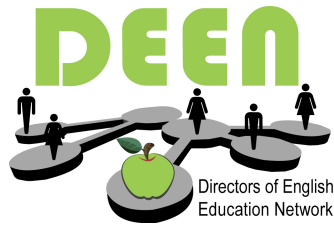


Learning and Evaluation Situation

To Cell or not to Cell

Teacher's Guide





To “Cell” or not to “Cell”....

Learning and Evaluation Situation

The DEEN (Directors of English Education Network) would like to thank the following school board(s) for the permission to translate and post this Learning and Evaluation Situation (LES) for use in the English schools of Québec:

Commission scolaire du Lac-Abitibi
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Teacher's Guide

This LES is designed for students in the WOTP Pre-Work Program. The LES focuses on the competencies in the Math Program.

Approximate duration of the LES

10 - 75 min. Periods

Educational Objective:

This LES is used to develop mathematical skills in which students will apply different mathematical concepts in order to make an informed choice about whether or not they can afford a cell phone. This will allow the students to evaluate “needs” versus “wants”.

The LES involves the following mathematical concepts; statistical table, graphical representations, intermediate arithmetic, understanding of which operation to use and number sense.

1. Brief Summary of the LES:

This LES significantly mobilizes the following competencies:

- Mathematical reasoning
- Communicates using mathematical language
- Cross curricular competency: exercises critical judgment; students are encouraged to exercise critical judgment when purchasing a cell.

In order to do this, the student must:

- Collect information,
- Developing a budget,
- Compare data,
- Communicate and justify their choice to the class.

Assessment:

Throughout the process and the various mathematical tasks, the teacher will be able to assess and evaluate student understanding.

2. Broad Areas of Learning

Environmental Awareness and Consumer Rights and Responsibilities: Students will think critically about consumer consumption and exploitation; the aim is to encourage students to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment.

Responsible Use of Goods and Services

- Knowledge of the relationship between production and consumption.
- Recognition of the difference between wants and needs.
- Critical stance toward advertising and other forms of propaganda or manipulation.
- Desire to make informed consumer choices.

3. Educational Objective

In preparation for employment and life on their own, students must become critically aware of advertising, false advertising and needs versus wants. Advertisements can often “tell” us we “need” things that in fact, we do not. In addition, unnecessary purchases can lead to exorbitant monthly expenses that far exceed one’s budget.

This learning process will take the student through several tasks to make critical judgments as an informed consumer.

4. Cross Curricular Competency: Exercises Critical Judgment

The student will be able to justify his/her choice to purchase or not purchase a cell based on the collection and interpretation of data and the budget. There in, the student will think critically about “needs” versus “wants”. In addition, the student will be able to compare his findings with his/her classmates.

Components of Cross Curricular Competency	Evaluation Objectives
1. Form an opinion	<ul style="list-style-type: none"> • Explore different options and consider other peoples' opinions • Take a position
2. Express his/her opinion	<ul style="list-style-type: none"> • Properly articulate his/her opinion or point of view. • Express their thoughts in the best way possible.
3. Put in Perspective his/her opinion.	<ul style="list-style-type: none"> • Compare his/her opinions with others.

When to Use this LES:

This LES is designed to use any time throughout the pre-work training program.

At A Glance...

Introduction

As a class, discuss students' needs to have or not have a cell phone:

Engage student interest by discussing several scenarios

Task 1: To Cell or not to Cell.

Should you own a cell phone? At what cost? With which company? What kind of contract? What services to you need (voicemail, call answer etc...)?

In this first task, the student will establish key questions to ask when buying a cell phone.

The teacher will assist students when compiling their information in a comparative grid designed to highlight the many products/packages from various providers.

Development

Task 2: Collecting Data activity 2.1

Using the internet to research, students will compile a grid, complete with the information he/she needs in order to compare the benefits and disadvantages mentioned above.

- Cross-curricular competency: exercise critical judgment

TASK 3: Compile Information and Question Session

Gather findings and consider which packages appeal to the student.

