

Contextualized Learning Activity(CLA)

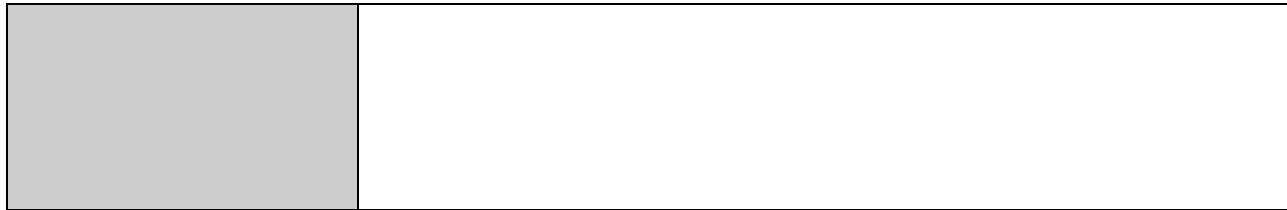
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Specialist High Skills Major	This unit is designed is specifically to accommodate any of the high skills major areas.
Course code and course title	ENG 4UI English Grade 12 University Preparation
Name of contextualized learning activity/activities	<i>The Independent Study</i>
Brief description of contextualized learning activity/activities	The intent of this unit is to guide students in the High Skills Major program in their choice of novel for their English Independent Study. Since the independent study assignment varies from school to school, we suggest you maintain the format of your own independent study, but use the attached book lists to direct your students to novels that will complement their interests as indicated in their Specialist High Skills Major.
Duration	10 hours
Overall expectations	All expectations as per Ontario Curriculum—Grades 11 and 12 English, Revised 2007. Reading and Literature Studies 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; 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently. Writing 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,

	<p>using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>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>4. Reflecting on Skills and Strategies: 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.</p>
Specific expectations	<p>Reading and Literature Studies—Reading for Meaning</p> <p>Using Reading Comprehension Strategies</p> <p>1.2 select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts</p> <p>Demonstrating Understanding of Content</p> <p>1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts</p> <p>Making Inferences</p> <p>1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p>Extending Understanding of Texts</p> <p>1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Analysing Texts</p> <p>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</p> <p>Evaluating Texts</p> <p>1.7 evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions</p> <p>Critical Literacy</p> <p>1.8 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power</p> <p>Reading with Fluency</p> <p>Reading Familiar Words</p> <p>3.1 automatically understand most words in a variety of reading contexts;</p> <p>Reading Unfamiliar Words</p> <p>3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty</p> <p>Developing Vocabulary</p> <p>3.3 regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading</p> <p>Writing--Developing and Organizing Content</p> <p>Research</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing tasks</p> <p>Generating and Developing Ideas</p> <p>1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as</p>

	<p>appropriate</p> <p>1.3 locate and select information to fully and effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>Organizing Ideas</p> <p>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</p> <p>Reviewing Content</p> <p>1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task.</p> <p>Using Knowledge of Form and Style</p> <p>Form</p> <p>2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms</p> <p>Voice</p> <p>2.2 establish a distinctive and original voice in their writing, modifying language and tone skillfully and effectively to suit the form, audience, and purpose for writing</p> <p>Diction</p> <p>2.3 use a wide range of descriptive and evocative words, phrases, and expressions precisely and imaginatively to make their writing clear, vivid, and compelling for their intended audience</p> <p>Sentence Craft and Fluency</p> <p>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 from one idea to another that give your paragraph coherence?" "How could you rearrange the sentences in this paragraph to emphasize your point more forcefully?"</p> <p>Critical Literacy</p> <p>2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing</p> <p>Revision</p> <p>2.6 revise drafts to improve the content, organization, clarity, and style of their written work</p> <p>Producing Drafts</p> <p>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>Applying Knowledge of Conventions</p> <p>Spelling</p> <p>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>Vocabulary</p> <p>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>Punctuation</p> <p>3.3 use punctuation correctly and effectively to communicate their intended</p>
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	<p>meaning</p> <p>Grammar 3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively</p> <p>Proofreading 3.5 regularly proofread and correct their writing</p> <p>Producing Finished Works 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p> <p>Reflecting on Skills and Strategies Metacognition 4.1 demonstrate insight into their strengths and weaknesses as writers, and practise the strategies they found most helpful when writing particularly complex texts to improve their writing skills</p> <p>Interconnected Skills 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>Catholic graduate expectations (if applicable)</p>	<p>An Effective Communicator who CGE2a -listens actively and critically to understand and learn in light of gospel values; CGE2b -reads, understands and uses written materials effectively; CGE2c -presents information and ideas clearly and honestly and with sensitivity to others; CGE2d -writes and speaks fluently one or both of Canada’s official languages;</p> <p>A Collaborative Contributor who CGE5g -achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</p>
<p>Essential Skills and work habits</p>	<p><u>Essential Skills</u></p> <ul style="list-style-type: none"> ➤ Reading Text ➤ Writing ➤ Computer Use <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> ➤ Job Task Planning and Organizing ➤ Decision Making ➤ Problem Solving . ➤ Finding Information <p><u>Work habits</u></p> <ul style="list-style-type: none"> ➤ Reliability ➤ Organization ➤ Working Independently ➤ Initiative ➤ Self-advocacy



Instructional/Assessment Strategies

Teacher's notes

- Determine students' High Skills Major and direct them to the lists of suggested books.
- Oversee the steps of the writing process and provide feedback and advice as needed.

N.B. This CLA is not intended to define the entire independent study process; rather it is an addendum to supplement and complement the ISU.

Along with advising the student during the writing process, a good initial step may be to quickly become familiar with the attached list. Once you have been able to read summaries of the novels attached have a discussion with the student to determine what particular area of their sector they are interested in.

Context

- Any venue that requires moving something from hypothesis/idea to final product through a number of stages.

Strategies

- Distribute assignment and rubric and explain
- Teach the writing of a literary essay (use attached handout "Literary Criticism" to help students realize various ways of approaching the literary essay)
- Conference with students to direct their novel choices to align to their Specialist High Skills Major. Provide direction for those who need it.
- Check IEPs for necessary accommodations and/or modifications
- Book library periods for perusal of novel options
- Contact librarian for his/her input concerning novel selection for class and for the SHSM student(s)
- Assess reading and writing over the course of this assignment with emphasis on the steps of the writing process

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1. Research: both primary (novel) and possibly secondary resources	Formative: conferencing
2. Generating ideas for writing	Formative: submission of rough notes
3. Organizing ideas, writing thesis, writing drafts	Formative: teacher assessment (anecdotal)
4. Peer and self assessment	Formative: anecdotal, checklists
5. Polished Copy	Summative: rubric

Assessment tools:

- Oral feedback
- Anecdotal comments on rough notes, thesis, drafts
- Peer Editing Checklist
- Rubric

Additional Notes/Comments/Explanations

An initial list of suggestions for novels that align with the various Specialist High Skills Major areas is attached. Feel free to add to it.

In approaching the ISU for the SHSM student focus on conveying 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.

Resources**Authentic workplace materials**

Varies depending on ISU

Human resources

Librarian, Specialist High Skills Major subject area teachers

Print

Novels

Websites

Possibly access search engines to supplement booklists provided
e.g. NoveList Plus, Google, Ask.com

Publisher's websites that can supplement booklists provided
e.g. www.randomhouse.com , www.penguin.ca etc.

Accommodations

For students who require accommodations or who have an IEP or other identified exceptionalities, it is recommended that the teacher administering this contextualized activity refer to the student's OSR (Ontario Student Record) for recommended accommodations or seek the assistance of the Head of the Special Education Department

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.).

List of Attachments

- Rubric
- Peer Editing Checklist
- Novel List
- Literary Criticism Handout