

### Contextualized Learning Activities (CLAs)

Contact Information	
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<b>Specialist High Skills Major</b>	The following CLA is intended to be used with any Specialist High Skills Major program sector.
<b>Course code and course title</b>	ENG 3UI – English Grade Eleven University Preparation
<b>Name of contextualized learning activity/activities</b>	The Independent Study Unit – Reading, Writing, Interviewing
<b>Brief description of contextualized learning activity/activities</b>	<p>This Independent Study Unit is divided into two tasks.</p> <p>Task one has the student consult a list of novels and select and read a work of fiction that is pegged as a social commentary. The students then responds in literary essay form.</p> <p>Task two has the student research, contact and interview an individual who has employment experience in the same major sector as the student's SHSM program sector. From the interview information the student then composes a magazine feature article on this individual.</p> <p>Task three involves the student reflecting on this experience and what was learned within each task.</p>
<b>Duration</b>	10 Hours

<p><b>Overall expectations</b></p>	<p>All expectations as per Ontario Curriculum—Grades 11 and 12 English, Revised 2007.</p> <p><b>Oral Communication</b></p> <ol style="list-style-type: none"> <li><b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li><b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> </ol> <p><b>Reading and Literature Studies</b></p> <ol style="list-style-type: none"> <li><b>Reading for Meaning:</b> read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning;</li> <li><b>Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</li> <li><b>Reading With Fluency:</b> use knowledge of words and cueing systems to read fluently.</li> <li><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li><b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience.</li> <li><b>Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li><b>Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</li> </ol>
<p><b>Specific expectations</b></p>	<p><b><u>Listening to Understand</u></b></p> <p><b>Using Active Listening Strategies</b></p> <p>1.2 select and use the most appropriate active listening strategies when participating in a range of situations</p> <p><b><u>Speaking to Communicate</u></b></p> <p><b>Purpose</b></p> <p>2.1 communicate orally for a range of purposes, using language appropriate for the intended Audience</p> <p><b>Interpersonal Speaking Strategies</b></p> <p>2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p><b>Clarity and Coherence</b></p> <p>2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience</p> <p><b>Diction and Devices</b></p> <p>2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience</p>

**Metacognition**

**3.1** explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills

**Reading and Literature Studies—Reading for Meaning****Using Reading Comprehension Strategies**

**1.2** select and use the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts

**Demonstrating Understanding of Content**

**1.3** identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts

**Making Inferences**

**1.4** make and explain inferences of increasing subtlety and insight about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts

**Extending Understanding of Texts**

**1.5** extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

**Analysing Texts**

**1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

**Evaluating Texts**

**1.7** evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions

**Critical Literacy**

**1.8** identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power

**Understanding Form and Style**

**2.1** identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning

**2.2** identify a variety of text features and explain how they help communicate meaning

**2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts

**Reading with Fluency****Reading Familiar Words**

**3.1** automatically understand most words in a variety of reading contexts;

**Reading Unfamiliar Words**

**3.2** use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty

**Developing Vocabulary**

**3.3** use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on the precision with which words are used in the texts they are reading

**Writing--Developing and Organizing Content****Research**

**1.1** identify the topic, purpose, and audience for a variety of writing tasks

**Generating and Developing Ideas**

**1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

**1.3** locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate

**Organizing Ideas**

**1.4** identify, sort, and order main ideas and supporting details for writing tasks using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing

**Reviewing Content**

**1.5** determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task.

**Using Knowledge of Form and Style****Form**

**2.1** write for different purposes and audiences using a variety of literary, informational, and graphic forms

**Voice**

**2.2** establish a distinctive voice in their writing, modifying language and tone skillfully and effectively to suit the form, audience, and purpose for writing

**Diction**

**2.3** use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience

**Sentence Craft and Fluency**

**2.4** write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas

**Critical Literacy**

**2.5** explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing

**Revision**

**2.6** revise drafts to improve the content, organization, clarity, and style of their written work using a variety of teacher-modeled strategies

