

Name: _____

ELSA 7 – Unit 1

THE MEDIA

Learner Needs Assessment

Content and Other Outcomes

- Develop and demonstrate your media literacy skills
- Learn about the traditional media in Canada and its role in society
- Sharpen your critical thinking skills and learn how to collect and synthesize information from multiple sources
- Read charts, tables, and tables
- Explore and experiment with new media
- Conduct a panel discussion about new media issues



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.			
Speaking			
🗣️ CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.			
Reading			
📖 CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.			
📖 CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).			
Writing			
✍️ CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.			

Possible Topics

This unit explores how the news media shapes perceptions, beliefs, and attitudes in society.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Prominent people in the media		
2. The coverage of news items across cultures		
3. Piracy and copyright law		
4. The media's role in shaping beliefs, attitudes, and perceptions		
5. The news production process at a local newspaper or news broadcasting centre		
6. Stories that do not get into the news		
7. News talk shows and what they say about local and national values and priorities		
8. Body image and the media		
9. Social media		
10. WikiLeaks		
Other?		

What questions do you have about the media in Canada? Do you have any special knowledge about the media that you can share?

ELSA 7 – Unit 2

CAREER & PERSONAL PLANNING**Learner Needs Assessment****Content and Other Outcomes**

- Enhance your awareness of your personal character, skills, goals, and values
- Set short and long term goals for personal or professional development
- Find the information needed to achieve your goals
- Develop your networking and interpersonal skills as you make new contacts
- Adhere to socio-cultural communicative norms, regarding formality and informality, direct and indirect speech, and cultural references

**CLB Outcomes**

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.			
Speaking			
🗣️ CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).			
🗣️ CLB 8-I: Participate in brief professional phone calls.			
Reading			
📖 CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.			
Writing			
✍️ CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.			

Possible Topics

This unit focuses on self-awareness and strategies for engaging in career and personal planning.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Volunteering, community work, and community engagement		
2. Professional development and lifelong learning		
3. Time and stress management		
4. Career expectations and workplace culture		
5. Personal development across cultures		
6. Factors affecting quality of life across cultures		
7. Career support services in BC and Canada		
8. Occupations in high demand in BC and Canada		
9. Personality types and career choice		
10. Resources for starting a small business in BC and Canada		
Other?		

What questions do you have about career and personal planning in Canada? Do you have any special knowledge about career and personal planning that you can share?

Name: _____

ELSA 7 – Unit 3

SUSTAINING CANADIAN COMMUNITIES



solutions to

Learner Needs Assessment

Content and Other Outcomes

- Increase your understanding of your local community
- Practice making recommendations, persuading, and proposing problems
- Use critical thinking skills to evaluate persuasive messages about sustainability
- Collaborate in groups to build a model sustainable community
- Understand the purpose and intent of a speaker’s or writer’s message

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-III Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.			
Speaking			
🗣️ CLB 8-III: Propose or recommend solutions to problems in a familiar area.			
Reading			
📖 CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.			
📖 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.			
Writing			
✍️ CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.			

Possible Topics

This unit considers the value of sustainability in the social, environmental, and economic life of British Columbia, Canada, and the world. British Columbia is home to leading sustainability organizations, scholarship, and policy initiatives.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. How to reduce our ecological footprint		
2. Land use patterns		
3. Success stories in sustainability in BC		
4. How our values affect consumption, reproduction, our view of animals, trees, or the Earth		
5. Green businesses in the local economy		
6. Sustainable development initiatives in various countries		
7. Conditions of global bio cultural diversity		
8. Sustainable transportation systems		
9. The role of the non-profit sector in promoting sustainability		
10. Neighbourhoods that foster sustainability in social, environmental, and economic activities		
Other?		

What questions do you have about sustainability in the social, environmental, and economic life of British Columbia, Canada, and the world? Do you have any special knowledge about sustainability that you can share?

