

Write a Paragraph: High School in Canada vs. High School in Home Country

Based on the information we learned in today's class, you will write a paragraph using proper sentence structure. In your paragraph, you will tell me how High School in Canada is the same and/or different than High School in your home country.

Remember to include:

- A topic sentence
- Supporting details
- A concluding sentence

When you have finished your paragraph, ask someone (friend, family member, teacher) to read it over and look for anything you should change or add.

- For example, punctuation, spelling, grammar, run-on sentences, and sentence fragments

Make sure to look at all the information we have learned today to make sure your sentences are written correctly, and your paragraph is properly formatted. Please hand your assignment in to Moodle when you are finished.

Achievement Chart: ESLDO

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student: has a solid knowledge base, responses demonstrate thorough, in-depth knowledge of topic, facts and descriptions are exceptionally detailed.			
Knowledge of content (e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., information and ideas, themes in novels and short stories, literary devices, language variety)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student: demonstrates insightful analysis and exceptional higher order thinking			
Use of planning skills (e.g., focusing an inquiry, gathering information, organizing a project)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., selecting, analyzing, generating, integrating, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student: correct spelling & grammar used effectively almost all of the time, complex sentence structure & sophisticated vocabulary are used consistently and persuasively.			

Expression and organization of ideas and information in oral and visual forms (e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works) and written forms (e.g., journals, notes, narratives, reports, résumés, stories, poems)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes in oral, visual, and written forms (e.g., use of English in socially and culturally appropriate ways)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student: all directions were followed, assignment was submitted on time.			
Application of knowledge and skills (e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness