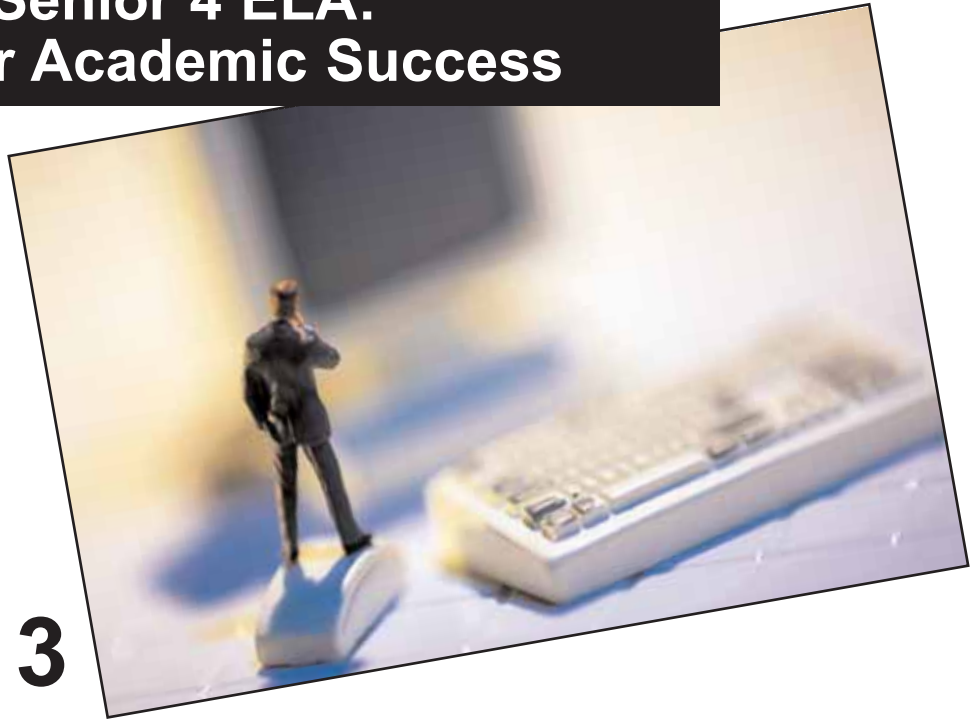


Senior 4 ELA: EAL for Academic Success



Module 3

Promise and Peril: The Impact of Modern Technology

Modern technology offers promise and peril. In this module, students consider the impact on individuals, society, and the environment of several important technologies. Students use interviews, surveys, graphics, and increasingly challenging readings, including technical reports and abstracts, and the topics and readings provide contexts to develop essential academic and content-area vocabulary in authentic tasks. Students practise note taking, follow the flow of argument, determine viewpoints, and synthesize information to write short texts on controversial topics. They search for information on the Internet and conduct their own interviews and surveys. Writing tasks include using analogies, explaining concepts, paraphrasing, writing a critique, developing a persuasive essay, and using quotations and citations. Students may also write a scenario, design an information brochure, and write a proposal. Orally, students engage in discussions of opinion, rank items according to criteria and justify choices, work to reach consensus, and develop a project as a team.

Module 3

Promise and Peril: The Impact of Modern Technology

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Assessment for Learning

Module 3: Promise and Peril: The Impact of Modern Technology

Topic 1: The Good Ol' Days: Back to the Future?

Assessment Target: GLO 1/2/6: Students' ability to communicate understanding of an oral text, by using translation and appropriate grammatical structures and discourse features to clearly report information

Assessment Task: Students write a short report that conveys the information gleaned from an interview in their first language by using clear translation, a variety of reporting verbs, and three translated quotations from the interview. Check for understandable translation, and use of reporting verbs and formatted quotations.

Topic 2: Inventions

Assessment Target: GLO 2: Students' ability to use grammatical structures and discourse features to develop analogies

Assessment Task: Students write in their journals about the similarities of a number of inventions to items in the natural world. Check for accurate use of targeted language features.

Topic 3: The information Age

Assessment Target: GLO 1/4: Students' increasing ability to evaluate a text, justifying their own interpretation in relation to others', and to use clear and respectful language to express personal opinions and respond to others

Assessment Task: Students evaluate and rank a list of ethical guidelines for computer use. Circulate the list, checking for use of respectful language to express and justify opinion, as well as responses to others.

Topic 4A: I Think, Therefore IM: Text Messaging: Bane or Boon?

Assessment Target: GLO 5: Students' knowledge of and ability to use the appropriate level of formality for a variety of social and academic situations

Assessment Task: Write a short text message to a friend on the importance of the Internet. This can form the introduction to an essay. Peer-edit according to criteria provided. Check writing samples for register and format of email and essay introduction; check peer comments for constructive criticism.

Topic 4B: Recreation and Technology: Computer Game Geeks: How Playing Video Games...

