

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3 hrs.	Lesson No: 22 (3-7)
Unit: 3	Topic: Presentations on Travelling to a Foreign Country & Discussions on Racism/Stereotypes	

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 terms Racism, Stereotype & Racial Profiling
- Teamwork skills: working together as a group to create a presentation
- Presentation skills: present information to class using proper sentences and information/ present ideas on travelling to a foreign country.

Success Criteria

*(Based on the application, how will I know students have learned what I intended?)
(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

By the end of class I can:

- Define Racism & Stereotypes
- 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
- Will be able to talk fluently in full sentences about your best vacations, travel & culture shock issues & adaptation to a foreign culture or country....

Materials and Resources

- Personal Computers
- Presentation Rubrics
- Video-clip on Stop

Lesson Structure and Activities

Timing	Lesson
~5 -10minutes	<p>INTRODUCTION/ Mid-Term Questionnaire & Study sheet (- the first 12-15 minutes of class)</p> <p>-Review yesterday’s terms & concepts on Racism & Stereotypes & have ss give some examples of each term....</p> <p>The T will put the students into the order they will do their Travel Presentations.</p>
~25-30 minutes	<p>LESSON</p> <p>-The T will review what is a stereo type & racism with a videoclip & discussion questions for 15-20 mins.</p> <ul style="list-style-type: none"> - Then T will use a rubric to evaluate the 2 Culture Question Projects. - The rest of the lesson will be devoted to the students’ Travel presentations
~30 minutes	<p>APPLICATION</p> <ul style="list-style-type: none"> - The T will continue to evaluate the ss, Culture Shock Project - Some ss will do a Vacation Trip Presentation & complete an Exit Card on what they learned from their presentation & their peers’ presentations - Break time
~15 minutes 1.5 Hrs.	<p>ASSIGN HOMEWORK</p> <ul style="list-style-type: none"> - The T will continue to evaluate students’ presentations with a rubric - The ss will do a reading on Racism

Assignments / Homework: Finish Mid-term reflections & research on a power-point presentation on Travelling to a Foreign Country with a Friend (individual or 2 person presentation)

- Finish uploading the presentation into the moodle as a pdf file

Toronto Central Academy Daily Lesson Plan Unit 3 and Lesson Plan 6

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 <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <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