ELSA 7 – Unit 4

INTERPERSONAL & GROUP DYNAMICS

Learner Needs Assessment

Content and Other Outcomes

- Understand how interpersonal and group dynamics vary across contexts
- Work on teams to research and present on an issue related to group dynamics
- Learn how to conduct team meetings that include agendas, action items, and minutes
- Understand sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).			
Speaking			
🗣️ CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.			
Reading			
📖 CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.			
Writing			
✍️ CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.			
✍️ CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).			

Possible Topics

This unit focuses on interpersonal communication and group dynamics in various contexts.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Strategies for building relationships and resolving conflicts		
2. Using small talk in the workplace or in the community		
3. Opening and closing a conversation		
4. Encouraging another person to speak		
5. Agreeing, disagreeing, or adding a comment		
6. The influence of the media on interpersonal communication		
7. Comparing positive and negative dynamics in groups		
8. The impact of leadership style on group dynamics		
9. Intercultural communication strategies		
10. Conflict resolution of public disputes in British Columbia		
Other?		

What questions do you have about interpersonal communication and group dynamics in Canada? Do you have any special knowledge about interpersonal communication and group dynamics that you can share?

Name: _____

ELSA 7 – Unit 5

LIFELONG LEARNING

Learner Needs Assessment

Content and Other Outcomes

- Become familiar with concepts of lifelong learning
- Research the HRSDC Essential Skills
- Construct and conduct a lifelong learning survey
- Teach your classmates a topic or skill
- Write emails using appropriate format and register
- Identify the bias and attitude of the writer of a blog



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.			
Speaking			
🗣️ CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.			
Reading			
📖 CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).			
Writing			
✍️ CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).			
✍️ CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.			

Possible Topics

This unit focuses on the values, skills, and language needed to engage in lifelong learning planning and activities.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. The importance placed on learning as an adult in different cultures		
2. Formal learning opportunities available to working adults		
3. The Essential Skills needed for different occupations		
4. Learning styles		
5. The importance of lifelong professional development for certain professions and occupations		
6. Alternative options for formal education in BC available to adults such as online learning, prior learning assessment, etc.		
7. Ways that elders are viewed in different cultures for their ability to teach others		
8. Professional development, conferences, and other social networking alternatives		
9. On-going informal learning at community centres, university-based continuing education, and school boards		
10. Book clubs, community services and programs, and study groups		
Other?		

What questions do you have about lifelong learning in Canada? Do you have any special knowledge about lifelong learning that you can share?

ELSA 7 – Unit 6

JUSTICE & THE COURTS

Learner Needs Assessment

Content and Other Outcomes

- Develop your ability to integrate, interpret, and summarize complex information
- Develop your ability to understand complex procedures and processes
- Increase your understanding of Canadian justice issues
- Develop a foundational understanding of the court process
- Develop research skills to locate and analyze online information
- Work as a team to conduct a mock trial



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.			
Speaking			
🗣️ CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.			
Reading			
📖 CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.			
📖 CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.			
Writing			
✍️ CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).			

Possible Topics

This unit explores the legal system and courts in Canada. It will help you to consider the meaning of social justice and it attempts to promote social justice in Canada and internationally.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Policing policies and practices		
2. Gender, policing and the law		
3. Children and the law		
4. The Rule of Law		
5. Provincial and federal jurisdictions in court systems and laws		
6. Judicial impartiality		
7. Civil and criminal law in Canada		
8. Participate in mock trials		
9. Restorative justice practices		
10. The role of the citizenship judge		
Other?		

What questions do you have about justice, the law, and social justice in Canada? Do you have any special knowledge about these topics that you can share?

ELSA 7 – Unit 7

GLOBAL COMMUNITIES

Learner Needs Assessment

Content and Other Outcomes

- Increase your ability to integrate multiple sources of information into a cohesive summary
- Read and interpret formatted texts such as timelines, charts, and tables
- Suggest alternatives to globalization
- Develop your note-taking and research skills while learning about topics related to globalization
- Learn and practice language structures used to debate
- Develop presentation and public speaking skills



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).			
Speaking			
CLB 8-III: Propose or recommend solutions to problems in a familiar area.			
Reading			
📖 CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.			
📖 CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).			
Writing			
✍️ CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.			

