

<b>Subject: ESLDO</b>		<b>Grade: 10</b>
<b>Teacher: Daryl Bergman</b>	<b>Duration: 3hrs</b>	<b>Lesson No: 17 (3-4)</b>
<b>Unit: 3</b>	<b>Topic: Culture Shock Project &amp; Oral Test Interview</b>	

### **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?*)

<ul style="list-style-type: none"> <li>- Understand the term Culture Shock</li> <li>- Teamwork skills: working together as a group to create a presentation</li> <li>- Presentation skills: present information to class using proper sentences and information</li> </ul>	
<b>Success Criteria</b> <i>(Based on the application, how will I know students have learned what I intended?)</i> <i>(Recording Devices: anecdotal record, checklist, rating scale, rubric)</i> -	
By the end of class I can: <ul style="list-style-type: none"> <li>- Define Culture Shock</li> <li>- Explain how people are faced with culture shock</li> <li>- How to move from Frustration (culture shock) to adaptation</li> <li>- How to help a friend who is experiencing culture shock</li> <li>- Explain how culture shock could be good for a person</li> <li>- Will be able to talk fluently in full sentences about your best family vacation, hobbies, Halloween, &amp; talk about Family, Friendship &amp; Culture Shock by answering the teacher's questions.</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- Oral Interview Checklist</li> <li>- Zoom: Breakout rooms</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing</b>	<b>Lesson</b>
~5 -10minutes	<b>INTRODUCTION/ Mini-Video Sharing by students</b> <b>The T will put the</b> students into Breakout rooms to work on their Culture Shock Presentation projects which are due in Friday's class.
~25-30 minutes	<b>LESSON</b> <ul style="list-style-type: none"> <li>- No lesson today since the teacher will be conducting 15-20 minute Oral Interviews to assess the students' progress in the course with a question sheet checklist &amp; ask them individually how they will improve their study skills in the remainder of the course.</li> </ul>
~30 minutes	<b>APPLICATION</b> <ul style="list-style-type: none"> <li>- The T will continue to interview ss, and use a checklist to evaluate the ss K/U, Thinking/Inquiry, Communication &amp; Application of the key concepts of Unit 1 to 3.</li> <li>- While the T is interviewing the ss one-by-one in a Zoom breakout room, the rest of the ss will work on Friday's Culture Shock Project</li> <li>-</li> <li>- Break time</li> </ul>
~15 minutes	<b>ASSIGN HOMEWORK</b> <ul style="list-style-type: none"> <li>- The T will continue to interview ss, and use a checklist to evaluate the ss K/U, Thinking/Inquiry, Communication &amp; Application of the key concepts of Unit 1 to 3.</li> <li>- While the T is interviewing the ss one-by-one in a Zoom breakout room, the rest of the ss will work on Friday's Culture Shock Project</li> <li>- Prepare for Friday's power-point presentation (individual or 2 person presentation), or work on Monday's Vacation Trip project</li> </ul>
1.5 Hrs.	
<b>Assignments / Homework:</b> Prepare for Friday's power-point presentation (individual or 2 person presentation)	

- Finish all assignments from Unit 2 -Mid-term mark will be done by Mar. 26<sup>(th)</sup>

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

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

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