

# Senior 4 ELA: EAL for Academic Success



## Module 1

### Faster, Higher, Better? Issues in Sports

**T**his module explores topics related to sports so that students can begin developing academic language skills and strategies. As students read short articles, cartoons, and informative texts, they practise scanning, skimming, and using graphic organizers to take notes and summarize. Students distinguish between main points and supporting details, and note argument structure. Language features include definition patterns, expressions for discussion, vocabulary to describe graphs and charts, transition markers, paragraph organization, expressions of personal opinion, illustrations and examples, quotations, and citations. Learning strategies are introduced and modelled in each lesson. Writing tasks include lists, short paragraphs, short essays, persuasive essays, poster presentation, and combining sentences.

# Module 1

## Faster, Higher, Better? Issues in Sports

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**Assessment for Learning**

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**Module 1: Faster, Higher, Better? Issues in Sports****Topic 1: What Is a Sport?**

**Assessment Target:** GLO 2: Students' ability to produce oral texts for a variety of subject-area tasks

**Assessment Task:** Use a student observation chart to record students' performance with respect to areas of success and level of difficulty (vocabulary, grammar, pronunciation).

**Topic 2: Are You Fit or a Couch Potato?**

**Assessment Target:** GLO 1/6: Students' ability to make meaning of a text through knowledge and use of a selective attention strategy

**Assessment Task:** Collect and review the reading "The Importance of Physical Fitness," and assess students' ability to complete the task of highlighting important information, specialized vocabulary, transition markers, examples of parallelism, and definition patterns. Give students anecdotal feedback.

**Topic 3A: The Spirit of the Olympics**

**Assessment Target:** GLO 2/6: Students' knowledge of and ability to use specific vocabulary as well as grammatical structures used in summarizing

**Assessment Task:** Students follow the given steps and create a short summary of an article, working first with a partner and then individually. Note students' level of proficiency in vocabulary and grammar, their selection of strategies and specific vocabulary, and their use of grammatical structures that reduce text.

**Topic 3B: Swifter, Higher, Stronger?**

**Assessment Target:** GLO 1/6: Students' ability to engage with progressively difficult oral texts to make meaning using aural comprehension, selective attention, and note taking skills

**Assessment Task:** Students complete the note-taking exercise using the T-list provided. Check T-List notes for comprehension and use of note-taking symbols and point-form structure.

**Topic 4: Faster, Higher, Better?**

**Assessment Target:** GLO 4: Students' ability to communicate effectively to work with others

**Assessment Task:** Observe and record impressions of students in the jigsaw reading activity. Look for students' attitudes, use of gambits for group participation, and knowledge of group roles and processes.

**Topic 5 A: Bias in Sports: Olympic Skating Judging Scandal**

**Assessment Target:** GLO 1: Students' knowledge of and ability to use organizational patterns, discourse features, and writing techniques for different purposes and audiences (editorial style of writing), and students' skill in expressing a personal opinion or position

**Assessment Task:** Students write an editorial on an issue in sports.

**Topic 5B: Bias in Sports: Gender Bias**

**Assessment Target:** GLO 4: Students' ability to recognize and value different perspectives and ability to compare, analyze, and synthesize a variety of perspectives, positions, or experiences

**Assessment Task:** Participate in the informal debate. Observe students' teamwork, organization of points, speaking skills, and use of discourse features from the lesson.

**Topic 6A: When Sport Becomes Unhealthy: Body Image: Anorexia**

**Assessment Target:** GLO 1/2: Students' ability to develop and express a personal opinion using new vocabulary and facts from a reading

**Assessment Task:** Students write a personal response to an article on anorexia. Check writing samples for use of facts from the article, accuracy of quotation or paraphrase, adjectives that express emotion.

**Topic 6B: When Sport Becomes Unhealthy: Winning at All Costs: Doping**

**Assessment Target:** GLO 1: Students' ability to make meaning of a text

**Assessment Task:** Students develop a timeline based on information drawn from an article read by the teacher. Check for accuracy of facts on the timeline.

**Topic 7: Culminating Activity**

**Assessment Target:** GLO 6: Students' knowledge of and ability to use socio-affective and meta-cognitive learning strategies

**Assessment Task:** Students self-assess their poster presentation in Learning Logs. Collect and read, noting students' ability to self-evaluate.

## Portfolio

Item	Description
1	Topic 3A: Summary of the Spirit of the Olympic Games (writing sample)
2	Topic 6: Audio or video tape of the oral presentation Sample of a student learning journal of their choice from any of the topics
3	Topic 7: Culminating project self-evaluation
4	Student-selected journal entry

## Assessment of Learning

Item	Description
The assessment focus for Module 1 is to develop a picture of the linguistic proficiency and performance level of the individual students and the class as a whole.	
1	Vocabulary test on selected academic vocabulary and discourse markers from the unit
2	<p><b>Topic 5B:</b></p> <p><b>Assessment Target:</b> GLO 2/3: Students' ability to write a persuasive essay, incorporating outside references with appropriate and accurate documentation</p> <p><b>Assessment Task:</b> Students write a short persuasive essay on the topic of gender bias in sports. Check for use of outside sources, new vocabulary, and persuasive essay format.</p>
3	<p><b>Topic 6B:</b></p> <p><b>Assessment Target:</b> GLO 1/2: Knowledge of organizational discourse patterns, targeted academic verbs, and organizing texts for different audiences and purposes</p> <p><b>Assessment Task:</b> Students make an oral presentation or written report on a performance-enhancing drug. Check for completeness of research and use of targeted discourse markers and verbs.</p>
4	<p><b>Culminating Project: Poster Presentation of a Chosen Sport</b></p> <p>The poster presentation that occurs at the end of this module is the main summative evaluation item for this module. The culminating projects in each module are designed to assess progress in all the GLOs.</p> <p><b>Criteria for Assessment:</b> Using the assessment criteria provided in Topic 7, develop a rubric for evaluating the students' performance, or use the sample poster presentation rubric.</p>

