

HEALTH & CAREER EDUCATION

English 9 – Riverside Secondary School

Themes:

- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

Teaching Points/Instructions:

- Visuals shown to students, they select one, learn to make inferences on piece
- Students can look at items for figurative and literal meanings
- Variety of images should allow for ease of entry points for all learners to choose one
- Can deliver understanding in variety of methods (discuss these)
- Can refer to piece if they choose to do so by using provided titles and creators

Steps:

1) Look at the four visuals on pages 3-6 and try to decipher their meaning of each in regard to the above themes of RESPECT, COLLABORATION or INCLUSIVITY.

- i) “Assimilation vs. Inclusivity” created by unknown artist
- ii) “Birds on a Wire,” created by Banksy
- iii) “The Arrival: The New Country,” created by Sean Tam
- iv) “It’s a Bird,” created by Christian Cooper

2) Think, pair, and share activity to unpack the meaning of the visuals in small groups.

3) Select one of the visuals from above, and show your understanding of the intended message of either RESPECT, COLLABORATION or INCLUSIVITY in written form based on the visual.

4) You may either write a narrative, write an explanatory paragraph, create a visual, Venn diagram, infographic, etc. to show your deeper understanding of the image.

5) Save the photo from the option that you are basing your piece on.

5) Post both your response and the photo you based it on, to your Edublog:

- Title: HCE 9 – English Write
- Tag: (TBD by each classroom teacher)
- Category: English 9

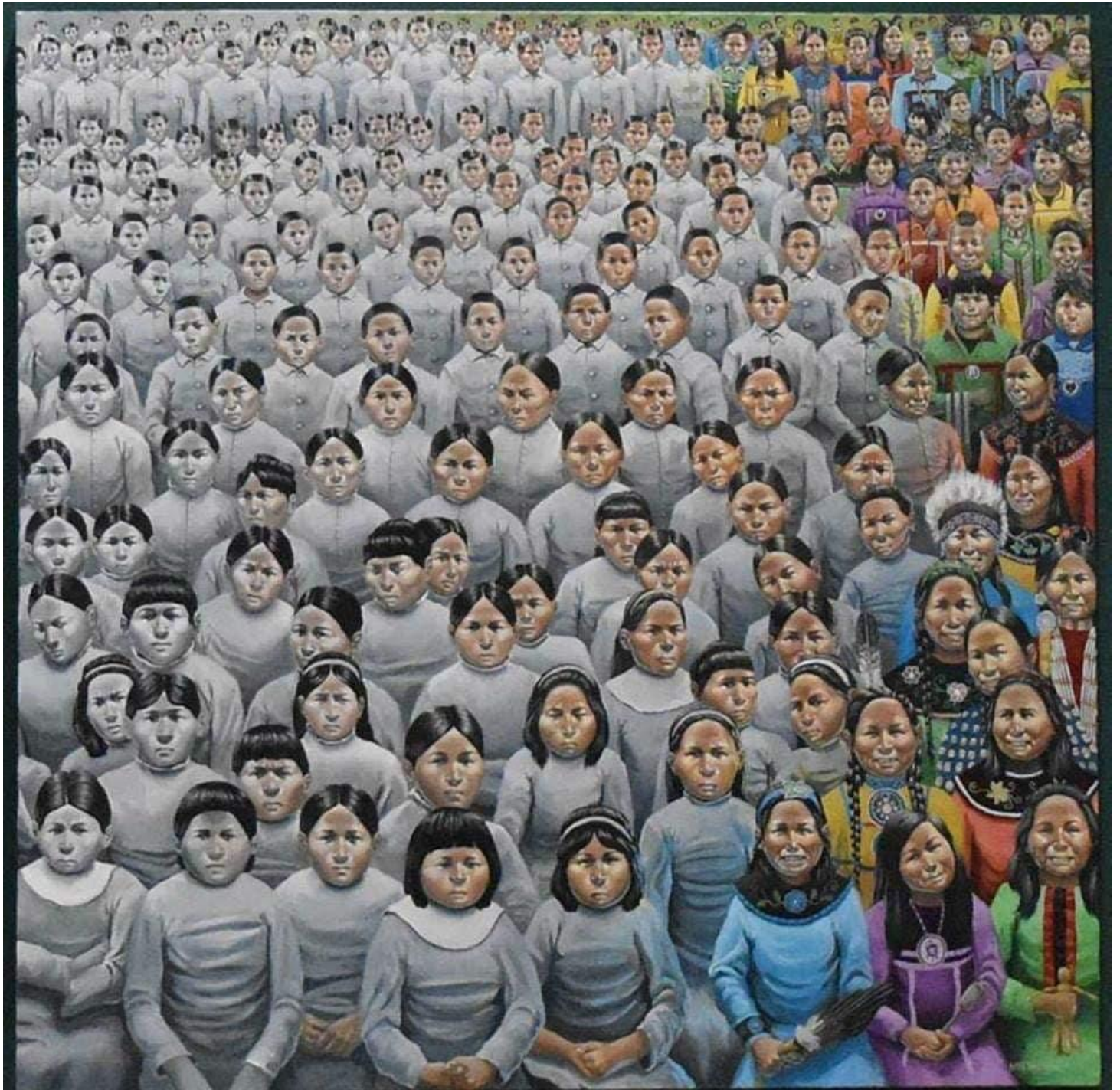
HEALTH & CAREER EDUCATION – *TEACHER RUBRIC*