Create a list of question the students will ask the various providers.

Mathematical concepts:

- Reading and interpreting graphs
- Reading and understanding the use of comparative tables.

TASK 4: Question Session with the Provider

In groups of 2 or 3, accompanied by the teacher, students will visit cell phone providers in the area. They will have the opportunity to ask questions and consider the actual costs involved. This process will allow students to think critically about the Tasks involved.

TASK 5: Developing a Budget

In order to understand the actual cost of a cell phone, students will create a budget which will include their personal expenses.

Mathematical concepts:

- Understanding which mathematical operation to use.
- Use of a calculator.

TASK 6: My Budget: Wants versus Needs

Based on their findings, question session and budget, students will have to justify their decision to buy or not buy a cell phone.

Students will have to compare their findings with their budget in order to determine what decision makes the most sense.

Mathematical concepts:

- Number Sense
- Understanding which mathematical operation to use.

TASK 7: Roundtable

During a roundtable discussion, students will communicate, discuss and justify their choices to the rest of the class. The students must be able to discuss their information verbally and through the use of grids, tables and calculations.

LES in Detail....

Preparation - 60 Min.

Task 1: Learning Situation and Evaluation.

The teacher will provide the students with the following guiding question:

"As part of my training for the job market, I am required to go on a STAGE. In order to keep in contact with my employer and my teachers, a cell phone would be useful. Do I need a cellphone?"

In order to generate interest, the teacher strategically places provider logos around the guiding question (Appendix 1.1 – visit websites for logos),

The teacher can also have introduced the students to other provider ads and commercials.

The teacher can ask students to associate the ads with the logos on the board – this will demonstrate students' prior knowledge. (Appendix 1.2)

However, are students aware of the costs and risks associated with owning a cell phone?

The first Task in this process is to stimulate student interest and that involves getting them to think critically about if they really need a cell phone (Appendix 1.3). Therein, students can explore what they really know about cell phones; costs, packages and extras.

Working in groups, students will gather the necessary information in order to compare different packages. A grid will be used to collect information.

The student will find the required tasks in the Student Resource (see activity 1.1. student handbook). There is a grid in the student guide (see Activity 2.1 of the Student Guide).

Note: The teacher will explain the LES, the tasks, the Student Resource and the evaluation criteria related to this LES.

In addition, the teacher will hand out the cross curricular observation chart to the students because as of Task 1 students are required to follow it (they must be thinking reflectively about where they are in the process).

STUDENT HANDBOOK Activities 1.1 Complete the questions. 1.2 Observation chart for cross-curricular competency	Prior Knowledge Student Understanding External Knowledge The teacher Audio-visual Documents
Strategies Planning (activate prior knowledge and establish the task)	

Development Stage

Task 2: Collecting Data

2 - 75 minute periods

The teacher must provide a range of external information such as the internet, newspapers, flyers, magazines and websites. For students who are struggling, see Appendix 2.1 from a simplified process

The teacher must help students identify the important information in their research. Once they decide what information is important, they must add it to the grid. In order to model the task at hand, the teacher will use the false advertisement provided (in the Appendix 2.2 and the Student Resource2.1, 2.2)

Use this opportunity to demonstrate what is expected of the students.

The collection of data can take place in groups or in pairs.

There is a page for note taking in the Student Handbook. Students can add their observations here. Students who are excelling at this process can begin researching different elements.

STUDENT HANDBOOK Activities	Prior Knowledge
	Strategies Abilities
2.1 2.2 2.3	External Knowledge The teacher Peers Internet, newspapers, flyers, magazines and websites
Strategies Planning: sort through the important information	

Task 3: Compile Information and Question Session

The teacher explains the purpose of organized data (stats and graphs).

The teacher presents students with data in a text version and then data in a table version in order to demonstrate the efficacy of organized data (See Appendix 2.2 and 3.1 – make copies for the class or display it on a SmartBoard or a projector).

