

Senior 4 ELA: EAL for Academic Success



Module 5 Global Village

This final module considers the implications of the term “global village” by examining the effects of globalization on aspects of language, sports, economics, marketing, disease, and culture. Students read, listen, and view critically; synthesize information from different perspectives; distinguish between observation and interpretation; take notes; use lexical and grammatical clues and discourse markers to determine meaning; select appropriate learning strategies; and summarize, research, and present information, viewpoints, and forecasts. They will design a marketing plan; create a statistical visual; write an essay and a short report; conduct an interview; and present research by means of role-play, debate, or panel discussion. The culminating activity requires students to move beyond their personal world to collaborate on a report and presentation on a topic of global importance.

Module 5

Global Village

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Assessment for Learning

Module 5: Global Village**Topic 1: English: Killer Language or Language of the Future?**

Assessment Target: GLO 1/2: Students' ability to develop and express a personal opinion in a written text considering audience, purpose, and context, and using the structure and language features appropriate to the text type

Assessment Task: Using notes from a number of readings and discussions to decide on their topic, students create an outline for a persuasive or argumentative essay about English as a universal language. Students write this essay of 500 to 600 words in 70 to 75 minutes. Check outline for organization, argument, and examples. Check essay for content, organization, style, and mechanics, using the rubric provided. Make anecdotal notes about students' ability to write in this set amount of time, giving suggestions for improvement. Students use these comments to improve future timed writing.

Topic 2A: Will They Be the Pandemic Diseases of the Future?: Possible Epidemics in a Global Village

Assessment Target: GLO 1/2/5/6: Students' ability to work respectfully and efficiently with others to make and communicate meaning of increasingly difficult texts with increasing independence by managing group action, refining pronunciation, and using a variety of learning strategies

Assessment Task: Students complete a Jigsaw reading activity in small groups by sharing information without the use of notes when they are speaking, and by taking notes when they are listening. Tape this interaction and collect the notes. Using a checklist, evaluate each student's participation in the taped group Jigsaw activity as well as his or her final notes. In the taped discussion, check for intelligibility, ability to express ideas clearly and accurately, evidence of the employment of useful learning strategies and respectful behaviour. In notes, check for understanding of speakers' ideas and ability to record this information in point form.

Topic 2B: Pandemic Diseases, Part Two: The Fortress for Deadly Disease Control

Assessment Target: GLO 1/2: Students engage with progressively difficult texts to interpret meaning, using their knowledge and skills related to grammatical structures, discourse features of defining, and the learning strategies of transfer, selective attention, induction/deduction, and co-operation

Assessment Task: Students work together to understand a very difficult scientific article about viruses. They note definition patterns (a review from previous modules), work through difficult terms, then try to summarize verbally the main ideas presented in the text. Tape the paired discussions for review. Check for evidence of the employment of learning strategies to solve problems and for understanding of the article and ability to communicate this understanding verbally.

Topic 3: AIDS

Assessment Target: GLO 1/4: Students' ability to compare others' positions and understandings with their personal understanding, predisposition, and experience

Assessment Task: Students write in their journals their personal response to the notion of AIDS as an individual and global issue. Check writing samples for the student's ability to compare and analyze different perspectives and experiences, and the student's use of language features that help explain, discuss, justify, conclude, or propose.

Topic 4: Culture Shock

Assessment Target: GLO 6: Students' knowledge and ability to use reading comprehension strategies

Assessment Task: After independently reading "Culture Shock: A Fish Out of Water" (Handout 5-18), students discuss answers to post-reading questions, and then identify which comprehension strategies they used from Handout 4 and which were most useful. They may also discuss orally or in their journals how their use of comprehension strategies has changed from the beginning of the course.

Topic 5: He Shoots; He Scores; He Sells: Yao Ming and His Appeal to the International Market

Assessment Target: GLO 1/5: Interpret a range of text types (i.e., TV commercial) for purpose, audience, and context, and identify common symbols of contemporary North American culture

Assessment Task: Students view and evaluate an Apple computer commercial starring Yao Ming and Mini Me by answering questions about the celebrities chosen, tactics employed by the creator, appeal to the audience, power of non-verbal communication, and target market. Check answers for appropriate interpretation of the commercial, understanding of advertising techniques employed, clear expression of ideas, and correct use of necessary language features.

Topic 6: Where Are We Going?

Assessment Target: GLO 6: Students' knowledge of and ability to use social strategies to assist in learning and to use metacognitive strategies to reflect on and evaluate their learning

Assessment Task: After reading the article "Connecting the Dots" (Handout 1), invite student feedback (oral or written) about the nature and amount of group work required in this course, and any differences between academic settings in North America and their countries of origin. Note changes in understanding of co-operation and collaboration, as well as depth of self-reflection.

Portfolio

Item	Description
21	Topic 4: Short article for student magazine on intercultural experience
22	Topic 5: Evaluation of the Yao Ming commercial
23	Videotape of one of the culminating project presentations
24	Student-selected journal entry

Assessment of Learning

Item	Description
<p>The assessment foci for Module 5 are on the ability to differentiate perspectives, to critically respond to text, to use the English language to participate in community, and to choose and use effective learning strategies.</p>	
1	<p>Vocabulary test, selected from words covered in all five modules</p>
2	<p>Topic 2: Assessment Target: GLO 2: Students' ability to produce an extended text form necessary for subject-area tasks, taking into consideration audience, purpose, and context Assessment Task: Students synthesize information from two articles to write a report for a specified audience.</p>
3	<p>Topic 3: Assessment Target: GLO 4: Students' ability to use language to respond to and critique a variety of individual perspectives and to use clear and respectful language while doing so Assessment Task: Students perform a role-play of a round-table discussion among various stakeholders in the issue of providing inexpensive HIV/AIDS drugs to developing countries. Use a scoring checklist to note each student's co-operative conversational skills. (Add to appendix.)</p>
4	<p>Topic 4: Assessment Target: GLO 5/2: Students' knowledge of and respect for different cultural experiences and increasing ability to use language features to perform language functions (i.e., reporting) Assessment Task: Students write a short article for a student magazine reporting on the experience of someone who has moved to a different culture. Check for accurate communication of the subject's experience, and student's use of indirect speech and reporting verbs.</p>
5	<p>Topic 5: Assessment Target: GLOs 1–6 Assessment Task: Students work in groups to either design a plan to market a star from their countries to an international market or a plan to use Yao Ming to promote the 2008 Olympics in Beijing. Plans contain a written and visual component. Develop an assessment rubric as per guidelines in the topic.</p>

(continued)

Assessment of Learning (continued)

Item	Description
6	<p>Culminating Project:</p> <p>The researched panel discussion, debate, and presentations that occur at the end of this module are an important part of the summative evaluation for this module. They may serve as a final summative evaluation for the course.</p> <p>Criteria for Assessment:</p> <p>Using the assessment criteria provided in the topic, develop a rubric for evaluating the student's performance.</p>