-Emerging+ The student is minimally demonstrating competencies in the required standards.	-Developing+ The student is demonstrating some competencies in the required standards.	Performance Standards <i>Different forms, formats, structures, and features of texts/sources enhance and shape meaning and have impact.</i>	-Proficient+ The student is independently demonstrating most competencies in the required standards.	-Extending+ The student is independently demonstrating most or all competencies at a refined level.
45% - 58% D/C-	59% - 72% C/C+	Percent Letter Mark out of 20	73% - 85% B-/B	86% - 100% A-/A/A+
		IDEAS AND CONTENT - thoughtful, revealing insight into the image - audience is left with a ‘take-away’ - relevant interpretation is evident as opposed to summary		
		EXPRESSION OF TEXT TO SELF/SOCIETY - connections are thoroughly and thoughtfully explored - specific examples and details are given in relation to the source material		
		EXPRESSION WITH PURPOSE - voice is appropriate, communicates in a purposeful and creative way - demonstrates critical thinking - sense of flow is evident in the writing (beginning, middle and end) - any errors in mechanics of writing are not overly distracting		

Mark Breakdown	<i>Rounded</i>	Mark Breakdown	<i>Rounded</i>
8 =	66.6 % (13/20)	8.5 =	70.1 % (14/20)
9 =	75.0 % (15/20)	9.5 =	79.2 % (16/20)
10 =	83.3 % (17/20)	10.5 =	87.5 % (18/20)
11 =	91.7 % (18.5/20)	11.5 =	95.8 % (19/20)
12 =	100 % (20/20)		

Visuals (select one):

Option 1: “Assimilation vs. Inclusivity,” created by unknown artist



Option 2: “Birds on a Wire,” created by Banksy

Courtesy of The BBC <https://www.bbc.com/news/uk-england-essex-29446232> (political painting)



Option 3: “The Arrival: The New Country,” created by Sean Tam
Courtesy of Sean Tam’s “The Arrival” (Print – Book)



Option 4: "It's a Bird," created by Christian Cooper
Courtesy of DC Comics (comic book)



Three Simple Questions to Help Figure out what an Image is Really Saying

“*Visual Texts*” include pictures, images, icons, movies, videos game images, illustrations in picture books & graphics-anywhere that visuals are used there is communication.

Three Simple Questions

1. What do I see when I look at this image?
2. How does it make me feel? (first impressions, lingering feelings after)
3. What does the image/picture seem to be trying to say? (What do you think the owner/author is trying to say to you?)

To help answer these 3 questions, we can use **VISUAL TEXT CLUES**:

Subject Matter: What is the topic? Who and what are in the image? What is the image about?

Color: How is color used in the image? What effect do the colors chosen have on the viewer?

Angles: Are we looking from above or below? What is the camera angle? How does this affect what we see and how we feel about it?

Symbols: What symbols are used in this image? What do you think they represent? Are the colors that were chosen symbolic?

Vectors: Can you see the major lines in the image? Are they broken or unbroken? How do the lines create reading paths for our eyes?

Lighting: Can you describe the lighting used in the movie. How does it affect the ‘mood’ of the movie?

Gaze: What type of look is the character giving? Where is their gaze directed? What does this say?

Gesture: What type of gestures is the character giving? What is communicated by these gestures?

Shapes: What geometric shapes can you recognize in the image? Do they repeat? Is there a pattern? Is order or chaos conveyed?

Using these clues, we try again to answer the same 3 questions:

- What am I looking at?
- How does it make me feel?
- What is the owner/author of this image trying to tell me?