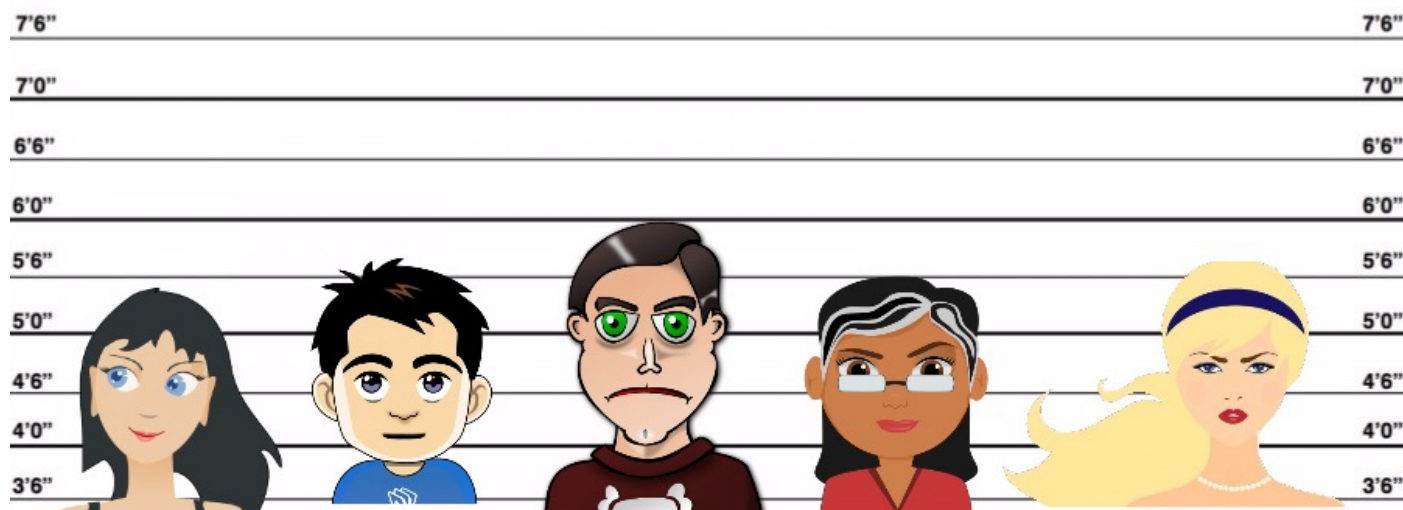


LES - ENGLISH AS A SECOND LANGUAGE

Secondary



WHAT HAPPENED TO THE DRAMA TEACHER?

STUDENT BOOKLET

Name: _____



CI Rubric sec II EESL

Sec. II EESL

■ Rubric for Competency 1, *Interacts orally in English*—Secondary II Enriched ESL

Allot 0 marks for the competency if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

	A	B	C	D	E
Participation in oral interaction	Interacts ¹ throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically or mostly when prompted. 3 marks	Rarely expresses ideas or responds to peers. OR Speaks but rarely interacts with peers, if at all. 2 marks	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated. Total of 4 marks for this level
Content of the message	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). 4 marks	Discusses the topics addressed, but on a more superficial level (e.g. expresses basic or obvious ideas). 3 marks	Mostly expresses ideas that lack detail, are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses ideas that are sometimes incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Expresses relevant ideas but does not interact with peers. 2 marks	
Articulation of the message	Speaks with ease and confidence when interacting. 5 marks	Speaks with relative ease when interacting. Hesitations do not hinder interaction. 4 marks	Speaks with some ease when interacting. Hesitations sometimes hinder interaction. 3 marks	Speaks with difficulty when interacting (e.g. messages are often choppy/incomplete or made up of isolated words, or pauses and hesitations often hinder interaction). OR Speaks with fluency but does not interact with peers. 2 marks	
	When interacting, expresses messages that are clear, using language that is mostly accurate and somewhat idiomatic. ² 5 marks	When interacting, expresses messages that are clear despite errors. 4 marks	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation. 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks	

¹ To interact, the student must do the following: react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

² Idiomatic language refers to expressions and sentence structures that are typical of the English language, e.g. use of gerunds, tag endings, two-word verbs.

The Scenario

Watch the video

What Happened to the Drama Teacher?

