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ANG-4101-2

Dare to Compare

English as a Second Language, Secondary 4

Shopping for a Smartphone

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Duration: 3 hours

Pedagogical Intention

The pedagogical intention of this learning situation is to help adults make an informed choice concerning the purchase of a smartphone by communicating orally to discuss and compare different smartphones based on information conveyed in texts (written and audiovisual).

Specifically:

- Examine a specific consumer profile
- Compare information about two similar products
- Determine the product best suited to individual needs and preferences
- Prepare arguments to support findings
- Discuss findings and use persuasion to convince a friend that the product is right for their situation.

FAMILIES OF LEARNING SITUATIONS

- Informing
- Expressing
- Persuading

SUBJECT-SPECIFIC COMPETENCIES

- Reinvests understanding of texts
- Interacts orally in English

SUBJECT-SPECIFIC CONTENT

The following knowledge is considered a prerequisite to successfully completing this learning situation, however, the list is neither restrictive nor exhaustive. It is left to the discretion of the teacher to determine how this knowledge is acquired. Teachers are encouraged to adapt this situation to their particular context.

Functional Knowledge

Informing

- Giving detailed information about products/services
- Comparing two or more products/services
- Explaining and discussing findings and conclusions of a comparative study between two or more products/services

Expressing

- Expressing personal opinions/impressions/views

Persuading

- Convincing others to take action
- Understanding, making suggestions and justifying reasons related to choices

Linguistic Knowledge

Adjectives

- Comparative and superlative forms
- Modifier + comparative forms of adjectives (much faster, a little more expensive)
- Equality and inequality (the same as, different from)

Adverbs

- Purpose (so, so that, in order to)

Nouns

- Comparative and superlative forms with countable and non-countable nouns (more, fewer)



Other Linguistic Structures

- First conditional: present real (if I buy...I will...)

Verb/Time References

- Present perfect
- Present perfect progressive

Vocabulary

- Related to smartphones and cell contracts

Semantics

- Abbreviations and acronyms related to smartphones and cell contracts

Textual Knowledge

- Correlative conjunctions (both...and)
- Transitional Expressions (additions, contrast, example)

PROCESSES AND STRATEGIES

Processes

- Plans oral communication
- Mobilizes resources
- Makes use of resources to aid comprehension and response process

Strategies

- Verbal Communication (rephrasing, simplifying)
- Non verbal communication (gesturing, eye contact, using facial expressions)
- Cognitive Learning (inferring, summarizing, activating prior knowledge, comparing, reorganising information,)
- Metacognitive Learning (planning steps related to a task, paying selective attention)

CROSS-CURRICULAR COMPETENCY TARGETED

- **Uses information**
- **Solves problems**
- **Exercises critical judgement**
- **Communicates appropriately**

BROAD AREAS OF LEARNING TARGETED

- **Environmental Awareness and Consumer Rights and Responsibilities**
- **Media Literacy**



Problem Situation (issue)

Your friend is looking for a new smartphone and you want to help. Find out what your friend's needs and preferences are, then make some online shopping comparisons about different smartphones. You may have some ideas and opinions of your own to add to the discussion. When you have found the phone you think your friend needs, present your arguments. The goal is to try to persuade your friend to buy the smartphone you recommend. Your discussion should last 3-5 minutes. Have fun!

Activating Prior Knowledge / Representation

General questions related to Broad Areas of Learning:

- Have you already compared consumer products?
- Have you ever persuaded someone to purchase a consumer item?
- How does your budget affect your consumer decisions?
- How does the media influence your consumer decisions?
- How do you differentiate between fact and opinion in the media?
- Do you differentiate between consumer products that you want vs. need?
- What are some environmental concerns concerning the purchase of consumer products?
- How does technology impact your life?

Specific Questions related to Learning Situation theme:

- What do you know about smartphones?
- Have you ever bought a smartphone or helped someone else to buy one?
- Have you done any research to find out which smartphone is the best?
- Are you maybe a hard core user of a particular type of smartphone? If you have any information or ideas that could help your friend in this situation, be sure to include this in your notes.



