

**Ontario Skills Passport
(OSP)
Resource for Grade 8
Language & Visual Arts**



<http://skills.edu.gov.on.ca>

Essential Skills are used in virtually all occupations and throughout daily life.

Essential Skills demonstrated in these lessons:

- ✓ Reading
- ✓ Writing
- ✓ Use of documents
- ✓ Use of computers (*optional*)
- ✓ Oral communication
- ✓ Job task planning
- ✓ Decision making
- ✓ Problem solving
- ✓ Finding information

“Guidelines to Learn By”

Great activities to help establish a collaborative learning environment at the beginning of the school year!

Writers

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The Ontario Skills Passport (OSP) and the Essential Skills have infinite applications in both the elementary and secondary school curricula. In this series of activities the Essential Skills and the OSP have been used to: build classroom rapport, perform diagnostic assessment of students at the beginning of the school year, and develop classroom learning strategies based on the Essential Skills. A key principle in these lessons is student buy-in to the importance of learning and therefore ownership of their own learning.

In this series of activities students will ...

- create a diagnostic unit to determine learning styles, temperaments, level of teamwork and thought processes to be found within the class of new students;
- help teachers develop rapport with students at the beginning of the year;
- establish a collaborative classroom environment that fosters creative and cooperative learning;
- establish a safe and supportive learning environment that promotes participation by all students and values all contributions;
- establish the connection between appropriate and effective behaviours in the classroom with the appropriate and effective behaviours in the workplace;
- make the connection between using the Essential Skills in the workplace and in the classroom to promote personal success; and
- demonstrate how using Essential Skills will allow a person to work as an effective member of a team or group in school or life.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students tasks that respect their particular abilities so that all students can derive the greatest benefits possible from the teaching and learning process. Options for planning programs for exceptional students include: no accommodations (i.e. individualized teaching and assessment strategies), human supports, and/or individualized equipment); or accommodations only; or modified curriculum expectations, with the possibility of accommodations. Some students may need an alternative program or courses. For detailed information about planning programs for exceptional students, please visit the Special Education section of the Ontario Ministry of Education website at <http://www.edu.gov.on.ca/eng/teachers/speced.html>. Another resource for accommodations is *The Special Education Companion*. Go to <http://www.ocup.org>, and then click on: Resources; Teacher Companions; and Special Education Companion.

Ontario Skills Passport (OSP)
Resource for Grade 8
*Connections to grade-level curriculum
expectations for ...*

- ✓ Language
- ✓ Arts
- ✓ Mathematics (*optional activity*)



Grade 8 – Language

Specific Oral Communication Expectations

- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations
- 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and the audience
- 2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Specific Reading Expectations

- 1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literacy texts and informational texts
- 1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
- 3.1 automatically read and understand most words in a wide range of reading contexts
- 4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teachers and/or peers or in a reader's notebook/reflective journal, how they can use these and other strategies to improve as readers

Specific Writing Expectations

- 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships
- 2.6 identify elements of their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone
- 2.7 make revisions to improve the content, clarity and interest of their written work, using a variety of strategies
- 3.1 spell familiar words correctly
- 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher

Grade 8 Visual Arts

Specific Expectations

- use tools, materials and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work

- describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message

Please note that the following expectations apply to the Extension Activity in Activity 4, Part B.

Grade 8 - Mathematics

Specific Expectations - Number Sense and Numeration

- solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools (e.g., graphs, calculators) and strategies (e.g., estimations, algorithms);
- solve problems involving percents expressed to one decimal place (e.g., 12.5%) and whole-number percents greater than 100

Specific Expectations - Data Management

- collect data by conducting a survey or an experiment to do with themselves, their environment issues in their school or community, or content from another subject, and record observations or measurement;
- select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph

Teaching Notes

Activity 1: The Keys for Success

Time: 40-45 minutes

Purpose:

To develop a list of skills students think they will need to be successful in school and life.

