

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- Enlist the help of colleagues in the drama and visual arts department as resources in staging the scene.
 - Consider enlisting the help of local theatre directors or stage designers.
 - Some scenes may require more actors than are in a group. Prepare for this contingency while students are working on their director's handbook. The teacher can combine groups or double cast group members.
 - A key to the success of this activity is identifying students in the class who work well with others and pairing them with those needing support.
 - Being mindful of time constraints, it is suggested that the creation of the director's handbook be limited to one class (approximately 75 minutes), the rehearsal to one class, and the performance/presentation to one class.
 - Instead of performing a scene, students may opt to deliver a seminar on how they would stage the scene.
 - The emphasis of this activity is not on literary analysis, but rather, on the application of the skills and knowledge needed for the staging of a production.

Prior Knowledge Required

- A thorough knowledge and understanding of the play studied in this unit

Teaching/Learning Strategies

- Arrange students into groups of three or four.
- Have each group select a scene from the play they studied in Activity 2.
- Photocopy a short scene (two or three pages) from the text and have students create a "director's handbook" from the photocopied scenes.
- Step 1: Students paste the photocopied scene onto 8 X 10 sheets. (**Note:** wide margins are required so that there is room for production notes and stage directions.)
- Step 2: In the director's handbook, students write a brief rationale as to:
 - a) why they chose this scene,
 - b) the scene's overall mood,
 - c) how the actors should play the scene.
- Step 3: Students write directions in the margins, including: movement, lighting, scenery, music/sound effects and brief descriptions of the intended dramatic effect and dramatic mood.
- Students rehearse and perform in groups (director, actors, chorus, narrator, technician).
- As an alternative to the performance, students may present a seminar on how they would stage the scene.
- Each group submits one copy of the director's handbook for assessment.

Assessment/Evaluation

Formative:

- Teacher observation
- Peer editing checklist (director's handbook)
- Checklist for performance in groups

Summative:

- Rubric for director's handbook
- Group performance rubric

Accommodations

- The teacher may enlist the help of a resource teacher to suggest strategies for accommodating students who have difficulty working collaboratively.

Resources

The Catholic Book of Worship

A handbook of literary terms

Unit 5: Non-Fiction: The Medium and the Message

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description

Students understand three key concepts of the media; make the connection between non-fiction texts, language conventions and target audiences; and demonstrate their understanding of these texts within the context of the social teachings of the Church. They apply their knowledge and understanding and develop a positive sense of self and respect for others.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: 1d, 2a, 2c, 3c, 4a, 4b, 4f, 5a.

Strand(s): Reading and Literature Studies; Writing; Language; Media Studies

Overall Expectations: LIV.01-.02P, .03B, WRV.01-.03P, .04-.05B, LGV.01P, .02B, MDV.01-.02P.

Specific Expectations: LI1.01-.02P, .03B, .04-.05P, .06B; LI2.03P; L13.02P, .03P; WR1.01-.04P; WR2.01P; MD1.01B, .02-.04P; MD2.02-.03P.

Activity Titles (Time and Sequence)

Activity 1	Form and Meaning in the Media: Identifying and Connecting Form and Meaning	180 minutes (+60 integrated)
Activity 2	Shaping Our Values: A Deconstruction and Response	120 minutes (+60 integrated)
Activity 3	Media Heroes/Heroines: Biographical Research and Descriptions of Media Heroes/Heroines	180 minutes (+60 integrated)
Activity 4	Celebrating Our Patron Saints: An Oral Investigative Report	240 minutes
Activity 5	Hot Off the Press: Construction of a Group Newsletter or Video Clip	240 minutes (+120 integrated)
Activity 6	Make Your Point: An Argumentative Essay - Convincing an Audience	240 minutes (+60 integrated)

Unit Planning Notes

- The emphasis in this unit is on interactive learning.
- Students should be exposed to a variety of media and information texts.

Teaching/Learning Strategies

- teacher-led discussion on media concepts
- group activity - making connections (purpose/language/audience)
- journal responses to news items
- learning logs as students identify and research
- exploring the Internet and other information servers
- using desktop publishing for newsletter
- using videotaping for news item
- teacher-led discussion about essay format/style

Assessment/Evaluation

Diagnostic and Formative

Teacher's anecdotal notes

- Notebook checklist for concept notes
- Checklist for group connections activity

Summative

- Quiz - concepts and connections
- Writing process rubric - responses/descriptions
- Presentation rubric for investigative report
- Self and peer evaluation for newsletter/clip
- Argumentative essay rubric

Resources

Print

newspapers

magazines

Compton's Interactive Encyclopedia

Sample essays

Computer Software

Internet

desktop publishing

word processing

Videotapes

television news reports

Activity 1: Form and Meaning in the Media: Identifying and Connecting Form and Meaning

Time: 180 minutes (an additional 60 minutes in integrated language study)

Description

The main focus of this two-part activity is to expose students to a variety of media forms and introduce them to three key media concepts.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 3(c) - thinks reflectively and creatively to evaluate situations and solve problems
- 4(b) - demonstrates flexibility and adaptability
- 5(a) - works effectively as an interdependent team member

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

L1V.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

LI2.03P - use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, titles, sub-titles, and photographs, to understand and interpret texts in the genre;

LI3.02P - explain how authors choose words and phrases to achieve intended effects;

LI3.03P - explain how authors and editors use design elements to help convey meaning;

WR1.02P - locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases;

LG1.01B - describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.03P - compare the reactions of different people or groups to a variety of media works.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- This activity is divided into two parts. Part one provides the students with the opportunity to interact with various media forms.
- It is essential that the set-up of the classroom reflect the dynamic nature of the media world.
- In choosing the various media texts, ensure that all information required in the chart is available to the students in the media texts.
- It is important to circulate and assist students with their written responses during this activity.
- The key concepts introduced in part two are reinforced throughout the unit.

Teaching/Learning Strategies

Part One

- Organize the classroom into five stations:
 - Station 1- A variety of print advertisements
 - Station 2 - A variety of taped television commercials
 - Station 3 - A variety of local and national newspapers
 - Station 4 - A variety of taped radio news broadcasts
 - Station 5 - A variety of product labels and packages (CD covers, clothing tags, soup can labels, cereal boxes, etc.)
- Divide the class into five groups and appoint a recorder for each group.

- Students visit each station and respond in point form to prompt questions provided in the sample chart below:

QUESTIONS	Station 1 Print ads	Station 2 T.V. ads	Station 3 News - papers	Station 4 Radio News	Station 5 Products/ packages
Identify the types of texts. Describe what you see.					
Who made these media texts? (Who benefits from their production?)					
Where were these media texts made? (locally, nationally, internationally)					
Who is the target audience? (teenagers, adults, city dwellers)					
What evidence is there to suggest this is the target audience? (What is the age, sex, or economic status of the reader, viewer, or purchaser?)					
Why is the target audience attracted to the media texts? (colour, sound, graphics, lettering, vocabulary, length, pace)					
Describe the message or the information delivered.					
What values do the media texts promote?					

- Following this activity, students contribute their findings to a class discussion.

Part Two

- Use the findings from part one as a springboard for the introduction of the following terms and key concepts as articulated in the Ministry of Education Resource Guide, *Media Literacy: Intermediate and Senior Divisions, 1989*:

Terms:

Medium, media, texts, construct, construction, deconstruct, audience, negotiate, values

Key Concepts:

- All media are constructions.* Perhaps the most important concept in media-literacy education is that the media do not present simple reflections of reality: they present productions, which have specific purposes.... Although productions appear to be natural, they are in fact carefully crafted constructions that have been subjected to a broad range of determinants and decisions.
- The media construct reality.* All of us have a *construct*—the picture we have built up in our heads since birth of what the world is and how it works. It is a model based on the sense we have made of all our observations and experiences. When, however, a major part of those observations and experiences come to us pre-constructed by the media, with attitudes, interpretations, and conclusions already built in, then the media, rather than we ourselves are constructing our reality.

-
3. *Audiences negotiate meaning in media.* Basic to an understanding of media is an awareness of how we interact with media texts. When we look at any media text, each of us finds meaning through a wide variety of factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, or family and cultural background. All of these have a bearing on how we process information.
- Provide the above definitions and notes using an overhead or the chalkboard.
 - Explain the concepts by relating them to Part One of the activity using the following prompts:
 - Audiences negotiate meaning in the media.*
 - a) Which media text from the chart is most appealing to you?
 - b) What specifically do you like about it?
 - c) Why are you (the target audience) important to the construction and distribution of this text?
 - All media are constructions.*
 - a) How was this media text made?
 - b) Why was it made (constructed)? What purpose does it serve?
 - c) Does *why* it was made have any influence on *how* it was made?
 - The media construct reality.*
 - a) How does this text influence what you know and believe?
 - b) What does it promote-specific ideas, lifestyles, or values?
 - Students copy all responses, terms, and key concepts into their notebooks.

Assessment/Evaluation

Diagnostic and Formative:

- Checklist for group connections activity
- Notebook checklist for concept notes

Accommodations

- Some students may require additional time for the activity or assistance from a peer.
- Modify the definitions and key media concepts.

Resources

Ministry of Education Resource Guide. *Media Literacy: Intermediate and Senior Divisions, 1989.*

Teaching Ideas for Media Literacy, Don Walker (Bishop Allen Academy)

Magazines

Newspapers

Television news broadcasts

Radio news broadcasts

Advertisements

Products/labels

Activity 2: Shaping Our Values: A Deconstruction and Response

Time: 120 minutes (60 additional minutes in integrated language study)

Description

This activity reinforces the key concepts introduced in Activity 1. Students deconstruct a news item, which enables them to apply their knowledge of media concepts while exploring social justice issues.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1(d) - develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good

4(a) - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

L1V.01P - read and demonstrate an understanding of a variety of literary and informational texts;

LIV.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

LI1.01P - describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;

LI1.05P - make inferences based on the information and ideas presented in texts;

LI1.06B - use specific references from a text to support opinions and judgments;

LI2.03P - use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, titles, sub-titles, and photographs, to understand and interpret texts in the genre;

LI3.02P - explain how authors choose words and phrases to achieve intended effects;

WR2.01P - identify the purpose for each piece of writing;

LG1.05P - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

-parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions,

-prepositions, interjections;

-simple, compound, and complex sentences;

-components of sentences: subject, predicate, object, subjective complement, prepositional phrases, main and subordinate clauses;

-agreement between subject and verb and between pronoun and antecedent;

-consistency of verb tenses and voice;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02P - identify and describe the elements used to structure media works in a variety of forms;

MD1.04P - identify factors that influence media production, distribution, and advertising.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Begin this activity with a quiz that reviews the key concepts introduced in Activity 1.
- Consider current social issues in the media as well as student interests when selecting texts.
- The teacher may choose to use a recent television news clip in place of the print item and modify the chart accordingly.
- Use this activity as an opportunity to increase students' awareness about social justice issues such as poverty, homelessness, health care, education, and war, by asking them to deconstruct two or three more articles of their choice.
- The sample chart serves as an important reference for students when deconstructing any text.

