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| Subject: ESLDO | | Grade: 10 |
| Teacher: Daryl Bergman | Duration: 3hrs | Lesson No: 17 (3-2) |
| Unit: 3 | Topic: Culture Shock | |

Overall Expectations (*Directly from The Ontario Curriculum*)

Listening and Speaking:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

Reading:

1. read and demonstrate understanding of a variety of texts for different purposes;

Writing:

1. write in a variety of forms for different purposes and audiences;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

Socio-Cultural Competence and Media Literacy:

2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;

Specific Expectations (*Directly from The Ontario Curriculum*)

Listening and Speaking:

- 1.1 demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations
- 2.1 engage in more complex spoken interactions on a variety of topics
- 2.3 present ideas and information orally for academic purposes in a variety of situations
- 3.1 use correctly the grammatical structures of spoken English appropriate for this level

Reading:

- 1.1 read a wide variety of more complex, authentic texts

Writing:

- 1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms
- 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level
- 4.4 use a wide variety of elements of effective presentation to publish a final product

Socio-Cultural Competence and Media Literacy:

- 2.3 analyse and outline some benefits and challenges of living in a society made up of diverse linguistic and cultural groups

Learning Skills (*Where applicable*):

- Communication
- Collaboration

Learning Goals (*What do I want the students to know and/or be able to do?*)

- Understand the term Culture Shock
- Teamwork skills: working together as a group to create a presentation
- Presentation skills: present information to class using proper sentences and information

Success Criteria

(Based on the application, how will I know students have learned what I intended?)

(Recording Devices: anecdotal record, checklist, rating scale, rubric)

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By the end of class I can:

- Define Culture Shock
- Explain how people are faced with culture shock
- How to move from Frustration (culture shock) to adaptation
- How to help a friend who is experiencing culture shock
- Explain how culture shock could be good for a person

Materials and Resources

- PowerPoint: Culture Shock
- Zoom: Breakout rooms

Lesson Structure and Activities

| Timing | Lesson |
|----------------|---|
| ~20 -30minutes | <p>INTRODUCTION/ Mini-Video Sharing by students</p> <p>-The teacher will ask the students (ss) about Culture Shock: What is it? What are the 4 stages of Culture Shock? How can you prepare yourself better when you move to a new country?</p> <p>Tongue Twisters (Pronunciation Practice)</p> <ul style="list-style-type: none"> - Students will present a short power-point on culture shock in small groups that were formed in yesterday’s Breakout rooms. |
| ~25-30 minutes | <p>LESSON</p> <ul style="list-style-type: none"> - PPT: Culture Shock - Describe the stages of culture shock - Culture Shock Quiz. - Review Vocabulary words & terms for the Oral Interview test ON Wednesday & Thursday |
| ~30 minutes | <p>APPLICATION</p> <ul style="list-style-type: none"> - Reading about Culture Shock - Write a short paragraph of 4 to 5 sentences about what is unique about your country & why tourists should travel there& put it in the forum - Online - Break time |
| ~15 minutes | |
| 1.5 Hrs. | <p>ASSIGN HOMEWORK</p> <ul style="list-style-type: none"> - Lesson 3.1 Warmer Questions- How can I adapt well to a foreign country? What are some ways to learn English more efficiently if I want to live in an English-speaking country? How can I define what Canadian culture is? How does China or Vietnam differ from Canada? What are the main stages of Culture Shock? - Lesson 3.1 Exit Card - Work on the Group Travel Project together & research a country that 2 or 3 of you would like to travel to. - Prepare for Friday’s power-point presentation (individual or 2 person presentation) |

Assignments / Homework

- Lesson 3.1 Warmer Questions
- Lesson 3.1 Exit Card
- Lesson 3.1 read Aloud Activity
- Finish all assignments from Unit 2 (Mid-term mark will be done by Mar. 26th)
- Review for Oral test-interview Weds./Thurs.

Toronto Central Academy Daily Lesson Plan Unit 3 and Lesson Plan 2

| Assessment Strategies Check all that apply (<i>Teacher may modify the list</i>) | | |
|---|---|--|
| For Learning | As Learning | Of Learning |
| <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions | <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work | <p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session |
| Lesson Tools Check all that apply (<i>Teacher may modify the list</i>) | | |
| <p>Direct Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations | <p>Indirect Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment | <p style="text-align: center;">Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning |

| Interactive Instruction | Independent Study | Experiential Learning |
|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw | <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions | <ul style="list-style-type: none"> <input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies |