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Resolution

Task 1 CHOOSE A PROFILE

Choose one of the following profiles for your friend:

Friend Profile 1 (Kim)

Your friend Kim is a student in adult education who is both physically and socially active. She loves all types of outdoor activities and wants to use her phone to map where she does her activities so she can post them on social media. She also wants a phone that allows her to monitor health data like her heart rate. She always brings her phone with her when she does outdoor activities and would prefer the lightest and smallest phone possible. A good voice control option is important because it is quicker and easier to use than the keyboard. She takes a lot of photos to post on Instagram and keeps all her photos on her phone, which takes a lot of storage. She talks, texts and shares videos and photos with friends many times a day, so she would prefer unlimited data, text and phone minutes. Kim doesn't know much about smartphones, and asks you to help her by recommending one.

Friend Profile 2 (Jason)

Jason is an adult education student who works part-time for a construction company. He uses his phone a lot for work and needs something that is durable in tough conditions. He often needs to take photos and send them to his boss. He has to be able to access internet while talking on the phone, and doesn't want a phone that needs to be constantly charged. Your friend is also an active gamer, and wants to use his phone for this purpose, so the size of the screen is important. A package with unlimited data would be best for both work and gaming, unless it is too expensive. He uses about 5GB of data per month. He does not have a specific budget, but prefers to pay as little as possible. Jason does not have time to look for a smartphone, so he has asked you look into it and make a recommendation.



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Based on your friend’s profile, identify his/her needs and preferences in order to recommend a smartphone.

I choose Friend Profile _____

Here is a list of his/her needs and preferences for a smartphone:

- _____

- _____

- _____

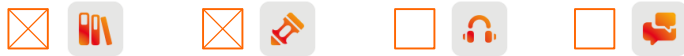
- _____

- _____

- _____

- _____

- _____



Task 2 WATCH A CONSUMER REPORTS VIDEO

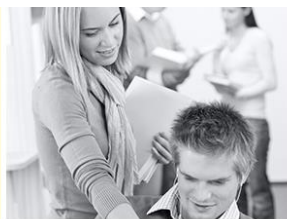
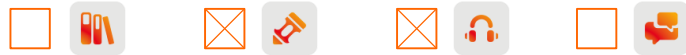
Watch the following online consumer report that compares different Android smartphones with the Eye-Fone 5 smartphones.

[Android Smartphones vs. Eye-Fone 5 Smartphone](http://www.consumerreports.org/cro/video-hub/electronics/phones--mobile-devices/iphone-5-vs-android-smart-phones/16935237001/1957199264001/)

<http://www.consumerreports.org/cro/video-hub/electronics/phones--mobile-devices/iphone-5-vs-android-smart-phones/16935237001/1957199264001/>

Complete the table below to summarise information that will help you make your choice.

Feature/Option	Android Smartphones	Eye-Fone 5 Smartphone



Task 3 READ SMARTPHONE AND CELL CONTRACT INFORMATION

You found two smartphones online. Read the following information from the service provider about the smartphones and the cell contract details.

Sansun Star S5

Features

See the difference! The Sansun Star S5 Super AMOLED display brings incredible clarity to all your images, as if you were there. The new front camera has been upgraded from 3 to 5 MP and ensures high-quality photos. Both front and back cameras have been improved for better photos in low-light conditions.

- Enhanced camera
- Heart rate monitor
- 5.1" Super AMOLED display
- Android platform

Technical Specifications

Camera

- 8 megapixel camera
- 5 megapixel front-facing camera

Platform

- Android 5.1 Lollipop

Dimensions

- Size: 142 x 72.5 x 8.1mm
- Weight: 145g

Memory

- Internal: 16 GB
- Expandable: up to 128 GB

CPU (Central Processing Unit)

- 1.6 GHz Quad core processor

Display

- Screen size: 5.1"
- Resolution: 1920 x 1080 pixels

Battery

- Talk time: up to 10 hours
- Standby time: up to 200 hours

Comes with:

- Data cable
- Stereo headset + ear buds

Contract Details

- Pay \$250 upfront
- Pay \$80/month for 24 months
- Total cost of contract: \$2170
- Unlimited minutes in Canada
- Unlimited text/picture/video messages
- 2 GB Data, \$5/additional 500 MB



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Eye-Fone 5

Features

Future thinking. Always ahead of it's time, The Eye-Fone 5 features a touch ID fingerprint sensor, a new 16-megapixel camera, a new FaceTime HD camera, ultrafast LTE wireless. To protect it all, the Eye-fone 5 is water and dust resistant, so you can take on whatever life throws at you.