Prior Knowledge Required

- Knowledge of media terms and key concepts learned in Activity 1

Teaching/Learning Strategies

- Distribute a current news article with a photograph that presents a social justice issue.
- Read the article with the class.
- Model the deconstruction of this article using the three media concepts and support questions provided in the chart to stimulate class responses.
- Students record the information on the chart below.

Key concept	Questions	Findings
1. All media are constructions.	<ul style="list-style-type: none">• How do you know this is a news item?• Label the following on your copy of the article: headline, deck, summary lead, body, caption.• Summarize the article.• Describe the photograph.• How else might they have shot it?• What other photos might have been taken?	
2. The media constructs reality.	<ul style="list-style-type: none">• What facts are presented in the article?• What point of view is presented? (positive? negative?)• Is the issue presented fairly? (Is anything missing?)• What values are promoted?	
3. Audiences negotiate meaning.	<ul style="list-style-type: none">• Who is the target audience?• How do you know?	

-
- The class discusses the merits and difficulties of the article based on the deconstruction by answering the following questions:
 - What do you like about the article?
 - What do you dislike about the article?
 - What other photos might have been taken?
 - Students use the information gathered in the chart and from the class discussion and write individual responses (a draft and final copy, each two paragraphs in length) to the following question: Is this a good news article? Why or why not?

Assessment/Evaluation

- Quiz – concepts and connections
- Writing process rubric

Accommodations

- Adapt the quiz so that it best meets the needs of all students.
- This activity explores concepts that are very challenging.
- Teachers should be prepared to repeat, emphasize, and review the material with students prior to the quiz and throughout their deconstruction of the article.

Resources

Newspaper and magazine articles relating to social justice issues

Television news segments

Activity 3: Media Heroes/Heroines: Biographical Research and Descriptions of Media Heroes/Heroines

Time: 180 minutes (60 additional minutes in integrated language study)

Description

This activity expands students' research skills, reinforces students' understanding of key concepts, and encourages them to explore their values vis a vis the values of media heroes/heroines.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations:

3(c) - thinks reflectively and creatively to evaluate situations and solve problems;

4(b) - demonstrates flexibility and adaptability;

4(f) - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

L1V.01P - read and demonstrate an understanding of a variety of literary and informational texts

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01P - use print and electronic sources to gather information and explore ideas for their written work;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

LGV. 01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

MDV.02P - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

LI1.01P - describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;

LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;

LI1.06B - use specific references from a text to support opinions and judgments

LI2.03P - use knowledge of elements of newspaper and magazine articles, such as headlines leads, the five W's, titles, sub-titles, and photographs, to understand and interpret examples of the genre;

LI3.02P - explain how authors choose words and phrases to achieve intended effects;

WR1.01P - investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data;

WR1.04P - use the information and ideas generated by research to explore topics for written work;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

MD2.02P - create media works for different purposes.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- This activity is divided into two parts. Part One focuses on defining the qualities of a hero and on researching a media hero/heroine of the students' choice. Part Two encourages the students to make connections between their initial definition of a hero/heroine and what their research findings indicate.
- Contact the school librarian to assist with students' research and/or use the community library.
- It is important to encourage students to recognize that their likes and dislikes are very much influenced by the media.
- Present the idea that the reasons we admire, respect, and elevate heroes/heroines are shaped by values promoted by the mass media.
- By the end of this activity, make a clear link between the media and values.

Prior Knowledge Required

- Knowledge of media terms and key concepts acquired and reinforced in Activities 1 and 2
- Knowledge of how to deconstruct a news item acquired in Activity 2

Teaching/Learning Strategies

Part One

- Divide the class into groups and distribute the chart below.

A hero/heroine is defined as ...	The most important qualities of a hero/heroine are...	Who is worthy of the title or label hero/heroine in the media? Provide examples.

- Group members discuss the chart and each student completes her or his own chart.

-
- Lead a class discussion following the completion of the charts in order to share findings and encourage each student to select one media hero/heroine to research.
 - Each student completes a biographical research project about one media hero/heroine.
 - The research project includes the following:
 1. Learning Log: a booklet in which students record their findings from two to three media sources. (The sources must vary and may include television, newspapers, magazines, movies, documentaries, biographies, autobiographies, and Internet sites.)
 2. A one-page description of the media hero/heroine that incorporates the information gathered about him or her. The description may include the hero/heroine's physical appearance, actions, words, values, beliefs, struggles, flaws, and accomplishments.
 3. A collage or *PowerPoint* presentation that expresses and explores the qualities of the hero/heroine.

Part Two

- Instruct students to refer back to their hero/heroine charts and decide whether their researched heroes/heroines match the definition and qualities initially outlined in Part One.
- Each student writes a response that determines whether her/his media hero/heroine meets the criteria for a genuine hero/heroine.

Assessment/Evaluation

Diagnostic and Formative:

- Checklist for group connections activity
- Teacher observation/teacher's anecdotal notes for research and collage

Summative:

- Writing process rubric-response

Accommodations

- Encourage students who have difficulty with independent research to work with a partner, or arrange a research tutorial with the school librarian.
- Encourage the students to work with a variety of media forms which address learning styles.

Resources

newspapers

magazines

Compton's Interactive Encyclopedia

videos

Internet

biographies

autobiographies

documentaries

television programs

community library

Activity 4: Celebrating Our Patron Saints: An Oral Investigative Report

Time: 240 minutes

Description

This activity reinforces students' research skills and encourages them to celebrate the patron saints of our Catholic Faith.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations:

- 2(a) - listens actively and critically to understand and learn in light of gospel values;
- 2(c) - presents information and ideas clearly and honestly and with sensitivity to others;
- 3(c) - thinks reflectively and creatively to evaluate situations and solve problems;
- 4(b) - demonstrates flexibility and adaptability;
- 4(f) - applies effective communication, decision-making, problem-solving, time and resource management skills;
- 5(a) - works effectively as an interdependent team member;

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations:

- LIV.01P - read and demonstrate an understanding of a variety of literary and informational texts;
- LIV.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- WRV.01P - use print and electronic sources to gather information and explore ideas for their written work;
- WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

- LI1.01P - describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;
- LI1.02P - select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;
- LI1.04P - locate and use explicit information and ideas from texts in forming opinions and developing generalizations;
- WR1.01P - investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data;
- WR1.03P - sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

Planning Notes

- The teacher could invite the school chaplain or local clergy into the classroom to assist with the definition of saint and the naming of various saints.
- The assistance of the school librarian is also crucial in the research aspect of this activity.

Prior Knowledge Required

- Proficiency in delivering oral reports
- Knowledge of heroic traits. (Activity 3)

Teaching/Learning Strategies

- In large group discussion guided by the teacher, school chaplain, or local clergy, students define the term “patron saint.”
- Students brainstorm names of patron saints and write the names on the chalkboard.
- Organize students into groups of three or four.
- Assign a patron saint to each group.
- Each group researches its patron saint using at least three sources (e.g., newspapers, magazines, news clips, documentaries, movies, biographies, autobiographies and web sites) and uses the following list of questions to organize an oral report:

Oral Report Organization Chart

Background	Information
<ul style="list-style-type: none">• Where was your patron saint born?• Describe his or her family.• What type of childhood did she/he have?• Where was she/he educated?• Where did she/he work?	
Qualities	
<ul style="list-style-type: none">• What were your patron saint’s strengths?• What were his/her weaknesses?• What qualities did she/he have that made him/her a saint?	
Struggles/Sacrifices	
<ul style="list-style-type: none">• What public and private struggles did the patron saint have?• What difficult decision did the saint have to make?• What sacrifices did the patron saint make in her/his struggle?	
Significance to the World	
<ul style="list-style-type: none">• Why do others admire and respect this person?• How has this person contributed to the Catholic Faith?• What do you value about this person?	
Hero? / Heroine?	
<ul style="list-style-type: none">• What heroic qualities does your patron saint have?• Would your patron saint be considered a hero by today’s standard? Explain.	

-
- Review the characteristics of a good oral presentation emphasizing the importance of effective speaking and active listening.
 - Students deliver their information on their assigned saint in a formal, oral presentation to the class.
 - Students discuss their findings and make connections with the hero/heroine findings in Activity 3.

Assessment/Evaluation

- Presentation rubric for investigative report

Accommodations

- The teacher may have students pre-record their presentation on video.

Resources

newspapers

magazines

Compton's Interactive Encyclopedia

videos

biographies

Internet

Activity 5: Hot Off the Press: Construction of a Group Newsletter or Video Clip

Time: 240 minutes (120 additional minutes in integrated language study)

Description

This activity allows students to apply their knowledge about the media and demonstrate their ability to construct a media text.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 1(d) - develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- 2(a) - listens actively and critically to understand and learn in light of gospel values;
- 2(c) - presents information and ideas clearly and honestly and with sensitivity to others;
- 4(a) - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- 4(b) - demonstrates flexibility and adaptability;
- 4(f) - applies effective communication, decision-making, problem-solving, time and resource management skills;
- 5(a) - works effectively as an interdependent team member.

Strand(s): Literature Studies and Reading, Writing; Language, Media Studies

Overall Expectations:

- L1V.02P - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01P - identify and describe the elements, intended audiences, and production practices of a variety of media forms;

MDV.02P - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

LI2.03P - use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, title, sub-titles, and photographs, to understand and interpret texts in the genre;

LI3.03P - explain how authors and editors use design elements to help convey meaning;

MD1.02P - identify and describe the elements used to structure media works in a variety of forms;

MD1.04P - identify factors that influence media production, distribution, and advertising;

MD2.02P - create media works for different purposes;

MD2.03P - analyse the characteristics of different audiences and create media works designed specifically for them;

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;

LG2.01P - use listening techniques and oral communication skills to participate in group discussions.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Encourage students to take into consideration their strengths and talents when choosing a group.
- This is a culminating activity and therefore students are encouraged to consult their media notes (definitions, key concepts—Activity 1, Unit 5) during the construction of their final texts.
- It is important to emphasize respect for group members as well as for the members of the larger school community.
- The teacher is encouraged to collaborate with colleagues in computer studies, art, and technology departments.
- Enlist the help of experts, e.g., senior technology students, school newspaper editor, and art students to help with elements of layout and design.

