



“The Ontario Literacy Course: Differentiated Instructions”

Discipline	English
Course Code	OLC 401
Course Name	Ontario Literacy Course-Open Level
Unit	Summary

Ontario Curriculum Expectations	
Overall	
<p>BWV.01: Demonstrates the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks.</p> <p>BWV.02: Use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, informational paragraphs, opinion pieces, news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.</p>	
Specific	
<p>BW1.01: Identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form.</p> <p>BW1.02: Use pre-writing strategies to generate ideas for writing.</p> <p>BW1.05: Use appropriate strategies for gathering supporting ideas and information from print and electronic sources.</p>	

- BW1.06: Create a first draft that includes the main and supporting ideas in the required form.
- BW1.07: Revise drafts to ensure that ideas are presented in a logical order, to discard irrelevant ideas and information, to add details where information is insufficient, and to ensure a tone and level of language appropriate to the audience and purpose using appropriate strategies.
- BW1.09: Use appropriate strategies to edit written work to achieve accuracy in the use of the conventions of standard Canadian English, including the requirements of grammar, usage, spelling and punctuation.
- BW2.01: Explain the purpose and uses of summaries
- BW2.02: Construct summaries that clearly state the main idea and include important supporting details.
- BW2.07: Use knowledge of how to write summaries, information paragraphs, and opinion pieces to produce informational writing for a variety of personal and school related purposes.

Brief Lesson Overview:

- 1) Brainstorm with the class times when they needed to summarize something for someone else. How did they decide which information to include and which to leave out?
- 2) As a class, read a sample article. Instruct students, as they read, to highlight key ideas and points to use later on. Read the article with the class.
- 3) Create a class summary using the key points and ideas students have highlighted during the reading. The teacher should focus on correct Summary Format, which includes:
 - topic sentence
 - using but students own words and not quotations
 - using information from the article only for the main points connected to the topic sentence
 - ending with a concluding sentence, and
 - keeping to the correct length
- 4) Students will be given their own Summary Worksheet to complete individually.

Resources and Appendices:

- Cars Summary Worksheet
- Video Games Summary Worksheet
- Sports Summary Worksheet

Writing a Summary

Task:	Write a summary of the selection printed below. Include the main idea of the original selection and at least two important details that support it.
Purpose and Audience:	The audience is an adult who is interested in finding out how well you understood the selection.
Length:	Fewer than 100 words.

India's Tata Motors on Thursday unveiled its much anticipated \$2,500 US car, an ultra-cheap price tag that brings car ownership into the reach of tens of millions of people.

Members of the media look at a newly launched Tata Nano car at the 9th Auto Expo in New Delhi on Thursday. The ultracheap car — \$2,500 US — suddenly brings car ownership into the reach of tens of millions of people around the world. (Saurabh Das/Associated Press)

But critics worry the car could overwhelm the country's roads and create an environmental nightmare.

Company chairman Ratan Tata, introducing the Nano during India's main auto show, drove onto a stage in a white version of the tiny four-door subcompact, his head nearly touching the roof.

With a snub nose and a sloping roof, the world's cheapest car can fit five people — if they squeeze. And the basic version is spare: there's no radio, no passenger-side mirror and only one windshield wiper. If you want air conditioning to cope with India's brutal summers, you need to get the deluxe version.

Air pollution feared to rise

While the price has created a buzz, critics say the Nano could lead to possibly millions more automobiles hitting already clogged Indian roads, adding to mounting air and noise pollution problems. Others have said Tata will have to sacrifice quality and safety standards to meet the target price.

The chairman, though, insists the car will meet safety standards and pollute even less than motorcycles, passing domestic and European emission standards and averaging about 50 miles per U.S. gallon (20 kilometres per litre).

Chief U.N. climate scientist Rajendra Pachauri, who shared last year's Nobel Peace Prize, said last month that "I am having nightmares" about the prospect of the low-cost car.

"Dr. Pachauri need not have nightmares," Ratan Tata said at the unveiling. "For us it's a milestone and I hope we can make a contribution to the country."

The basic model will sell for for 100,000 rupees — \$2,500 US — but analysts estimate that customers could pay 20-30 per cent more than that to cover taxes, delivery and other charges.

Tata has long promised that he'd create a 100,000-rupee car, a vow that was much-derided in the global industry but created a frenzy of attention in India. On Thursday, nearly every news station covered the unveiling live.

Tata positions Nano to revolutionize industry

The company has said they expect the car to revolutionize the auto industry, and analysts believe the Nano may force other manufacturers to lower their own pricing.

French automaker Renault SA and its Japanese partner, Nissan Motor Co., are trying to determine if they can sell a compact car for less than \$3,000 US.

For now, the car will be sold only in India, but Tata has said it eventually hopes to export it. The Nano could become the basis for other similar super-cheap models in developing markets around the world.