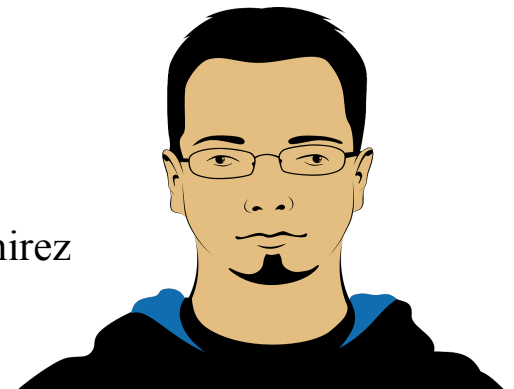
The drama teacher, Mr. Ramirez, was discovered unconscious by the school's janitor backstage in the school auditorium. The janitor found him in this comatose state. No weapons were found on site.

The school's surveillance camera showed that only 5 people were in the auditorium that night. They were practicing for the school play. All of them were present when the police arrived at 8:15 PM, 15 minutes after Mr. Ramirez was found unconscious, by the janitor.

Each of the individuals had a private conversation with Mr. Ramirez that fateful night. This fact is confirmed by the surveillance camera in the auditorium. Note that Mr. Ramirez had been off-camera since 7:30 PM. These 5 individuals are now identified as the main suspects.

In addition to these facts, we were informed that all 5 of the suspects had a particular relationship with the victim.

Mr Ramirez



Summary of Events



Suspects	Alice	Sarah	Ms Dane	Liam	Oliver
Arrival	6:00 PM	6:05 PM	6:30 PM	6:45 PM	6:15 PM
Filmed Conversation	06:15 pm to 06:25 pm	06:25 pm to 06:35 pm	06:40 pm to 6:50 pm	7:00 pm to 7:20 pm	7:20 pm to 7:30 pm
Window of Opportunity (can't see them on camera)	7:30 pm to 7:50 pm	7:30 pm to 7:45 pm	7:40 pm to 7:50 pm	7:45 pm to 8:00 pm	7:35 pm to 7:45 pm

Remember, Mr. Ramirez had been off camera since 7:30 pm!

Extra notes

Task 1 - You are now a suspect in this investigation



1. Read the information on the suspect card you received.
2. Consult the chart, *Summary of Events*.
3. Identify the information that will be helpful to plan your Digital Story.
Complete the grid with keywords.

TEXT INFORMATION	PERTINENT INFORMATION
MAIN CHARACTER Identification of the suspect Occupation of the suspect	
SETTING Arrival time at the auditorium (See Summary of Events) Reason(s) for being at the auditorium Connection to the victim	
PROBLEM Nature of the conversation with the victim (infer)	
POSSIBLE SOLUTIONS Alibi - Explanation of time off camera Accusation of another suspect and reasons for this accusation	

TASK 2 - The Hall Monitor

1. Listen to the two versions of Leila's digital story.
2. Complete the grid with the specific characteristics of each of these digital stories.

Leila's Suspect Card

Background

Time period: 5:50 PM—Filmed conversation: 6:00—6:10 PM

Location: Window of opportunity: 7:50—8:00 PM

Description

Personality: Quiet, shy and mysterious. She roams the halls every day and knows everything about everyone.

Significance: Mr. Ramirez and Leila briefly dated a few years ago.

Motivation

Problem: Leila has been stealing from the teacher's room, and Mr. Ramirez found out she was doing that. He warned her that she had to stop otherwise he would tell Ms. Dane about it.

Outcome: Leila is already on probation and if Ramirez went to Dane, she might lose her job. She wants him not to reveal her secret.

Memorable Moments

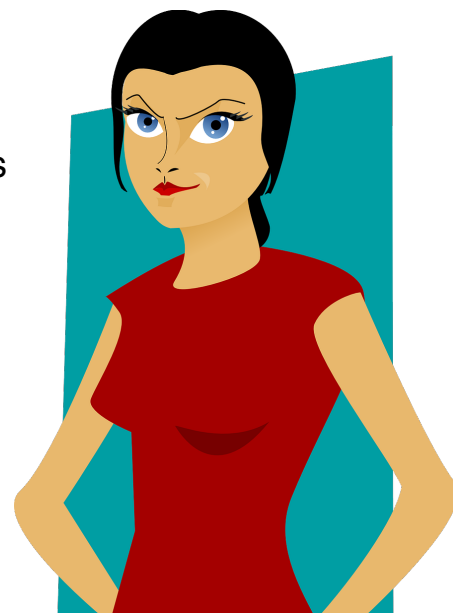
Quote: "Ramirez wants to throw me under the bus, but he is no angel."