- Reading
- Procedure;
- Analyze the data
 - Organizing and displaying the data (construction and representation of tables).

The teacher will compile the information in a grid on the board. Based on the master grid, the teacher helps the students come up with questions for their visit to the providers.

STUDENT HANDBOOK Activities 3.1 4.1	Prior Knowledge Knowledge Strategies Representation
	External Knowledge Tools The teacher
	Strategies Organization: structure ideas and use different types of mathematical representation.
Understanding (distinguishing the meaning of terms) Organization (reorganize the data, make a list)	

Task 4: Question Session with the Provider

2 – 75 minute periods

With your students, visit various cell phone providers at your local mall. Prior to visit, review Appendix 4.1 as a class.

Upon return to the class, share and discuss findings; options, costs, phone style and personal taste. After the discussion, students choose the cell phone they would like to purchase.

STUDENT HANDBOOK Activities 4.1	Prior Knowledge Attitude Knowledge Cross-Curricular Competencies
	External Knowledge Student created info sheet Visit with providers
	Strategies Organizing: structuring and identifying key ideas.

Task 5: Developing a Budget

2 – 75 minute periods

Begin the lesson by explaining the use and importance of a budget. (see Student Resource 5.1) It is important at this point to model and workout a fictional budget. (see Appendix 5.2) The student will then use the example as a budget template and complete the activity. (see activity 5.2)

Following this, have students complete the budget problems while showing all their work. (see Appendix 5.3 and activity 5.3 in student handbook) This process will allow students to apply the skills they have just learned and problem solve budget scenarios. Refer back to these activities and ensure that students understand the problems. Work through any issues that may arise. Have students self-assess following the evaluation rubric Appendix 5.4 and the activity in the Student Resource called “My Self-Assessment”.

STUDENT HANDBOOK Activities 5.1 5.2 5.3 5.4	Prior Knowledge Prior knowledge Math competences
	External Knowledge Teacher Documents Assessments
Strategies Planning: Establish the task at hand and identify relevant information. Organizing: structuring and identifying key ideas. Revision: Re-read and review tasks.	

Tasks 6: My Budget: Wants versus Needs

75 minute period

To begin this task, have students complete the income and expense activity sheet. (see Appendix 6.1 and Student Resource 6.1)

Note: Students who already have an income should be using their own information, however you should provide students who are not working yet with appropriate amounts to work with for their budget.

Following this, students should analyse the results from their budget and compare them with the packages they chose in **task 4**. Use the provided questions (Appendix 6.2) to have students think about their choices and reflect on their budget.

STUDENT HANDBOOK Activities 6.1 6.1	Prior Knowledge Prior knowledge Math competences
	External Knowledge Teacher Documents
Strategies Organizing: structuring and identifying key ideas. Comparison: compare findings with similar problems and workout solutions.	

Amalgamating Results

Task 7: Round Table

75 minute period

Cross Curricular Competency

Component 2: To express his/her opinion

Component 3: To put into perspective his/her opinion

- Invite students to gather up and have a round table discussion. Throughout this activity, students should exchange their results, discuss their findings and compare their answers. Students will need their Student Resource to have their results handy.
- In turn, have students explain and justify their choice by using the questions provided (Appendix 6.2). The student should at this stage of the project express an opinion on the issue "as part of my training in preparation for job market, I am or will be on stage soon and I think it would be easier to have a cell, because I will be out on the job market and may need to reach my teachers and/or my employer."
- The students must have understood the main idea and have considered the issue being whether there is a need for he or she to have a cell phone. The student is now ready to challenge the perspectives and opinions of his or her classmates using the results gathered in previous activities.
- During the round table discussion, the cross curricular competency *To Exercise Critical Judgment* will be easy to evaluate because students will be expressing their opinion, sharing their ideas and thinking

Student Journal Activity: Self-evaluation of the project Evaluation rubric for the cross curricular competency	Prior Knowledge - Attitude - Representation - Cross curricular competency
	External Knowledge - Self created tools - Documents - Teacher
Strategies to look out for: Communication (Searching and experimenting with different ways to transmit a mathematical message orally.)	

critically about their arguments. To enable the evaluation, use the observation rubric to assess their progress.

