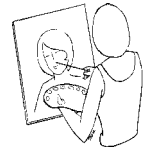




OURSELVES UNIT

Day 1 Introduce the unit by having the students complete inventories about themselves. Me - An Autobiography Assignment (Writing)	Day 2 Something to Think About Assignment (reading and writing)	Day 3 Negative Self-Talk Mini Unit Word Splash Assignment (reading and writing)	Day 4 Negative Self-Talk Mini Unit KWL and Chart Assignment (reading and writing)	Day 5 Negative Self-Talk Mini Unit Soliloquy Assignment (writing and speaking)
Day 6 Life Changing Experience Assignment (Writing)	Day 7 It Bugs Me When Assignment (writing)	Day 8 Family Presentation (representing and viewing)	Day 9 Family Presentation (speaking, representing, and viewing)	Day 10 Mapping my Community - Where Do I Fit In? Assignment (reading, representing ,and writing)
Day 11 Mapping my Community - Where Do I Fit In? Assignment Continued	Day 12 My Rights and Responsibilities as a Canadian Citizen Assignment (reading and writing)	Day 13 Learning Styles Inventory	Day 14 Howard Gardner's Multiple Intelligences	Day 15 What is a Canadian? Display the answer to this question using your dominant multiple intelligence as your guide.
Day 16 Birthstone Research Project (reading and writing)	Day 17 Birthstone Research Project Continued (reading and writing)	Day 18 Goal Setting Assignment (writing)	Day 19 Utopia – My Ideal Future Assignment (writing and representing)	Day 20 Make revisions and write a good copy of assignment Me - An Autobiography

OURSELVES



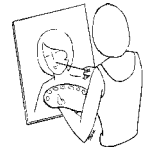
OURSELVES



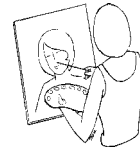
JOURNAL ENTRIES

- 📖 Explain what you like and dislike about your name.
- 📖 What is your favourite holiday? Write the reasons for your choice.
- 📖 Write freely about your worst fear.
- 📖 What do you like and dislike about where you live?
- 📖 Write freely about the bravest thing you have ever done.
- 📖 List the things you worry about. Write about the thing you worry about the most.
- 📖 If you could be a superhero, what extraordinary powers would you give yourself? Explain your choices.
- 📖 What is one of your pet peeves? Explain why it bothers you.
- 📖 What is the one food you would least like to give up for the rest of your life? Explain why.
- 📖 What is your favourite colour? Write the reasons for your answer.
- 📖 Would you like to live to be 100 years old? Explain your answer.
- 📖 Who or what makes you laugh? Explain why you think this person or thing is funny.
- 📖 What is your most prized possession? Explain why it is so important to you.
- 📖 What makes you special or unique?
- 📖 Based on what you know about yourself, make five predictions about your future.
- 📖 Write about your favourite hobby. How did you get started? What do you like about it? Would you recommend it to others? If you don't have a hobby, write about a hobby you would like to have or explain why you are not interested in having a hobby.
- 📖 What do you like most about yourself? What do you like least about yourself? Explain your answers.















OURSELVES



OURSELVES



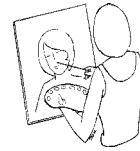
JOURNAL ENTRIES CONTINUED

-  Imagine that you found an old cache that belonged to one of your ancestors. What would you like to find in the cache? Explain the reasons for your choices.
-  What do you like the most about living in your town or city? What do you like least about it? Explain your answers.
-  Have you ever been lost? Explain what happened and how you felt then, and afterwards.
-  Do you think you have a lot of self-confidence? Explain the reasons for your answer.
-  What is one goal or hope you have for the future? Explain why it is so important to you.
-  What is the hardest decision you have ever had to make? Looking back on your decision, do you now think you made the right choice? Explain your answer.
-  Do you think that you are shy? What advice would you give to someone who is shy?
-  Describe a hero of yours. Explain why that person means so much to you.
-  Imagine you have just been given the name and address of a penpal. Write about yourself to that person.
-  Retell a compliment that someone recently paid you. Explain how that compliment made you feel.
-  If you could be someone else, who would that person be? Explain your choice.
-  Explain what the word “prejudice” means to you. Explain whether or not you think you’re prejudiced.
-  Picture yourself twenty years from now. Write down any thoughts, ideas, or mental pictures of yourself that flash across your mind.
-  What is your favourite song? Write about the thoughts and feelings you have when you listen to your favourite song.

Senn, J. A. 325 Creative Prompts for Personal Journals. Toronto: Scholastic Professional Books, 1992

Sweeney, Jacqueline. 350 Fabulous Writing Prompts. Toronto: Scholastic Professional Books, 1995.

OURSELVES



Expected Outcomes

Stage 3

Unit 3 Assignment 3, 4,
5, 6

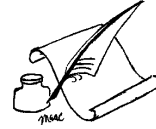
Stage 4 Academic

Unit 2 Assignment 1, 2,
3, 4, 5, 6

Stage 4 Employment

Unit 2 Assignment 1, 2, 3

ME - AN AUTOBIOGRAPHY



Description

1. Each student will work individually on this assignment.
2. Using the writing process, each student should write an autobiography.
3. As part of the autobiography, each student should answer the following question. “What can others learn from my experiences?”
4. The autobiographies should be written in the first person.
5. At the completion of the unit, each student will be given an opportunity to revise the autobiography by making changes, additions, and deletions depending on what self awareness the student has learned

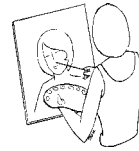
Sub-skills Needed:

1. Brainstorming strategies
2. Writing strategies

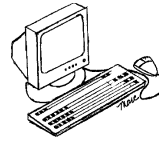
Materials Needed

1. The students may wish to bring in their resumes or pictures of themselves throughout their lives in order to remind themselves about the different things that have happened to them.

OURSELVES



ME - AN AUTOBIOGRAPHY CONTINUED



Computer Integration

The students will use the word processing program to perform the steps of the writing process. The students may be as creative as they wish with the look of their final draft. The students will create a title page for the assignment using the computer skills that they have learned. This may be as simple as typing the title of the assignment and the author at the top of the page. Use many of the artistic features in the word processing program to create a work of art..

