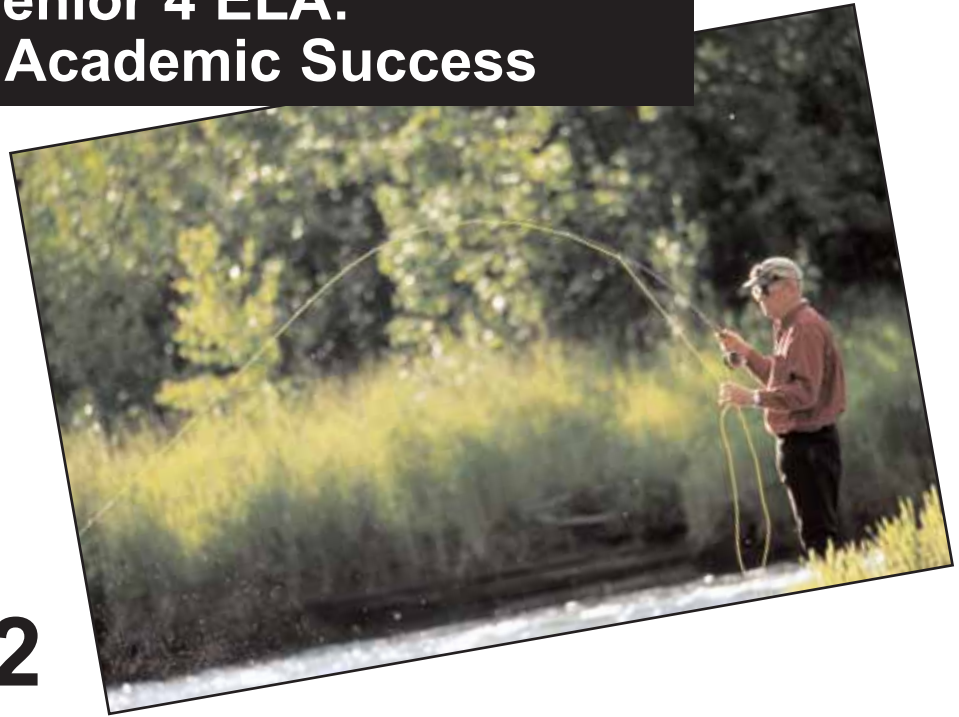


Senior 4 ELA: EAL for Academic Success



Module 2 The Environment

This module uses topics related to the environment to develop relevant vocabulary and language structures for discussing controversial issues. As students read short articles, cartoons, charts, a timeline, and graphs, they will take notes, summarize, describe, classify, explain changes, compare, and make inferences and logical deductions. Students listen and read critically, follow arguments, write to support a viewpoint, and synthesize information from various sources. Language features include: additional definition patterns, expressions for discussion, expressing personal opinion, comparison and contrast, vocabulary to describe graphing and charts, transition markers, paragraph organization, illustration, and citation. Writing tasks include: lists, a short comparison paragraph, research reports, an essay to support a viewpoint, and an oral presentation.

Module 2

The Environment

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Assessment for Learning

Module 2: The Environment

Topic 1: Beginnings

Assessment Target: GLO 2: Students' ability to know and use discourse features that indicate comparison and contrast

Assessment Task: Students produce a paragraph that summarizes the chart they created comparing traditional Dene values and culture to contemporary Northern American culture. Collect writing samples and check for appropriate use of compare and contrast transitions.

Topic 2A: Global Warming: One of the Problems

Assessment Target: GLO 1: Students' ability to create and use graphic organizers to summarize the main points they gleaned from the texts provided

Assessment Task: Present and explain the graphic organizers they created. Use a student observation matrix to record students' performance and areas of success and difficulty.

Topic 2B: Kyoto: A Controversial Solution to Global Warming

Assessment Target: GLO 2: Students' knowledge of and ability to use tone and gambits to express a personal position for formal purposes

Assessment Task: Students write a letter to the editor expressing their position regarding the implementation of the Kyoto accord. Check the student writing samples for use of adverbs to indicate tone and use of gambits extracted from the texts.

Topic 3A: Water: The Problem

Assessment Target: GLO 3: Students' knowledge of summary genre and quotation and documentation format; ability to produce a summary from a researched topic, using correct quotation and documentation format

Assessment Task: Students research a water conflict and write a summary of the problem, possible solutions, and potential developments regarding this issue in the future, using new vocabulary and relevant statistics. Compare the student writing samples with the original articles to see if they have captured the main ideas, used their own words, included new vocabulary and statistics, and used correct documentation.