- **Water and dust resistant**
- **Over 900,000 apps available**
- **4-inch Retina display**
- **HD FaceTime camera**

Technical Specifications

Camera

- 16 megapixel camera
- HD FaceTime camera
- True tone flash

Platform

- iOS 8

Dimensions

- Size: 123.8 x 58.6 x 7.6mm
- Weight: 112g

Memory

- Total storage: 16 GB

CPU (Central Processing Unit)

- A7 chip with 64-bit architecture
- M7 motion coprocessor

Display

- Screen size: 4 inches
- Screen type: Retina Display
- Resolution: 1136 x 640 pixels

Battery

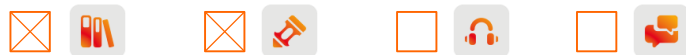
- Talk time: up to 21 hours
- Standby time: up to 27 days

Comes with:

- USB Power Adapter
- Earpods with remote and mic

Contract Details

- Pay \$119 upfront
- Pay \$99/month for 24 months
- Total cost of contract: \$2495
- 200 minutes in Canada, \$0.05/additional minute
- Unlimited text/picture/video messages
- Unlimited data



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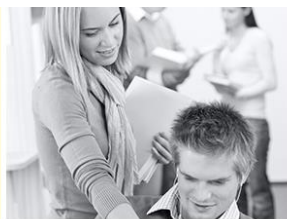
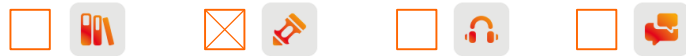
Task 4 COMPARE SMARTPHONES

Using the information from Tasks 2 and 3, complete the following table to help you identify the advantages and disadvantages of the two smartphones according to your friend’s needs and preferences. Put a (+) beside advantages and a (–) beside disadvantages.

FRIEND PROFILE: _____

ADVANTAGES / DISADVANTAGES

My friend’s needs/preferences	Sansun Star S5	Eye-Fone 5



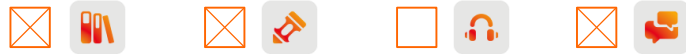
Task 5 MAKE A CHOICE AND PERSUADE YOUR FRIEND

Now that you have compared the two smartphones, based on your friend’s needs and preferences, choose the one you would recommend. Prepare notes to justify your choice on the next two pages. You will try to persuade your friend to buy the smartphone you recommend. You must be prepared to compare the two smartphones presented.

You may only use these notes during the interaction.

Your notes must be in point form, no sentences.

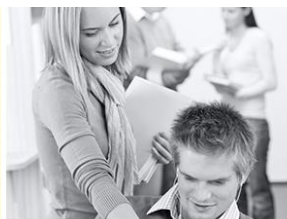
Your interaction should last 3-5 minutes.





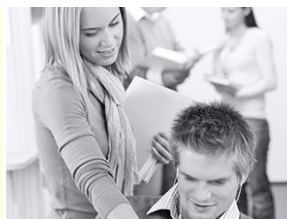
NOTES FOR INTERACTION

Friend Profile Choice:	
Smartphone Choice:	
Needs/Preferences:	Justification:



Additional Notes:

Empty rectangular box for additional notes.



Opportunity for Reflection

Students: Complete the grids on the next two pages to evaluate your work.