See Computer Curriculum Guide:

Enter Text in a Document Page 29
Check Spelling and Grammar Page 40
Apply Bold, Italic or Underline Page 60
Change Font, Font Sizes, and Colours Page 77
Draw Objects Using the Drawing Tools Page 135
Create a Page Border Page 92
Save a Document Page 31
Preview and Print a Document Page 32

Evaluation

Writing Rubrics and Checklists

- Narrative Analytic Rubric
- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Telling a Story: Narrative Writing Rubric

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1
Unit 3 Assignment 2
Unit 4 Assignment 4

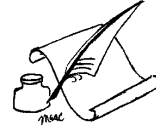
Stage 4 Academic

Unit 1 Assignment 5, 6,
7
Unit 2 Assignment 1

Stage 4 Employment

Unit 7 Assignment 3
Unit 8 Assignment 1

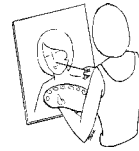
SOMETHING TO THINK ABOUT



Description

1. Before handing out copies of the poem, *“something to think about - please think about this,”* brainstorm as a large group, or groups of three or four, to come up with responses to the following statement, “I think it is important for programs like this to exist because...”
2. If the students did brainstorming in groups, have the smaller groups regroup and share all of the responses.
3. Hand out the poem to each student and instruct each to read the poem. Once the poem has been read silently, the instructor may wish to read the poem aloud.
4. Following the format of the poem, have the students use the information from the brainstorming session to write a similar poem about the importance of literacy programs.
5. For publication, the teacher may want the students either to read their poem to the class or to write the poem in poster format to be placed on classroom display.

OURSELVES



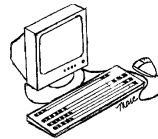
SOMETHING TO THINK ABOUT CONTINUED

Sub-skills Needed:

1. Brainstorming strategies
2. Writing strategies
3. Speaking strategies
4. Co-operative learning strategies
5. Discussion strategies

Materials Needed

1. Copies of the blackline master entitled,
"something to think about - please think about this"
2. If the instructor decides to publish the poems in poster format, poster making materials will be needed: poster board, markers/pencil crayons, perhaps stencils



Computer Integration

The students will create an 8 1/2" x 11" or an 8 1/2" x 14" poster of the final draft of their poems using the word processing program. They should pay attention to the form of the poem. The students can use their creativity to make the poem look as creative as they wish. This will depend upon the computer skills the students have been taught to date.

See Computer Curriculum Guide:

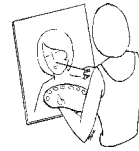
Enter Text in a Document Page 29
Check Spelling and Grammar Page 40
Apply Bold, Italic or Underline Page 60

Resources

<http://owl.English.purdue.edu/handouts/index2.html>

<http://www.open.k12.or.us/scoring/index.html>

OURSELVES



Personalized Outcomes

SOMETHING TO THINK ABOUT CONTINUED

Change Font, Font Sizes, and Colours Page 77

Draw Objects Using Drawing Tools Page 135

Create a Page Border Page 92

Save a Document Page 31

Preview and Print a Document Page 32

Evaluation

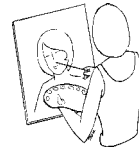
Writing Rubrics and Checklists

- Student Writing Assessment Checklist

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

OURSELVES

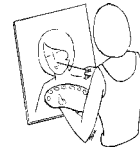


SOMETHING TO THINK ABOUT CONTINUED

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 3,
4, 5, 6

Unit 2 Assignment 1, 3

Unit 3 Assignment 2, 3,
4, 5

Unit 4 Assignment 1, 3, 4

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

Writing Skills Review

Unit A - E

Unit 2 Assignment 2

NEGATIVE SELF-TALK MINI UNIT WORD SPLASH



Description

1. Do not tell the students what the topic of the mini unit will be. In order to make the Word Splash successful, the students need to have an open mind about the words being presented.
2. Tell the students that they will be doing a Word Splash. This activity should be done individually.
3. The students are to study the words and write a paragraph predicting the main idea of the story they are about to read. If the students do not know the meanings of some of the words in the splash, have the students look the words up in a dictionary.
4. When the students have completed their predictions, have those who are willing read out their predictions to the rest of the class.

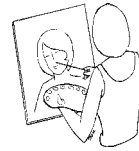
Sub-Skills Needed:

1. Writing strategies
2. Speaking strategies

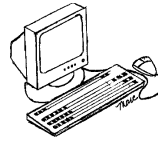
Materials Needed

1. Copies of the blackline master entitled, Word Splash—one for each Student

OURSELVES



NEGATIVE SELF- TALK MINI UNIT WORD SPLASH



Computer Integration

The students will use the WordArt feature in the word processing program to create their own Word Splash. Have the students find an article in a magazine or a short story that interests them. They will use this piece of writing to pick out key terms and create their Word Splashes. Once all the Word Splashes are complete, the students can share them with the class by having the other students in the class write predictions about the stories chosen.

See Computer Curriculum Guide:

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Preview and Print a Document Page 32

Check Spelling and Grammar Page 40

Apply Bold, Italic or Underline Page 60

Change Font, Font Sizes, and Colours Page 77

WordArt Page 157

Draw Objects Using the Drawing Tools Page 135

Evaluation

Writing Rubrics and Checklists

- Student Writing Assessment Checklist
- Body Paragraph Evaluation Checklist

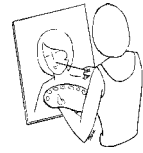
Speaking Rubrics and Checklists

- Speaking Rubric

Resources

Pedwell, Susan. "How to Turn Off Negative Self-Talk." Canadian Living October 1999: 97, 99-100.

OURSELVES





How to Turn Off Negative Self-Talk

And tame the inner terrorist that can sabotage your success

By Susan Pedwell

Before giving a class presentation at university, Cathleen Fillmore grabbed a pen and at the top of her speech wrote, "Good morning. My name is Cathleen Fillmore." Fillmore's negative self-talk had whipped her into

such a frenzy, she was afraid she couldn't remember her own name. It kept repeating, "No one wants to hear what you have to say. What are you doing with these accomplished people? Who do you think you are?"

The term *self-talk* often refers to

that subconscious voice inside your head that chatters away at you. Sometimes called *egocentric speech* or *discursive chatter*, self-talk can become as unnoticeable as background music. When self-talk is negative, it can sap your energy and fill you with doubt. But when self-talk is positive, it can cheer you up when things go wrong, encourage you to try new activities and deepen relationships.

When Jessica Hewitt was a child, her family nurtured her positive self-talk. "My parents would say, 'You can do anything you want to if you put your mind to it,'" recalls Hewitt. And she has. But years later, when she was asked to join her local hospital board in a Toronto suburb, her self-talk initially stated, "I don't know enough to be on a hospital

board. Recommend someone else."

Then Hewitt's positive self-talk quickly countered with, "If someone else can do it, I can do it." It triumphed with the statements, "I'll push the envelope. I can do a lot. I find I can do things that I've never had the opportunity to try before." This positive self-talk led her to contribute eight fulfilling years to the hospital board.