1. Lead a discussion on how to work cooperatively in groups and how to brainstorm effectively. Students will be placed in **groups of three**, the most effective number for group work.
2. Ask students to determine who will be the **timekeeper**, the **recorder** and the **group presenter**.
3. Hand out “**The Keys for Success**” activity and review the task and the amount of time provided. Hand out chart paper and markers. (10-15 Min)
4. Students brainstorm their ideas and record the ideas they generate. (10 min)
5. Each group presents their ideas to the rest of the class. (20 min)

Note:

Chart papers will be kept by teacher for Activity 2.

Materials Needed:

- **Activity 1: The Keys for Success**
- chart paper
- markers

Ontario Curriculum Connections

Grade 8 Language

Specific Oral Communication Expectations

- 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- 2.2** demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience
- 2.3** communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Unit: Guidelines to Learn By!



Activity 1 – The Keys for Success

The purpose of brainstorming is to produce as many good ideas or strategies as possible in a fast-paced, positive setting. It is often the first step in a focused, productive planning session.

Ideas are like raindrops in a rainstorm, they come faster with the sharing and discussion of thoughts. This is a way for your group to come up with many different ideas all on the same issue or topic. When you brainstorm please remember the following:

- **contribute all the ideas you can think of;**
- **respect the ideas of the others;**
- **no idea is wrong;**
- **think of as many ideas as possible within the given time; and**
- **do not evaluate any ideas until brainstorming is completed.**

Before starting determine who will be the **time keeper**, the **recorder** and the **presenter**.

1. In your group, using the process of brainstorming, please answer the following question:

What skills do you need to be successful in life and in school?

2. Record your ideas on the chart paper provided.
3. Be prepared to present your ideas to the rest of the class.

Teaching Notes

Activity 2: Occupation Research

Time: 2 (40-45 minute) periods

Purpose: To introduce the Essential Skills through the Ontario Skills Passport Occupational Profiles and to establish the link between the skills students identified in Activity 1 and the Essential Skills.

Please become familiar with the Ontario Skills Passport (OSP) web site in order to use the information with the class.

- OSP web site address: <http://skills.edu.gov.on.ca>
 - Click on **Getting Started** on the homepage to find the **OSP Tutorial**.
1. Introduce the Essential Skills and the Ontario Skills Passport to the class using the “**Discovering the Essential Skills**” activity or another introductory activity from Essential Skills-related resources such as “The Big Picture”. (Go to <http://skills.edu.gov.on.ca>, click on “Links” and then scroll down the page.)
 2. Lead a quick discussion on the relationship between the Essential Skills (ES) and the list of skills students created in Activity 1. Students will use their group chart to draw the link between their lists and the ES list. Next to each skill they indicated, they will write in the name of the appropriate corresponding ES. For a list of the Essential Skills and work habits, go to the “**OSP Skills and Work Habits**” section of the web site. (15-25 Min).
 3. Provide students with a list of occupations found on the OSP website and will pass it around to each group of three students. The group will choose one occupation they would like to learn more about and write their names next to that occupation.

To print out a list of occupations, go to the OSP web site at <http://skills.edu.gov.on.ca> and click on “Occupations and Tasks in the OSP Database”. Click on “Sorted by NOC” so that students can view occupations by skill category and then print the list.

4. Depending on availability of computers, either print off the OSP Occupational Profile for the occupations chosen or have the students go to the OSP website (<http://skills.edu.gov.on.ca>) and print their own OSP Occupational Profile for the occupation they have chosen. (This may be done on the same day as the teacher introduces Essential Skills and the OSP.) (15-20 Min)

How to Print an OSP Occupational Profile

- a. Click on “Occupations and Tasks in the OSP Database”.
 - b. Click on “**Sorted by NOC**”.
 - c. Scroll down the list to find the occupation of interest and click on the “**Sample Workplace Tasks**” checkmark beside it.
 - d. Click on the “**Print Occupational Profile**” button in top right corner.
5. Hand out the worksheet **Activity 2: Occupation Research**.
 6. Review ES and the similarities between the ES and the students’ selection of skills needed to be successful.

