
Teacher Package

English Exemplar Task English, Grade 11, College Preparation (ENG3C) Teacher Package

Title: A Proposal for a School-Based Initiative

Time Requirement: 6 periods of 75 minutes each

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from two strands: Writing and Language.

Students will:

1. select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
2. recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
3. select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
4. use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays;
5. select and use appropriate organizational patterns to structure written work;
6. use a variety of organizational structures and patterns to produce coherent and effective written work.

Description of the Task

Present the following scenario to students:

A local community-service organization has offered to donate \$5,000 to fund one school-based initiative designed to promote school spirit. You will select an initiative and develop a written proposal that includes a plan describing the initiative and a persuasive covering letter in support of the initiative. The community organization will review the submissions and select the initiative that best promotes school spirit.

Final Product

Each student will submit a two-part proposal consisting of:

- a detailed plan of a selected initiative;
- a persuasive letter in support of the initiative.

Assessment and Evaluation

A task-specific rubric* will be used to assess and evaluate the written proposal.

Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions**Prior Knowledge and Skills**

To complete this task, students are expected to have some knowledge of:

- the language structures and conventions of standard Canadian English;
- the techniques used for persuasive argument;
- the format of a business letter.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources

The need for materials and resources will depend on the initiative selected by each student. In some cases, students may need access to resources (e.g., human resources, newspapers, flyers) as they develop their proposals (e.g., when calculating costs).

Plagiarism

It is important that you discuss copyright issues with your students. Copyright applies to text and visual materials taken from both Internet and print sources. Plagiarism is defined as “using the work (or part of it) of another person and claiming it as your own”.¹

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

*The rubric is reproduced on pages 76–77 of this document.

Task Instructions

Day 1

- Discuss the performance task and task rubric with the students.
- Discuss with the class the organizations, activities, events, and facilities that already exist in your school to promote school spirit. Discuss the characteristics of these initiatives that make them effective in promoting school spirit.
- Conduct a brainstorming session with the students to generate ideas for new initiatives, costing no more than \$5,000, to enhance school spirit.
- Collect student responses and display them on the chalkboard or overhead. Suggestions might include a physical change to the school or school grounds (e.g., artwork, gardens), a school community project, a student-organized event such as a multicultural or global awareness day, or any other appropriate initiative.
- Have each student select his or her own initiative. This can be one already discussed in class or an idea of the student's own choosing.

Day 2

- Explain the plan format (headings and descriptive paragraphs or point-form lists) to students.
- Discuss Appendix A: Suggested Plan Outline with students. These are suggested headings only. Students may wish to develop their own headings to suit the initiative they have selected.
- Remind students to include an estimate of the costs of their initiative.
- Remind students that the organization that wishes to fund the initiative will be positively influenced by a well-thought-out plan.
- Students begin to draft a plan for their selected initiative.

Day 3

- Students complete the first draft of their plans.
- Working in pairs, students edit their work (see Appendix B: Peer Editing Checklist for the Plan).
- Students revise their own work and finalize their plans.

Day 4

Supporting Letter

- Discuss the letter that students will develop to support their initiatives, using Appendix C: Supporting Letter Outline as a guide.
- Remind students that, in supporting their initiatives, they will need to be very persuasive in order to receive the offered funding.
- Explain to students that the purpose of the supporting letter is not to repeat the information that has been provided in the plan. Rather, its intent is to persuade the local community-service organization that this particular initiative is the one that will best promote school spirit and therefore deserves the funding that is being offered.

- Have students consider sample questions such as the following: How many people in the school community will be served through my initiative? Does my initiative meet a current need in my school community? How?
- Remind students that they are writing a formal proposal for an outside audience and that vocabulary, voice, and level of language should be appropriate to the purpose and intended readers. It may be helpful to ask students to give examples of or to explain “business language”, “formal proposal”, and “outside audience” in order to check that all students understand these concepts before they begin the writing process.
- Check that students are familiar with letter structure (e.g., introduction, body, conclusion) and strategies such as using a strong “hook”. Point out that attention to word choice is very important.

Day 5

- Students write a first draft of their supporting letters.

Day 6

- Students finish the draft letters.
- Working in pairs and using Appendix D: Peer Editing Checklist for the Supporting Letter as a guide, students peer edit their letters.
- Each student completes the final draft of his or her supporting letter and attaches it to the plan.

List of Appendices

Appendix A: Suggested Plan Outline

Appendix B: Peer Editing Checklist for the Plan

Appendix C: Supporting Letter Outline

Appendix D: Peer Editing Checklist for the Supporting Letter

Appendix A: Suggested Plan Outline

Description of Initiative

Location

Implementation Steps

Timelines

Estimated Costs

Note: Students may use these headings or develop their own.

Appendix B: Peer Editing Checklist for the Plan

What to look for	Yes/No	Suggestions for improvements
<ul style="list-style-type: none">• Are the headings appropriate for the initiative?		
<ul style="list-style-type: none">• Is the information well organized?		
<ul style="list-style-type: none">• Is the writing clear and concise?		
<ul style="list-style-type: none">• Are all the necessary details included?		
<ul style="list-style-type: none">• Does the breakdown of costs seem reasonable?		
<ul style="list-style-type: none">• Is the plan free of errors in grammar and punctuation?		
<ul style="list-style-type: none">• Is the plan free of spelling errors?		

Appendix C: Supporting Letter Outline

Your Idea (Thesis/Controlling Idea):

- Briefly summarize your initiative. You may wish to give your initiative a name or title. Be sure your summary clearly explains your initiative.

Your Evidence (Body/Development of Argument):

- Using a clear, logical argument supported by relevant evidence, persuade your audience that your initiative would best promote school spirit. Use strategies such as cause-and-effect explanations, comparison–contrast (now–then), or enumeration (list of advantages, needs) to develop your arguments clearly and fully.
- Use well-written, well-developed paragraphs, explaining each one of your points.

Writing Tip:

Your business audience wants to read a clear, concise proposal that is convincing. The proposal does not necessarily have to be long. Select your evidence and supporting points carefully.

Recommendations/Conclusion:

- Make sure you conclude with recommendations that clearly reinforce your idea, evidence, and argument. Your conclusion should provide the “kicker” to convince your audience to sponsor your initiative.

Once you have a clear outline for your letter, you are ready to begin your first draft.

Appendix D: Peer Editing Checklist for the Supporting Letter

What to look for	Yes/No	Suggestions for improvements
<ul style="list-style-type: none"> Are all parts of a business letter included (i.e., salutation, body, complimentary closing, signature line)? 		
<ul style="list-style-type: none"> Does the opening paragraph attract the attention of the reader? 		
<ul style="list-style-type: none"> Is the tone of the letter convincing and persuasive? 		
<ul style="list-style-type: none"> Does the letter clearly support the initiative? 		
<ul style="list-style-type: none"> Is the conclusion well thought out and compelling? 		
<ul style="list-style-type: none"> Is the language clear, businesslike, and courteous? 		
<ul style="list-style-type: none"> Is the writing free of grammatical and spelling errors? 		
<ul style="list-style-type: none"> Is punctuation used correctly? 		