

Name: _____

Date: _____

Unit 3 ~ Learning Guide

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to have this package completed BEFORE you go on to the next section or unit. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as an entry or two have been completed, please discuss the work together. Ask questions, encourage elaboration and use of specific details. Insist on (and support learning of) proper capitalization, grammar, and punctuation where complete sentence answers are expected. Immediate feedback will enhance learning as the student progresses through the course.

Ideas and Content	Not enough completed to assess this area. 0 points	Not yet meeting expectations, significant amounts not completed. 1 point	Not yet meeting expectations. Some parts not completed. 2 points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3 points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. Comprehension of most concepts is evident. 4 points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. Comprehension is clearly evident. 5 points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6 points
Organization & Conventions	Entries have many errors in sentence structure, grammar, and punctuation that make them difficult to read and/or not enough completed to assess this area. 0 points	Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1 points	Some errors in grammar, spelling, or sentence structure, but they do not impact readability. 2 points	Entries are easy to read and understand with just a few minor errors in spelling punctuation and grammar. Complete sentences in evidence where requested. Effort to use/fix work to attempt correct capitalization and punctuation is obvious. 3 points			

Date: ****

3.1A Social Responsibility

Answer the questions in complete sentences. As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

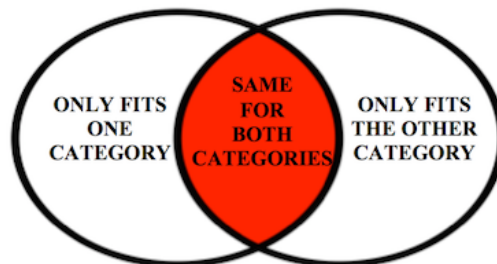
1. What ways can you think of that you could (or already do) contribute to the community? (You will have more ideas about this by the end of the unit, but see if you can come up with a couple of ideas now.)

2. How can young people help to care for the environment?

[Return to the online lesson.](#)