7. Students complete the worksheet. (30-40 Min)

Materials Needed:

- **Discovering the Essential Skills**
- **Activity 2: Occupation Research**
- print out the “List of Occupations in the OSP Database”
- computers with Internet access **OR** printouts of the individual *OSP Occupational Profiles* chosen by the groups.

Ontario Curriculum Connections

Grade 8 Language

Specific Reading Expectations















- 1.1** read a wide variety of increasingly complex or difficult texts from diverse cultures, including literacy texts and informational texts
- 1.4** demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- 1.6** extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
- 3.2** automatically read and understand most words in a wide range of reading contexts

Specific Writing Expectations

- 1.2** generate ideas about more challenging topics and identify those most appropriate for the purpose
- 1.3** gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- 1.4** sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships










Discovering the Essential Skills

Match the appropriate skill title with each icon.

		
		
		
		
		<p>Essential Skills are used in nearly every occupation and throughout daily life.</p>

Discovering the Essential Skills – Answer Key for Teachers

Match the appropriate skill title with each icon.

 <p>Reading</p>	 <p>Money Math</p>	 <p>Job Task Planning</p>
 <p>Writing</p>	 <p>Scheduling or Budgeting and Accounting</p>	 <p>Decision Making</p>
 <p>Use of Documents</p>	 <p>Measurement and Calculation</p>	 <p>Problem Solving</p>
 <p>Use of Computers</p>	 <p>Data Analysis</p>	 <p>Finding Information</p>
 <p>Oral Communication</p>	 <p>Numerical Estimation</p>	<p>Essential Skills are used in virtually every occupation and throughout daily life.</p>

Essential Skill Titles

Cut up one set of cards for each group.

Data Analysis	Writing	Use of Documents
Oral Communication	Measurement and Calculation	Finding Information
Problem Solving	Reading	Use of Computers
Scheduling or Budgeting and Accounting	Money Math	Decision Making
Job Task Planning	Numerical Estimation	

Unit: Guidelines to Learn By!

Activity Two: Occupation Research

Ontario

Skills Passport

Skills and Work Habits for the Workplace

Occupation Title:

Brief description of the occupation:

What are the most important Essential Skills in this occupation?

Why are these skills important for this occupation? (your opinion)

What tasks do you perform in class that are similar to the tasks performed in these Essential Skills?

What school subjects do these tasks relate to?

Which skills are similar between your list of skills needed for success and the Essential Skills listed for this occupation?

Teaching Notes

Activity 3: A Comparison of Essential Skills in the Workplace & in the Classroom

Time: 40-45 minutes

Purpose: To have students delve deeper into the OSP Occupational Profile and continue to develop the relationship between the Essential Skills and the actions, behaviours and subjects that relate to the students' life and classroom successes.

1. Review the Essential Skills the students learned about in Activity 2 and discuss the link between the ES, classroom subjects and personal views of what is needed to be successful in life and school. (5-10 Min)
2. Hand out the worksheet **Activity 3: A Comparison of Essential Skills in the Workplace & in the Classroom**.
3. Remind group members to assign roles for each member and to rotate the roles as needed.
4. Students will work in their groups and complete the worksheet. Each group will have one worksheet and will use the OSP Occupational Profile and occupation used in Activity 2. (10-15 Min)
5. Each group will be asked to briefly present their occupation, one of the Essential Skills tasks performed in that occupation (teacher will give each group the ES they will report on) and a similar task that the students perform in the classroom. (15-20 Min)

Materials Needed:

- handout: **Activity 3: Comparison of Essential Skills in the Workplace & in the Classroom**
- OSP Occupational Profile and worksheet from Activity 2.

Ontario Curriculum Connections

Grade 8 Language

Specific Oral Communication Expectations

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

Specific Reading Expectations

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literacy texts and informational texts

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

3.1 automatically read and understand most words in a wide range of reading contexts

Unit: Guidelines to Learn By!**Activity Three: A Comparison of Essential Skills in the Workplace & in the Classroom**

Occupation Title: _____

Essential Skill	Sample Tasks	Examples of Similar Tasks That You Perform in Class & the Related Subject
1. Reading		
2. Writing		
3. Use of Documents		
4. Use of Computers		
5. Money Math		
6. Scheduling or Budgeting and Accounting		
7. Measurement and Calculation		
8. Data Analysis		
9. Numerical Estimation		
10. Oral Communication		
11. Job Task Planning		
12. Decision Making		
13. Problem Solving		
14. Finding Information		

Teaching Notes

Activity 4: Creating Guidelines to Learn By!