Topic 3B: Clean Water: Some Solutions

Assessment Target: GLO 4: Students' ability to communicate effectively to work with others in sharing information from academic texts

Assessment Task: Students complete a Jigsaw activity sharing information from several articles to answer focus questions about solutions to water shortage problems. Observe students' interactions using a checklist of gambits and dispositions essential for group work.

Topic 4: Air Pollution

Assessment Target: GLO 1/2: Students' knowledge of and ability to use, with increasing control, organizational patterns and discourse features in subject-area texts

Assessment Task: Students write mathematical word problems using information in the readings. Students and teacher can assess for clarity of wording by solving the problems.

Topic 5: Greenhouse Gas Emissions

Assessment Target: GLO 2: Students' knowledge of and ability to use grammatical structures and discourse features to answer academic questions related to a study.

Assessment Task: Students complete an activity related to car emissions. Everything in the activity requires students to attend to imperative verbs used in many academic tasks. As students work through the activity, check their oral discussion and written answers to the questions for accurate interpretation and response to the different imperative verbs.

Topic 6: Endangered Species

Assessment Target: GLO 2: Students' ability to produce a summary from point-form notes

Assessment Task: Using information provided, students record essential information in point-form notes and then write a summary from those notes. Check writing samples for inclusion of main ideas in smoothly written sentences.

Assessment Target: GLO 3: Students' ability to research, organize, and present information to an audience

Assessment Task: Students research a species at risk and orally present their findings with the aid of a computer or poster presentation. Check oral presentation and visual aids for evidence of research, appropriate organization, and clear communication of ideas, using a teacher- and/or student-developed rubric.

Topic 7: Ecological Footprint

Assessment Target: GLO 3: Students' ability to synthesize information from multiple sources to form and support a position and to document sources accurately

Assessment Task: Students combine information from several articles to write a paragraph explaining the concept of "ecological footprint." Check writing samples for incorporation of more than one source and use of attributive tags.

Topic 8: Recycling

Assessment Target: GLO 6: Students' knowledge of and ability to use metacognitive, cognitive, and social affective strategies to plan for learning

Assessment Task: Working with a partner or a group, students predict content terms and concepts that might be tested in this module, along with the answers. The class can evaluate the likelihood of the items selected and the correctness of the answers.

Topic 9: Environmental Presentation

Assessment Target: GLO 3/6/2: Students' knowledge of and ability to use the English language to explore and manage ideas; to use learning strategies to enhance learning and communication; and to plan and produce accurate written, oral, and visual texts in a subject-area task

Assessment Task: Students research and present to the class a specific environmental problem in the form of a proposal to a public audience, supported by a computer or poster presentation. As students work through the module, monitor their progress, checking for use of research process and of language features covered in the module. Students also use a listening guide to peer-evaluate final presentations.

Portfolio

Item	Description
5	Topic 2B: Letter to the Editor regarding their position on the Kyoto Accord
6	Topic 4: Short text on role of the automobile in students' countries of origin
7	Topic 6: Summary from point-form notes
8	Topic 9: Videotape or printout of computer slides of environmental presentation
9	Student-selected journal entry

Assessment of Learning

Item	Description
The assessment focus for Module 2 is on researching, summarizing, and reporting information.	
1	Vocabulary test on academic vocabulary drawn from this module, including AWL words.
2	<p>Topic 4</p> <p>Assessment Target: GLO 2: Students' ability to produce a short text containing description and prediction, showing increasing control of grammatical structures and discourse features to achieve these functions</p> <p>Assessment Task: Students write a short description of the role of the automobile in their countries of origin, predicting the possible short-term and long-term effects of the automobile on their cultures and the environment. Check writing samples for organizational structure, targeted discourse features, and accurate use of conditional and future time structures.</p>
3	<p>Topic 5 (optional)</p> <p>Assessment Target: GLO 2: Students' knowledge of and ability to use organizational patterns, grammatical structures, and discourse features to produce a subject-area text</p> <p>Assessment Task: Students answer a comprehensive set of questions about the activity. Check writing samples for accurate interpretation of directing verbs, appropriate grammatical structures, and use of new vocabulary.</p>
4	<p>Topic 6</p> <p>Choose one of the two assessment tasks.</p>

Assessment of Learning (continued)

Item	Description
5	<p>Culminating Project: Environmental Presentation</p> <p>The environmental presentation that occurs at the end of this module is an important evaluation item for this module.</p> <p>Criteria for Assessment: Using the assessment criteria provided in the topic and student input, develop a rubric for evaluating the students' performance.</p>