3.1B Introduction Non-Fiction

Venn Diagram – Compare and Contrast Fiction and Nonfiction

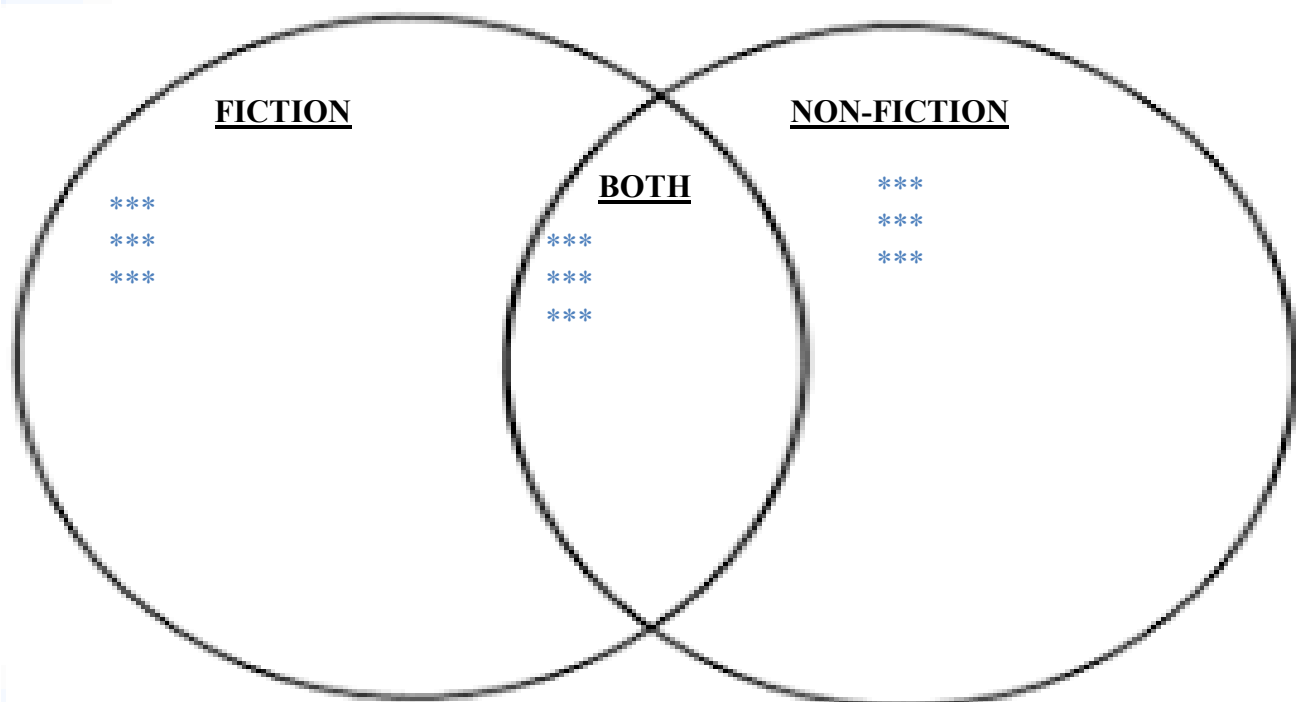


Directions:

Compare (things that are the same) and contrast (things that are different) fiction and nonfiction. What nonfiction features were pointed out in today's lesson? What is different about fiction? What do they have in common?

Put the following items in the correct sections of the Venn Diagram:

Facts, Fiction, Plot, Charts, Graph, Title Page, Headings, Page Numbers, Characters, Maps, Index, Glossary, Captions, Labels, Fable, Have to read from beginning, Setting, Photographs, Fact boxes, Climax, Diagram



3.1C Problem and Solution – 10 Things You Can Do to Help the Earth

Problems and Solutions

Directions: As you read the article, choose any three of the problems and complete the *problems and solutions graphics* (below). The first one is started for you as an example. Notice how “big ideas” are summarized in a sentence or two in “my own words”. (As you enter text, it will resize the letters to fit.)

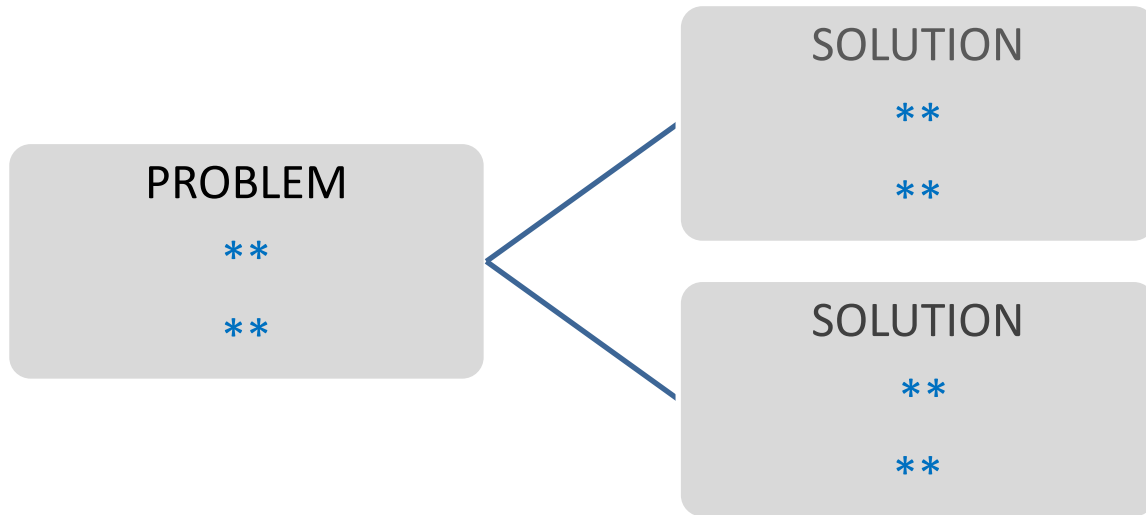
PROBLEM #1

Climate Change - Rising temperatures are causing problems for people, plants, and animals.