Negative self-talk, on the other hand, can sabotage relationships and drain your self-confidence. When you're looking for a job or you have a job interview, negative self-talk can lean over and tell you how unqualified you are. In the middle of the night it can tap you on the shoulder and tell you that you're getting old and unattractive.

"We're very abusive of ourselves," says Moyra Buchan, the executive



director of the Newfoundland and Labrador division of the Canadian Mental Health Association. "We say things to ourselves that we would never dream of saying to someone else. A lot of us feel we're basically inadequate, that we haven't done well enough.

Through self-talk we can be very harsh on ourselves."

Once you begin to recognize what's going on in the privacy of your mind, you can start to deal with the negativity and lower its intensity. Better still, you can take this powerful source of transformation and try to harness it into positive energy.

It has been more than 30 years since Fillmore's shaky class presentation in university. Now she enjoys speaking in front of hundreds of people and even publishes a newsletter

for Canadian professional speakers called *Raise Your Voice!* When she gives a speech, her inner voice bolsters her confidence by saying, "You have something to say. You have something worth listening to."

Not that change was easy. It took a wake-up call – in Fillmore's case, a brush with ovarian cancer at age 50 – for her to get up the impetus to look at, then confront, her inner terrorist. The courage to do this came from the loving relationship with her two sons, now 29 and 25. She knew that to have a fighting chance at her life, she had to learn to love herself. Part of that loving meant opposing her powerfully negative inner voice, which not only made her unable to pursue her dream of public speaking but kept her locked into abusive relationships. "Anything negative those close to me said, I internalized," recalls Fillmore. "My self-talk fed on their negative comments."

For months Fillmore went to weekly one-on-one counselling sessions, which helped her realize how her negative self-talk largely came from a family pattern of criticism and conflict that she'd experienced since childhood. Early in therapy her self-talk was erratic. One moment it would flatter her, the next moment it would tear her confidence to shreds. Eventually, though, positive self-talk prevailed. "Now my self-talk is absolutely incredible," says Fillmore, 58.

The Birth of Your Self-Talk

To confront your negative self-talk you have to turn around and look backward through time to your childhood. As Fillmore says, "The path leads home." Philip David Zelazo, a University of Toronto associate psychology professor studying the development of self-talk, confirms her statement. "Parents play a tremendously important role in the formation of self-talk," he says. And it's not just what your parents said to you that's relevant. It's also what they said to themselves. "Children imitate their parents," continues Zelazo. If you watched as a parent berated himself for being a failure at work, chances are your self-talk needles you for being a flop on the job.

Self-talk reflects more than just parents' sentiments. The inner family includes all the important people in your

How to Talk to Yourself

Want to make your self-talk less critical?

Try the following six steps.

- 1** Tune into your self-talk throughout the day – when you're driving to work, looking in the mirror, drifting off to sleep. For one to three days, record your self-talk in a journal.
- 2** Confront your self-talk. Does it echo the judgments of family members or other people in your life? Evaluate your unchallenged beliefs. A therapist or trusted friend can help you distinguish the truth from the bunk.
- 3** Identify when your inner dialogue is supportive and when it's destructive. Your self-talk may encourage you in your role as a mother, telling you how attuned you are to your children's needs. Behind the wheel of a car, though, your self-talk may badger you for always getting lost.
- 4** Replace negative self-talk with words of encouragement. Change "I never finish my work on time" to "I'm taking steps to finish my work on time."
- 5** Make your self-talk your best friend. When you unintentionally blurt out something you think is hurtful to a friend at a party, instead of lashing out at your stupidity say, "It's OK to be human. It's OK to make mistakes. I'll phone my friend to apologize and I'll learn from this."
- 6** When you look in the mirror, smile at yourself, don't frown. Treat yourself the way you would a friend. Tell yourself how good you look in your new outfit; point out how nice your hair looks; learn to appreciate your good qualities and to focus on them.

Negative self-talk can sabotage relationships and self-confidence

childhood: grandparents, siblings, babysitters, friends and teachers.

Your father might have consistently praised you for how hard you worked on everything from your schoolwork to preparing for your piano exams. Your mother may have always been criticizing you for being sloppy and leaving your things around the house. Your self-talk

packs so much authority from important people in your life that it may sound as if it's God talking. It's not. It's Granny telling you that you really should do something with your hair, and your Grade 2 teacher saying you're bad at



math. It's self-talk, nothing more. So go ahead and talk back. But expect a battle; your inner voice is feisty.

Girl Talk, Boy Talk

Women are taught to think about other people's opinions, to watch and monitor themselves, says Randi Warne, the chair of religious studies at Mount Saint Vincent University in Halifax and an author on gender issues. "If you're raised to watch yourself, and if the culture makes you responsible for the web of relationships, there will be a lot of self-monitoring going on," she says.

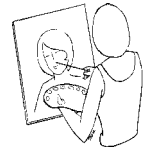
Enter the bathroom scale and the bedroom mirror, two household objects that many women use to watch themselves. The reflection in the mirror and the numbers on the scale can be ways of measuring self-worth.

While girl talk in the change room often focuses on jiggle thighs, boy talk in the locker room is usually about sports. Men may not easily share their internal negativity, but it is no less intense. Imagine living under the tyranny of: Only sissies cry. Take it like a man. Tough it out.

Keeping self-talk positive is a lifelong journey, even for the most accomplished among us. In the evening, when Moyra Buchan is out walking her golden retriever by the river near her home in St. John's, Nfld., this respected executive is reviewing her day's performance – and mentally beating herself up. She scolds herself for saying too much in one meeting, then chastises herself for not speaking up in another situation. But when Buchan's self-talk is getting the best of her, she pulls back. "Now wait a minute," she tells herself in a tone that she says is like a nurturing parent consoling a panicking child. "I may not be brilliant," she continues to tell herself, "but I trust myself enough to know I did my best."