Time: 40- 45 Minutes

Purpose: To develop a set of guidelines that students will learn by during the school year.

1. Ask students to remember and call out the Essential Skills (ES) that they learned about in previous class.
2. Discuss how actions and behaviours will influence how successful one is in developing his/her ES. Give an example of a guideline that he/she would have to follow in order to be able to develop an ES. (e.g., to become a better reader, devote one hour before bedtime to reading.)
3. Assign 2 ES per group of three students (i.e. Reading and Problem Solving). (10 Min)
4. Each group will be given a sheet that has one of the ES that was assigned to them. Group members will determine who will be the recorder, the time keeper, the person to locate the other required sheet.
5. The group will be asked to come up with 5 guidelines that they think they need to follow in order to be able to improve in this Essential Skill. (10 Min)
6. Ring a bell and one person from each group will find the sheet with the other ES they have been assigned.
7. Students will now consider and add 5 guidelines for that Essential Skill. The guidelines must be different from the first 5 guidelines listed on the sheet by the other group. (20 min)
8. Introduce one or two strategies for “skimming” when reading.
9. Each group will assign a person to be the person to read the guidelines suggested, another to be the recorder of the groups’ choices, another to tally the checkmarks for each guideline suggested.
10. Essential Skill sheets will be passed around to each group and the group will choose the 5 top guidelines for that ES that they want to follow during the year.
11. The recorder will place a checkmark under the ones they have chosen.
12. The sheets are passed around until all groups have voted on all of the Essential Skills. (10 -15 min)

Materials Needed:

- **Activity 4: Creating Guidelines to Learn By** (need 14 copies, one per ES)
- Reference Materials: Cross Curricula Literacy Document, Numerical Literacy Document

Ontario Curriculum Connections

Grade 8 – Language

Reading

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teachers and/or peers or in a reader’s notebook/reflective journal, how they can use these and other strategies to improve as readers

Activity 4: Creating Guidelines to Learn By! Essential Skill: _____

5 Guidelines to Help Improve this Essential Skill - First Group's Ideas

1.

2.

3.

4.

5.

5 Guidelines to Help Improve this Essential Skill - Second Group's Ideas

1.

2.

3.

4.

5.

Unit: Guidelines to Learn By!

Activity 4: Creating Guidelines to Learn By

Essential Skill: _____

Create 5 guidelines that will help to develop this Essential Skill.

Group 1 Guidelines

1. _____

Group Checkmarks

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2. _____

Group Checkmarks

--	--	--	--	--	--	--	--	--	--

3. _____

Group Checkmarks

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4. _____

Group Checkmarks

--	--	--	--	--	--	--	--	--	--

5. _____

Group Checkmarks

--	--	--	--	--	--	--	--	--	--

Group 2 Guidelines

6. _____
 Group Checkmarks

--	--	--	--	--	--	--	--	--	--

7. _____
 Group Checkmarks

--	--	--	--	--	--	--	--	--	--

8. _____
 Group Checkmarks

--	--	--	--	--	--	--	--	--	--

9. _____
 Group Checkmarks

--	--	--	--	--	--	--	--	--	--

10. _____
 Group Checkmarks

--	--	--	--	--	--	--	--	--	--

Results: Number of Checkmarks per Guideline

Guideline 1	Guideline 2	Guideline 3	Guideline 4	Guideline 5	Guideline 6	Guideline 7	Guideline 8	Guideline 9	Guideline 10

Teaching Notes

Activity 4 Part B: Extension Activity (40-45 minutes)

Collecting Data

Purpose: To create area, bar, line or pie graphs to interpret and display collected data.

