

# Senior 4 ELA: EAL for Academic Success



## Module 4

### For Better or Worse: Issues in Health

**T**his module uses lifestyle topics such as fitness, smoking, and sleep, along with current issues such as alternative medicines and genetic advances, to continue building language skills for note taking, interpreting statistics and graphics, following arguments, analyzing writers' attitudes, recognizing implications, drawing conclusions, making predictions, and reading critically. Students will write personal responses; research a topic, prepare an outline and present orally; write a summary from notes; design and describe an experiment and a photo essay; develop rubrics; and discuss the pros and cons of controversial issues. They may also write a brochure, proposal, survey, or critique. The final activity consists of a town hall forum on smoking.

# Module 4

## For Better or Worse: Issues in Health

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## Assessment for Learning

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### Module 4: For Better or Worse: Issues in Health

#### Topic 1: Staying Fit: It's Not about Age; It's about Attitude

**Assessment Target:** GLO 1: Students' ability to engage with increasingly difficult oral and/or visual text

**Assessment Task:** Students watch video *Seniors Are Cool!* and take notes to answer focus questions. Students self-assess by comparing notes with other students, then share notes with class.

#### Topic 2: New, Improved? Human Genetic Issues

**Assessment Target:** GLO 4/5: Students' ability to experience, consider, respond to and critique different perspectives in academic texts and group discussions

**Assessment Task:** After viewing a science fiction film, students write a critique of the science of the film, based on current research on genetic manipulation. Check writing samples for evidence of accurate inferencing, ability to summarize, describe, analyze and interpret; also check for elements of a critical review.

#### Topic 3: Sleep and Our Bodies

**Assessment Target:** GLO 1/6: Students' ability to engage with progressively difficult texts, using various learning strategies, such as advance organization and selective attention, to aid comprehension

**Assessment Task:** Students draw information from several texts about sleep deprivation in order to complete a writing task. Answers to comprehension questions given for each text should indicate understanding.

#### Topic 4: When East Meets West: Alternative Medicines: Investigating Herbal Medicines

**Assessment Target:** GLO 2: Students' knowledge of and ability to use visual techniques (i.e., rubric format) to convey information and clarify relationships (i.e., evaluate work)

**Assessment Task:** Small groups of students create rubrics to evaluate the design of student experiments on the effectiveness of herbal remedies. Check writing samples for appropriate criteria, parallel construction, and use of specific rather than general lexis.

#### Topic 5A: Smoking and Statistics: What a Tale They Tell

**Assessment Target:** GLO 1/2: Students' ability to make meaning and communicate understanding of increasingly difficult visual and written texts

**Assessment Task:** Students draw on and interpret information from several charts in order to write a paragraph. Check writing sample for three main ideas, correct usage of five new vocabulary words, sentence variety, and proper paragraph format.

**Topic 5B: Smoking and the Media**

**Assessment Target:** GLO 2/6: Students' ability to produce a visual text to convey factual information and clarify specific relationships

**Assessment Task:** Based on information drawn from the last two topics, students create a visual essay about smoking. Using a rubric, check visual essay for effectiveness and appropriate variety of visuals chosen to express the relationship pattern selected.

**Topic 5C: Smoking Prevention and Cessation**

**Assessment Target:** GLO 3: Students' increasing ability to seek, organize, and synthesize information from multiple sources to form, support, or revise a position using the steps of the research process

**Assessment Task:** Students will prepare to play a specified role in a town hall forum about a proposed smoking ban, researching and using their notes to speak and write. As students prepare for their roles, check their point-form notes for relevant statistical information, evidence of paraphrase and/or direct quotation, and correct citation format.

**Portfolio**

Item	Description
16	Topic 3: Graphic depiction of survey data, accompanied by summary
17	Topic 4: Student-designed rubric
18	Topic 4: Instructions for experiment on herbal remedy
19	Topic 5B: Photo-essay;. additional written essay accompanied by a copy of partner's photo-essay
20	Student-selected journal entry

## Assessment of Learning

Item	Description
	<p>The assessment focus for Module 4 is to employ a variety of academic language functions to convey understanding of, analyze, interpret, relate, and synthesize information from a variety of increasingly challenging text types (i.e., statistics) from across the curriculum in written, visual, and oral forms.</p>
1	<p>Vocabulary test on words, especially from the AWL, and expressions from this module</p>
2	<p><b>Topic 1</b></p> <p><b>Assessment Target:</b> GLO 2: Students' increasing control of grammatical structures and discourse features to summarize, compare, and contrast</p> <p><b>Assessment Task:</b> Students write a short essay comparing the attitudes about health communicated in two videos. Check for use of point form in outline, comparison essay format, and discourse markers of comparison and contrast.</p>
3	<p><b>Topic 3</b></p> <p><b>Assessment Target:</b> GLO 2: Students' ability to use visual techniques to convey factual information drawn from texts and/or surveys and to clarify relationships through writing</p> <p><b>Assessment Task:</b> Students conduct a survey on sleep habits, display their data graphically, and write a short summary of their findings. Check for effective choice of graphic display, clarity of summary, and use of modals and other hedging devices.</p>
4	<p><b>Topic 4</b></p> <p><b>Assessment Target:</b> GLO 2: Students' knowledge of North American rhetorical forms and increasing ability to produce a short subject-area text, using the structures and language features appropriate to the text type</p> <p><b>Assessment Task:</b> Students write instructions for a herbal remedy experiment. Check for correct experiment format and verb tenses.</p>
5	<p><b>Topic 5A</b></p> <p><b>Assessment Target:</b> GLO 1/2: Students' ability to make meaning from and communicate understanding of increasingly difficult visual and written texts</p> <p><b>Assessment Task:</b> Students choose five response prompts from those given and, using information drawn from several charts, produce four- to five-sentence responses. Check writing for usage of five new vocabulary words and appropriate elaboration and synthesis of ideas.</p>

## Assessment of Learning (continued)

Item	Description
6	<p><b>Topic 5B</b></p> <p><b>Assessment Target:</b> GLO 1/2: Students’ ability to interpret texts from across the curriculum, showing increasing control of grammatical structures and discourse features to accomplish academic language functions</p> <p><b>Assessment Task:</b> Students will produce a written text that clearly communicates understanding of the content and organizational structure of their partner’s visual text. Check writing sample for clear communication of the message conveyed in the visual essay, appropriate discourse markers to reflect the organizational pattern of the visual essay, and the usage of five new vocabulary words.</p>
7	<p><b>Culminating Project:</b></p> <p><b>Topic 5C</b></p> <p>The “<b>Town Hall Forum: Smoking Ban,</b>” which occurs at the end of this module, is an important summative evaluation item for this module.</p> <p><b>Assessment Target:</b> GLO 1/2/3/4/5: Students’ ability to understand, develop, express, argue for, and evaluate a position, using information from multiple sources and appropriate linguistic structures and features in a respectful and intelligible way.</p> <p><b>Assessment Task:</b> Students will each play a specified role in a town hall forum about a proposed smoking ban. Develop an assessment rubric as per the criteria provided on page 152. Hand the rubrics out to students and discuss them to make sure they understand how their performance will be evaluated.</p>