Then Buchan pulls herself into the present, and by doing so, her negative self-talk dissipates. She feels the moist grass beneath her feet. She watches the familiar saunter of her dog. She looks up into the sky and wonders about the pure glory of it all. ■

OURSELVES



OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 3,
4, 5, 6

Unit 3 Assignment 1, 3,
4, 5

Unit 4 Assignment 1, 4

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

Unit 1 Assignment 1

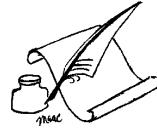
Unit 2 Assignment 1, 4

Stage 4 Employment

Unit 3 Assignment 1, 2, 3

Unit 8 Assignment 1

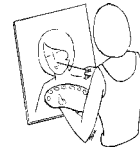
NEGATIVE SELF-TALK MINI UNIT KWL AND CHART



Description

1. Tell the students that they are going to be studying about negative self-talk. You may want to have a large group discussion about negative self-talk before proceeding.
2. Hand out copies of the blackline master entitled, KWL Chart. The students should work on this activity individually.
3. The students should complete the first two columns of the chart. Under "known" the students should write down what they already know about negative self-talk. Under "want to know," the students should write down anything they would like to know about negative self-talk, any questions they may have about negative self-talk, and/or what they hope the article will make clear for them about the topic. Encourage the students to be as complete as possible on these two columns.
4. Handout copies of the article from Canadian Living entitled, *How to Turn Off Negative Self-Talk and Tame the Inner Terrorist That Can Sabotage Your Success*. Have the students read the article once.
5. Handout copies of the blackline master entitled, Charting the Article. Have the students scan the article and fill in the different sections of the chart.

OURSELVES



NEGATIVE SELF-TALK MINI UNIT KWL AND CHART CONTINUED

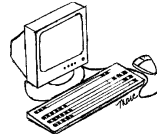
6. Once the students have read and made notes on the article, have them go back to the blackline master entitled, KWL Chart and complete the final column, "Learned", with what they have learned about negative self-talk.

Sub-skills Needed:

1. Discussion strategies
2. Note taking strategies

Materials Needed

1. Copies of the blackline master entitled, KWL Chart - one for each Student
2. Copies of the Canadian Living article entitled, *How To Turn Off Negative Self-Talk* - one for each student
3. Copies of the blackline master entitled, Charting the Article - one for each student



Computer Integration

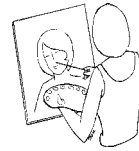
Firstly the students will use the Columns feature in the word processing program to create a chart similar to the one seen on the blackline master entitled, KWL Chart. Secondly, the students will use the table feature in the word processing program to create a table similar to the blackline master entitled, Charting the Article.

Resources

Pedwell, Susan. "How to Turn Off Negative Self-Talk." Canadian Living October 1999: 97-100.

Manitoba Education and Training. Grades 5 to 8 English Language Arts A Foundation for Implementation. Winnipeg: Manitoba Education and Training Cataloguing in Publication Data, 1998.

OURSELVES



Personalized Outcomes

NEGATIVE SELF-TALK MINI UNIT KWL AND CHART CONTINUED

See Computer Curriculum Guide:

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Check Spelling and Grammar Page 40
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Draw Objects Using Drawing Tools Page 135
Tables Page 215
Save a Document Page 31
Preview and Print a Document Page 32

Evaluation

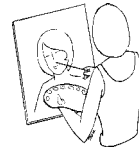
Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric
- Draws Conclusion from Text Rubric

Group Work Rubrics and Checklists

- Class Participation Assessment Rubric

OURSELVES



NEGATIVE SELF-TALK MINI UNIT KWL AND CHART CONTINUED

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 3 Assignment 4, 5, 6

Unit 4 Assignment 1, 3, 4

Unit 5 Assignment 1, 2,
3, 4

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

Writing Skills Review

Unit A - E

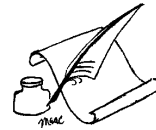
Unit 1 Assignment 9

Stage 4 Employment

Unit 3 Assignment 1

Unit 8 Assignment 1

NEGATIVE SELF-TALK MINI UNIT- SOLILOQUY



Description

1. The students will create and deliver a soliloquy in front of their classmates. A soliloquy is the act of talking to ones self. A soliloquy is often used in drama to give information to the audience.
2. The content of the soliloquy will be the self-talk that the students are going through while creating their soliloquies. For example, the students may be thinking things about how they feel about getting up and performing in front of the classroom, or they may be thinking what a crazy person their teacher is for suggesting such an assignment. Whatever comes to the students' minds is what they should be written down.
3. When the soliloquies have been written, the students will perform the soliloquies in front of the class. For those performers who would feel more comfortable performing from behind a screen and not in full view of the audience, the teacher may want to hang a curtain.

Sub-skills Needed:

1. Writing strategies
2. Speaking strategies

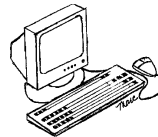
OURSELVES



NEGATIVE SELF- TALK MINI UNIT- SOLILOQUY CONTINUED

Materials Needed

1. A curtain (teacher's decision)



Computer Integration

The students will write the speaking notes for their soliloquy using the word processing program. The students may choose to use different font styles and colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to cut and paste onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

See Computer Curriculum Guide:

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Check Spelling and Grammar Page 40

Apply Bold, Italic or Underline Page 60

Change Font, Font Sizes, and Colours Page 77

Bullets Page 98

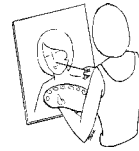
Draw Objects Using the Drawing Tools Page 135

Save a Document Page 31

Preview and Print a Document Page 32

Resources

OURSELVES



Personalized Outcomes

NEGATIVE SELF-TALK MINI UNIT- SOLILOQUY CONTINUED

Evaluation

Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric
- Draws Conclusion from Text Rubric

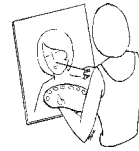
Group Work Rubrics and Checklists

- Class Participation Assessment Rubric

OR

1. Have the students in the classroom evaluate their peers' soliloquy performances.
2. Have the students in the class create a checklist prior to the performances. The checklist should concentrate on the speaking skills and not so much on the content of the performance.

OURSELVES



NEGATIVE SELF- TALK MINI UNIT- SOLILOQUY CONTINUED

3. The following checklist was created by a class from the Samaritan House Training Centre:

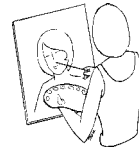
- Did the speaker do the assignment correctly?
- Did the speaker's voice have good expression?
- Did the speaker have good voice pace (no rushing)?
- Did the speaker have good voice volume?
- Was the speaker's assignment well prepared, practised, and complete?
- Additional Comments:

4. For this checklist, one point was given for a yes response to the questions and zero points were given for a no response. Each student received a mark out of 5 points. All of the evaluation forms were given to the speaker to read.