Teacher Notes:

1. Briefly review the format and elements needed to create various charts and graphs and give samples of how they are a great tool for communicating information visually. Most of the students at this level should be familiar with the skill of graph creation; therefore a 5 to 10 minute review should be sufficient.
2. Distribute copies of the results of the votes to each group.
3. Distribute chart paper or graph paper, markers, and rulers.
4. Each group is then instructed to discuss, analyze, and organize the information in a format of their choice to display the collected data.
(20 minutes)

Note: If computers are readily accessible in your school and you wish to involve technology. **Create a Graph** is a free on-line tool that is easy to use and can be taught in a single computer lab lesson. Other options may include the usage of other on-line graph-making tools or programs already loaded into your school's computers.

5. When graphs or charts are completed, each group will be asked to present the results that they decided to graphically represent to the rest of the class. (10 -15 minutes)

Note: This activity can be adapted in a multitude of ways to suit the various needs of the students and teachers.

6. All groups may be asked to graph information to address specific questions or requests provided by the teacher. For example: *Which three guidelines received the greatest number of votes? Which guidelines received the least number of votes? Create a graph that shows the percentage of the total votes that each guideline received. Use a graph of your choice to explain the final results of the class vote.*
7. Each group may be asked to graph data that pertains only to the Essential Skills for which they were asked to develop the guidelines
8. Groups may be invited to come up with their own line of inquiry (questions they want to address) and develop their own interpretations and graphs to respond to these inquiries.

Materials Needed:

- completed (showing the votes cast by the students) hand-out: **Activity 4: Creating Guidelines to Learn By!**
- lined chart paper and graphing paper
- markers, pencils, rulers
- calculators (optional)

Grade 8 - Mathematics

Specific Expectations - Number Sense and Numeration

- solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools (e.g., graphs, calculators) and strategies (e.g., estimations, algorithms);
- solve problems involving percents expressed to one decimal place (e.g., 12.5%) and whole-number percents greater than 100

Specific Expectations - Data Management

- collect data by conducting a survey or an experiment to do with themselves, their environment issues in their school or community, or content from another subject, and record observations or measurement;
- select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph

Teaching Notes

Activity 5: Essential Skills Poster - Take Action for Learning!

Time: 3 (40-45 minute) periods

Purpose: To develop a poster that displays the guidelines to learn by based on each Essential Skill.

1. Assign an ES to each group for the purposes of developing the poster.
2. The group will receive the guideline sheet for the ES they have been assigned. They will be instructed not to reveal what the top five guidelines are until they present their finished product.
3. Students will be instructed to review the top 5 guidelines as voted by the class and to edit the guidelines for grammar, language and punctuation.
4. Introduce the template that will be used to create the posters and provide specific instructions and clarifications as may be required by the class.
5. Students will begin to brainstorm their ideas and creative suggestions for presenting the guidelines in their poster. (30- 45 Min)
6. Students will be provided with 2+ art class periods to develop their posters and present them to the class.
(2+ - 40 Minute Classes or a Double Art Class)

Note: Posters will be displayed in the class and referred to throughout the year to build success and student buy-in to the importance of learning and succeeding in all subject areas.

Materials Needed:

- poster template handout for each group: **Take Action for Learning!**
- white bristol board for each group
- stencils for creating letters
- markers, construction paper, scissors, rulers, magazines, etc.
- copy of **Discovering the Essential Skills** activity (cut out the OSP icons for use on the poster)

Ontario Curriculum Connections - Grade 8 Visual Arts

Overall Expectations

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;
- use correct vocabulary and art terminology associated with the specific expectations for this grade

Specific Expectations


- use tools, materials and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work
- describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decision they have made to support that message

Unit: Guidelines to Learn By!

Activity Five: Create An Essential Skills Poster

Take Action For Learning!

