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| **DRIVING QUESTION** |
| **What is the perfect life?** |

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| **Product & Presentation** | **Due date for Presentation:** **Dec. 8** |
| Students working alone or in teams of 2-3 will create their version of the “dream life” and the path to obtaining it. Your “Dream Life” will be presented to a classroom audience or an audience out in the community (that makes sense to present to). |

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| **Reading Component** | **Due date for Article of the Project:** **Dec. 15** |
|  | **Reading Activity** | **Explanation** |
|  | **Articles of the Project** | There are two articles with this project: ***American Dream*** (<http://www.investopedia.com/terms/a/american-dream.asp>)The assessment for ***American Dream*** is to be completed online at: [Socrative.com](http://www.socrative.com/)Directions are:Click on Student Login (at top of screen). Room # is 803089. Test name is: Investopedia: American Dream.The assessment for ***Canadians’ stories*** is at the bottom of this document. |
|  | ELPA Practice | Various teacher-selected texts and multiple choice questions in preparation for the provincial English Language Proficiency Assessment administered to grade 9 students. |
|  | Read to Self | Students will read self-selected texts during time specifically designated for this activity. |
|  | Reading Groups | Students will be involved in both homogenous and heterogeneous reading level groups. |
|  | Individualized Content Specific Readings | Students, by design and necessity, will read self-selected and teacher-directed material that directly relates to their chosen content area. |
|  | Optional additional reading | Although portions of these articles will be used in the class setting, no specific, formal, teacher-generated questions will be assessed from these texts, but they do offer relevant learning and/or inspiration to the students who choose to read these selections or segments therein. |

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| **Writing Component** **“TURNING POINT” in your life****225 words (minimum)** | **Due date for essay:** **Dec. 2** |
| You are to write about a non-fiction (real) account of a “turning point” in your life. A turning point is memorable and life-changing. A turning point can be understood as positive or negative, depending on the perspective of the person. This can be written in story form (narrative), autobiographical form, or informational form (just telling the reader about a turning point in your life). 225 word minimum.  |

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| **Community Involvement** |
| There are people that **you know** that seem to be living the perfect life. Talk with them. There are people **you know about** that seem to be living the perfect life. Use your skills to contact them via email or phone call (if appropriate and agreed to by your parents). You will learn a lot by talking with these people. Their information will also provide some great details to add into your presentation. |

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| **Interdisciplinary Content-Specific Lessons** |
| **Sociology** | **Economics** | **Math** | **History** |
| Unwritten rules and why they matter. | How do you find a job you like? | Budgeting: Where does all adults’ money go? | Where did the “Canadian Dream” (“American Dream”) idea come from? |

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| **Basic Literacy Development** |
| ***Reading/Viewing*** | ***Writing/Representing*** | ***Speaking/Listening*** |
| * Independent Reading
* Collaborative Reading
* Homogenous Reading Groups
* Heterogeneous Reading Groups
* Viewing Clips/ Documentaries
* Article of the Project (with higher order thinking questions and written responses).
* ELPA Practice
 | * Expository or Narrative Writing
* Article Response
* Presentation Response
* Budgeting
* Other (Depending on Project Requirements, *eg:* note taking, e-mail, faxes, memos, scripting, summarizing, recalling, synthesizing research findings, etc.)
 | * Formal Presentation
* Team Collaboration
* Community Collaboration (phone conversations, face to face meetings, etc)
* Audience Expectations
* Formal/Informal Class Discussion
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| **Digital-Age Literacy Development** |
| ***Economic Literacy*** | ***Information Literacy*** | ***Multicultural Literacy*** |
| * Budgeting basics
* The cost of “The Canadian Dream”
* Interest rates
* Credit cards
* Loans and debt
 | * Refine effective use of search engines (eg. Google)
* Controlling your search (finding what you want, instead of taking what you get)
 | * Appreciate the variety of values and priorities represented in different cultures (and why “the perfect life” can be very different from culture to culture).
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| **Grade 8 ELA Outcomes** |
| ***Reading and Viewing*** | ***Speaking and Listening*** | ***Writing and Representing*** |
| RV6: Know how to find and use information you need.RV13: (a) Understand how personal knowledge and values influence how writers write.(b) Recognize how personal experiences influence the way you understand what you read.(c) Describe how cultures and reality are shown in the media | SL9: Be careful how you say things so you do not hurt people’s feelings. SL4: Pick out what is most important about what was presented and tell why. | WR1: (a) Show yours, and others, ideas and feelings(b) Find solutions to problemsWR7: Know that there is more than one way to represent an idea. |