Interesting Fact: Ms. Dane was never pleased with Mr. Ramirez's work.

Personal Connection

Impression: "Mr. Ramirez looked very nervous and distracted when he saw Ms. Dane enter the auditorium."

Connection: Your turn to make links!



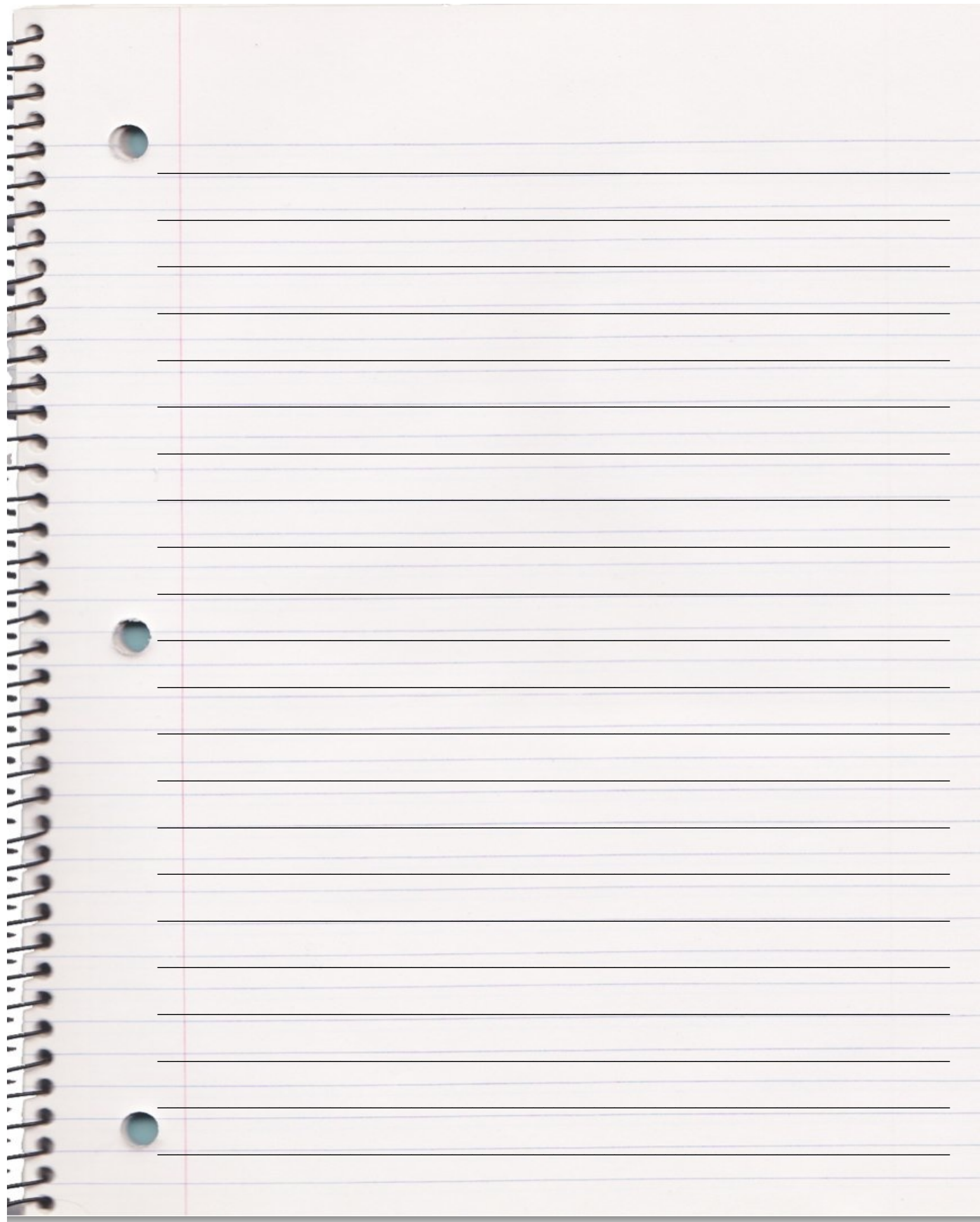
Leila - Hall Monitor



Characteristics of a Statement

Elements of a Digital Story	Explanation	Text 1 - Leila's Statement 1	Text 2 - Leila's Statement 2
Point of view/ Dramatic question	The main point the narrator tries to communicate, or key question that will be answered by the end of the story.		
Emotional content (Written Language)	Writing that will take hold of audience's attention and engage them emotionally.		
Voice (Spoken Language)	Emotion, intonation and inflection that the narrator uses to give greater meaning to the story.		
Music	Thoughtfully selected sounds and music.		
Visuals	Many stories can be illustrated effectively with a small number of images or video, and a fairly short text.		
Rythm of the story	The rhythm of a story and how slowly or quickly it moves.		
Believability and appreciation	Was the story believable? Was the story well-made? Was the story informative?		

[illegible]







Task 3b – Peer Feedback and Revising Your Statement

1. Read the text once to get a general idea. Do not write any notes on the text.
2. Read the text a second time in order to provide feedback. You may use sticky notes.
3. Answer the questions on the Peer Feedback Card.
4. Pass your text to another person in your team.
5. The new reader follows the same procedure and adds new comments only.
6. Return the text to its original owner.

Revising Your Statement

1. Decide which suggestions/comments you will accept and integrate into your text.
2. Make the necessary changes (*e.g. delete unnecessary parts, add missing details, correct grammar, punctuation and spelling mistakes*).

 Reviewer's name: _____	
Peer Feedback Card	<p>Consider these questions about the text.</p> <p><u>Check off the elements that need work.</u></p> <p><input type="checkbox"/> Does the text achieve the intended purpose? (to persuade)</p> <p><input type="checkbox"/> Is the text written with the intended audience in mind? (Police investigators)</p> <p><input type="checkbox"/> Is the information accurate?</p> <p><input type="checkbox"/> Does it make sense?</p> <p><input type="checkbox"/> Is the message logical?</p> <p><input type="checkbox"/> Is the message clear?</p> <p><input type="checkbox"/> Is the message well-articulated?</p> <p><input type="checkbox"/> Should some information/ideas be rearranged?</p> <p><input type="checkbox"/> Are there sufficient facts, examples and explanations?</p> <p><input type="checkbox"/> Should any information/ideas be added?</p> <p><input type="checkbox"/> Is there a lot of repetition? Should some information/ideas be deleted?</p> <p><input type="checkbox"/> Is any important information missing?</p> <p><input type="checkbox"/> Does the grammar, punctuation or spelling need work?</p>