Title of Essential Skill
Put in appropriate OSP Icon

What actions are you taking to build success? (6 cm)	Essential Skill: Reading (10 cm)	
	(Guidelines and illustrations)	
	Use your imagination and creativity to present the 5 guidelines for successfully demonstrating this Essential Skill	
	(2cm)	
Take Action for Learning! (12 cm)		

Essential Skills Poster and Presentation

Group Members: _____

Ontario Curriculum Connections - Grade 8 Visual Arts

Overall Expectations

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;
- use correct vocabulary and art terminology associated with the specific expectations for this grade

Specific Expectations

- use tools, materials and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work
- describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Understanding of concepts	The students:			
• understanding of Essential Skills and learning guidelines	-demonstrated limited understanding of Essential Skills and learning guidelines	-demonstrated some understanding of Essential Skills and learning guidelines	-demonstrated considerable understanding of Essential Skills and learning guidelines	-demonstrated a thorough understanding of Essential Skills and learning guidelines
Performance and Creative Work	The students:			
• use of graphics to support text	- used no graphics or inappropriate graphics to support text	-used graphics to support text with limited effectiveness	-used graphics to support text with considerable effectiveness	-used graphics to support text thoroughly and effectively
• use of tools, equipment, materials and instruments	-used tools, equipment, materials, and instruments correctly only with assistance	-used tools, equipment, materials, and instruments correctly with frequent assistance	-used tools, equipment, materials, and instruments correctly with only occasional assistance	-used tools, equipment, materials, and instruments correctly with little or no assistance
Communication	The students:			
• description of the plan for the poster, main ideas and artistic decisions made to communicate the information	- rarely communicated ideas and decisions with clarity and precision	-sometimes communicated ideas and decisions with clarity and precision	-usually communicated ideas and decisions with clarity and precision	-consistently communicated ideas and decisions with clarity and precision

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Teaching Notes

Activity 6: Reflective Journal: Essentials for Your Success!

Time: 40-45 minutes

Purpose: To allow students to personalize their understanding of the Essential Skills and set some personal goals in terms of their own development and progress.

1. Review the purpose and use of reflective journals and hand out a sample assessment tool. (*Teacher may use the Checklist provided or one they are more comfortable with*).
2. Students will be instructed that this first journal of the year will **not be evaluated** but **will be assessed** so students are aware of which areas they might have to work on.
3. Instruct students to write a reflection on their understanding of what Essential Skills are, why they are useful and which Essential Skills they think they need to concentrate on during the year. Students will also be asked to suggest one or two strategies they will use to help meet their goals. (10-15 Min)
4. Hand out the worksheet **Activity 6: Essentials for Your Success!** and students will work on their reflective journal. (20-30 Min)

Materials Needed:

- Reflective Journal: Essentials for Your Success!
- Reflective Journal Checklist

Ontario Curriculum Connections Grade 8 Language

Specific Reading Expectations

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

Specific Writing Expectations

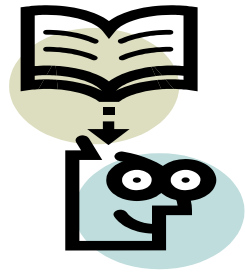
2.6 identify elements that need improvement, selectively using feedback from the teacher and peers with a focus on depth of content and appropriateness of tone

3.1 spell familiar words correctly

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

3.6 proofread and correct their writing using guidelines developed with peers and the teacher

REFLECTIVE JOURNAL: Essentials for Your Success!



You have developed an understanding of the Essential Skills, how they impact on success in school and in life, and your class has developed the guidelines that you will work and learn by this year.

Why do you think the Essential Skills are so important to being successful in school and in life?

How have you seen the Essential Skills being helpful to yourself, a family member or a friend when faced with a challenge or new situation?

Which Essential Skill(s) do you think you need to work the most on and why?

What strategies can you use to help you with the development of your plan for success?

Reflective Journal Checklist

Name: _____

Component	√	Comments
Depth of understanding of Essential Skills providing examples to support opinion	<input type="checkbox"/>	
Clear, concise, comprehensive and complete	<input type="checkbox"/>	
Correct spelling and grammar	<input type="checkbox"/>	

Reflective Journal Checklist

Name: _____

Component	√	Comments
Depth of understanding of Essential Skills providing examples to support opinion	<input type="checkbox"/>	
Clear, concise, comprehensive and complete	<input type="checkbox"/>	
Correct spelling and grammar	<input type="checkbox"/>	