Prior Knowledge Required

- Knowledge of the media terms and key concepts acquired and reinforced throughout Activities 1, 2, and 3

Teaching/Learning Strategies

- Divide the class into groups according to their interests in various media forms.
- Students choose to construct a newsletter, an advertisement, or a video clip that explores one or more current events in the school community and gather details that answer the questions: Who? What? Where? When? Why?
- The newsletter, the advertisement, and the video clip groups adhere to the following instructions:
 1. Elect a team leader.
 2. Review key concepts and definitions.
 3. Organize the materials needed to construct the text effectively.
 4. List all the tasks needed to effectively construct the text.
 5. Divide the responsibilities according to interests and strengths and ensure that all members participate.
 6. Create a timetable for completion of tasks.
 7. Research the potential topics/stories/events in the school community.
 8. Choose the materials that are to be included in the construction and be mindful of the following: target audience, appropriate level of language, communication of the message, and the values depicted.
 9. Draft a layout or create a storyboard.
 10. Gain approval from the teacher for the draft material prior to production.
 11. Construct final product.
 12. Share final construct with the class.
 13. Participate in self- and peer-evaluation.

Assessment/Evaluation

Diagnostic and Formative:

- Teacher's anecdotal notes on students' draft work
- Roving conference
- Group-activity checklist (Appendix D)

Summative:

- Self-and-peer evaluation (Appendix C)

Accommodations

- Since there is a variety of tasks required for this culminating activity, most needs and learning styles can be accommodated and supported.

Resources

art supplies

desktop publishing software

video equipment

Activity 6: Make Your Point: An Argumentative Essay – Convincing an Audience

Time: 240 minutes (60 additional minutes in integrated language study)

Description

This activity, the independent study component of the course, is worth 15% of the students' final mark. This is a culminating activity in which students apply their knowledge of terms, concepts, and deconstruction techniques. Students write a short argumentative essay.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 3 (c) - thinks reflectively and creatively to evaluate situations and solve problems;
- 4 (a) - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- 4 (f) - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

- L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;
- WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;
- WRV.05B - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
- LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- MDV.02P - use knowledge of a variety of media forms, purposes, and audiences to create media Works.

Specific Expectations:

- LI1.05P - make inferences based on the information and ideas presented in texts;
- LI1.06B - use specific references from a text to support opinions and judgments;
- WR1.01P - investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data;
- WR1.03P - sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
- WR2.01P - identify the purpose for each piece of writing;
- MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

Planning Notes

- See Appendix H for suggested opportunities for language skills integration.
- Vary the essay topics depending on the interests and needs of the class.
- Although this is the students' first major essay, they draw on knowledge and skills acquired throughout the course. The teacher should carefully lead students through the steps of planning, editing, revising, and publishing.
- This essay is to be a maximum of 350 words.
- Students work in the school or local library to gather information and data from at least three sources.
- Remind students of the proper use of the Internet.
- To facilitate this activity students may use various checklists: Essay Checklist- Appendix F, Research Project Checklist- Appendix G, and the Writing Process Checklist- Unit 6, Activity 3.

Prior Knowledge Required

- Knowledge of the media terms and key concepts learned and reinforced in Activities 1, 2, 3, and 5
- Knowledge of the writing process
- Research skills

Teaching Learning Strategies

- Provide the students with a list of essay topics such as:
 - Do advertisements depict women and men as equals? Explain.
 - Do newspaper articles focus too much on the negative aspects of our global community?
 - Does television influence people positively?
- Students choose their topics after careful contemplation.
- Students complete the following chart as a pre-writing activity:
Sample topic: Does television influence people positively?

Yes (Pro)	No (Con)	Media Examples
<ul style="list-style-type: none">• It is informative.• It entertains and relaxes people.• It provides role models.		<ul style="list-style-type: none">• The History Channel – documentaries• Situation comedies – <i>Friends</i>• Oprah, the Pope, Craig Kielburger

- Based on the information gathered in their charts, students choose a pro or con position for their argumentative essay.
- Teach the argumentative essay providing the students with samples and notes.
- Students write an outline, using the chart above, as a guide.
- Students write the first drafts of their essays.
- Provide the students with an editing checklist to peer-edit each other's work.
- Students complete a final copy of their argumentative essay.

Assessment/Evaluation

- Writing process rubric
- Argumentative essay rubric

Accommodations

- Allow some students more than the allotted time to complete the essay.
- Although the writing process provides the students with the opportunity to obtain feedback from peers, some students may require added assistance from the teacher in the form of a conference.
- Provide some students with the use of the computer throughout the writing process or the assistance of a scribe.

Resources

Argumentative essay samples

Word processing software

A variety of information texts

Reading and Writing for Success

Unit 6: The Writing Process: Sculpting With Words

Time: 25 hours (ongoing)

Unit Description

This unit is integrated throughout the course. Students cultivate language for practical communication, creative expression, and ultimately, as a gift for bearing witness to Christ’s truth. Through the writing process, they further develop their skills in drafting, editing, revising, and publishing. They increase their vocabulary, refine their skills in spelling, punctuation, grammar, and usage, and apply the conventions of standard English in oral and written communication.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: 2a, 2c, 4e, 4f, 5a, 5c, 5f, 7b.

Strand(s): Writing; Language

Overall Expectations: WRV.01-.03P, .04-.05B, LGV.01P, .02B.

Specific Expectations: LI3.01-.02P, WR1.01-.04P, WR2.01-.04P, WR3.01-.07P, WR4.01-.02B, .03P, .04B, WR5.01P, .02B, .03P, .04B, .05-.06P, .07-.16B, LG1.01-.04B, .05P, .06-.07B, LG2.01-.07P, MD1.02P, MD2.02P.

Activity Titles (Time and Sequence)

Activity 1	Language About Language: Learning, Exploring, and Practising the Conventions of Standard English, Punctuation, Spelling, and Grammar	240 minutes (ongoing)
Activity 2	“Slanguage”: Studying Usage, Colloquialisms, Slang, Technical Jargon, Formal and Informal Expression	120 minutes (ongoing)
Activity 3	Writing it “Right”: The Writing Process/Writing for Various Purposes and Audiences in Various Modes (The Report, The Short Expository Essay, The Personal Response)	360 minutes (ongoing)
Activity 4	Support What You Say: Using Quotations, Facts, Statistics, Referencing to Support Your Argument	180 minutes (ongoing)
Activity 5	Words You Can Use: Enriching/Increasing Vocabulary (Word games to build vocabulary, defining words in context, creating a class dictionary and personal glossary)	180 minutes (ongoing)
Activity 6	Finding Your Own Voice: Learning to be a Confident Presenter, an Effective Speaker and an Active Listener	180 minutes (ongoing)

Unit Planning Notes

Although the “Writing Process and Language Skills” unit is divided into various discrete categories of activity and skill, it should be approached and delivered holistically. The time allocation for each activity and skill is a guideline only. In addition, diagnostic assessment of learning styles as well as reading, writing, and oral communication skills are conducted early in order that students’ needs might be addressed and learning styles accommodated.

Teaching/Learning Strategies

Writing as Process

- collaborative learning activities (e.g., peer-editing and revising)
- use of essay outline planners
- teacher-directed lessons on points of grammar, usage, Standard English
- teacher-led discussion and instruction on common writing errors
- teacher/student conferencing to provide one-on-one instruction and feedback
- presenting and emulating models of excellent student writing
- word processing and desktop publishing (drafting, editing, revising, publishing)
- collaborative writing in small groups

Oral Communication

- instruction on use of cue cards in oral presentations
- instruction on effective use of voice
- teacher modelling of effective oral communication

Reading

- small and large group instruction on reading strategies (e.g., skimming, scanning, predicting, discerning cause and effect, inferring)
- reading in small groups (oral and silent reading)
- small group discussions on assigned readings

Assessment/Evaluation

Diagnostic and Formative Assessment

The Teacher uses:

- teacher/student conferences to provide feedback on the writing process (roving conferences)
- rubric(s) to assess assigned writings
- checklists to assess small group presentations/oral communication, peer-editing group activities
- diagnostic checklists to assess strengths and weakness in writing

The Student uses:

- self-assessment checklists to identify strength and weaknesses in writing
- self-assessment checklist to identify idiosyncrasies in the writing process
- peer-editing checklist to provide feedback in the writing process

Summative Evaluation

- Rubrics (criterion-referenced) to evaluate final written products (e.g., reports, short essay, scripts, ISP)
- Rubrics to evaluate oral presentations
- Tests on knowledge and application of grammar terms

Resources

Texts

Writing for Success: The Young Writer's Handbook, A Glatthorn

The Teaching of English Usage, R. Pooley

Software

Autoskill

word processing

desktop publishing

Activity 1: Language About Language: Learning, Exploring, and Practising the Conventions of Standard English, Punctuation, Spelling, and Grammar

Time: 240 minutes ongoing/integrated

Description

This is a series of mini-lessons designed to acquaint students with basic grammatical terms and concepts, and key elements of punctuation, spelling, and usage. Students apply skills acquired in this activity within the writing process throughout the course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

7b - accepts accountability for one's own actions;

2b - reads, understands, and uses written materials effectively.

Strand(s): Language, Writing

Overall Expectations:

WRV.05B - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English specified for this course with the support of print and electronic resources when appropriate;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

Specific Expectations:

WR3.02P - use a topic sentence, supporting sentences to develop the topic, connecting words to link the sentence, and a concluding sentence to structure expository paragraphs;

WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;

WR5.05P - identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;

WR5.06P - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subjective complement, main and subordinate clauses; prepositional phrases;

WR5.07B - identify and correct sentence fragments, run on sentences, comma splices;

WR5.08B - make compound subjects agree with verbs in simple and compound sentences;

WR5.09B - make pronouns agree with their antecedents in number and gender;

WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors;

WR5.12B - use and spell homophones correctly;

WR5.13B - use the apostrophe correctly when spelling contractions and possessives;
WR5.14B - use a variety of resources to correct errors in spelling;
WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;
WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
LG1.05P - recognize, describe, and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.07B - recognize, describe and use correctly in oral and written language the conventions of standard Canadian English for spelling, capitalization, and punctuation.

Planning Notes

- Use the “teachable moment” to deliver this series of mini-lessons.
- These lessons are to be used to enhance, reinforce, and improve students' existing language skills.
- Often, students implicitly understand grammar, punctuation, and usage; however, they lack the vocabulary to express their understanding. This on-going activity/unit addresses this need.
- The writing process is outlined in Activity 3 of this unit.
- The “Reference Chart” should be retained by students in the glossary section of their notes as a “quick-reference card” of grammatical terms.
- The mini-lesson on grammatical terms should be delivered in Unit 1 of the course in order that key grammatical concepts can be reinforced and applied throughout the course.
- Devote as much time to direct and explicit grammar instruction as the allocated time in a given activity allows.
- The mini-lesson on usage is followed by the lesson on oral communication. In this way the teacher draws a connection between the written and the spoken word.