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 3 Assignment 2, 3,
4, 5

Unit 5 Assignment 2, 3, 4

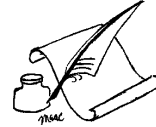
Stage 4 Academic

Unit 2 Assignment 1, 2,
3, 4, 5, 6

Stage 4 Employment

Unit 3 Assignment 1, 2, 3

LIFE CHANGING EXPERIENCE



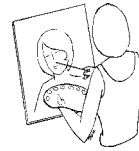
Description

1. Using the steps of the writing process, the students will write a story about an experience that they have had that has changed their life in some way. It doesn't have to be a big change. It can simply be a moment of self-realization or self learning.
2. Each story should include the events that led up to the moment of change, the event or events that took place during the moment of change, and how the change has affected the student's life today.
3. Each story should also include a title.
4. Have the students focus on positive changes as negative changes may bring up too many emotions that many of us are not trained to diffuse.
5. I ask my students to include a title page with their good copy. I also ask that they double space their final copy and include page numbers. This makes marking the piece somewhat easier.

Sub-skills Needed:

1. Writing strategies

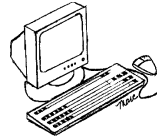
OURSELVES



LIFE CHANGING EXPERIENCE CONTINUED

Materials Needed

1. No special materials needed



Computer Integration

The students will progress through the steps of the writing process by using the word processing program. The final product should be double-spaced as it makes it easier for the marker. Once the piece has been completed, the students should create a title page and include page numbers.

See Computer Curriculum Guide:

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Line or Paragraph Spacing Page 86
Page Numbers Page 128
Header and Footer Page 129
Save a Document Page 31
Preview and Print a Document Page 32

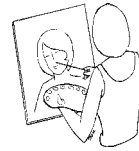
Evaluation

Writing Rubrics and Checklists

- Narrative Analytic Rubric
- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist

Resources

OURSELVES

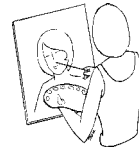


Personalized Outcomes

LIFE CHANGING EXPERIENCE CONTINUED

- Painting a Picture with Words: Descriptive Writing Rubric
- Telling a Story: Narrative Writing Rubric

OURSELVES

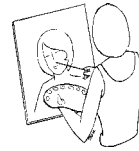


LIFE CHANGING EXPERIENCE CONTINUED

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 3 Assignment 2, 3,
4, 5

Unit 5 Assignment 1, 2,
3, 4

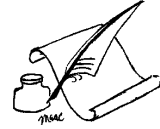
Stage 4 Academic

Unit 2 Assignment 1, 4

Stage 4 Employment

Unit 3 Assignment 1

IT BUGS ME WHEN



Description

1. Have each student brainstorm a list of things that are annoying.
2. Each student should think of as many as possible.. Each student should write the ideas down as soon as they come to mind. An example may be, "It bugs me when... there is no milk left for my cereal in the morning."
3. This is meant to be a lighthearted assignment; the students should try not to pick things that make them really angry.
4. After the student has completed the brainstorming task, each one should pick two of the bugs from the list and write a paragraph about each.
5. Each paragraph should start with the phrase "It bugs me when." The remainder of the paragraph should then remain on topic. A blackline master entitled, It Bugs Me When ..., has been included for the final drafts.
6. The students should edit, make good copies, and submit the final paragraphs.

OURSELVES



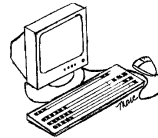
IT BUGS ME WHEN CONTINUED

Sub-skills Needed:

1. Brainstorming strategies
2. Writing strategies

Materials Needed

1. Copies of the blackline master entitled, It Bugs Me When - one for each student



Computer Integration

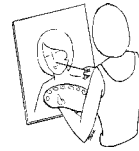
The students will create the final drafts of their paragraphs using the word processing program. They may embellish their final drafts as much as they like using the computer skills that they have acquired to date.

See Computer Curriculum Guide:

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Resources

OURSELVES



Personalized Outcomes

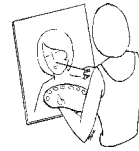
IT BUGS ME WHEN CONTINUED

Evaluation

Writing Rubrics and Checklists

- Body Paragraph Evaluation Checklist

OURSELVES

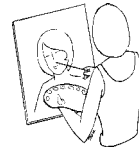


IT BUGS ME WHEN CONTINUED

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 2 Assignment 2

Unit 3 Assignment 2, 3

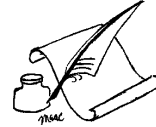
Unit 4 Assignment 1, 2,
3, 4

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

Unit 2 Assignment 1, 2, 4

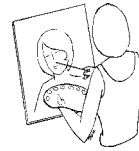
FAMILY PRESENTATION



Description

1. Each will create an oral and visual presentation about the students family. On the continuum, I have allotted two days for this assignment. Realistically, the assignment will probably take much longer.
2. The student will want to use such items as pictures, drawings, treasures, etc., to use in the visual part of the presentation. Of course, the items used should be discussed in the presentation as to how they relate to the student's family.
3. In the oral part of the presentation, the student's family should be described to the audience. The student's relationship to the different members in the family should be discussed and special things regarding the individuals should be talked about. The student's role(s) that played within the family and how that role complements the functioning of the family should also be discussed.. The student should talk about special family events, traditions, occasions, or where they consider to be "home." The may even want to do some research on the origin of the family name.

OURSELVES



FAMILY PRESENTATION CONTINUED

4. Keep in mind that "family" does not necessarily have to mean blood relatives. Some people may consider a group of people other than relatives their family.
5. Talk about speech making with the students. Discuss introductions, conclusions, and the body of the speech. Preparing for a speech is very similar to writing an essay. The steps to the writing process will be very beneficial for this assignment.

Sub-skills Needed:

1. Writing strategies
2. Speaking strategies
3. Research strategies

Materials Needed

1. Provide a number of different materials for visual display (flip charts, blackboard, poster board, display table, overhead projector, project boards, etc.)
2. Provide different artistic mediums for creating the display (paint and paintbrushes, markers, pencil crayons, crayons, stencils, coloured paper, charcoal, conte, pastels, etc.)

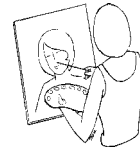


Computer Integration

The students will use the word processing program to create their speaking notes for the family

Resources

OURSELVES



Personalized Outcomes

FAMILY PRESENTATION CONTINUED

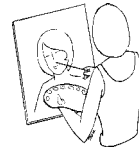
presentation. The students may choose to use different font styles and colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to paste onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

The students may also wish to use some of the creative features in the word processing program to make their visual aids for the presentation.