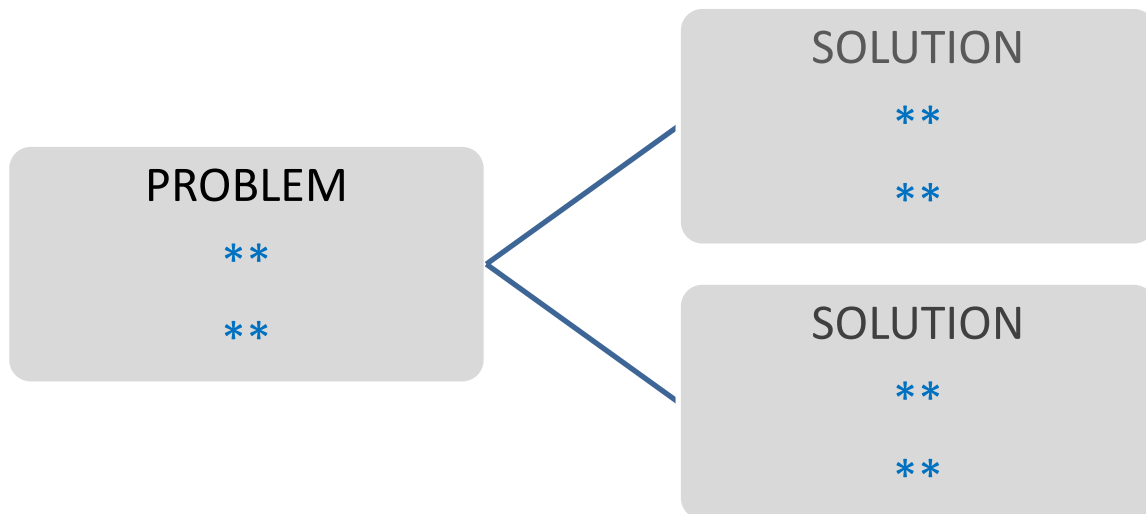
Turn off the lights and devices when they are not needed. Reducing electricity use reduces pollution that adds to climate change.

**

PROBLEM #2



PROBLEM #3



Reflection

Directions: This lesson featured text that helps us to answer: **How can we care for the environment?** Answer the questions in complete sentences. As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

1. What actions you are already doing to help the Earth?

2. Which ideas from the article could you could add to your routines to increase your social responsibility

3.1D Youth Movements – A New Way of Thinking

TedXKidsBC Video

Wesley Graham talks about “Youth Movements”. After his introduction, you will learn about Canadian Travis Price. Then, you will learn about Malala Yousafzai from Pakistan. Finally, you will learn about Wesley Graham and what he is working on.

1. Travis Price:

a) What was the problem that Travis saw?

b) What was his solution?

c) What bigger movement happened as a result?

2. Malala Yousafzai:

a) What was the problem that Malala witnessed?

b) What was her solution?

c) What disaster happened as a result?

d) Where did she take her issue when she recovered?

3. Wesley Graham (the speaker):

a) Wesley's problem was that he did not know what he wanted to do in the future. What did Wesley do to figure out his passion?

b) What passion did he discover?

c) What is his 5 by 5 project?

Reflection

This lesson features inspiration that helps us to answer both parts of the question: **How can we contribute to community and care for the environment?**

Wesley Graham says:

"I believe that with the creation of a series of youth-led movements that act immediately, think differently, and engage others, that we, the youth of today, can change the world."

Do you think you are too young to make a difference? Can you become a catalyst of change? Do you have any neighbourhood, community, or world changing ideas?

Respond in a paragraph of 3 or more sentences. As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

3.1E Youth Movement – Hope Blooms

Definitions

Define **social enterprise**

Define **pitch**.

Dragon's Den

Halifax youth from Hope Blooms asked for \$10 000 in exchange for 5% profits, in order to build a greenhouse that would allow them to grow their produce all year. What was the result? What did the Dragon's Den team award them?