Assessment Target: GLO 1/6: Students' ability to evaluate an oral text for meaning and quality, justifying their own interpretation of text in relation to the interpretation of others; knowledge and ability to use the strategies of selective and directed attention, as well as note taking

Assessment Task: Students complete a graphic organizer while listening to two students discussing videogames. Check writing samples for evidence of comprehension.

Topic 5A: Biotechnology: GM Foods

Assessment Target: GLO 3.1/3.3: Students' ability to seek organic and synthetic information and quote or refer to sources

Assessment Task: Students write a paragraph that compares several different viewpoints on GM foods as reflected in the readings or abstracts. Check for accuracy in their writing and citing of sources.

Topic 5B: Biotechnology: Spider Silk

Assessment Target: GLO 2: Students' increasing ability to refine pronunciation to improve intelligibility

Assessment Task: Students take turns reading portions of an article aloud. Check for stress on content words and final sounds.

Topic 6: Technology and Transportation: To Drive or to Heat, That Is the Question

Assessment Target: GLO 6/2: Students' knowledge of and ability to use learning strategies and grammatical structures to form sentences from point-form notes

Assessment Task: Students write complete sentences from point-form notes. Check for effective use of learning strategy of recombination and application of grammar rules.

Topic 7A: Space Travel

Assessment Target: SLO 6.3.2: Use co-operative learning strategies—Jigsaw group

Assessment Task: Observe student participation and interaction in the co-operative groups. Check for students' ability to participate and contribute to the expert groups and to communicate the information gathered to their home group.

Topic 7B: At Home in Space

Assessment Target: GLO 3/4/2: Students' knowledge of and ability to use the English language to develop and implement a plan for researching a topic; and to manage group action

Assessment Task: Teams of students prepare a written and/or oral proposal for a space colony they have designed based on group research. As teams plan their colonies, students summarize their progress and group interactions daily in their journals. Regular checking of these will give an indication of the students' attitudes and self-assessment. In addition, observe teams working using a checklist of possible conversational gambits for managing group action. Observe students' use of precise and varied vocabulary instead of general terms.

Portfolio

Item	Description
10	Topic 1: Report based on a first-language interview on the “good old days”
11	Topic 3: Scenario and discussion of an issue in computer ethics
12	Topic 5A: Chart analyzing the relationship of author, audience, purpose, and perspective based on reading several abstracts
13	Topic 7B: Student self-assessment of group interaction with a reflection on what they did well and what they would like to improve
14	Topic 7B: Written proposal for space colony
15	Student-selected journal entry

Assessment of Learning

Item	Description
The assessment focus for Module 3 is on listening, note taking and communicating increasingly challenging information and concepts, individually and as part of a working team.	
1	Vocabulary test on words, especially from the AWL, and expressions from this module Assessment Target: SLO 1.1 and SLO 2.1.1: Students’ ability to engage with increasingly difficult texts and analyze and edit texts for word choice
2	Topic 3 Assessment Target: GLO 5: Students’ knowledge of and ability to work within different cultural attitudes towards technology use Assessment Task: Students write a short scenario based on possible issues in computer ethics, discussing the perspectives of the various people involved, and including their own viewpoint. Check for awareness of the different perspectives, ability to infer how ideas may be affected by an individual’s worldview, and use of language features that express opinion and analysis.
3	Topic 5A Assessment Target: GLO 4/5: Students’ ability to recognize, compare, and analyze different perspectives and positions in academic texts and group discussions; students’ knowledge of the effect of purpose and bias on text types and the ability to infer the implications of bias Assessment Task: Students read a series of abstracts and complete a chart similar to Handout 3-20, analyzing the relationship of author, audience, purpose, and perspective. Check charts for accurate elements. Students may also write a comparison of the abstracts.

Assessment of Learning (continued)

Item	Description
<p>4</p>	<p>Topic 6</p> <p>Assessment Target: SLOs 6.1.2, 6.2.4, 6.2.13, 2.4 Students’ knowledge of and ability to use the strategies of note taking, organizational planning, and recombination; students’ knowledge of and ability to use the writing process to effectively create a properly formatted essay</p> <p>Assessment Task: Students write a short essay about hydrogen-cell-fuelled cars, using their point-form notes derived from the listening activity. Students should demonstrate recombination of ideas and sentence combining, the development of an effective introduction and conclusion, appropriate use of five new vocabulary words, as well as evidence of peer editing. Check notes first for use of note-taking symbols; check draft copies for evidence of peer editing; check final copies for the remaining elements.</p>
<p>5</p>	<p>Culminating Project: The written and oral presentation of a proposal for a space colony in Topic 7B is an important evaluation item for this module. (Students may additionally be assessed on one of the optional tasks.) Check final presentation for evidence of planning and effective team interaction; use of increasingly precise and appropriate lexis and language structures to describe and explain features of the colony; knowledge of and ability to use proposal format; and increasingly accurate/intelligible pronunciation.</p> <p>Criteria for Assessment: Students use a rubric to self-assess their language skills for group work and their attitudes towards working within a team. Using the assessment criteria provided above, teachers develop a rubric for evaluating the students’ performances. Students also use a listening guide to evaluate their peers’ final presentations.</p>