	<p><b>Producing Drafts</b> 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations</p> <p><b><u>Applying Knowledge of Conventions</u></b></p> <p><b>Spelling</b> 3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors</p> <p><b>Vocabulary</b> 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose</p> <p><b>Punctuation</b> 3.3 use punctuation correctly and effectively to communicate their intended meaning</p> <p><b>Grammar</b> 3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively</p> <p><b>Proofreading</b> 3.5 regularly proofread and correct their writing</p> <p><b>Producing Finished Works</b> 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p> <p><b><u>Reflecting on Skills and Strategies</u></b></p> <p><b>Metacognition</b> 4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills</p> <p><b>Interconnected Skills</b> 4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively</p>
<p><b>Catholic graduate expectations (if applicable)</b></p>	<p><b>An Effective Communicator</b> who  <b>CGE2a</b> -listens actively and critically to understand and learn in light of gospel values;  <b>CGE2b</b> -reads, understands and uses written materials effectively;  <b>CGE2c</b> -presents information and ideas clearly and honestly and with sensitivity to others;  <b>CGE2d</b> -writes and speaks fluently one or both of Canada's official languages;  <b>A Collaborative Contributor</b> who  <b>CGE5g</b> -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>
<p><b>Essential Skills and work habits</b></p>	<p><b><u>Essential Skills:</u></b> Reading Text, Writing, Computer Use</p> <p><b><u>Thinking Skills:</u></b> Job Task Planning and Organizing, Decision Making, Problem Solving, Finding Information</p> <p><b><u>Work Habits:</u></b> Reliability, Organization, Working Independently, Initiative, Self-advocacy</p>

## Instructional/Assessment Strategies

### Teacher's notes

For task number one of this ISU, the teacher should aim to convey to students how the time and place in which an author lives can often create or inspire their fiction. For example, a writer living in late 19<sup>th</sup> century America may be more influenced to write as a realist because of the popularity of the movement at the time. It was interesting and new to write about what was going on right before your eyes and ears, depicting reality and nothing more.

This can be taught in many ways, and is essentially a warm up to the concept of literary criticism and literary theory in which the culture of the time shaped or moulded what literature was. The definition of literature changes with the setting in which it is being discussed or focused on. Getting this concept across will help the students to more thoroughly understand what they need to do with their essay; decipher what comment the author was making about society. Use the attached handout "Literary Movements" to supplement your instruction of this concept.

For task number two of this ISU, the teacher needs to focus on providing examples of feature articles for the students to use in creating their own. Examples of a recorded interview need to be shown as well.

A good example from the web is:

<http://reason.com/archives/2001/06/01/city-views/>

This example shows an interview imbedded within an article. It is quite long, but the idea of form is there for the student to understand. Magazines listed on the assignment outline are great for providing hard copy examples. Look for them in your school's library.

The teacher can also assist students with composing the questions within the interview by using the attached document entitled "Interview Question Sheet".

Also for task number two, the teacher needs to provide assistance to the student in terms of finding the individual they can interview from their SHSM program sector. It is an independent assignment so encouragement to do some independent research concerning this is appropriate, but if help is needed the Business and Education Partnership of Waterloo Region is a great resource. This organization creates connections between the business community and students and will be able to help find a person from your student's SHSM program sector.

This is their website: <http://www.bus-edpartnership.org/main.cfm>

As with all SHSM CLAs, one of the best ways to help the student succeed is to have a specific conversation with them concerning their SHSM program area and the interests they have within it. Having this conversation can help you as a teacher have a better understanding of what novel would work well for task number one and what sector the student is focusing on for task two whether it be Environment, Hospitality and Tourism, Manufacturing or Transportation.

**Context**

Any workplace that may include reading, inferring and making meaning from text, generating an idea/hypothesis about the meaning and then creating a response through a number of stages.

Any workplace where information is obtained through inquiry and then processed into a product that informs, entertains, and possibly persuades the reader.

**Strategies**

- **Distribute assignment and rubric and explain**
- **Check IEPs for necessary accommodations and/or modifications**
- **Teach the writing of the literary essay (use attached handout “Literary Criticism” to help if needed)**
- **Teach the concepts of Literary Movements and/or Literary Criticism using attached “Literary Movements” matching activity**
- **Contact librarian to book library periods for novel search**
- **Contact librarian for his/her input concerning novel selection for class and for the SHSM student(s)**
- **E-mail or forward in any fashion the assignment to the librarian for his/her information purposes**
- **Conference with students to assist with their novel choices. Have the important discussion with the SHSM student concerning the sector and his/her career aspirations.**
- **Model the format of a feature article by showing hard copy examples from magazines listed on assignment, or use the web resource referred to earlier on in this outline to model the form of a feature article with an imbedded interview**
- **Assist students in composing interview questions by using the “Interview Question Sheet” handout**
- **Consult the Business and Education Partnership of Waterloo Region to assist students with finding an individual to interview**
- **In some cases if there are multiple SHSM students in the class, arrange for an individual from the sector to visit and conduct the interview with multiple students simultaneously or separately.**