INSTRUCTIONAL RUBRICS FOR USE WITH STUDENTS
ANG-4101-2 (Dare to Compare)
Competency 1: Interacts orally in English (60%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to your performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when your performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
1.1 Adequate participation in oral interaction in English at all times	Demonstrates fluency in discourse	Speaking is easy for me. I talk fluently with natural pauses. I always connect ideas in full sentences	Speaking is almost easy for me. I talk fluently with small pauses. I usually connect ideas in full sentences	I hesitate and make some errors. I can be understood; I try full sentences but at times I search for words or say things in my first language	I hesitate a lot and make many errors. My messages are not too clear; I often recite texts or say things in my first language	My messages are not clear. I use single words, repeat or recite texts word-for-word and gesture. I often use my first language	/20
	Participates in oral interaction	I can ad-lib and naturally engage in conversation. I find it easy to exchange ideas and help the discussion to flow	I usually ad-lib and smoothly engage in conversation. I work at exchanging ideas to extend the discussion	I need some help to engage in talk. I try a little to exchange ideas and extend the discussion	I often need help to engage in talk. It is difficult to exchange ideas; I don't add to the discussion on my own	I cannot engage in talk without constant help	
1.2 Pertinence of the message expressed	Discusses facts, opinions and suggestions	It is no problem for me to discuss information and talk about my ideas, opinions and suggestions. I use my own words with well-organized texts	It is easy for me to discuss information and talk about my ideas, opinions and suggestions. I use my own words with mainly well-organized texts	I am able to discuss information and talk about my ideas and opinions using some of my own words; I sometimes read or recite from texts	I don't often discuss or talk about ideas in my own words; I mainly read from texts and recite information	I don't really discuss or talk about ideas in my own words; I usually just read texts or recite information	/20
	Shares results and conclusions	I sound convincing; I am great at organizing ideas so discussion with me is pleasant. I am credible when I justify and support my results	I sound convincing; I am good at organizing ideas so discussion with me is usually easy. I am credible when I justify and support my results	I sound sincere; I can organize ideas well enough that discussion with me is not too difficult. I justify and support some of my results	I don't really try to persuade. My ideas are not organized well, so discussion with me is difficult. I don't support many of my results	I am not convincing. My ideas are not organized enough to really discuss. I don't support my results	
1.3 Coherent articulation of the message	Uses appropriate oral text structures (complete sentences, grammar and syntax)	I always use perfect sentences. All my words are in order. My texts are very clear; I rarely make grammar mistakes	I almost always use perfect sentences. Usually, all my words are in order. My texts are clear; I make some small grammar mistakes	I use simple sentences with some non-English words; My texts are mostly clear; I make some grammar mistakes	My sentences need work and I use many non-English words; My texts are mostly unclear; I make a lot of grammar mistakes	My sentences don't make sense; I use my first language often. My texts are confusing because my grammar is very poor	/20
	Uses topic-appropriate vocabulary and expressions	I use familiar words and wording, stay on-topic and match my words or style of speech to the person and subject	I mainly use familiar words and wording, stay on-topic and match my words or style of speech to the person and subject	I try to use familiar words and wording, stay on-topic and match my words or style of speech to the person and subject, with a few slips	I have trouble to use familiar words and wording or stay on-topic. My vocabulary is weak. I don't pay attention to style of speech for the person and subject	I am unable to use familiar words and wording. I repeat the same words and my vocabulary is very weak.	
	Uses correct pronunciation and enunciation	My speech is very precise and clear. I may make minor pronunciation errors	My speech is precise and clear. I make a few minor pronunciation errors	My speech is fairly clear. I make some pronunciation errors, but the message transfers well	Sometimes my speech is too quiet or unclear. I make pronunciation errors that affect transfer of the message	My speech is too quiet or unclear. Most of my message is not transferred due to pronunciation errors	

Mark for Competency 1: /60



INSTRUCTIONAL RUBRICS FOR USE WITH STUDENTS
ANG-4101-2 (Dare to Compare)
Competency 2: Reinvests understanding of texts (40%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to your performance level.

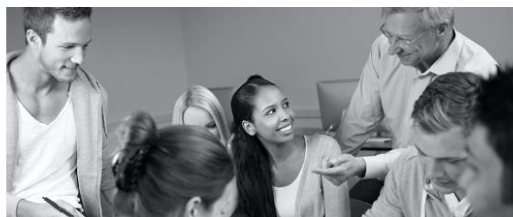
Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when your performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
2.1 Demonstration of understanding through the response process	Comprehends and interprets information and findings	I fully understand written and spoken texts. I decode all messages perfectly and everything I say makes sense	I understand almost all that is written and said. I make minor errors when I decode messages, but most of what I say makes sense	I understand most of what is written and said. I make some errors when I decode messages, but I still make sense most of the time	I can't figure out much of what I read and hear. When I decode texts I don't always make sense	I can't figure out most of what I read and hear. I make so many errors when I decode texts that I don't make much sense	/20
		10	8	6	4	2	
	Establishes links between facts and causes/ consequences	I am an expert at making links to texts. I always know how to support my ideas	I am good at making links to texts. I usually know how to support my ideas.	I am able to make some links to texts. I make minor errors when I support my ideas	My links to texts are often weak or missing. I make a lot of errors when I support my ideas	My links to texts are usually weak or missing. I don't know how to support my ideas	
		10	8	6	4	2	
2.2 Pertinent use of knowledge in a reinvestment task	Selects and utilizes pertinent information	I include valid, logical information that can support my ideas if needed. I don't forget details	I include information that is mostly valid and logical to support my ideas if needed. I may forget a few details	I make some errors when I include information from the texts to support my ideas. I forget details but my texts still make sense	My texts are not often supported and don't always make sense. I forget or confuse information a lot	I forget or confuse information so often that my texts are not supported and rarely make sense	/20
		10	8	6	4	2	
	Adapts communication to context	I am great at continuing the flow of ideas. I know how to adapt to new information and when to change my style of speech	I am usually good at exchanging ideas. I often know how to adapt to new information and when to change my style of speech	I need some help to exchange ideas. I try to adapt to new information but am not always sure when I need to change my style of speech	I don't usually get the meaning of new information so my texts may be repetitive or vague	I often block the flow of ideas. New information and changes are confusing. I may appear to be frustrated	
		10	8	6	4	2	