Teaching/Learning Strategies

Mini-lesson 1

- Explain that grammatical terms provide a common language for discussing and analysing language. Just as a car mechanic uses a specialized language to discuss the mechanics of a car, the student of English needs a language to discuss the mechanics of writing.
- Take an inventory of the grammatical knowledge in the class by means of a diagnostic quiz. The quiz can take the form of a matching column exercise.
- As an ongoing activity which spans the entire course, students should complete the table listed below under the direction of the teacher. Students are encouraged to find examples in their own writing to illustrate the various terms on the chart.

Terms	Definition	Example
Parts of Speech		
• nouns		
• pronoun		
• verbs		
• adverbs		
• adjectives		
• conjunctions		
• prepositions		
• interjections		
Sentences		
• sentences		
• simple sentences		
• compound sentence		
• complex sentence		
• fragment		
Parts of the Sentence		
• subject		
• predicate		
• complement		
• object		
• subjective completion		
• main clause		
• subordinate clause		
• prepositional phrase		
• participle phrase		

- Present examples of various types of sentences, including simple sentences, compound sentences, and complex sentences drawn from the literature students are studying.
- Demonstrate the difference between a sentence and a fragment by pointing out the key features of a sentence (i.e., a sentence has two essential elements: subject and predicate).
- Distinguish the key grammatical features of each type of sentence.
- Group students in pairs and instruct them to find five examples of each type of sentence from the literature or informational texts they are reading.
- Give students a series of simple sentences. Students are given the task of combining simple sentences into compound sentences. Alternately, give students a list of compound sentences and they have the task of transforming compound sentences into simple sentences.
- Identify the subject and predicate of a sentence and explain that these two must agree in number (i.e., singular subject, singular verb; plural subject, plural verb).
- Group students into pairs and instruct them to find five examples of subject and predicate. The examples should be entered in their grammar glossary.

- Once students have mastered the concept of subject and predicate, the teacher identifies object, subjective completion, main clause, subordinate clause, and prepositional phrase.
- Group students into pairs and instruct them to find five examples of each of the following: object, subjective completion, main clause, subordinate clause, and prepositional phrase. Students enter examples in their grammar glossary.

Mini-Lesson 2: Anatomy of a Paragraph: Topic Sentence, The Body, Concluding Sentence

- Distribute a series of model paragraphs to the class. The paragraphs are to be topical and of interest to the students. As well, the paragraphs reflect a diversity of styles.
- Ask students how the model paragraphs are similar in structure.
- Ask students to identify the topic sentences, the body, and the concluding sentence.
- Hand out a list of paragraphs with the topic sentences removed. Students write what they believe the topic sentence to be.
- Hand out a copy of a paragraph with the concluding sentence removed. Students compose an appropriate response.
- Finally, students are to be given a list of topic sentences, and for each topic sentence, students write a paragraph body and concluding sentence.
- To finish the exercise, show students the topic sentences in the original paragraphs.

Mini-Lesson 3: Punctuation and Capitalization

- Explain that there are essentially two categories of punctuation: end punctuation and internal punctuation.

Punctuation Type	Punctuation Marks
End Punctuation	Period .
	Exclamation Mark !
	Question Mark ?
Internal Punctuation	Comma ,
	Colon :
	Semi-Colon ;
	Dash -
	Double quotation marks “ ”
	Single quotation marks ‘ ’
	Apostrophe ‘
	Virgule /
	Parentheses ()
	Bracket []
	Ellipsis points

- Demonstrate the use of each of the types of punctuation, using examples from the literature and informational texts under study as well as the students' writing.
- Review the rules of capitalization using examples from students' writing and the literature and informational texts under study.
- Give students a paragraph in which the punctuation and capitalization are omitted. Ask students to punctuate and capitalize the paragraph.

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- Give students a set of poems in which the punctuation and capitalization are omitted and ask students to punctuate and capitalize the poem.
 - Give students a scene from a play in which the punctuation and capitalization are omitted and ask them to punctuate and capitalize the scene.

Mini-Lesson 4: Spelling

- Review standard spelling rules and provide a concise list of these rules including sound patterns, meaning patterns, and function patterns. (Page 225, *Reading and Writing for Success*: Harcourt & Brace)
- Present sets of homonyms and distinguish each word in the set by meaning and spelling. Students include this list in their spelling glossary.
- Ask students what words they find difficult to spell. Put the words on the board and offer advice on how to memorize orthographic patterns.
- Then present students with “the horrible hundred”, a list of commonly misspelled words.
- Explain that the spelling of a word is often the key to its etymology. Once students understand the origins of words, they are able to expand their vocabulary.
- Deliver a brief lesson on the dictionary as an etymological tool. Give students a series of words and have them research the etymology of the words on their list using their dictionaries.
- Stress that dictionaries and electronic spell checkers are indispensable tools for attaining spelling accuracy in the writing process.

Mini-Lesson 5: Usage

- This mini-lesson is connected to Activity 2, “Slanguage.”
- Explain that the degree of formality in writing and speaking is dependent upon the intended audience and purpose for writing and speaking.
- Give students a series of questions:
 1. What type of language would you use in a valedictory address?
 2. What type of language would a soccer coach use with a team before a championship game?
 3. What type of language would you use when writing a letter of application?
 4. What type of language would you use when writing a letter to your best friend?
- Explain that slang, jargon, and colloquialisms are all acceptable in the appropriate context and that expository writing demands objectivity and formality.

Assessment/Evaluation

Diagnostic and Formative Assessment:

The Teacher uses:

- teacher/student conferences to provide feedback on the writing process (roving conferences);
- rubric(s) to assess assigned writings;
- checklist to assess small group presentation/oral communication, peer editing, group activities;
- diagnostic checklist to assess strengths and weaknesses in writing.

The Student uses:

- a self-assessment checklist to identify strengths and weaknesses in writing
- a self-assessment checklist to identify idiosyncrasies in the writing process
- a peer-editing checklist to provide feedback in the writing process

Summative Evaluation:

- Rubrics (criterion-referenced) to evaluate final written products (e.g., reports, short essays, scripts, ISP)
- Rubrics to evaluate oral presentation
- Tests on knowledge and application of grammar terms

Accommodations

- Enlist peer tutors and/or resource teachers to assist students with the delivery of instruction in grammar and usage.

Resources

Bridges (Prentice Hall)

The Elements of Style (Prentice Hall)

Language and Writing (Nelson)

Language to Go (Nelson)

On Writing Well

Reading and Writing for Success (Harcourt Brace)

ResourceLines (Prentice Hall)

Write Source 2000 (Houghton Mifflin)

Young Writer's Handbook (Nelson)

auto skill software

desktop publishing/word processing software

Dictionaries

electronic spell-checkers

Thesauri

Activity 2: “Slanguage”: Studying Usage, Colloquialism, Slang, Technical, Jargon, Formal and Informal Expression

Time: 120 minutes

Description

Students work through a series of mini-lessons designed to support the writing process by enhancing students' awareness of levels of usage, and formal and informal styles.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

7(b) - accepts accountability for one's own actions.

Strand(s): Language, Writing, Literature Studies and Reading

Overall Expectations:

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly.

Specific Expectations:

LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism, as well as standard Canadian English, in literary texts and in their own oral and written work

LG1.03B - identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work

LI3.01P - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects

LI3.02P - explain how authors choose words and phrases to achieve intended effects

Planning Notes

- Students use dictionaries to carry out etymological research.
- Draw on the diversity of cultures and language backgrounds within the classroom to show how these cultures and languages have enriched Canadian English.
- Stress that language is a living entity which continues to evolve to reflect societal and cultural changes.
- To enhance this activity, invite local poets, rappers, songwriters, storytellers, technical writers, television and newspaper journalists, and cultural and social historians to speak to students about the diversity and constantly evolving nature of language.
- Use these activities as an opportunity to celebrate the diversity of language experience within the classroom.

Prior Knowledge Required

- Draw upon students' existing knowledge of grammar and usage.

Teaching/Learning Strategies

Mini-Lesson 1: Slanguage (slang, colloquialism, jargon, dialect)

- Define slang, colloquialism, jargon, and dialect.
- Students write the definitions in their notebooks.
- Ask students for examples of slang and write them on the chalkboard.
- The teacher and students discuss the purpose of slang.
- Explain how slang can be used to both illuminate meaning to a specific group and hide meaning from another group.
- Students create a 'Slang Organizer' that is included in their glossary.
- Choose literature that contains slang. Students translate slang into standard Canadian English.

Slang/Colloquialism/Jargon Organizer

Slang, Colloquial, or Jargon	Standard English Equivalent	Group Who Uses the Expression
<i>That concert was bomb man!</i>		
<i>Do you bite your thumb at us, sir?</i> <i>(Romeo and Juliet)</i>		
<i>Yer really tight.</i>		
<i>Use the mouse to move the cursor.</i>		

- Using their organizer, students write a dialogue based on the following situations:
 - Imagine that the police detained you over a misunderstanding on Friday night. You are now at school on Monday morning. Explain to your friends, in slang, what happened.

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- Now imagine that you have to appear before a judge and explain what happened on Friday night. Write the dialogue using standard Canadian English.
 - Finally, imagine that you are the lawyer assigned to your defense. Write the conversation you have with the judge. Use whatever jargon is appropriate in this legal context.
 - Students identify slang, colloquial expressions, and jargon they used and explain why these were appropriate for the situations described above.

Assessment/Evaluation

Diagnostic and Formative Assessment:

The Student uses:

- a self-assessment checklist to identify strengths and weaknesses in writing;
- a self-assessment checklist to identify idiosyncrasies in the writing process;
- a peer-editing checklist to provide feedback in the writing process.

Summative Evaluation:

- Rubrics (criterion-referenced) to evaluate final written products (e.g., reports, short essays, scripts, ISP);
- Rubrics to evaluate oral presentation;
- Tests on knowledge and application of grammar terms.

Accommodations

- Pair students who have limited knowledge or experience with grammar and usage with students who are well versed in these areas.
- Enlist peer tutors and/or resource teachers to assist students with grammar and usage.
- Provide tutorials for remediation in grammar.

Resources

Bridges (Prentice Hall)

The Elements of Style (Prentice Hall)

Language and Writing (Nelson)

Language to Go (Nelson)

On Writing Well

Reading and Writing for Success (Harcourt Brace)

ResourceLines (Prentice Hall)

Write Source 2000 (Houghton Mifflin)

Young Writer's Handbook (Nelson)

auto skill software

desktop publishing/word processing software

Dictionaries

electronic spell-checkers

John Robert Columbo

Thesauri

Activity 3: “Writing it Right”: The Writing Process/Writing for Various Purposes and Audiences in Various Modes (The Report, The Short Expository Essay, The Personal Responses)

Time: 360 minutes

Description

The focus of this activity is the writing process.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations:

7(b) - accepts accountability for one’s own actions

Strand(s): Writing, Language

Overall Expectations:

WRV.01P - use print to explore written work;

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

WRV.03P - use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience’s attention, imagination and interest;

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and unity;

WRV.05B - edit and proofread to produce final drafts using correct grammar, spelling and punctuation according to the conventions of standard Canadian English;

LGV.01P - use knowledge of vocabulary and language.