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WordArt Page 157
Create Paragraph Border Page 89
Create a Page Border Page 92
ClipArt Page 151
Save a Document Page 31
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OURSELVES



FAMILY PRESENTATION CONTINUED

Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Assessment Criteria
- Oral Presentation Checklist
- Speaking Rubric II

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2, 3

Unit 2 Assignment 1, 2, 3

Unit 3 Assignment 2, 3,
4, 5, 6

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

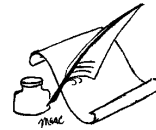
Unit 2 Assignment 1, 2,
3, 4, 5, 6

Stage 4 Employment

Unit 3 Assignment 1

Unit 4 Assignment 1, 2

MAPPING MY COMMUNITY WHERE DO I FIT IN



Description

1. For this assignment, each student will describe one's community and how one fits into that community.
2. The assignment will be presented in the form of a written report with inserted maps, graphs, pictures, and attachments of other sorts.
3. Begin by having the students create or obtain a map of the area in which they would conduct their daily and weekly affairs. The teacher may want the students to practise map making skills by having the students draw their own maps on graph paper or freehand, or the teacher may have the students research and obtain a map of their communities to be included in the report. Either method has its advantages.
4. Once the map of the community has been established, have each student mark the places on the map that might be visited on a daily or a weekly basis. These places should be labelled right on the map.
5. Using different colours for each, have the students identify the following by labeling them on their community maps: emergency services, conveniences, neighbours, businesses, volunteer

OURSELVES



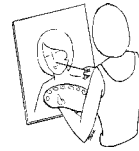
MAPPING MY COMMUNITY WHERE DO I FIT IN CONTINUED

opportunities, recreational facilities, community supports, educational institutions, medical facilities, transportation, etc. Note that some of the places may be labelled in a couple of different colours.

6. Once all of the different areas in the community have been established and labelled, have the students travel around to those areas in the community and collect information about them, as well as any statistical information that they can find. Statistical information may be things such as: area population, ages of the population, income, education of the population, etc. This may be done by interview, pamphlet, prior knowledge, etc.
7. The students may also want to take or obtain pictures of different areas in their community to include in the report.
8. Once all the information has been collected and organized, have the students write their reports about their communities. The report should include the role seen played by the student in the community. What responsibilities does the student see as one's to the community?
9. When the students submit their final copies, they should include a title page, page numbers and a bibliography of sources
10. Each student will work individually on this assignment.

Resources

OURSELVES



Personalized Outcomes:

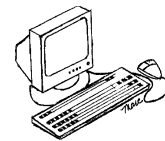
MAPPING MY COMMUNITY WHERE DO I FIT IN CONTINUED

Sub-skills Needed:

1. Writing strategies
2. Research strategies
3. Speaking strategies
4. Inquiry strategies

Materials Needed

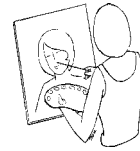
1. Large envelopes or folders for organization of collected materials
2. Glue, tape, staplers, and scissors for attaching pamphlets, pictures, etc .



Computer Integration

The students will use the word processing program to progress through the steps of the writing process. The maps, charts, and graphs should be included in the report. If the students have not yet acquired the computer skills needed to be able to insert these items, they can leave spaces to manually cut and paste those pieces once the final draft has been printed. The report is to include a title page, page numbers, and a bibliography of sources.

OURSELVES



MAPPING MY COMMUNITY WHERE DO I FIT IN CONTINUED

The students may also research the Internet for map sites. An example of such a site would be <http://www.mapquest.com/>. Note that Internet skills are not covered in the Computer Curriculum Guide.

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Evaluation

Writing Rubrics and Checklists

- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2,
3, 4

Unit 2 Assignment 1, 2, 3

Unit 4 Assignment 1, 2, 4

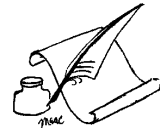
Stage 4 Academic

Unit 3 Assignment 2

Stage 4 Employment

Unit 14 Assignment 1

MY RIGHTS AND RESPONSIBILITIES AS A CANADIAN CITIZEN



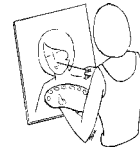
Description

1. Obtain a Canadian Charter of Rights and Freedoms document. See the resources column for possible sources.
2. Divide the class into groups of three or four individuals.
3. Provide a copy of the Canadian Charter of Rights and Freedoms to each of the groups.
4. Have the groups create a T-Chart with the rights on one side. The group members should then discuss the rights and record the responsibilities that we have as Canadians, in order to enjoy these rights. A blackline master entitled, Rights and Freedoms T-Chart, has been included for us.
5. After the groups have completed their charts, have them pick three rights that the group found to be most interesting. Have the group's reporter stand before the class and comment on the rights and the responsibilities chosen. This may lead to a class discussion. Be sure to have guidelines in place for class discussions.

Sub-skills Needed:

1. Co-operative learning strategies
2. Speaking strategies

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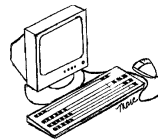


MY RIGHTS AND RESPONSIBILITIES AS A CANADIAN CITIZEN CONTINUED

3. Discussion strategies
4. Note taking strategies

Materials Needed

1. Copies of the Canadian Charter of Rights and Freedoms for each group
2. Copies of the blackline master entitled, Rights and Freedoms T-Chart



Computer Integration

The students will use the table or the columns feature to create a T-Chart on which to record their research and response. A title should be placed at the top of the assignment, and the names of the group members should be included as well.

See Computer Curriculum Guide:

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Columns Page 202
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Resources

The Canadian Charter of Rights and Freedoms can be found at
http://canada.justice.gc.ca/Loi/reg/charte/const_en.html

Copies of the Canadian Charter of Rights and Freedoms can also be obtained by calling Canadian Heritage at (204) 983-3601 or (204) 983-0080

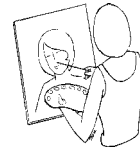
If you would like to do a human rights approach to this assignment, the following is a list of resources for activity ideas:

<http://www.nald.ca/resource/sc831.htm>

<http://www.nald.ca/resource/sc274.htm>

Contact your local Manitoba Human Rights Commission - personnel may be available for speaking engagements.

OURSELVES



Personalized Outcomes

MY RIGHTS AND RESPONSIBILITIES AS A CANADIAN CITIZEN CONTINUED

Evaluation

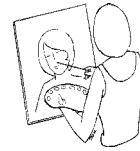
Speaking Rubrics and Checklists

- Speaking Rubric

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Class Participation Assessment Rubric
- Group Work Rubric

OURSELVES



MY RIGHTS AND RESPONSIBILITIES AS A CANADIAN CITIZEN CONTINUED

Teacher Notes

Resources

The Manitoba Human Rights Commission. Accommodating Equality Guidelines
Reasonable Accommodation Guidelines Under the Provisions of the Manitoba Human Rights Code.
Winnipeg: April 1996.

The Manitoba Human Rights Commission. Hospitality Industry Guidelines.
Winnipeg.