- It is important that at the end of this activity, students have a clear understanding of budgeting and its role in our everyday life. Students should be able to transfer their knowledge to different real life examples.
- Assessment of lesson and students' self-assessment.

Learning and Evaluation Situation

WOTP Mathematics

Work Oriented Training Path

Pre-Work Program

Appendices for Teacher's Resource

To “Cell” or not to “Cell”...

Different Internet Sites

- BELL
www.bell.ca
- FIDO
www.fido.ca
- ROGERS
www.rogers.com
- TELUS
www.telusmobility.com
- Compare cellular Canada
<http://www.comparecellular.com/>

Different advertisements linked to certain cell phone suppliers in Quebec

- **BELL**

www.bell.ca

In the past, Bell ads were portrayed by Mr. Bell (Martin Brière). Bell ads are now most commonly identifies with actors acting on a white background.

- **FIDO**

www.fido.ca

Fido ads are easy to identify because they always use several dogs for their campaigns. These dogs often have human roles.

- **ROGERS**

www.rogers.com

Rogers have had many different ad campaigns over the years. The most recent and successful one depicts two male characters, one that is cool and the other a little awkward, interacting with one another.

- **TELUS**

www.telusmobility.com

Telus ads are known for their simplicity. They often use bright colours and exotic animals in their advertisements. It is not uncommon to find monkeys, tigers, iguanas and frogs in their commercials.

List of possible questions to encourage classroom discussion

These questions should be addressed to students who already have cell phones

- Who here has a cell phone?
- Do you use it often?
- Why did you make the decision to purchase a cell phone?
- Which cell phone supplier did you choose? Why?
- What influenced you or helped you make a decision when purchasing your cell phone?
- Does your cell phone work well?
- How much does your cell phone cost?
- Do you pay your monthly bills? If not, who does?

These questions should be addressed to students who do not have a cell phone

- What do you already know about cell phones?
- Do you know anyone who has a cell phone?
- Who would want a cell phone? Why?
- Is it by choice that you do not have a cell phone?
- If you had a cell phone, which cell phone supplier would you go with? Why?
- If you had a cell phone, would there be an actual need for it?

General questions that should be addressed to all students

- Do you believe that the advertisements for the cell phone suppliers influence your decision when choosing a cell phone?
- Why do you choose one cell phone over another? What features help you make a decision? Package, pictures...
- Do you know anyone who got taken advantage of by a cell phone supplier?
- According to you, are there any inconveniences to owning a cell phone? If so, what are they?
- How much do you think it costs to have a cell phone for one year?

Research Procedure

Task 1: Type in the search bar

www. google.ca

Then press enter

Task 2: Once you have reached the Google home page, type these key words one by one in the search bar:

- Cell phone
- Cell phone purchase
- Cell phone packages
- Bell
- Telus
- Rogers
- Fido

Here is a mock advertisement to be used to model the work that is expected from the students.

WE KNOW WHAT TEENS

WANT!!!!

Ringer



Teen Package	Here's the perfect package. We offer you a free base line phone with any 5 year contract.	Monthly fee \$24.99/month	Free minutes 200 free minutes per month Additional minutes are \$0.15/minute	Long distance charges \$0.20/minute	Network Fees \$7.95/month
Styling Package	This phone and package will meet all your needs. Stylish and totally cool, it will leave your friends speechless. Free with any 5 year contract.	Monthly fee \$25.99/month	Free minutes 200 free minutes per month Additional minutes are \$0.16/minute	Long distance charges \$0.20/minute	Network Fees \$7.95/month
Formula 1 Package	Sturdy and reliable, this phone will meet all your needs. Free with any 5 year contract.	Monthly fee \$25.99/month	Free minutes 200 free minutes per month Additional minutes are \$0.16/minute	Long distance charges \$0.20/minute	Network Fees \$7.95/month

Cell phone suppliers

Supplier		
Phones		
Packages		
Monthly costs		
Extra minutes		
Long distance		
Activation fee		
Extra services (text message, voicemail, caller ID, pictures, internet)		

It is easier to display information with a table. It allows us to see the important information at a glance and focus on what is actually essential.