Mark for Competency 2: /40



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SHOPPING FOR A SMARTPHONE: TEACHER'S GUIDE



Evaluation Tools

ANG-4101-2 (Dare to Compare)
Competency 1: Interacts orally in English (60%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner’s performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner’s performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK	
EVALUATION CRITERIA								
1.1 Adequate participation in oral interaction in English at all times	Demonstrates fluency in discourse	Speaks almost fluently with connected phrasing; very few hesitations	Speaks fairly fluently; hesitations or slight lack of connections do not interfere with interaction	Messages are understood with some interpretation; makes occasional reference to a language other than English	Interaction is hindered by hesitations and incomplete messages; texts are mainly recited or frequent use is made of a language other than English	Interaction is blocked by meagre speech patterns, non-verbal responses, word-for-word recitation or frequent use of a language other than English	/20	
		10	8	6	4	2		
	Participates in oral interaction	Spontaneous interaction; actively seeks to create a flowing interchange of ideas and builds further discussion	Smooth interaction; creates a favourable interchange of ideas and builds further discussion	Interaction created by attempts to create an exchange of ideas and build further discussion	Often needs prompting to introduce an exchange of ideas and/or continue discussion	Interaction limited by constant need for prompting		
		10	8	6	4	2		
1.2 Pertinence of the message expressed	Discusses facts, opinions and suggestions	Effortlessly discusses factual information, opinions and suggestions using organized and personalized text	Easily discusses factual information, opinions, comparisons and suggestions using mostly organized and personalized text	Engages in an adequate discussion of information, opinions, comparisons and suggestions using some personalized text	Engages in a limited discussion of information and ideas using personalized text; reads most texts	Engages in little discussion or exchange of ideas; reads texts and information	/20	
		10	8	6	4	2		
	Shares results and conclusions	Uses convincing persuasion; skilled organization of ideas facilitates the exchange of credible, justified results and conclusions	Uses convincing persuasion; appropriate organization of ideas facilitates the exchange of credible results and conclusions	Uses passable persuasion; sufficient organization of ideas facilitates the exchange of results and conclusions with some minor complications	Uses little persuasion; insufficient organization of ideas hinders the exchange of results and conclusions	Persuasion lacks credibility; limited organization of ideas hinders the exchange of results and conclusions		
		10	8	6	4	2		
1.3 Coherent articulation of the message	Uses appropriate oral text structures (complete sentences, grammar and syntax)	Consistently uses complete, well-structured sentences and makes almost no grammar or syntax errors	Mainly uses complete, well-structured sentences and makes a few minor grammar and/or syntax errors	Uses very simple sentence structures; uses some words in a language other than English; makes some grammar and/or syntax errors that do not impede intelligibility	Many sentences lack structure; often speaks in phrases or words in a language other than English; makes grammar and/or syntax errors that sometimes impede intelligibility	Usually speaks in phrases; resorts to a language other than English; makes many grammar and/or syntax errors that impede intelligibility	/20	
		10	8	6	4	2		
	Uses topic-appropriate vocabulary and expressions	Employs familiar on-topic vocabulary and appropriate register throughout the interaction	Usually employs familiar on-topic vocabulary and appropriate register throughout the interaction	Mostly employs familiar on-topic vocabulary and appropriate register throughout most of the interaction	Uses inappropriate vocabulary and/or register; clarity of message is affected	Interaction often impeded by use of inappropriate vocabulary or register		
		5	4	3	2	1		
	Uses correct pronunciation and enunciation	Particularly clear speech delivery; pronunciation errors are minor, if any	Clear speech delivery; a few minor errors in pronunciation	Mainly clear speech delivery; errors in pronunciation do not affect the clarity of the message	Sometimes unclear or muffled speech delivery; errors in pronunciation affect the clarity of the message	Unclear or muffled speech delivery; errors in pronunciation hinder the understanding of the message		
	5	4	3	2	1			

