

<p>Overall expectations</p>	<p><u>Communication</u> 1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p><u>Reading and Literature Studies</u> 1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p> <p><u>Writing</u> 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p><u>Media</u> 1. Understanding Media Texts: demonstrate an understanding of a variety of media texts; 2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>
<p>Specific expectations</p>	<p><u>Communication</u> 1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks 1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions 1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts 1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them 2.1 communicate orally for a variety of purposes, using language</p> <p><u>Reading</u> 1.1 read several different short, contemporary, student- and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading 1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts 1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them 3.1 automatically understand most words in several different reading contexts 3.2 use appropriate decoding strategies to read and understand unfamiliar words</p> <p><u>Media</u> 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose 2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning 3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p><u>Writing</u> 1.1 identify the topic, purpose, and audience for several different types of writing tasks 1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate 1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate 1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task 2.1 write for different purposes and audiences, using several different informational, graphic, and literary forms 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modeled strategies 3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience</p>
<p>Catholic graduate expectations (if applicable)</p>	<p>Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>Thinks critically about the meaning and purpose of work.</p>

Essential Skills and work habits	<p>Reading Text Understanding text in the form of sentences or paragraphs</p> <p>Writing Completing solutions of multi-step problem-solving questions</p> <p>Continuous Learning Ongoing process of learning and acquiring skills</p> <p>Thinking Skills Cognitive ability, problem solving</p> <p>Initiative Starts work with little or no prompting</p> <p>Work Habits Punctual, time effective, and able to follow directions</p> <p>Organization Written work is well laid out and neat</p> <p>Working Independently Accomplishes tasks independently</p>
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Instructional/Assessment Strategies

<p>Teacher's notes</p> <p>* Providing applicable real life examples from the health and wellness sectors can be beneficial for student learning.</p> <p>* Constant diagnostic and formative feedback is important for consistent learning and student development (ie. through use of student worksheets).</p> <p>* If the class is a split group (not all SHSM students) it may be advantageous to group the SHSM students together, however, this CLA has benefits for all ENG 4E students, not just those enrolled in the SHSM program.</p>
<p>Context</p> <p>This CLA is designed for students that plan on entering an apprenticeship or college in the Health and Wellness sectors. It gives the students some insight in operating a hair salon and spa.</p>
<p>Strategies</p> <p>Socratic Review of key concepts: Teacher can begin each part of the activity with a reminder of pertinent definitions on the board, or a small example of the topic of the day</p> <p>Teacher modelling: the review has a completed exemplar and the pamphlet is very specific in how it is to be created.</p> <p>Observation and Assessment: when the assignment is handed out, the teacher will need to circulate and answer individual questions.</p> <p>Pen & Pencil Assessment: Students can demonstrate their learning the reflection.</p>

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. Part A: Comprehension Reading	Formative Assessment (give constant feedback on Student Progress)
2. Part B: Evaluating Spas and Salons Online	Formative Assessment (give constant feedback on Student Progress)
3. Part C: Advertising Your Salon or Spa	Formative Assessment (give constant feedback on Student Progress) Summative Assessment
4. Part D: Review of "Soak Up the Sun Salon and Spa"	Formative Assessment (give constant feedback on Student Progress) Summative Assessment
5. Part E: Guest Speaker	Formative Assessment (give constant feedback on Student Progress) Summative Assessment
Assessment tools <i>See attached file</i> <i>Soak up the Sun: Owning a spa</i>	

Additional Notes/Comments/Explanations

Teacher should post Part B online/shared drive, so that students do not need to re-create the chart and are able to cut & paste into it.

Resources

Human resources

Teacher, and possibly a classroom EA
 Guest Speaker (via the Board office Speakers Bureau)

Print

The provided worksheets in the accompanying file

Software

MS Publisher, MS Word , Internet

Websites

<http://www.spasincanada.ca>

<http://www.salons.ca>

Accommodations

Individual Education Plans (IEP) should be followed at all times. Be sure to consult the SERT for additional information and suggestions;

- * additional time may be needed for diagnostic, formative and summative assignments;
- * the activities and lessons outlined in this CLA allow for flexibility in the delivery of the material. Alternating teaching strategies can help students who are not progressing at the appropriate level;
- * font can be increased for those students that have vision problems;
- * class rules, behaviours, and due dates should be posted in the classroom and talked about so that all students are aware of the expectations;
- * if possible, more individual instruction time can be allotted to students in need;
- * use audio aids if needed (i.e. read the article to students)

List of Attachments

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