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| **21st Century Skills to be Developed**  |
| **Critical Thinking /Problem Solving** | Identifying what constitutes “The Perfect Life” demands that students not only evaluate what they perceive as a priority, but it also leads them to evaluate what their culture deems valuable. This calls students to be critical about their own priorities and goals, as well as challenging cultural norms. The problem solving aspect is infused within the critical thinking and it is also a natural by-product of evaluating how the student is planning on obtaining his/her goals.  |
| **Communication** | Students will be formally and informally communicating with fellow classmates, teammates, teachers, parents and community members via phone, text, email, meetings (and other methods of personal and digital communication). Communication within the global community will also be available for students who seek this opportunity. Clarity within our communication will also be demonstrated as a critical component of being properly understood – as students will inevitably be discussing and sharing a wide range of personal and family values. |
| **Collaboration** | Students will have the opportunity to work in teams, with experts and/or other members in the school, local and global community.  |
| **Personal Development** | Students develop individual personal skills, gifts, and characteristics as decided upon by the student via their work on products, through collaboration, facing challenges, decision making, exploring academic, social, and creative opportunities, improving upon perceived and actual weaknesses, and by experiencing success. |
| **Global Citizenship** | Students will begin to realize what constitutes “The Perfect Life” is heavily reliant on what is valued by a society, which is in turn dependant on the location and time frame (past, present, future) of that society. |
| Note: | There are many other 21st century skills developed in these categories as well, but cannot realistically be listed. Some examples, however include: students having to solve scheduling and technological problems, interpersonal problems as they collaborate, choosing the best methods and words during conversations, learning new software programs, and how to use new technologies, and the list goes on endlessly. |
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| **Specific/Practical Skills to be Taught** |
| * Time management
* Project management
* Identifying reliable sources of information
* Improving presentation skills through practice
* Budgeting responsibly
 | * Drafting for the improvement of product quality
* Providing helpful feedback to teammates and peers (both positive feedback and constructive criticism).
* Citing Sources
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| **Character Strengths to be Developed** |
| *Moral Character* | *Performance Character* |
| Fairness | Generosity | **Grit** | Self-control |
| Integrity | Gratitude | Initiative | Social Intelligence |
| Honesty | Respect | Sense of Humour | Optimism |
| Compassion | Humility | Hard-working | Courage |
| Forgiveness | **Reliability** | Leadership | Vision |
| Focus during this project is:**INTEGRITY** | Focus during this project is:**HARD WORKING** |

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| **Writing Rubric** |
|  | **ED1** | **ED2** | **AD3** | **AD4** |
|  | **Experiencing****Much Difficulty** | **Experiencing****Some****Difficulty** | **Appropriate****Development** | **Appropriate****Development****Plus** |
| **Ideas:** |
| Narrow Topic  |  |  |  |  |
| 1 Idea per Paragraph |  |  |  |  |
| Details Supporting Your Ideas |  |  |  |  |
|  |  |
| **Organization:** |
| Introduction |  |  |  |  |
| Logical Presentation  |  |  |  |  |
| Transitions Between Sentences and Paragraphs |  |  |  |  |
| Conclusion |  |  |  |  |
|  |  |
| **Voice:** |
| Connected Audience to Topic |  |  |  |  |
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| **Word Choice:** |
| Interesting Words |  |  |  |  |
| Words Evoke Clear Images |  |  |  |  |
|  |  |
| **Sentence Fluency:** |
| Different Kinds of Sentences  |  |  |  |  |
| Varied Sentence Lengths and Beginnings. |  |  |  |  |
| Sentences End On Time |  |  |  |  |
|  |  |
| **Conventions:** |
| Punctuation |  |  |  |  |
| Spelling  |  |  |  |   |
| Grammar |  |  |  |   |
| Capitalization |  |  |  |  |
|  |  |
|  | **ED1** | **ED2** | **AD3** | **AD4** |
| **TOTAL SCORE:** | **/68** | 17- 33 | 34-50 |  51-64 | 65-68 |
| Comments: |

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| **Article of the Project (1 of 2)** |

[**Canadians’ Stories: Starting From Scratch for a Shot at the Canadian Dream**](http://globalnews.ca/news/680126/canadians-stories-starting-from-scratch-for-a-shot-at-the-canadian-dream/)

(click on article title to access the article online, or read it below)

Even though they didn’t know anyone in Canada they took the risk of moving here, knowing in their hearts it was the right decision.