Specific Expectations:

WR1.04P - use the information and ideas generated by research to explore topics for written work;

WR2.01P - identify the purpose for each piece of writing;

WR2.02P - identify the specific audience for each piece of writing;

WR2.03P - demonstrate an understanding of literary and informational forms of writing such as letters, personal narratives, short stories, answers to homework questions summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing;

WR2.04P - use the third person singular and an appropriate level of language in expository forms requiring objectivity;

WR3.02P - use a topic sentence, supporting sentences to develop the topic, connecting words to link the sentence, and a concluding sentence to structure expository paragraph;

WR3.03P - use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems;

WR3.04P - use changes in time, place, or speaker to structure narrative paragraphs;

WR3.05P - use a single controlling idea to structure a series of paragraphs;

WR3.06P - provide an introduction, body, and a conclusion in written reports;

WR3.07P - present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison;

WR4.01B - revising drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;

WR4.02B - revise drafts to ensure consistency in use of first or third person and use an appropriate level of language;

WR4.03P - make constructive suggestions to peers, using prompts, check lists, open ended statements, and questions;

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;

WR5.01P - identify sources of ideas, information, and quotations in written work;

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;

WR5.03P - provide documentation showing their use of the writing process;

WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;

WR5.07B - identify and correct sentence fragments, run on sentences, comma splices;

WR5.10B - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.06B - recognize, describe and correct sentence errors in oral and written language.

Planning Notes

- It is important for the teacher to integrate the writing process wherever students are called upon to write.
- Ultimately, students' writing improves if they are given adequate time to work through the stages of the writing process.
- Emphasize that the writing process is a collaborative activity.
- Use senior students as editors for grade nine students' writing if possible. Also, the teacher may consider using community volunteers, such as retired teachers to aid in the writing process. As well, investigate using an Internet 'writer-in-residence' site where students could have their writing critiqued by professional writers.
- Be mindful of the recursive and idiosyncratic nature of the writing process.
- Each student maintains a writing portfolio. The writing portfolio contains all student writings from drafts to finished pieces. The portfolio should be kept in the classroom. It may be stored electronically.

Prior Knowledge Required

- The expectation is that students will have engaged in the writing process in elementary grades.
- Students are familiar and comfortable with peer editing.

Teaching/Learning Strategies

- Teachers instruct students to work carefully through the various stages of the writing process.
- Students use the following organizer which outlines the stages and key elements of the writing process:

The Writing Process

Stages of the Writing Process	Key Elements
Exploring, Researching and Generating Ideas	<ul style="list-style-type: none"> • Using information and ideas generated by research and discussion to explore topics for written work; • Identifying the purpose for writing (topics may be revised as necessary); • Identifying the audience.
Organizing/ Method of Development	<ul style="list-style-type: none"> • Choosing the appropriate form of writing: the letter, the summary, the report, the personal narrative, the research report, the short story, the poem, the novel, answers to homework questions; • Selecting the appropriate level of usage and style (formal, informal, colloquial, technical); • Selecting the appropriate method of arranging and connecting ideas: <ul style="list-style-type: none"> • chronological • spatial • logical (e.g., most important to least important, cause and effect, general to specific or vice versa) • comparison • Selecting the appropriate unifying motif: <ul style="list-style-type: none"> • unifying image • central or recurring theme • unifying emotion • unifying sensation • controlling idea • Selecting the organizational pattern: <ul style="list-style-type: none"> • formal essay structure (introduction, body, conclusion) • narrative (chronological order: past, present and future or any arrangement of these) • Selecting and using the appropriate transitional words and phrases (e.g., to add, in addition, moreover, however, nonetheless, in contrast)
Drafting	<ul style="list-style-type: none"> • Penning the first draft according to the outline developed in stage one.

Stages of the Writing Process	Key Elements
Editing/ Revising	<ul style="list-style-type: none"> • Peer-editing • Proof-reading • <i>High Order Concerns:</i> <ul style="list-style-type: none"> • controlling idea/focus • thesis • organization and sequence • supporting evidence • unity • <i>Middle Order Concerns:</i> <ul style="list-style-type: none"> • appropriate and consistent use of voice and tone • appropriate and consistent level of usage and diction • <i>Lower Order Concerns:</i> <ul style="list-style-type: none"> • subject/verb agreement • pronoun/antecedent agreement • consistent use of verb tense • correct punctuation and spelling • appropriate and consistent use of third-or-first person • avoidance of sentence fragments and run-on sentences • appropriate and accurate referencing of facts and quotations
Polishing and Publishing	<ul style="list-style-type: none"> • Selecting the appropriate publication method or vehicle most accessible or appealing to the intended audience

Assessment/Evaluation

Formative:

- Checklist to ensure that students follow the writing process
- Peer-editing checklist
- Self-assessment checklist

Summative:

- Writing evaluation rubric

Accommodations

- Modify the “Writing Process Organizer Chart” according to the specific learning requirements of students in the class.
- Allow some students additional time to work through the various stages of the process.
- Recognize that the writing process is idiosyncratic and that some students will not follow the process exactly as it is outlined in this activity.

Resources

Bridges (Prentice Hall)

The Elements of Style (Prentice Hall)

Language and Writing (Nelson)

Language to Go (Nelson)

On Writing Well

Reading and Writing for Success (Harcourt Brace)

ResourceLines (Prentice Hall)

Write Source 2000 (Houghton Mifflin)

Young Writer's Handbook (Nelson)

auto skill software

desktop publishing/word processing software

Dictionaries

electronic spell-checkers

Thesauri

Activity 4: Support What You Say: Using Quotations, Facts, Statistics, Referencing to Support Your Argument

Time: 360 minutes

Description

This activity is ongoing and consists of mini-lessons. Students investigate topics, locate and record information from a variety of sources, sort and group material, and use information and ideas gathered for written and oral products.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

7(b) - accepts responsibility for one's own actions

Strand(s): Writing, Language

Overall Expectations:

WRV.01P - use print and electronic sources to gather information and explore ideas for their written work;

WRV.02P - identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis communicating information effectively;

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and unity;

Specific Expectations:

WR1.01P - investigate potential topics by asking questions identifying information needs, and developing research plans to gather data;

WR1.02P - locate and record information and ideas from print and electronic sources including newspapers, magazines, dictionaries;

WR1.03P - sort and group information and ideas, assess their relevance and accuracy and disregard irrelevant material;

WR1.04P - use the information and ideas generated by research to explore topics for written work;

WR3.01P - use key words in questions or prompts to organize information and ideas in homework answers;

WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity;

WR5.01P - identify sources of ideas, information, and quotations in written work;

WR5.16B - adapt punctuation and capitalization for the special requirement of direct quotations, scripts, dialogue, and poetry;

Planning Notes

- This activity outlines five research steps that are reinforced by mini-lessons.
- This activity is introduced prior to or during a research project.
- Guide and assist students throughout the 5 research steps.
- Create a research checklist to assist students with the process if desired.
- Enlist the assistance of teacher-librarians and community librarians.
- Supply students with a variety of excerpts from informational texts and organize these materials prior to the activities.
- Be mindful that some students may need to work with peer helpers or senior students in order to complete the research steps.

Teaching/Learning Strategies

Introduce the students to the research process using the following steps:

STEP ONE: Investigate

- a) Distribute potential topics to students.
- b) Students choose topics from the list provided.
- c) Students brainstorm questions that they would like to investigate and answer in their projects. These questions help to narrow and focus their research.

STEP TWO: Locate

- a) The teacher and the teacher-librarian organize a scavenger hunt in the library.
- b) Students are provided with a list of clues that direct them toward specific pieces of information.
- c) Students work in small groups to locate the information in a variety of texts such as newspapers, magazines, vertical files, web sites, books, videos, and documentaries. (Students may also use the interview as a research tool.)
- d) Students who locate the most information are rewarded.
- e) Students apply the knowledge acquired during the scavenger hunt to their research project.
- f) Students locate information for their topics in at least three different types of sources.

STEP THREE: Sort and Group Information

- a) Note Taking:
 - Prepare students for sorting and grouping their information and ideas, assessing the relevance and accuracy of the material, and disregarding any irrelevant material by completing the following activity.
 - Divide the class into groups of three or four.
 - Distribute an excerpt from an informational text such as a newspaper article, magazine article, book chapter, etc.
 - Instruct students to highlight or underline the most important words and ideas in the text.
 - Students participate in a class discussion that focuses on the following questions: What information did you highlight? Why? What information didn't you highlight? Why?
 - Connect this activity to the students' research project by stressing that they must be selective when taking notes from their sources.
- b) Sources
 - Emphasize the importance of documenting sources and the dangers of plagiarism.
 - Distribute and explain handouts that provide students with rules and examples for quotations and paraphrased material.
 - Explain the handouts.

-
- Divide the class into groups of three or four and distribute a variety of excerpts from a variety of informational texts.
 - Instruct students to demonstrate their understanding of documenting sources by using the excerpts to provide the following examples:
 - short prose quotation
 - short verse quotation
 - longer prose quotation
 - longer verse quotation
 - quotation within a quotation
 - the use of an ellipsis
 - three paraphrased sentences
 - bibliography
 - Make the connection between the documentation activity and students' research project.
 - Distribute index cards that students use to record the sources and notes for their projects. One index card is used for each source and the information taken from that source.
- c) Arranging
- Emphasize the idea that when arranging information in a report, essay, or presentation, the most important material is delivered first.
 - Instruct students to review their informational index cards.
 - Students number their index cards ranging from most important (relevant) to least important (least relevant) information.

STEP FOUR: Outline

- Distribute an outline to assist students in the organization of the report, essay, or presentation.

STEP FIVE: Writing/Editing/Publishing or Presenting

- Review and emphasize the importance of the writing process.
- Students revise their draft material to ensure that ideas are adequately developed with supporting details, documentation is correct, and material is clearly and logically presented in their reports, essays, or presentations.

Assessment/Evaluation

Diagnostic and Formative Assessment:

- Teacher/student conferences
- Checklists for small group activities
- Self-assessment checklist
- Peer-editing checklist

Summative Evaluation:

- Rubric to evaluate final written product
- Rubric to evaluate oral presentations

Accommodations

- Arrange tutorials to address the needs of those students who find the research process difficult and overwhelming. In addition, assign peer helpers or senior students to assist such students.