	<p> What did I like about the text?</p>
	<p> Two questions/comments :</p>
	<p> Two suggestions for improvement:</p>



Reviewer's name: _____

Peer Feedback Card

Consider these questions about the text.

Check off the elements that need work.

- ☐ Does the text achieve the intended purpose? (to persuade)
- ☐ Is the text written with the intended audience in mind? (Police investigators)
- ☐ Is the information accurate?
- ☐ Does it make sense?
- ☐ Is the message logical?
- ☐ Is the message clear?
- ☐ Is the message well-articulated?
- ☐ Should some information/ideas be rearranged?
- ☐ Are there sufficient facts, examples and explanations?
- ☐ Should any information/ideas be added?
- ☐ Is there a lot of repetition? Should some information/ideas be deleted?
- ☐ Is any important information missing?
- ☐ Does the grammar, punctuation and spelling need work?



What did I like about the text?



Two questions/comments :



Two suggestions for improvement:

Make appropriate corrections to your statement taking your peers' feedback into account.



Task 4– Plan your Storyboard

Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
Narration (text)	
Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
Narration (text)	

Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
Narration (text)	
Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
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Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
Narration (text)	
Frame # _____ and Description	Media and other details (images, music, voice, rhythm, etc.)
Narration (text)	

TASK 5- Record your Statement

Prepare the pictures that you need for your digital story. You can find some on the Internet (be careful about copyrights - you can use pixabay.com), take your own photos or you can use the pictures available (recit.org/ul/per) in this learning situation.

Use one of these apps to create your statement. Don't forget to take into account the elements of a digital story.

iOS



[30 Hands](#)



[Adobe Spark Video](#)

Android



[WeVideo](#)



[Lensoo Create](#)



TASK 6- Who is the Accused Person?

Listen/view carefully to the different statements. Who do you think should be the accused person? Write down arguments to support your accusation.