The Manitoba Human Rights Commission. Pre-Employment Inquiries Guidelines. Winnipeg: June 1988

The Manitoba Human Rights Commission. Housing Guidelines. Winnipeg.

Bell, Jill and Marjatta Holt. It's your Right! Student's Manual. Ottawa, ON: Human Rights Directorate Multiculturalism and Citizenship Canada, 1988.

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2,
3, 4, 5, 6

Unit 2 Assignment 1, 3

Unit 3 Assignment 1, 2

Unit 5 Assignment 1, 2,
3, 4

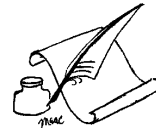
Stage 4 Academic

Unit 2 Assignment 1

Stage 4 Employment

Unit 3 Assignment 1, 2

LEARNING STYLES AND MULTIPLE INTELLIGENCES



Description

1. For this assignment, the students will be researching and note taking. Two days have been allotted for this assignment. The purpose of the assignment is for the students to acquire an understanding of the different learning styles (reading, writing, listening, speaking, visualizing, and manipulating) and the different Multiple Intelligences (verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, naturalist, interpersonal, and intrapersonal). Through their research the students will be able to recognize that we do not all learn in the same manner.
2. Research may be done through a public library or through the Internet. The students should use one, or a combination of, the note taking methods in the note taking mini lesson section of the curriculum guide.
3. If the students wish to take an inventory that would tell them which Multiple Intelligence was their strongest, refer them to the URL <http://snow.utoronto.ca/Learn2/mod3/miinventory.html>
4. To discover which learning styles the students favour, have the students perform the inventory found on pages 14 and 15 in the book by Gail Murphy Sonbuchner entitled Help Yourself How to Take Advantage of

OURSELVES



LEARNING STYLES AND MULTIPLE INTELLIGENCES CONTINUED

Your Learning Styles.

Sub-skills Needed:

1. Research strategies
2. Note taking strategies

Materials Needed

1. Copies of the note taking frames the students wish to use



Computer Integration

The students will use the word processing program as a note taking tool. They may use any method of note taking with which they feel comfortable. Therefore, there are many different possibilities for which to account. For example, if using the Cornell Method of note taking, the students may choose to use the table or columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the draw toolbar to create their notes.

The students will also use the Internet to search for information on learning styles and multiple intelligences if this is available to them.

See Computer Curriculum Guide:

Enter Text in a Document Page 29

Resources

Sonbuchner, Gail Murphy. Help Yourself How to Take Advantage of Your Learning Styles. Syracuse, New York: New Readers Press, 1991.

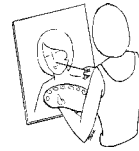
<http://snow.utoronto.ca/Learn2/mod3/miinventory.html>

http://www.multi-intell.com/mi_overview.htm

<http://www.lesley.edu/faculty/knohmes/presentations/bodily.html> from here look at all of the different intelligences.

Jasmine, Julia. Multiple Intelligences Activities Grades 5-8. Huntington Beach, CA:Teacher Created Materials,Inc.,1996.

OURSELVES



Personalized Outcomes

LEARNING STYLES AND MULTIPLE INTELLIGENCES CONTINUED

Check Spelling and Grammar Page 40
Apply Bold, Italic or Underline Page 60
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Evaluation

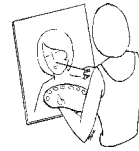
Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric

General Rubrics and Checklists

- Rubric Template

OURSELVES



LEARNING STYLES AND MULTIPLE INTELLIGENCES CONTINUED

Teacher Notes

Resources

OURSELVES



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2

Unit 2 Assignment 1, 2, 3

Unit 4 Assignment 1, 2,
3, 4

Unit 5 Assignment 1, 2,
3, 4

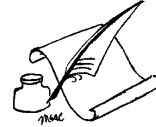
Stage 4 Academic

Unit 2 Assignment 1

Stage 4 Employment

Unit 8 Assignment 1, 2

WHAT IS A CANADIAN



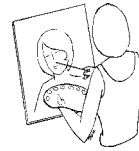
Description

1. Using their dominant Multiple Intelligence, the students will present to the class the answer to the question, “What is a Canadian?” For example, if the student's dominant Multiple Intelligence was musical/rhythmic, one would expect that student to answer the question with a song or a rap. The naturalist may answer the question by showing examples of the different animals, foliage, soils, rocks, and minerals found across our vast land.
2. This assignment is open widely to interpretation. There are no wrong answers. Rather, this assignment should show the diversity of the learning styles found amongst the students in the classroom. Encourage the students to be creative and to enjoy the assignment. The concept of being Canadian will be different for each and every one of us. Therefore, the teacher may want to hold a large group discussion following the presentations and, in so doing encourage the students to listen to the ideas and opinions of others.

Sub-skills Needed:

1. Will vary with the methods chosen

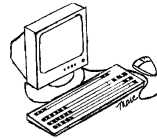
OURSELVES



WHAT IS A CANADIAN CONTINUED

Materials Needed

1. Whatever the individual students require in order to make their presentation



Computer Integration

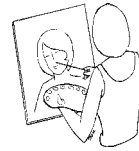
The student's needs will vary depending on the method that is chosen to complete the assignment. Some may write a poem or a song and type it on the word processor, while others may choose to use pictures and other graphic tools to complete the project.

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WordArt Page 157
Create a Page Border Page 92
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Resources

OURSELVES



Personalized Outcomes

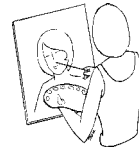
WHAT IS A CANADIAN CONTINUED

Evaluation

Writing Rubrics and Checklists

- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

OURSELVES



WHAT IS A CANADIAN CONTINUED

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2,
3, 4, 5, 6

Unit 2 Assignment 1, 2, 3

Unit 3 Assignment 1, 2,
3, 4

Unit 5 Assignment 1, 2,
3, 4

Stage 4 Academic

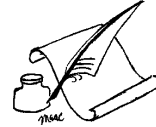
Unit 1 Assignment 1

Unit 2 Assignment 1, 2,
3, 4, 5, 6

Stage 4 Employment

Unit 9 Assignment 5

BIRTHSTONE RESEARCH



Description

1. I have allotted two days for this assignment. One is a day for research and outline, and the second day is for drafting, editing, and writing good copies. This process will likely take longer than the two days allotted.
2. Hand out copies of the blackline master entitled, Birthstone Research Outline.
3. Have the students do research to find the information that will complete the areas of the outline.
4. While researching, the students should take bibliography notes on the sources for all of the information they use. The students should not use information in their reports unless they can give its source. To assist with this task, see the blackline master entitled, Research Sources.
5. Once the students have completed their research, have them write the research paper using the provided outline.
6. The paper should be submitted with a title page, bibliography, table of contents, and page numbers.

