

TEMPLATE: Contextualized Learning Activities (CLAs)

| Contact Information | |
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| Board | Waterloo Catholic District School Board |
| Development date | July 2009 |
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| Specialist High Skills Major | Information/Communications Technology |
| Course code and course title | ENG 4C - English |
| Name of contextualized learning activity/activities | Presentations: Effective Communication Skills |
| Brief description of contextualized learning activity/activities | Students will produce an oral presentation using their "Media Critical Analysis" as the topic. Students could also use their experience at a SHSM seminar or training as their topic. Students will use a structured outline and a checklist assessment to develop their presentation. |
| Duration | 6 – 10 hrs. |
| Overall expectations | Presentation: LIV.02, LGV.01, LGV.02, WRV.01, MDV.01, MDV.02 |

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| Specific expectations | Strands: Oral, Media Specific Ministry Expectations: LI1.04, LI2.02, LG1.04, LG2.01, LG2.05, MD2.01, MD2.02. |
| Catholic graduate expectations (if applicable) | CGE1E, 2E, 3C, 4A, 4G, 5G, 7F. |
| Essential Skills and work habits | <p><i>Check off the Essential Skills and work habits that are addressed in this CLA.</i></p> <p><u>Essential Skills</u></p> <p><input type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Document Use <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Oral Communication</p> <p><u>Numeracy</u></p> <p><input type="checkbox"/> Money Math: <input type="checkbox"/> Scheduling or Budgeting and Accounting: <input type="checkbox"/> Measurement and Calculation: <input type="checkbox"/> Data Analysis: <input type="checkbox"/> Numerical Estimation:</p> <p><u>Thinking Skills</u></p> <p><input type="checkbox"/> Job Task Planning and Organizing <input checked="" type="checkbox"/> Decision Making <input type="checkbox"/> Problem Solving . <input type="checkbox"/> Finding Information</p> <p><u>Work habits</u></p> <p><input type="checkbox"/> Working Safely <input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Reliability <input type="checkbox"/> Organization <input checked="" type="checkbox"/> Working Independently <input type="checkbox"/> Initiative <input checked="" type="checkbox"/> Self-advocacy</p> |

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| | <input type="checkbox"/> Customer Service <input type="checkbox"/> Entrepreneurship |
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Instructional/Assessment Strategies

Teacher's notes

All required handouts have been provided for the teacher and the student. The topic of the presentation is the Critical Analysis which is a separate CLA. There is a list on the SHSM website of possible other topics and could also include SHSM-related seminars, guest speakers, experiential learning and off-site training.

Students will require access to media technology which must be included in their presentation. Students may be required to complete this activity as an independent study.

The process for booking tech equipment may need to be reviewed.

The SHSM-related experiential learning, seminars or training must occur separately from this activity.

The date for the presentation may need to be negotiated.

Context

Creating an oral presentation creates several opportunities for students to link their interests and to meet course expectations. Students are expected to understand and assimilate the knowledge gained from attending seminars, training presentations, etc. and should therefore be able to transfer that experience and skill to their own class presentations.

Students who are involved in communications technology should be equipped with the experience and skill development of class presentations.

Strategies

Instructional Progression

Teachers will:

- Introduce the expectations of the assignment.
- Provide a copy of the instructions, checklist and self-assessment to the student(s).
- Connect the presentation to student's interests and/or the "Critical Analysis" CLA by using the topic list provided.
- Review presentation structure and stages of the Critical Analysis.
- Schedule interview time with the student to discuss topic choices and presentation date.
- Confirm technology requirements booking process.
- Collect self and peer assessment forms.
- Use evaluation rubric to evaluate presentation.

Assessment and Evaluation of Student Achievement

| Strategies/Tasks | Purpose <i>Assessment for Learning (diagnostic, formative)</i> <i>Assessment of Learning (summative, evaluation)</i> |
|--|--|
| 1. Presentation skills | Students use this assessment tool to provide diagnostic evidence and also formative assessment. |
| 2. Presentation structure student checklist | Students use this formative tool to ensure effective learning of presentation expectations . |
| 3. Evaluation Rubric | Assessment (pre-presentation) and evaluation of the assignment expectations. |
| 4. Use of technology/media | Assessment of student's interest and self-directed learning. |
| 5. Observation of prior learning presentation | Self – assessment, diagnostic |
| Assessment tools Presentation Skills checklist Presentation Structure Checklist Summative Evaluation Rubric Activity Topic Assessment - http://www.highskills.ca/ | |

Additional Notes/Comments/Explanations

Students may apply this activity to the SHSM CLA requirements. However, this is an adaptable activity that can be re-focused and adjusted to reflect any student's interest and requirements.

Resources

Authentic workplace materials

This CLA has been produced with the concept of any material being applicable as content for a presentation. The document here utilizes a media focus but the goal is that this structure, strategy will adapt to any materials the teacher or student may bring to it.

Human resources

Speakers are available via the Business Education Partnership of Waterloo Region – Communitech. Contact Alayne Hynes, Program Manager at 519-888-9944 ext 47, e-mail alayne@communitech.ca for details or visit www.bus-edpartnership.org.

Print Resources:

- I, Robot, by Isaac Asimov **ISBN-10:** 0553294385
- War of the Worlds, H.G. Wells **ISBN-10:** 0375759239
- Monster: Living Off the Big Screen, by John Gregory Dunne **ISBN-10:** 0679455795
- The Sound of Thunder, by Ray Bradbury **ISBN-10:** 0060785691

Video Resources:

- Up Close and Personal The Photographer (National Geographic)
- Who Killed the Electric Car
- The Great Train Robbery
- I, Robot
- I Am Legend
- The Island
- The Matrix
- Star Wars
- Blade Runner
- Transformers
- Dark Night
- Iron Man

Websites:

- <http://www.cybercollege.com> as a resource for TV production info. and script writing, samples, crosswords, etc.
- Sample News Script, <http://www.cybercollege.com/fire.htm>
- TV Program Proposals and Treatment, <http://www.cybercollege.com/tvp002.htm>
- Storyboards, <http://accad.osu.edu/womenandtech/Storyboard%20Resource/>
- How Stuff Works – How to Build a Computer, <http://electronics.howstuffworks.com/how-to-tech/build-a-computer.htm>
- The Photograph Analysis Guide, <http://memory.loc.gov/learn/lessons/97/photo/analysis.html>
- A Checklist for Analyzing Movies, http://www.kenney-mencher.com/a_checklist_for_analyzing_movies.htm

Accommodations

Teachers are encouraged to use DI strategies where applicable. However, it must be noted that teachers are responsible for ensuring that the outlined expectations are met. Teachers and students should also create a dialogue with the Sector instructor. This should create an open atmosphere that will promote more contextual learning opportunities.

List of Attachments

All of the handouts and support materials for this CLA are included in one single attachment: English 4C Presentation CLA