Possible Topics

This unit considers the impact of globalization on Canada. Globalization refers to the increasing internationalization and interdependence of human economic and social relations.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Global inequities in income, access to healthcare, education and food		
2. Global migration		
3. Multinational corporations		
4. Economic integration		
5. Tourism		
6. Fears of and hopes for globalization		
7. Reliance on international trade in resources and manufactured goods		
8. Causes of globalization		
9. The economic impact of globalization in Canada and BC		
10. Government agencies that support Canada's international or global business activities		
Other?		

What questions do you have about global communities? Do you have any special knowledge about global communities that you can share?

Name: _____

ELSA 7 – Unit 8

ECOLOGY & CLIMATE CHANGE

Learner Needs Assessment

Content and Other Outcomes

- Improve your knowledge of climate change and ecology
- Gain extensive practice with authentic, extended, difficult discourse on ecological topics
- Engage in self-directed inquiry into climate change links to ecology
- Build language skills to express difficult concepts more coherently and concisely
- Practice delivering effective presentations containing complex underlying concepts



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.			
Speaking			
🗣️ CLB 8-I: Participate in brief professional phone calls.			
Reading			
📖 CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).			
Writing			
✍️ CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.			
✍️ CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.			

Possible Topics

This unit explores the language and resources needed to pose questions about ecological and climate change issues and to research the implications for your lives.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Resource based elements of our economy, such as the oil and gas industry		
2. Causes and effects of climate change		
3. Local results of climate change and global warming		
4. Efforts by Canada and BC to address climate change		
5. Organizations that fight global warming		
6. Canada's energy policy in relation to climate change		
7. Reducing your carbon footprint		
8. Alberta oil sands debates		
9. How climate change and other ecological issues are viewed across cultures		
10. Canadian political parties and their positions on climate change and ecological issues		
Other?		

What questions do you have about ecology and climate change in Canada? Do you have any special knowledge about this topic that you can share?

ELSA 7 – Unit 9

GOVERNANCE & CITIZENSHIP

Learner Needs Assessment

Content and Other Outcomes

- Study the structure and process of governance in Canada
- Identify the elements and processes of the electoral system and the political parties and their platforms
- Learn about rights and responsibilities of Canadian citizens
- Learn to access resources that will help you to apply for Canadian citizenship
- Hold mock elections



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.			
Speaking			
🗣️ CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.			
Reading			
📖 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.			
Writing			
✍️ CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.			
✍️ CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.			

Possible Topics

This unit examines general and specific issues in governance and citizenship.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. The relationship between taxation, social services, and governance		
2. Forms of governance around the world.		
3. Rights and responsibilities of citizenship in Canada		
4. Protest movements around the world		
5. Division of provincial and federal responsibilities		
6. Role of municipalities, school boards, and community organizations		
7. Representatives of newcomers at the municipal, provincial, and federal level		
8. Voting		
9. Similarities and differences between political parties in Canada		
10. Citizenship and volunteering		
Other?		

What questions do you have about Canadian governance and citizenship? Do you have any special knowledge about these topics that you can share?

ELSA 7 – Unit 10

TAXES & FINANCE

Learner Needs Assessment

Content and Other Outcomes

- Select appropriate websites about taxes and finance
- Research banking services and types of investment to prepare financial plan
- Apply appropriate communication strategies for one-on-one meetings
- Use point form notes to create a summary or report



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CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.			
Speaking			
🗣️ CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).			
🗣️ CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes			
Reading			
📖 CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.			
Writing			
✍️ CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).			

Possible Topics

This unit focuses on information about taxation and managing personal and business finances in Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Government-funded services such as social security and medicare		
2. Federal taxation in Canada		
3. BC taxation		
4. Municipal taxation		
5. Banks and other financial institutions		
6. Financial advice and planning		
7. Public, workplace, and private pension programs		
8. Government savings plans, such as RRSPs, RESPs, and TFSAs		
9. Credit ratings and credit cards		
10. Loans and mortgages		
Other?		

What questions do you have about taxation and finances in Canada? Do you have any special knowledge about this topic that you can share?