Teen Package:

Here's the perfect package. We offer you a free base line phone with any 5 year contract. The monthly fee is \$24.99/month with 200 free minutes per month. Any additional minutes are \$0.15/minute and long distance charges are \$0.20/minute. The network fees are \$7.95/month.

Styling Package:

This phone and package will meet all your needs. Stylish and totally cool, it will leave your friends speechless. Free with any 5 year contract. The monthly fee is \$25.99/month with 200 free minutes per month. Any additional minutes are \$0.16/minute and long distance charges are \$0.20/minute. The network fees are \$7.95/month.

Formula 1 Package:

Sturdy and reliable, this phone will meet all your needs. Free with any 5 year contract. The monthly fee is \$25.99/month with 200 free minutes per month. Any additional minutes are \$0.16/minute and long distance charges are \$0.20/minute. The network fees are \$7.95/month.

List of Questions

***To be created with students after having worked on Appendix 2.3**

What information would you like to gather from the cell phone suppliers? See activity 2.1 in your student handbook.

- Cost of a cell phone
- Monthly fees
- Free minutes
- Cost of additional minutes
- Contract conditions
- Packages
- Phones
- Extras
- Activation fees
- Network fees
- Long distance fees
- Sales
- Taxes
- Etc.

What is a budget and why do I need one?

It is important to know that the objective of the budget is not to make you lose your freedom when buying. Instead, a budget can help you plan your expenses according to your income in order to allow you to buy what you really need or instead of only what you want. If you think you are not making enough money to make a budget worthwhile, you're wrong. It is precisely when you do not have a lot of money that you should spend it wisely. Learning how to create a budget will help you with your long-term financial goals such as a car or a house. If you can add, subtract and multiply, then you can create a budget!

How to create a painless budget

First, you need a good dose of willpower and determination to meet the budget. It is up to you to make all decisions related to it, that is to say, make the cuts necessary when the need arises. For your convenience, we have provided a grid that contains a section for income and one for expenses.

There are several ways to make a budget. You can calculate it on a weekly or monthly basis; see what is most convenient for you.

- The first task is to identify all sources of income for the week or month.
- The next task is to do the same process for expenses.
- Certain income and some expenses are fixed while others, such as gifts or clothing, are fluctuating.

By subtracting expenses income, you know immediately if your budget is realistic. Obviously, if your expenses are higher than your income, you need to prioritize your needs.

Income and Expense Chart

Income	Per week	Per month
Salary		
Pocket money		
Other sources of income		
Total income		

Expenses	Per week	Per month
Food		
Transportation		
Leisure		
Personal Care		
Clothes		
Other expenses		
Total expenses		

Appendix 5.3

Calculation income and expenses:

Fictitious situations

Samuel works for his parents at \$5.00 per hour. Samuel's parents also give him \$20.00 per month to keep his bedroom clean. In the month of November, Samuel worked 14 hours a week.

How much money did Samuel make that month?

WORK

Throughout the month of November, Samuel bought a \$20.00 birthday gift for his girlfriend. He also spent \$50.00 in gas for his scooter and \$35.00 for a new hockey stick.

How much did Samuel spend in the month of November?

WORK

How much money will Samuel have left at the end of the month?

WORK

Appendix 5.3 (continued)

Alexandra works 10 hours a week at the local grocery store for \$7.75 per hour. She also babysits her sister every Wednesday night from 6pm-9pm for \$3.75 an hour. In addition, her parents give her \$10.00 a week in allowance.

What is Alexandra's monthly income?

WORK

Throughout the month, Alexandra bought herself new work shoes at \$29.99 and a cafeteria pass at \$25.00 for her lunches. She also went to the movies with her friend and it cost her \$9.50.