3.1F Cause and Effect – Hope Blooms – Part Two

Take a PEEK

Directions:

1. Before reading the article you downloaded, scan it and record what you find and learn from each step in PEEK.

P – PICTURES – Look at all the pictures and captions. What can you learn from the pictures?

E – EACH HEADING - What do the titles and headings tell you about what is in the article?

E – ENDING – Summarize the last paragraph in 1-2 sentences. What do you learn about the entire article from the summary?

K – KNOW – What do you already know about this text?

2. First Reading

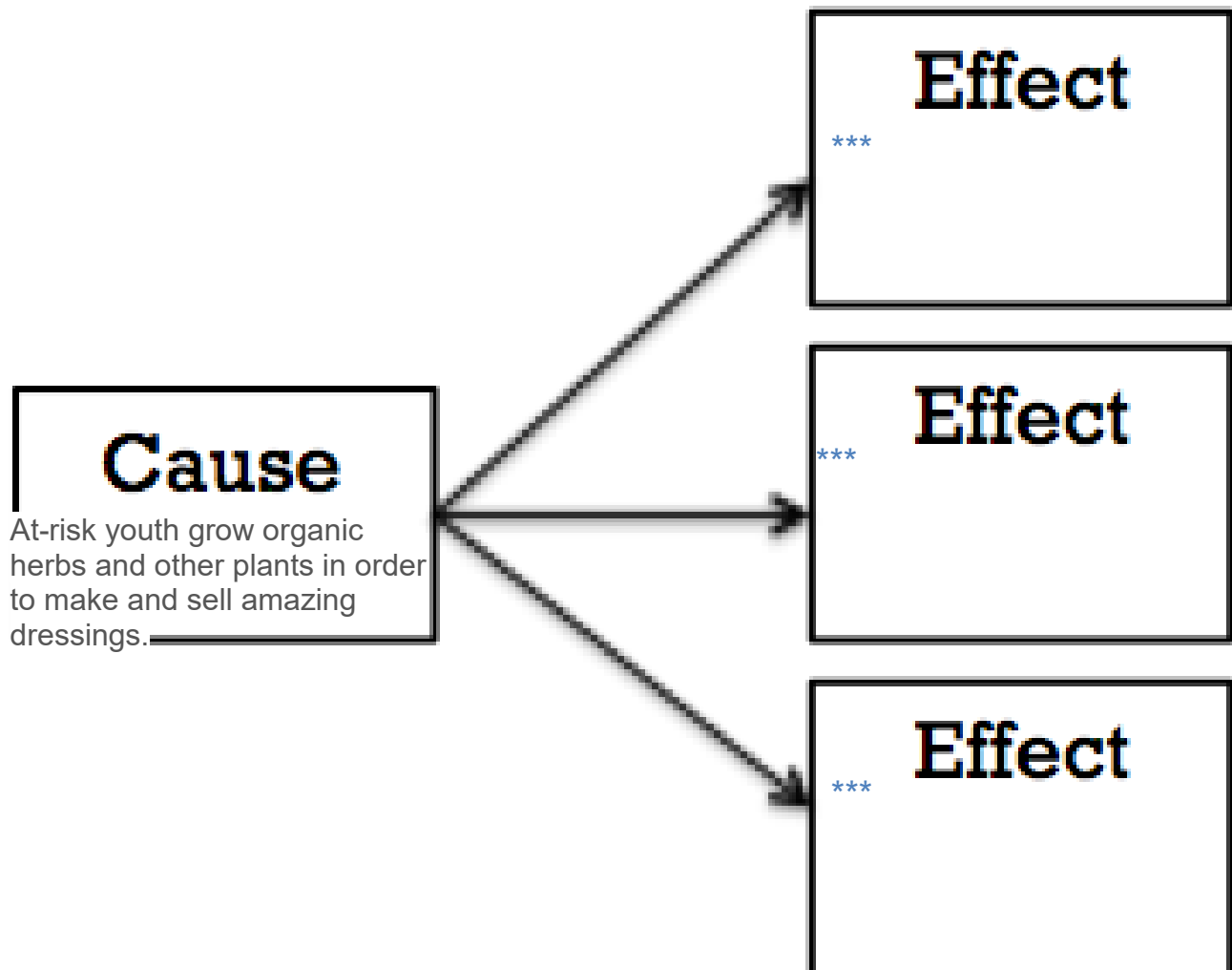
You are ready now to read the entire article, *Hope Blooms in Halifax – Impact in the Community*. Your mind is ready, you have figured out what the piece is about, and understanding the text will be easier. Read the article from start to end to get the gist.