Resources

Language and Writing (Nelson)

Element of English 9 (Harcourt & Brace)

SightLines 9 and *ResourceLines 9/10* (Prentice-Hall)

Gage Crossroads 9 (Gage)

On Common Ground (Oxford)

Activity 5: Words You Can Use: Enriching/Increasing Vocabulary (Word games to build vocabulary, defining in context creating a class dictionary and personal glossary)

Time: 180 minutes

Description

Words are the building blocks of language. This activity focuses on strategies for defining words with which students are unfamiliar. Students will expand their vocabulary and gain confidence in oral and written expression. Also, students will be able to read with greater fluency and understanding.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

7(b) - accepts responsibility for one's own actions.

Strand(s): Writing, Language

Overall Expectations:

WRV.01P - use print to explore written work;

LGV.01P - use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly.

Specific Expectations:

WR3.01P - use key word in question or prompts to organize information and ideas in homework answers;

LG1.01B - describe strategies used to expand vocabulary and provide evidence or other vocabulary building activities;

LG2.03P - work with a partner to plan and make oral presentation to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.

Planning Notes

- The on-going maintenance of the glossary is key to the mini-lessons in this activity.
- The “Scavenger Hunt” (Mini-lesson 2) seeks to acquaint students with words, phrases, and expressions commonly used in a variety of contexts in daily newspapers. Students become familiar with the range of vocabularies and styles of writing found in the daily press. This mini-lesson may be used to complement activities in Unit 5 - Informational Texts.

Prior Knowledge Required

- Knowledge of the structure of newspapers and other media texts acquired in Unit 5 - Informational texts

Teaching/Learning Strategies

Mini-Lesson 1: Defining Words in their Contexts

- Arrange students in pairs.
- Distribute a brief text to students (approximately 300 words). The text is selected from the literature or informational texts under study.
- Students underline words with which they are unfamiliar.
- Instruct the class to examine the context in which the words are used.
- To find the contextual meaning of the word the following strategies can be used:
 1. Is the word similar to a word in another language you know?
 2. How is the word similar to another word in English (roots of word, homonym)?
 3. What is the meaning of the sentence? How does the unfamiliar word fit into that context?
 4. What is the context of the paragraph? How might the unfamiliar word fit into that context?
- Students offer an educated guess as to the meaning of the word before they look it up in the dictionary.
- The following chart can be used to help students through the process of discerning the meanings of words in their context.

Unfamiliar word	Sentence containing the unfamiliar word	Explanation of the use of the word (Context)	Educated Guess	Dictionary Meaning
<i>Solar</i>	A <i>solar</i> car uses many <i>solar</i> cells to convert sunlight into electricity.	Solar appears to have something to do with sunlight since solar cells use sunlight to produce electricity. In French the word for sun is soleil. In Italian the word for sun is sole. In Spanish the word for sun is sol.	Solar means coming from the sun.of , concerned with, determined by the sun. (<i>The Concise Oxford Dictionary</i>)
<i>Dainty</i>	Let us not be <i>dainty</i> in our leave taking.	King Duncan’s two sons in Macbeth are fearful for their lives, since their father has been assassinated. They most likely want to leave in haste. Therefore, “dainty” means to take your time.	Dainty means to take your time	Delicate or fussy.

- Instruct students to enter words into their glossary and to use their new words in sentences.
- In pairs, students present their work to the class.

Mini-Lesson 2: Words Used Daily (A Scavenger Hunt)

- Distribute copies of a daily newspaper to pairs of students.
- Explain how students are to go on a scavenger hunt for articles on specific subjects, pieces of specific information, words, and phrases. The following tasks may be used as prompts:
 1. Locate a story that uses mythological terms.
 2. Locate a news-story that describes a sporting event and underline the adjectives used to describe the event.
 3. Locate the weather report. List five words that describe the weather.
 4. Locate the stock exchange report. Find the price of three stocks listed on the Toronto Stock Exchange and/or locate the lending rate offered by a local bank.
 5. Examine the employment section. List three jobs that are available.
 6. Examine the housing section. What is the cost of renting an apartment in your local community?
- Instruct students to create a list of words and phrases commonly found in the daily press.
- Students record commonly used words and phrases in their glossary.

Assessment/Evaluation

- Checklist to assess students' completion of the charts
- Checklist to assess the glossary
- Checklist to assess students' performance in groups

Accommodations

- For students who have limited experience in reading daily newspapers, arrange a series of tutorials to acquaint them with the conventions and structure of the newspaper.
- Provide the assistance of peer-tutors as required.

Resources

Bridges (Prentice Hall)

Element of English 9 (Harcourt & Brace)

The Elements of Style (Prentice Hall)

Gage Crossroads 9 (Gage)

Language and Writing (Nelson)

Language to Go (Nelson)

On Common Ground (Oxford)

On Writing Well

Reading and Writing for Success (Harcourt Brace)

SigtLines 9 and ResourceLines 9/10 (Prentice Hall)

Young Writer's Handbook (Nelson)

Write Source 2000 (Houghton Mifflin)

auto skill software

desktop publishing/word processing software

Dictionaries

electronic spell-checkers

Thesauri

Activity 6: Finding Your Own Voice: Learning to be a Confident Presenter, an Effective Speaker, and an Active Listener

Time: 180 minutes (ongoing)

Description

The central focus of this two-part, on-going activity is to reinforce and build students' listening and speaking skills in order to prepare them for small group discussions, jigsaw activities, drama presentations, and formal presentations.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2a - listens actively and critically to understand and learn in light of gospel values;
- 2c - presents information and ideas clearly and honestly and with sensitivity to others;
- 4e - takes initiative and demonstrates Christian leadership;
- 4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
- 5c - develops one's God-given potential and makes a meaningful contribution to society.

Strand(s): Writing; Language, Media Studies

Overall Expectations:

- LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations:

- WR1.03P - sort and group information and ideas, assess their relevance and accuracy and disregard irrelevant material;
- WR3.07P - present directions, instructions and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order or comparison;
- WR4.03P - make constructive suggestions to peers, using prompts, check lists, open ended statements, and questions;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- LG2.01P - use listening techniques and oral presentation skills to participate in group Discussions;
- LG2.02P - use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;
- LG2.03P - work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose;
- LG2.04P - use eye contact specific examples, humor, and visual aids and technology, as appropriate, to engage the audiences' interests during oral presentations;
- LG2.05P - practice with cue cards, use breathing exercises, and rehearse with peers (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
- LG2.06P - identify examples of the use of oral communication skills in school and the world outside the school;

LG2.07P - analyse their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve;
 MD1.02P - identify and describe the elements used to structure media works in a variety of Forms;
 MD2.02P - create media works for different purposes.

Planning Notes

- This activity is divided into two parts. Part one focuses on active listening skills and part two focuses on speaking skills.
- Introduce basic listening and speaking skills early in the course and reinforce these basic skills through constant practice.
- Modify the Oral Presentation Checklist (Appendix E) according to specific presentation activities that include class discussion, small group and jigsaw activities, drama presentations, and formal presentations.

Teaching /Learning Strategies

Part One: Active Listener

- Organize the class into groups of three or four.
- Distribute the Listening Skills Chart.
- Give students a completed chart outlining the characteristics of an active and inactive listener or give a blank chart to be filled in by students as a class. If the latter approach is taken, provide these prompts for the students: What are the characteristics of a good listener? What are the characteristics of a poor listener?

Listening Skills Chart

Active Listener (Good Listener)	Inactive Listener (Poor Listener)
<ul style="list-style-type: none"> • Acknowledges the speaker by making eye contact • Is respectful of the speaker • Makes an effort to concentrate and focus attention • Asks questions and contributes • Takes notes • Is able to recall the information • Is able to follow instructions 	<ul style="list-style-type: none"> • Looks uninterested and bored • Talks, laughs, and behaves inappropriately during the presentation • Daydreams, is easily distracted, or sleeps • Avoids asking and answering questions • Does not consider the material to be important • Is unable to recall the information • Is unable to follow instructions

- Students discuss the chart in their groups.
- Designate a specific characteristic of active listening and inactive listening to each group. (e.g., an active listener asks questions and contributes; an inactive listener avoids asking and answering questions.)
- Each group creates two skits. The first skit demonstrates the ineffective listening skill. The second skit models the effective listening skill.
- Refer students to this Listening Skills Chart throughout the course.

Part Two: Effective Speaking

- Distribute the Oral Presentation Checklist (Appendix E) that outlines the key skills criteria for an effective and confident presenter.

- Introduce a presentation method at the appropriate time, focus on the key skills in the checklist for that presentation method, and model these skills. Suggestions are provided below:

Activity Type	Skills	Location in Course
Class Discussion	<ul style="list-style-type: none"> • I think about what I want to say before I say it. • I have thought about the appropriate levels of language for my audience. • I project my voice to ensure that all members of my audience can hear me. 	Unit 1, Activity 1: In the Beginning: Our World, Our Stories, Our Selves
Small Group and Jigsaw	<ul style="list-style-type: none"> • I know the appropriate time to begin speaking. • I pause to acknowledge and listen to my audience's questions. • I remain focused and composed when other members of my group are speaking. 	Unit I, Activity 1: In the Beginning: Our World, Our Stories, Our Selves.
Drama Presentations	<ul style="list-style-type: none"> • I think about facial expressions, hand gestures, and body movements that will compliment my presentation. • I know the appropriate time to sit, stand, walk, and be still. • I have rehearsed the presentation material. 	Unit 4, Activity 6: Staging A Scene/ Adapting a Scene from the Text/ Creating a Scene
Formal Presentation	<ul style="list-style-type: none"> • The introduction captures my audience's attention. • I have researched my topic and have a thorough understanding of the material. • I do not chew gum or eat candy during my presentation. 	Unit 5, Activity 4: Celebrating Our Patron Saints: An Oral Investigative Report

- Explain to students that they will be given the opportunity to meet all of the criteria in Appendix E, by the end of the course, through a variety of presentation methods.
- Students refer to the checklist whenever an oral presentation is assigned.

Assessment /Evaluation

Diagnostic and Formative Assessment:

- Checklists to assess small group presentations/oral communication, peer editing group activities

Summative Evaluation:

- Rubrics to evaluate oral presentations
- Self-and-peer evaluation (oral presentation checklist)

Accommodations

- Provide as many opportunities to practice as possible for students who find the learning of active listening and effective speaking skills challenging.
- Allow those students who find presenting exceptionally challenging to videotape and/or tape record their work.