**Encourage students through verbal reminders, reading checks, process checks and one-on-one discussion to treat the assignment as a process evaluation not a product evaluation. Evidence of process work including drafts, brainstorming, any idea development, peer editing and revising needs to be included with the final product.**

## Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. In-class assignment introduction, concept attainment, discussion and modeling	Formative: Q&A, monitoring comprehension
2. Research: both for the novel being selected and the individual being interviewed	Formative: conferencing,
3. Generating ideas for writing: both for the literary essay and the feature article/interview piece	Formative: submission of rough notes
4. Organizing ideas, writing thesis, writing drafts, developing ideas for tone of feature article and layout of pages	Formative: teacher assessment (anecdotal, verbal, conferencing)
5. Peer and Self Assessment:	Formative: anecdotal, checklists
6. Polished Product	Summative: rubric
<b>Assessment tools</b> <ul style="list-style-type: none"> <li>• Oral Feedback</li> <li>• Q&amp;A whole class discussion</li> <li>• Four Corners, Jigsaw, informal student led group presentations during teaching of skills and concepts for literary essay and feature article</li> <li>• Anecdotal comments on brainstorming idea development, rough work, thesis, outlines, drafts</li> <li>• Peer Editing Checklist</li> <li>• Rubric</li> </ul>	

### Additional Notes/Comments/Explanations

The key with approaching the ISU for the SHSM student is to convey the relevancy of the skills being learned within the assignment. Having a novel that is suited to the major area the student is focused on is a great first step in achieving an understanding of relevancy. Having a discussion with the student about the novels on the list can motivate and encourage the student to make a wise choice. A lot of the success of this assignment is determined during the novel selection stage. The student needs to be intrigued by the content while being challenged simultaneously.

A teacher using this CLA needs to be a keen assessor of where the particular SHSM student is in terms of reading ability and career interests. By focusing on studying the student's ability, interests, and career aspirations during the novel selection component of the ISU, the teacher can make the ISU skills and expectations even more relevant.

In regards to the interview/feature article portion of the assignment, the teacher needs to embrace modeling the form they want to see in the end. This needs to be shown in a variety of ways to the student. Showing hard copies of magazine feature articles works, but another interesting way to go about showing the form is to watch television interviews and have students analyse how the interviewer moves through the questions. Using CBCs *The Hour* or shows like this may work well to supplement a hard copy example as this would apply nicely to the visual learners within the class.

Lastly, remember to convey the importance of the reflection piece at the end. This is a short piece that will allow the students to think about the way they learned and what this process did for them.



## Resources

<p><b>Human resources</b>          Librarian, Specialist High Skills Major subject area teachers, interviewee, contact at Business and Education Partnership of Waterloo Region</p>
<p><b>Print</b>          Novel, hard copy examples of magazines</p>
<p><b>Video</b>          Clips from television interview shows (e.g. <i>The Hour</i>)</p>
<p><b>Websites</b>          Search engines assisting with novel search including:          Google, Yahoo, Ask.com etc.          Search engines assisting with finding interview individual          Business and Education Partnership of Waterloo Region  <a href="http://www.cbc.ca/thehour/">http://www.cbc.ca/thehour/</a>  <a href="http://www.econnect.com.au/pdf/quicktips/writing_features.pdf">http://www.econnect.com.au/pdf/quicktips/writing_features.pdf</a>  <a href="http://www.poynter.org/content/content_view.asp?id=67829">http://www.poynter.org/content/content_view.asp?id=67829</a>  <a href="http://www.bus-edpartnership.org/main.cfm">http://www.bus-edpartnership.org/main.cfm</a>  <a href="http://reason.com/archives/2001/06/01/city-views/">http://reason.com/archives/2001/06/01/city-views/</a></p>

## Accommodations

<p>For students who require accommodations or who have an IEP it is recommended that the teacher administering this CLA refer to the student's OSR (Ontario Student Record), for recommended accommodations or seek assistance from the Head of the Special Education Department.</p> <p>Although the student is to complete parts of this activity independently outside of class time, he or she may be allowed to work in a learning environment conducive to his or her learning needs and styles (resource room, special education student centre etc.)</p>
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## List of Attachments

(Attach all related materials, e.g., student worksheets, tests, rubrics.)

Literary Essay Rubric

Interview/Feature Article Rubric

Peer Editing Checklist

Literary Criticism Handout

Literary Movement Matching Handout

Interview Questions Handout