- Tell the "gist" of the text - a sense of what it is about.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, big ideas.

3. Second Reading

As you reread, complete the cause and effect graphic organizer.



4. Videos

Use the following videos in the online lesson to find a few more interesting details about how **Hope Blooms** has evolved.



Reflection

Directions: This lesson featured text that helps us to answer: **How can we contribute to community and care for the environment?** As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

1. How does **Hope Blooms** both contribute to community and care for the environment?

3.1G Questioning Strategy – A Voice for the Spirit Bear

Turning It Into a Question

1. Copy the remaining headings and then turn each one into a question.

RETURN TO THE ONLINE LESSON BEFORE STARTING #2.

2. Read the article to try to find the answers to the questions. Use the questions as a guide to find the main ideas of this article.

Title, Heading, or Subheading	Turning It Into A Question	Reading to Answer the Question
A Voice for the Spirit Bears	<p>What are spirit bears?</p> <p>Why do they need a voice?</p> <p>Who or what is their voice?</p>	***
This Story is Simon Jackson's Story	<p>Who is Simon Jackson?</p>	***
***	***	***
***	***	***
***	***	***

***	***	***
***	***	***

Reflection:

This lesson features text that helps us to answer: **How can we care for the environment?**

What can we learn from Simon Jackson about how youth can impact the environment?

3.1H Pamphlets and Brochures – Great Pacific Garbage Patch

Text Features

Look through the pamphlet. Without reading all the small print, while “looking over” the pamphlet, highlight or underline (below) the text features you notice:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • bold/coloured text • captions • charts • diagrams • fact boxes | <ul style="list-style-type: none"> • graphs • headings • images/photos • lists - bulleted or numbered • maps | <ul style="list-style-type: none"> • sidebars • subheadings • tables • timelines • title |
|--|---|---|

Turning It Into a Question

Read the article to try to find the answers to the questions. Use the questions as a guide to find the main ideas of this article.

Heading or Subheading	Reading to Answer the Question
How did it get there?	***
What is in it?	***
What problems does it cause?	***
How can individuals help?	***
Are there bigger clean up solutions?	***

Reflection:

This lesson features text that helps us to answer: **How can we care for the environment?**

What are the top two simple choices you learned from the pamphlet about how you can care for the environment?

3.11 Random Acts of Kindness

Take a PEEK

Directions:

1. Before reading the article you downloaded, scan it and record what you find and learn from each step in PEEK.

P – PICTURES – Look at all the pictures and captions. What can you learn from the pictures?

E – EACH HEADING - What do the titles and headings tell you about what is in the article?

E – ENDING – Summarize the last paragraph in 1-2 sentences. What do you learn about the entire article from the summary?

K – KNOW – What do you already know about this text?

Turning It Into a Question

1. Turn each heading into a question.

2. Read the article to try to find the answers to the questions. Use the questions as a guide to find the main ideas of this article.

Title, Heading, or Subheading	Turning It Into A Question	Reading to Answer the Question
Random Acts of Kindness	***	***
The Ripple Effect	***	***
Research Shows	***	***

Reflection:

Look through the list of ideas of "Random Acts of Kindness for Youth" in the article. Pick two you think you could easily try. Record these:

1. ***

2. ***

Over the next day or so, try at least one of your choices. In a few complete sentences, tell your teacher about how it went.