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In Defense of Video Games

By Nick Randall

1999 was not a great year for teenagers. Due to such tragic incidents as the Columbine High School shooting, teenagers were put under a powerful magnifying glass to see what might make us go bad. Over and over on the nightly news and on daytime talk shows, so-called experts announced they had concluded that what drove these teens to violence was the media. They blamed television, they blamed music, and most of all, they blamed video games.

I am and always have been a big video game player. Video games have come a long way since I first started playing, thanks to both technology and our society. When I first started playing, the most popular game featured a fat Italian plumber who had to jump over barrels being thrown by a huge ape in order to save his girlfriend. Now the biggest games are those where a well-armed commando must kill extremely-lifelike Nazis, aliens, or sometimes both. I am the first to admit that video games are more violent than ever before, but I don't have a problem with that. In fact, I love playing violent video games.

Run over pedestrians? For fun? Is that sick? Is that twisted? In real life of course it is, but video games are not real life.

Teenagers who commit these terrible acts of violence may enjoy playing the violent video games that my friends and I enjoy playing, but the video games don't make these teenagers violent. They have problems, and they would do these things anyway even if video games didn't exist. A psycho who plays video games is still a psycho. It is up to parents to raise their kids properly so that they are mentally healthy and know not to hurt people. If the parents fail here, taking away video games won't fix the problem unless the kid is also locked up in a dark room on Mars with cotton in his ears. Parents who slack off in raising their child can't rectify their neglect by taking away video games. The kid will still see violence that he wants to emulate, whether on TV, in the movies or just walking down the street. To quote the movie *Scream*, "Movies don't make psychos, they just give psychos ideas." Video games don't create psychos either, but if some screwed up kid is playing one, it could act as a catalyst to the violent tendencies the kid already has. So, if you have raised your child right, let him have his violent video games, and if you still don't feel comfortable about it, then maybe the problem isn't video games, maybe the problem is you.

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Female athletes 'apologize' for talent at sports: study

Athleticism is still associated with masculinity

By Shannon Proudfoot, Canwest News Service

A puck hurtling through the air or a competitor closing in on the track is enough pressure, but new research suggests female athletes are still apologizing for smashing stereotypes while they pursue their sports.

A newly published study that included college basketball, soccer and softball players found nearly three-quarters of them engage in "apologetic behaviours" -- stereotypically feminine conduct such as cultivating a girly appearance, apologizing for being aggressive and hanging out with men to emphasize their heterosexuality -- to deflect prejudice.

"If you break a norm, you apologize. If I burp out loud, I know this offended other people, so I apologize," says Laurel Davis-Delano, a professor of sociology at Springfield College in Massachusetts, explaining why researchers label these behaviours apologetic. "If you are offending people's sense of gender ideals... people don't necessarily realize they're apologizing, but you are catering to other people's sense of what's proper."

Most sports are still associated with masculinity in Western cultures, so female athletes are challenging gender expectations by their very participation, she says.

"You may be considered to be more masculine, just because you are a good athlete," says one study participant. Another says, "Most female athletes are lesbians."

Apologetic behaviours are different from female athletes having long hair or wearing makeup simply because they like to, Davis-Delano says, because they're performed specifically in response to this gender tension.

While 73 per cent of the study participants said they engaged in at least one apologetic behaviour, from criticizing unfeminine athletes to being seen with a boyfriend, no one shied away from aggression or competing hard against male athletes.

On one hand, apologetic behaviours may help female athletes gain acceptance and be rewarded in their sport, Davis-Delano says. But they do little to challenge gender stereotypes, she says, and Russian tennis player Anna Kournikova is a "classic example" of the result: a female athlete of lesser talent who gets attention and endorsements for her ultrafeminine looks.

"We have come a long way but we still have a little ways to come in equality," says Katie Willis, an 18-year-old ski-jumper from Calgary who was part of the lawsuit lobbying for the women's event to be included in the Vancouver 2010 Olympics. "I know a lot of girls sometimes don't feel they're equal to the guys when they're playing, or they're not respected as much."

Cassie Campbell, captain of Canada's gold-medal-winning women's hockey team at the 2002 and 2006 Winter Olympics, says people questioned why she played a "boys' sport" growing up. The women's Olympic victories made hockey a popular option for more girls, she says, but the idea that hockey players are "butchy" lingers in some circles.

"Unfortunately, those types of stereotypes exist, but you have seen a shift," she says. "Little girls don't necessarily want to be the skinny models anymore. They want to be fit -- healthy and muscular is becoming cool."

Sydney Millar, national program manager for the Canadian Association for the Advancement of Women and Sport and Physical Activity, says people may see soccer fields filled with girls on summer evenings and think the problem is solved, but sponsors and the media still fixate on female athletes who conform to feminine expectations, she says, and the prejudice on the field isn't unlike that in the workplace.

"Part of the problem is that people are just still uncomfortable with women in powerful positions," she says.

Source: Canwest News Service, July 27, 2009