Resources

Element of English 9 (Harcourt & Brace)

Gage Crossroads 9 (Gage)

Language and Writing (Nelson)

On Common Ground (Oxford)

Sightlines 9 and *Resourcelines 9/10* (Prentice-Hall)

Appendix E

Oral Presentation Checklist

Area of Focus	Skills Criteria	Y	N
Audience	<ul style="list-style-type: none"> I have thought about the appropriate level(s) of language for my audience. Do I use standard English, technical jargon, colloquial terms, slang, or a combination of these, to address my audience appropriately? 		
	<ul style="list-style-type: none"> I have considered who my audience members are and what presentation methods would help to engage their attention (posters, collages, video clips, sound effects, group activities, handouts). 		
	<ul style="list-style-type: none"> I make eye contact with my audience members in order to see their reactions. 		
	<ul style="list-style-type: none"> I pause to acknowledge and listen to my audience's questions. 		
	<ul style="list-style-type: none"> I respond to my audience's questions showing appropriate emotion and feeling. I respect their opinions and contributions. 		
Voice	<ul style="list-style-type: none"> I project my voice to ensure that all members of my audience can hear me. 		
	<ul style="list-style-type: none"> I vary my tone to stress ideas and demonstrate emotion and feeling. 		
	<ul style="list-style-type: none"> I do not chew gum or eat candy during my presentation. 		
	<ul style="list-style-type: none"> I sound confident and speak with conviction. 		
	<ul style="list-style-type: none"> I pronounce words clearly. 		
	<ul style="list-style-type: none"> I do not rush or race through my presentation. 		
	<ul style="list-style-type: none"> I pause briefly to breathe and allow myself and the audience time to reflect and think about the information. 		
	<ul style="list-style-type: none"> I know the appropriate time to begin speaking. 		
	<ul style="list-style-type: none"> I know the appropriate time to stop speaking. 		

Appendix E (Continued)

Movement	<ul style="list-style-type: none"> I know the appropriate times to sit, stand, walk, and be still during my presentation. 		
	<ul style="list-style-type: none"> I remain focused and composed when other members of my group are speaking. 		
	<ul style="list-style-type: none"> I think about facial expressions, hand gestures, and body movements that will compliment my presentation. 		
	<ul style="list-style-type: none"> When speaking, I always face the audience. 		
	<ul style="list-style-type: none"> When I use visuals, I turn my body at an angle so that everyone can see my work and hear my voice. 		
Content	<ul style="list-style-type: none"> I think about what I want to say before I say it. 		
	<ul style="list-style-type: none"> I have considered what my audience knows and does not know about this topic. 		
	<ul style="list-style-type: none"> I have researched my topic and have a thorough understanding of the material. 		
	<ul style="list-style-type: none"> When gathering my materials I have been sensitive to the experiences and backgrounds of my audience. 		
	<ul style="list-style-type: none"> I have rehearsed presenting the material. 		
	<ul style="list-style-type: none"> I refer to my cue cards and notes only briefly. 		
	<ul style="list-style-type: none"> My information is organized. 		
	<ul style="list-style-type: none"> I have accurate and sufficient evidence to support my ideas. 		
	<ul style="list-style-type: none"> I adjust and adapt what I am saying when it is clear to me that my ideas are not understood or an unexpected circumstance arises. 		
	<ul style="list-style-type: none"> The introduction captures my audience's attention. 		
	<ul style="list-style-type: none"> The body of my presentation maintains my audience's attention. 		
	<ul style="list-style-type: none"> The conclusion of my presentation is thought-provoking. 		

Appendix F

Essay Checklist

Read your essay aloud and listen for clarity of expression and necessary punctuation signals. Some errors are more easily heard than seen.

IMPORTANT QUESTIONS TO ASK ABOUT YOUR ESSAY		Y	N
THE STRUCTURE OF MY ESSAY	Does my introductory paragraph capture my reader's interest?		
	Does the introductory section state specifically the thesis and sub-topic areas of my paper?		
	Have I developed the body of the paper according to the introductory statement of thesis and sub-topic?		
	Does each paragraph in my essay begin with a topic sentence?		
	Do I use supporting sentences to develop the topic of each paragraph?		
	Do I use transitional sentences to connect the paragraphs in the body of my essay?		
	Does each paragraph have one central thought?		
	Have I avoided drawing too much material from one source?		
	Have I fully supported all of my arguments?		
	Have I avoided making generalization?		
LOOKING AT THE GRAMMER AND PUNCTUATION IN MY ESSAY	Do I avoid run-on sentences and fragments?		
	Do the subject and verb agree with their antecedents in number and gender?		
	Do I use consistent and appropriate verb tense?		
	Do I use the apostrophe correctly?		
	Do I use the period and the semi-colon correctly?		
	Do I use the comma correctly?		
	Do I use exclamation marks and question marks correctly?		
	Are the lengths of my sentences varied to maintain interest?		
	Do I use transitional words and phrases to connect ideas?		
	Have I avoided repeating words and phrases?		
	Do I know the meaning of every word in my paper?		
	Does the language sound like my own?		

Appendix F (Continued)

DOCUMENTING MY SOURCES	Do I introduce each quotation?		
	Are short quotations of three lines or less enclosed in quotation marks?		
	Are longer quotations indented with no quotation marks?		
	Do I explain each quotation?		
	Is the source of each quotation cited properly?		
	Is the bibliography set up correctly?		
	Is every source I have used mentioned in the bibliography?		
A LAST LOOK AT MY ESSAY	As I read it over, is my paper clear? Does it make sense?		
	Have I proofread the paper to double-check punctuation and spelling?		
	Has my paper been edited more than once?		
	Is my essay interesting to read?		
	Does the paper reflect my best effort?		
	Is my paper's physical presentation neat and attractive?		
	Are the pages, except page 1, numbered properly?		
Am I proud of my paper?			

Appendix G

Research Project Checklist

STEPS	KEEPING TRACK OF MY RESEARCH PROGRESS	Y	N
STEP ONE: Investigate	I have chosen a topic from the list provided by my teacher.		
	My topic appeals to my interests.		
	I have brainstormed questions that I would like to answer by the end of my investigation.		
	I have a focus for my research.		
STEP TWO: Locate	I know how to locate information in the following places: newspapers, magazines, web sites, vertical files, books, videos, documentaries.		
	I have considered interviewing a person to gain further information.		
	I have located information for my topic in three different sources.		
STEP THREE: Sort and Group	a) Note Taking: <ul style="list-style-type: none"> I have recorded key words and ideas from at least three sources. 		
	b) Sources: <ul style="list-style-type: none"> I have used index cards to record my sources and notes. I have documented my sources according to the rules provided by my teacher. 		
	c) Arranging: <ul style="list-style-type: none"> I have reviewed my informational index cards. I have arranged my index cards, placing the most important information first. I have numbered my index cards. 		
STEP FOUR: Outline	I have organized my ideas.		
	I have completed the outline given to me by my teacher.		
STEP FIVE: Writing/ Editing/ Publishing or Presenting	I have reviewed the writing process.		
	I have revised my draft material to ensure that ideas are adequately developed.		
	I have supported my material.		
	I have documented the information correctly.		
	I have checked for grammar and spelling errors.		
	I have rehearsed the material in preparation for presenting it.		

Appendix H

Grammar and Language Skills Integration Chart

The following chart suggests opportunities for language skills integration throughout the course.

Language skills development is ongoing. Therefore, every opportunity for the enhancement of grammar and language skills should be taken.

Ideally, skills outlined in Unit 6 should be introduced early in the course and reinforced throughout.

Unit 6 Skills Activity (Appendix H)	Suggested Opportunity for Integration within Course Units
Activity 1: Language about Language: Learning, Exploring, and Practising the Conventions of Standard English, Punctuation, Spelling, and Grammar	<ul style="list-style-type: none"> • Unit 1: Storytelling: Short Stories and Mythology (Act.: 3, 4, 5) • Unit 2: Novel Study: Embrace the Journey (Act.: 1, 3, 5) • Unit 3: Poetry: Miracle and Wonder (Act.: 3, 4, 5, 6) • Unit 4: Drama: Speak the Speech (Act.: 5) • Unit 5: Non-fiction: The Medium and the Message (Act.: 2, 3, 6)
Activity 2: “Slanguage”: Studying Usage, Colloquialisms, Slang, Technical Jargon, Formal and Informal Expressions	<ul style="list-style-type: none"> • Unit 1: Storytelling: Short Stories and Mythology (Act.: 1, 2) • Unit 2: Novel Study: Embrace the Journey (Act.: 1, 3, 5) • Unit 3: Poetry: Miracle and Wonder (Act.: 4, 5) • Unit 4: Drama: Speak the Speech (Act.: 4, 5) • Unit 5: Non-fiction: The Medium and the Message (Act.: 2, 3, 6)
Activity 3: Writing It “Right”: The Writing Process/Writing for Various Purposes and Audiences in Various Modes (The Report, The Short Expository Essay, The Personal Response)	<ul style="list-style-type: none"> • Unit 1: Storytelling: Short Stories and Mythology (Act.: 1, 3, 4, 5) • Unit 2: Novel Study: Embrace the Journey (Act.: 1, 3, 5) • Unit 3: Poetry: Miracle and Wonder (Act.: 4, 5) • Unit 4: Drama: Speak the Speech (Act.: 5, 6) • Unit 5: Non-fiction: The Medium and the Message (Act.: 2, 3, 6)
Activity 4: Support What You Say: Using Quotations, Facts, Statistics, Referencing to Support Your Argument	<ul style="list-style-type: none"> • Unit 2: Novel Study: Embrace the Journey (Act.: 3) • Unit 5: Non-fiction: The Medium and the Message (Act.: 3, 4, 6)
Activity 5: Words You Can Use: Enriching/Increasing Vocabulary (Word games to build vocabulary, defining words in context, creating a class dictionary and personal glossary)	<ul style="list-style-type: none"> • Unit 1: Storytelling: Short Stories and Mythology (Act.: 2) • Unit 2: Novel Study: Embrace the Journey (Act.: 2, 4) • Unit 3: Poetry: Miracle and Wonder (Act.: 2) • Unit 4: Drama: Speak the Speech (Act.: 4) • Unit 5: Non-fiction: The Medium and the Message (Act.: 1)
Activity 6: Finding Your Own Voice: Learning to Be a Confident Presenter, an Effective Speaker and Active Listener	<ul style="list-style-type: none"> • Unit 1: Storytelling: Short Stories and Mythology (Act.: 1, 3) • Unit 2: Novel Study: Embrace the Journey (Act.: 2, 4) • Unit 3: Poetry: Miracle and Wonder (Act.: 3) • Unit 4: Drama: Speak the Speech (Act.: 6) • Unit 5: Non-fiction: The Medium and the Message (Act.: 1, 4, 6)

Cluster of Expectations in Activity

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and unity.

WRV.05B - edit and proofread to produce final drafts using correct grammar, spelling and punctuation according to the conventions of standard Canadian English.

LGV.01P - use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly.

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

L13.02P - explain how authors choose words and phrases to achieve intended effects

WR1.01P - investigate potential topics by asking questions identifying information needs and developing research plans to gather data.

WR1.02P - locate and record information and ideas from print and electronic sources including newspapers, magazines, dictionaries.....

WR1.03P - sort and group information and ideas, assess their relevance and accuracy and disregard irrelevant material..

WR1.04P - use the information and ideas generated by research to explore topics for written work.