OURSELVES



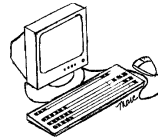
BIRTHSTONE RESEARCH CONTINUED

Sub-skills Needed:

1. Research strategies
2. Writing strategies

Materials Needed

1. Research materials on birthstones and/or gemstones



Computer Integration

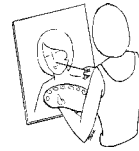
The students will progress through the steps of the writing process using the word processing program. Final drafts of the paper should be submitted with a title page, bibliography, table of contents, and page numbers.

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Resources

OURSELVES



Personalized Outcomes

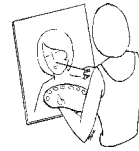
BIRTHSTONE RESEARCH CONTINUED

Evaluation

Writing Rubrics and Checklists

- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

OURSELVES



BIRTHSTONE RESEARCH CONTINUED

Teacher Notes

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Expected Outcomes

Stage 3

Unit 4 Assignment 1, 2,
3, 4

Unit 5 Assignment 1, 2,
3, 4

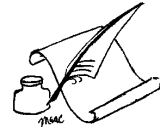
Stage 4 Academic

Unit 2 Assignment 1, 4, 6

Stage 4 Employment

Unit 3 Assignment 1
Unit 4 Assignment 1, 2
Unit 7 Assignment 3
Unit 8 Assignment 1
Unit 9 Assignment 5

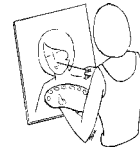
GOAL SETTING ASSIGNMENT



Description

1. In this assignment, the students will set short term (achieved in less than a year), medium term (achieved in 1 - 5 years), and long term (achieved in more than 5 years) goals for themselves.
2. To begin this assignment, divide the class into groups of three or four individuals. Have the groups brainstorm criteria for goals. These criteria will serve as parameters for setting goals and will help the students set appropriate goals.
3. Once the brainstorming has been completed, bring all of the groups back together and have the reporter from each group share the group's ideas.
4. The teacher should write down the groups shared ideas.
5. Hold a large group discussion about the ideas that were presented and narrow down the criteria.
6. Have the small groups reconvene. This time have the groups brainstorm different categories in which life goals may be set. A couple of obvious examples would be career/work and education.

OURSELVES



GOAL SETTING CONTINUED

7. Once the brainstorming has been completed, regroup and write down all of the possible categories. As one group narrow down the choices.
8. Handout the blackline master entitled, Goal Setting - My Life Goals. The students will work on this part of the assignment individually.
9. Have the students complete the chart on the blackline master by filling in the categories in which they wish to set life goals. Have them set long term, medium-term, and short-term goals for each of the categories that they pick.
10. Once this task has been completed, the students shall write a one page report about obstacles that could get in the way of goal achievement and how those obstacles may be eliminated. Any changes that may have to occur in order for the goal to be realized, and any supports or resources that will help the students in achieving their goal, should be recorded.
11. The assignment is to be submitted with a title page, the goal setting blackline master, and the report.

Sub-skills Needed:

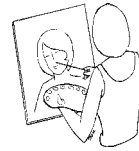
1. Brainstorming strategies
2. Co-operative learning strategies
3. Speaking strategies
4. Discussion strategies
5. Writing strategies

Resources

Ellis, D. Becoming a Master Student Canadian Second Edition. Boston: Houghton Mifflin Company, 1998.

Manitoba Prior Learning Assessment Centre. Prior Learning assessment Materials. Winnipeg: Manitoba Prior Learning Assessment Centre, 1998

OURSELVES

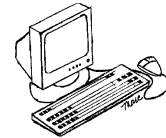


Personalized Outcomes

GOAL SETTING CONTINUED

Materials Needed

1. Copies of the blackline master entitled, Goal Setting - My Life Goals - one for each Student
2. Chart paper and markers for the small group brainstorming sessions



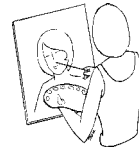
Computer Integration

The students will use the table feature to create a chart for recording short term, medium term, and long term goals. They will also use the word processing program to type their one page report following the completion of the preceding tasks in the assignment. The assignment should be submitted with a title page, the chart of goals, and the one page report.

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Tables Page 215
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GOAL SETTING CONTINUED

Evaluation

Writing Rubrics and Checklists

- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Class Participation Assessment Rubric
- Group Work Rubric

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 3 Assignment 2, 3,
4, 5, 6

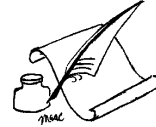
Stage 4 Academic

Unit 1 Assignment 1, 2,
3, 4, 5, 6

Stage 4 Employment

Unit 3 Assignment 1

UTOPIA – MY IDEAL FUTURE



Description

1. For this assignment, the students may pick a writing style. They may choose poetry, prose, or song. They should use the steps of the writing process to work through the assignment.
2. The purpose of this assignment is for the students to describe their ideal futures. In so doing, the teacher will instruct the students to use as many descriptive words and phrases as possible. The students will use imagery/sensory descriptions of similes, metaphors, and symbolism to create a picture/feeling in the mind.
3. While writing this assignment, the students should keep in mind all the previous assignments in the unit. Although the story is to focus on our ideal future, the purpose of the assignment is not to create an unrealistic future. An example of such would be, having a servant feed us succulent grapes while we recline on a bed of soft, spongy moss in the middle of scenic rainforest. surrounded by fragrant flowers of reds, pinks, purples, blues, and oranges
4. The teacher will have the students choose any method of publishing. The assignment shall be handed in with a title page, written in poster form for display on the classroom wall, written into a class anthology, etc.

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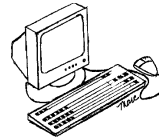
UTOPIA-MY IDEAL FUTURE CONTINUED

Sub-skills Needed:

1. Writing strategies

Materials Needed

1. No special materials required.



Computer Integration

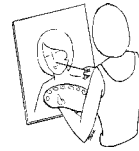
The students will use the word processing program to create the final drafts of their assignments. The specific computer skills needed by the students will depend on the method chosen to complete the assignment.

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Personalized Outcomes

UTOPIA – MY IDEAL FUTURE CONTINUED

Evaluation

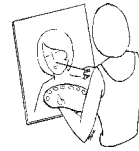
Writing Rubrics and Checklists

- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Painting a Picture with Words: Descriptive Writing Rubric

General Rubrics and Checklists

- Rubric Template

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UTOPIA-MY IDEAL FUTURE CONTINUED

Teacher Notes

Resources

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