How much did Alexandra spend this month?

WORK

How much money will Alexandra have left at the end of the month?

WORK

Let's see if I understood...

Appendix 5.4

Anna works as a babysitter at the Tremblay's. She babysits Maxime (5 years old) two nights a week from 6pm-8pm. She receives \$3.75 per hour. On weekends, she likes going to the movies. The price for a ticket is \$ 6.50. At school, she eats in the cafeteria twice a week for \$ 3.00 per meal. Her parents give her \$10.00 pocket money per week to keep her bedroom clean and help with household chores. Can Anna save any money? If so, how much money does she have left at the end of the month?

Income	Per week	Per month
Salary		
Pocket money		
Other sources of income		
Total income		

Expenses	Per week	Per month
Food		
Transportation		
Leisure		
Personal Care		
Clothes		
Other expenses		
Total expenses		

Income and Expense Chart

Income	Per week	Per month
Salary		
Pocket money		
Other sources of income		
Total income		

Expenses	Per week	Per month
Food		
Transportation		
Leisure		
Personal Care		
Clothes		
Other expenses		
Total expenses		

Questions

Answer these questions carefully. They will be useful when discussing your choices at the round table.

1. What did you notice about your budget?

2. After reviewing your budget, can you afford the cell phone you chose?

3. How much money do you have left for other expenses?

4. After reviewing your budget, would you prefer to spend your money elsewhere?

5. Do you really need a cell phone? If so, which one would you choose? Why?

ASSESSMENT



OBSERVATION CHART

“TO CELL OR NOT TO CELL...”

NAME: _____

	TASKS						
Observable indicators	1 Date:	2 Date:	3 Date:	4 Date:	5 Date:	6 Date:	7 Date:
Student reads information on the table							
Student completes table properly							
Student compares prices							
Student calculates income and expenses							
Student applies concepts used to create weekly income and expense report to a monthly or yearly one.							
Student researches information							
Student makes informed decisions based on information gathered							
Student justifies choices using information gathered							

A) Amazing 😊 B) Great C) Needs some work D) Not quite there

Observation Chart- “To Cell or not to Cell...”

Competency 2: Uses mathematical reasoning

Table goes here

Evaluation Criteria

Observable indicators

Read and understand learning situation:

- The student reads the situational problem
- The participates during discussions

Identifies useful concepts and methods

- The student researches information
- The student can read information displayed in a table

Applies the appropriate concepts and methods

- The student completes a table with gathered information
- The student compares costs

Tasks 1, 2, 6

- Comments

Tasks

Observation

Names

4: With support

3: With reminders and help

2: With a reminder

1: Independent and with ease

Assessment Grid

To Cell or not to Cell

Name: _____

Date: _____

Competency 2: Uses mathematical reasoning					
Evaluation Criteria	Observable Indicators The student...	A	B	C	D
Read and understand learning situation	Identifies the important information to complete the task at hand.				
Proper application of concepts and methods	Applies concepts used to create a weekly income and expense report to a monthly or yearly one.				
	Completes an income and expense table				
	Calculates the difference between income and expenses				
Total:					

Self-Assessment - Task 7

Name: _____

Date: _____

Competency 2: Uses Mathematical Reasoning

A) Awesome B) I'm getting it C) I'm improving D) I have to work a little harder

What I have accomplished	My grade
1. I have properly read the information	
2. I use the information to complete a table	
3. I properly calculate my income and expenses	
4. I apply concepts used to create a weekly income and expense report to a monthly or yearly one.	

What I was successful with:

What I need to improve:

Self-Assessment

Name: _____

Date: _____

Competency 2: Uses Mathematical Reasoning

A) Awesome B) I'm getting it C) I'm improving D) I have to work a little harder

What I have accomplished	My grade
1. I have properly read the information	
2. I use the information to complete a table	
3. I properly calculate my income and expenses	
4. I apply concepts used to create a weekly income and expense report to a monthly or yearly one.	