WR2.01P - identify the purpose for each piece of writing

WR2.04P - use the third person singular in expository forms requiring objectivity.

WR2.02P - identify the specific audience for each piece of writing

WR2.03P - demonstrate an understanding of literary and informational forms of writing such as letters, personal narratives...summaries, reports on research reports by selecting a form and purpose for each type of writing.

WR2.04P - use the third person singular and a appropriate level of language ..requiring objectivity,

WR3.01P - use key word in question or prompts to organize information and ideas in homework answers.

WR3.02P - use a topic sentence supporting sentences to develop the topic, connecting words to link the sentence, and a concluding sentence to structure expository paragraph.

WR3.03P - use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems.

WR3.04P - use changes in time, place, or speaker to structure narrative paragraphs

WR3.05P - use a single controlling idea to structure a series of paragraphs

WR3.06P - provide an introduction, body, and a conclusion in written reports

WR3.06P - provide an introduction, body, and a conclusion in written reports

WR3.07P - present directions, instructions and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order or comparison.

WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity

WR4.02B - revise drafts to ensure consistency in use of first or third person and use an appropriate level of language

WR4.03P - make constructive suggestions to peers, using prompts, check lists, open-ended statements, and questions.

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work.

WR5.01P - identify sources of ideas, information, and quotations in written work

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience.

WR5.03P - provide documentation showing their use of the writing process.

WR5.04B - edit and proofread their own and other's writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below.

WR5.05P - identify and use parts of speech correctly, nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections.

WR5.06P - construct complete and correct compound and complex sentences, using the following sentence components as required; subject, predicate, object, subjective, compliment, main and subordinate clauses; prepositional phrases.

WR5.07B - identify and correct sentence fragments, run on sentences, comma splices

WR5.08B - make compound subjects agree with verbs in simple and compound sentences

WR5.09B - make pronouns agree with their antecedents in number and gender.

WR5.10B - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing.

WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse and correct spelling errors.

WR5.12B - use and spell homophones correctly

WR5.13B - use the apostrophe correctly when spelling contractions and possessives.

WR5.14B - use a variety of resources to correct errors in spelling

WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses

WR5.16B - adapt punctuation and capitalization for the special requirement of direct quotations, scripts, dialogue, and poetry.

LG1.01B - describe strategies used to expand vocabulary and provide evidence or other vocabulary—building activities

LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism as well as standard Canadian English in literary texts and in their own oral and written work.

LG1.03B - identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins.

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

LG1.05P - recognize, describe, and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage.

LG1.06B - recognize, describe and correct sentence errors in oral and written language.

LG1.07B - recognize, describe and use correctly in oral and written language the conventions of standard Canadian English for spelling, capitalization, and punctuation.

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LG2.01P - use listening techniques and oral presentation skills to participate in group discussions

LG2.02P - use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations.

LG2.03P - work with a partner to plan and make oral presentation to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.

LG2.04P - use eye contact specific examples, humour, and visual aids and technology, as appropriate, to engage the audiences' interests during oral presentations.

LG2.05P - practise with cue cards, use breathing exercises, and rehearse with peers (and with visual aids and technology, is used) to ensure confident delivery in oral presentations.

LG2.06P - identify examples of the use of oral communication skills in school and the world outside the school.

LG2.07P - analyse their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve.

MD1.02P - identify and describe the elements used to structure media works in a variety of forms.

MD2.02P - create media works for different purposes.

Activity	Expectation
<p>1. Language about Language: Grammar, Punctuation, Spelling</p>	<p>WRV.05B edit and proofread to produce final drafts using correct grammar, spelling and punctuation according to the conventions of standard Canadian English.</p> <p>WR3.02P use a topic sentence supporting sentences to develop the topic, connecting words to link the sentence, and a concluding sentence to structure expository paragraph.</p> <p>WR5.04B edit and proofread their own and others writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below.</p> <p>WR5.05P identify and use parts of speech correctly; nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections.</p> <p>WR5.06P construct complete and correct compound and complex sentences, using the following sentence components as required; subject, predicate, object, subjective, compliment, main and subordinate clauses; prepositional phrases.</p> <p>WR5.07B identify and correct sentence fragments, run on sentences, comma splices</p> <p>WR5.08B make compound subjects agree with verbs in simple and compound sentences</p> <p>WR5.09B make pronouns agree with their antecedents in number and gender.</p> <p>WR5.10B use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing.</p> <p>WR5.11B use knowledge of a wide range of spelling patterns and rules to identify, analyse and correct spelling errors.</p> <p>WR5.12B use and spell homophones correctly</p> <p>WR5.13B use the apostrophe correctly when spelling contractions and possessives.</p> <p>WR5.14B use a variety of resources to correct errors in spelling</p> <p>WR5.15B use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses</p> <p>WR5.16B adapt punctuation and capitalization for the special requirement of direct quotations, scripts, dialogue, and poetry.</p> <p>LG1.05P recognize, describe, and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage.</p> <p>LG1.07B recognize, describe and use correctly in oral and written language the conventions of standard Canadian English for spelling, capitalization, and punctuation.</p>

Activity	Expectation
2. “SLanguage: Usage, Slang, Formal and Informal Expression	<p>WRV.05B edit and proofread to produce final drafts using correct grammar, spelling and punctuation according to the conventions of standard Canadian English..</p> <p>L13.02P explain how authors choose words and phrases to achieve intended effects.</p> <p>WR2.02P identify the specific audience for each piece of writing</p> <p>WR4.02B revise drafts to ensure consistency in use of first or third person and use an appropriate level of language</p> <p>WR5.05P identify and use parts of speech correctly; nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections.</p> <p>LG1.02B identify and explain examples of slang, jargon, dialect, and colloquialism as well as standard Canadian English in literary texts and in their own oral and written work.</p> <p>LG1.03B identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins.</p> <p>LG1.04B select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.</p>
3. Writing it Right, the Writing Process: Purpose and audiences	<p>WRV.01P use print to explore written work</p> <p>WRV.02P identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately.</p> <p>WRV.03P use a variety of form of writing to express themselves, clarify their ideas, and engage the audiences attention, imagination and interest</p> <p>WRV.04B revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and unity.</p> <p>WRV.05B edit and proofread to produce final drafts using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English.</p> <p>LGV.01P: use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly</p> <p>WR1.04P use the information and ideas generated by research to explore topics for written work.</p> <p>WR2.01P identify the purpose for each piece of writing</p> <p>WR2.02P identify the specific audience for each piece of writing</p> <p>WR2.03P demonstrate an understanding of literary and informational forms of writing such as letters, personal narratives, short stories, answers to homework questions, summaries and, reports on research reports, by selecting a form appropriate to the specific purpose and audience for each form of writing.</p> <p>WR2.04P use the third person singular and an appropriate level of language in expository forms requiring objectivity.</p> <p>WR3.02P use a topic sentence supporting sentences to develop the topic, connecting words to link the sentence, and a concluding sentence to</p>

Activity	Expectation
	<p>structure expository paragraph.</p> <p>WR3.03P use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems.</p> <p>WR3.04P use changes in time, place, or speaker to structure narrative paragraphs</p> <p>WR3.05P use a single controlling idea to structure a series of paragraphs</p> <p>WR3.06P provide an introduction, body, and a conclusion in written reports</p> <p>WR3.07P present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order or comparison.</p> <p>.</p> <p>WR4.01B revising drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity.</p> <p>WR4.02B revise drafts to ensure consistency in use of first or third person and use an appropriate level of language</p> <p>WR4.03P make constructive suggestions to peers, using prompts, check lists, open ended statements, and questions.</p> <p>WR4.04B consider reactions from teachers, peers, and others in revising and editing written work</p> <p>WR5.01P identify sources of ideas, information, and quotations in written work</p> <p>WR5.02B select the publication method or vehicle most accessible or appealing to the intended audience.</p> <p>WR5.03P provide documentation showing their use of the writing process.</p> <p>WR5.04B edit and proofread their own and other’s writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below.</p> <p>WR5.07B identify and correct sentence fragments, run on sentences, and comma splices</p> <p>WR5.10B use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing.</p> <p>LG1.04B select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.</p> <p>LG1.06B recognize, describe and correct sentence errors in oral and written language.</p>

Activity	Expectation
<p>4. Support what they say: Using Quotations, facts, Stats: Referencing to support your argument</p>	<p>WRV.01P use print and electronic sources to gather information and explore ideas for their written work WRV.02P identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis communicating information effectively. WRV.04B revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity and unity. WR1.01P investigate potential topics by asking questions identifying information needs and developing research plans to gather data.</p> <p>WR1.02P locate and record information and ideas from print and electronic sources including newspapers, magazines, dictionaries... WR1.03P sort and group information and ideas, assess their relevance and accuracy and disregard irrelevant material.... WR1.04P use the information and ideas generated by research to explore topics for written work. WR3.01P use key word in question or prompts to organize information and ideas in homework answers</p> <p>WR4.01B revising drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity WR5.01P identify sources of ideas, information, and quotations in written work WR5.16B adapt punctuation and capitalization for the special requirement of direct quotations, scripts, dialogue, and poetry.</p>
<p>5. Words you Can Use (VOCAB)</p>	<p>WRV.01P use print to explore written work LGV.01P: Use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly WR3.01P use key word in question or prompts to organize information and ideas in homework answers LG1.01B describe strategies used to expand vocabulary and provide evidence or other vocabulary—building activities ...</p> <p>LG2.03P work with a partner to plan and make oral presentation to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.</p>

Activity	Expectation
<p>6. Finding your Own voice: Presenting</p>	<p>LGV.01P use knowledge of vocabulary and language conventions to speak, write and read clearly and correctly</p> <p>LGV.02B use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.</p> <p>WR1.03P sort and group information and ideas, assess their relevance and accuracy and disregard irrelevant material.</p> <p>WR3.07P present directions, instructions and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order or comparison.</p> <p>WR4.03P make constructive suggestions to peers, using prompts, check lists, open-ended statements, and questions.</p> <p>LG1.04B select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.</p> <p>LG2.01P use listening techniques and oral presentation skills to participate in group discussions</p> <p>LG2.02P use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations.</p> <p>LG2.03P work with a partner to plan and make oral presentation to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose.</p> <p>LG2.04P use eye contact specific examples, humour, and visual aids and technology, as appropriate, to engage the audiences' interests during oral presentations.</p> <p>LG2.05P practice with cue cards, use breathing exercises and rehearse with peers. (and with visual aids and technology , is used) to ensure confident delivery in oral presentations.</p> <p>LG2.06P identify examples of the use of oral communication skills in school and the world outside the school.</p> <p>LG2.07P analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve.</p> <p>MD1.02P identify and describe the elements used to structure media works in a variety of forms.</p> <p>MD2.02P create media works for different purposes</p>