For Deb and Roshni Ghosh, the decision to apply to come to Canada revolved around their children: the couple knew the move would offer their two kids opportunities their homeland of India would not.

Now, the Ghosh family is living the Canadian dream. Theirs is the epitome of the Canadian immigrant story.

Roshni still remembers the anxious flight over.

“Deb and myself would hold hands and we would look at each [other], not say anything and we didn’t know where we were going, we didn’t know anyone in Canada,” she said.

They had their two kids, eight suitcases, and no one to greet them when they arrived. Little Anya was three, and Ansh was five.

“No place to go, our future was unknown to us. We were not sure what we were going to do but then we were determined that we would make it,” Roshni said.

### Starting from scratch in Canada

They rented an apartment on St. Clair Avenue West for a month – that’s all they could afford – and spent mornings taking their kids to the park, and evenings planning what they should do next.

It wasn’t always easy, though. The family couldn’t find housing because they had no credit history or steady employment.

“Everybody wants some kind of security, so we had to cough up at least four months of deposit so we could have a shelter,” Deb told Global News.

Their hard work and determination paid off.

While their kids were the ultimate “driving force” behind coming to Canada, their new home has offered growth to the parents as well.

Deb went to school for a master’s certificate at York University’s Schulich School of Business. He’s now a regional sales manager for a worldwide shipping company.

Roshni, a teacher, hadn’t worked for five years in order to take care of her kids. Once she arrived in Canada, her credentials were approved. She’s now volunteer teaching at an after-school program.

Their kids have settled in, too. They’re excelling in school and enjoying new friendships and extracurricular activities. Ansh is even competing in hockey and loving it.

“My favourite sport is hockey,” he explained.

### It’s all worth it

Despite their individual challenges in immigrating, the family has since settled in and is living their dream. They’re hoping they can help and inspire other immigrants.

“Believe in yourself. If you’re doing the right thing at the right time, it will happen,” Deb said.

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| **Respond to the following written response questions about the article :** | ***Score*** |
| 1. What is an immigrant? *(1 sentence answer required)* |  |
| 2. Is this story fiction or nonfiction (made up or real)? *(1 sentence answer required)* |  |
| 3. Why did this family move to Canada? *(1 sentence answer required)* |  |
| 4. What’s the main idea of this article? *(2 sentences required)* |  |
| 5. What would you do if a family from another culture became your neighbour? *(3+ sentences required)* |  |
| 6. What is the relationship between hard work and success? *(3+ sentences required)* |  |
| 7. How could you determine if moving to a new country (and culture) would be better or worse for you and your family? *(3+ sentences required)* |  |
| 8. Explain what would have to happen in order for you to decide to move far away? *(3+ sentences required)* |  |

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| **Reading Comprehension Rubric** |
| **ED1****Experiencing****Much Difficulty** | **ED2****Experiencing** **Some Difficulty** | **AD3****Appropriate** **Development** | **AD4****Appropriate** **Development Plus** |
| Undeveloped, illogical, unorganized thoughts | Partially developed, partially supported, and partially organized thoughts. | Well developed, supported, and organized thoughts | Fully developed,insightful, andorganized thoughts |
| **TOTAL SCORE** | **/32** |

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| **Article of the Project (2 of 2)** |

[***American Dream***](http://www.investopedia.com/terms/a/american-dream.asp)

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Directions for this assessment are below:

The assessment for ***American Dream*** is to be completed online at: [Socrative.com](http://www.socrative.com/)

Directions are:

Click on Student Login (at top of screen).

The room # is 803089.

The test name is: Investopedia: American Dream.

Complete the assessment online. The results will automatically come to Cheney.