What I was successful with:

What I need to improve:

Student information Grid 1

Cross Curricular Competency – Exercises Critical Judgement		
These are the steps I will take throughout this learning situation to exercise my critical judgement...		
I am exercising my critical judgement by...	Elements	Observable indicators
	I will form my opinion	I should ask myself the right questions I know the possible issues surrounding my opinion I have found good reliable information I can differentiate between pertinent and unusable information I have many sources of information I have verified that the information is accurate
	I will express my opinion	I have an idea of what I will use to form my opinion I am able to compare my opinion I am able to communicate my opinion I am able to express my opinion and be understood I respect others' opinions and can counter argue I can properly express in words what I want to say I have enough information to form an educated opinion
	I will ask myself the right questions to form an educated opinion	I am able to reassess my opinion I am to evaluate how effective my work was <ul style="list-style-type: none"> - Did I make any mistakes when gathering information? - Are my sources of information reliable? I am able to look over my working methods I am able to recognize biased information

Teacher Observation Chart 2

I am exercising my critical judgement by...	Elements	Evaluation Criteria	Observable Elements The student...
	Forming an opinion	Can formulate a question adequately	- Is aware of the issues when making logical, ethical and esthetical decisions
		Makes relevant decisions surrounding criteria	- Checks the facts and makes sure they are accurate - Explores different points of view before forming an opinion
	Expressing an opinion	Can justify opinion	- States his/her point of view - Justifies his/her position - Compares his/her opinion with others - Reconsiders his/her opinion - Takes a position - Makes logical, ethical and esthetical decisions
	Puts into perspective his/her opinion	Is open to questioning original opinion	- Evaluates the effectiveness of his/her working methods - Is aware of his/her bias' - Modifies working habits if need be - Explores different points of view before forming an opinion

Student Name: _____

Teacher evaluation grid for Cross Curricular Competency 3 - *To Exercise Critical Judgement 3*

	Form an Opinion The student...			Express an Opinion The student...			Put into perspective his/her opinion The student...		
Observable Elements	<ul style="list-style-type: none"> - Is aware of the issues when making logical, ethical and esthetical decisions - Checks the facts and makes sure they are accurate - Explores different points of view before forming an opinion 			<ul style="list-style-type: none"> - States his/her point of view - Justifies his/her position - Compares his/her opinion with others - Reconsiders his/her opinion - Takes a position - Makes logical, ethical and esthetical decisions 			<ul style="list-style-type: none"> - Evaluates the effectiveness of his/her working methods - Is aware of his/her bias' - Modifies working habits if need be - Explores different points of view before forming an opinion 		
	Comments			Comments			Comments		

D) With support C) With cues and help B) With some help A) Independent and with ease

Student Objective Grid 4

Student Name: _____ Date: _____

Here are the goals to exercise my critical judgement:	Before completing tasks 1,2,4,5,7,8 choose 2-3 skills that you would like to exhibit throughout these activities and highlight them.	
I will form my opinion	I can formulate a relevant question adequately	<ul style="list-style-type: none"> - I am to find information that helps form my opinion - I am to decipher between a relevant or useless question - I am to select important information to form my opinion - I am able to verify information to better form an opinion
I will express my opinion	I am able to justify my opinion	<ul style="list-style-type: none"> - I am able to communicate and verbalize my opinion - I am able to justify my position - I am able to compare my opinion with others - I am able to understand others' opinions - I am able to use information gathered to form an opinion
I confirm my opinion	I am open to questioning my original opinion	<ul style="list-style-type: none"> - I am able to judge my decision surrounding my need for a cell phone - I am able to think critically about my actual need versus want for a cell phone - I am able to re-evaluate my opinion
<p>Use the symbols below to show your progress for each task:</p> <p> I am getting it: 😊 I am improving: 😐 I need to work harder: ☹️ </p> <p> Task: 1 ____ 2 ____ 4 ____ 5 ____ 7 ____ 8 ____ </p>		