3.1J Infographics

Analyzing Infographics

Each infographic below has a very different "theme" related to social responsibility. As you explore infographics about contributing to the community and caring for the environment, you will:

1. Decide text structure is used on each infographic.

- **Description:** Describes a person, place, thing, or idea.
- **Cause and Effect:** A cause plus possible effects OR an effect with possible causes.
- **Problem and Solutions:** An issue is presented and a one or more potential ways to fix it are explained.
- **Sequence:** Anything that is written in steps or in order of appearance.
- **Compare and Contrast:** The similarities (compare) and differences (contrast) between two or more subjects.

2. Summarize the big idea and main points of each infographic.

Infographic	Text Structure	Big Ideas / Main Points
1. Top Ten Reasons to be Kind	Description	***
2. The Many Benefits of Volunteering	***	***
3. ***	***	***
4. ***		

Reflection:

1. Based on the video and the infographics, make a “Top Five” list of qualities that make a good infographic.

a) Look at the following list. Cross out any items that you were not evident in the examples and video:

- Keep graphics simple
- Don't use too many colours
- Use a lot of colours
- Don't be too repetitive
- Repeat the information so people remember it
- Focus on a single, narrow topic
- Have some “white space” (space without information)
- Fill the page with information
- Create a catchy headline (describes infographic and grabs attention)
- Well-organized - Make it flow
- Include data in a graph or chart
- Accurate and researched

b) Make your “Top Five Ingredients for a Good Infographic” list:

2. This lesson featured infographics that helps us to answer: **How can we contribute to community and care for the environment?** Which topic from the four infographics do you care about the most? Why?

As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

3.1K Media Literacy

What Do I Do Online?

There are no right or wrong responses.

1. What do you think you do online the most? (game, research, youtube, social media?)

2. Do you usually read all of the text on the page or do a quick scan?

3. How do you use pictures online to help you read?

4. How do you choose what links to click?

Three Questions

Three questions you may research when trying to find out about an endangered animal:

[Return to the online lesson.](#)

Pacific Northwest Tree Octopus

Take point form notes to give ONE fact or a short response about each of the following:

Where is the animal found? ***

What does it need to survive? ***

Why is it endangered? ***

Look at the “Cephalonews” on the left. Is the information updated regularly? (Yes or no) ***

Click on SIGHTINGS. When was the last reported sighting? ***

Click on the HELP tab. How can people help to protect the animal and its habitat? (Just one or two of the suggestions.)

Click on ACTIVITIES. Would you consider trick-or-treating for the tree octopus? Why or why not?

Return to the online lesson.

KNOWING WHAT'S WHAT AND WHAT'S NOT – THE 5 W'S (AND 1 “H”) OF CYBERSPACE

Directions: Take a few point form notes about what you find at each website. Then decide if it is “real” or a “hoax” (fake) information?

1. Buy Dehydrated Water: What can you find out about the 5 W's and H?

Who is the source of the information?

What are you getting? (Emotional/opinion words, further resources or links, can you verify the information by searching for other sites that say the same thing)

When was it created? (current, recently updated, working links)

Where are you? (What organization is behind the website?)

How can you tell what's what?

What do you think: real or hoax? ***

2. Vaquita – The World's Most Rare Marine Mammal: What can you find out about the 5 W's and H?

Who is the source of the information?

What are you getting? (Emotional/opinion words, further resources or links, can you verify the information by searching for other sites that say the same thing)

When was it created? (current, recently updated, working links)

Where are you? (What organization is behind the website?)

How can you tell what's what?

What do you think: real or hoax? ***

2. Dog Island: What can you find out about the 5 W's and H?

Who is the source of the information?

What are you getting? (Emotional/opinion words, further resources or links, can you verify the information by searching for other sites that say the same thing)

When was it created? (current, recently updated, working links)

Where are you? (What organization is behind the website?)

How can you tell what's what?

What do you think: real or hoax? ***

Return to the online lesson.

Submit this learning guide to your instructor now. The drop box is called Unit 3 Learning Guide.