Mark for Competency 1: /60

Invas



ANG-4101-2 (Dare to Compare)
Competency 2: Reinvests understanding of texts (40%)

Step 1: For each criterion, circle the statement(s) that correspond(s) to the adult learner’s performance level.

Step 2: In the last column, enter the mark that corresponds to the assigned rating(s).

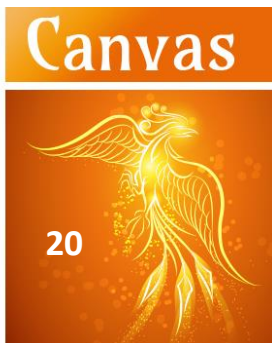
The only mark that can be allotted for a given level is that indicated in the rubric.

Assign a mark of 0 when the adult learner’s performance does not correspond to any of the statements in the rubric.

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
EVALUATION CRITERIA							
2.1 Demonstration of understanding through the response process	Comprehends and interprets information and findings:	Thorough text comprehension; draws complete, accurate conclusions and introduces plausible reasoning 10	Good text comprehension; draws accurate conclusions with some minor inaccuracies or insignificant flaws in reasoning 8	Acceptable text comprehension; a few noticeable omissions, inaccuracies or flaws in reasoning 6	Reduced text comprehension; many noticeable omissions, inaccuracies or flaws in reasoning 4	Poor text comprehension; inaccurate or missing conclusions and/or implausible reasoning 2	/20
	Establishes links between facts and causes/ consequences:	Effectively validates ideas and reasons for choices made by skillfully linking to supporting information from texts 10	Validates ideas and reasons for choices made by credibly linking to supporting information from texts 8	Able to substantiate some ideas and/or reasons for choices made using supporting information from texts 6	Many weak or missing links between ideas and/or reasons for choices made and supporting information from texts 4	Mostly weak or missing links between ideas and/or reasons for choices made and supporting information from texts 2	
2.2 Pertinent use of knowledge in a reinvestment task	Selects and utilizes pertinent information	Consistently and insightfully selects and makes use of information 10	Accurately selects and makes use of credible information 8	Some minor inconsistencies in choice and/or use of information do not impede understanding 6	Credibility sometimes hindered by inaccurate choice and/or use of information 4	Credibility hindered by inaccurate choice and/or use of information 2	/20
	Adapts communication to context	Effectively introduces and modifies information, responses and communication style when necessary throughout the oral exchange 10	Generally modifies information, responses and communication style when necessary throughout the oral exchange 8	Endeavours to modify information, responses and communication style throughout the oral exchange 6	Rarely modifies information, responses and communication style throughout the oral exchange 4	Struggles with newly introduced ideas and information hinder exchanges 2	

End-of-Course Outcomes

- Communicate orally to discuss and compare facts, opinions, suggestions and reasons for choices.
- Interpret information conveyed in informative, expressive and persuasive texts they read, listen to and view.



MASTER CHARTS FOR CORRECTION

TASK 1: CHOOSE A PROFILE

Friend Profile 1 (Kim)

Here is a list of my friend's needs and preferences for a smartphone:

- needs maps for tracking outdoor activities
- wants to monitor health data, like a heart monitor
- wants a light, small phone
- would like a good voice control option
- wants a good camera
- wants storage for photos
- prefers unlimited data, text and minutes

Friend Profile 2 (Jason)

Here is a list of my friend's needs and preferences for a smartphone:

- needs a durable phone
- needs to send photos to his boss
- needs to access internet and talk on phone at the same time
- needs phone to stay charged for long periods of time
- wants a big screen for gaming
- prefers unlimited data package if not too expensive (uses about 5 GB per month)
- no budget, but wants to pay as little as possible



TASK 2: CONSUMER REPORTS VIDEO

Feature/Option	Android Smartphones	Eye-Fone 5
Display	bigger on many Android phones	4 inch
Voice control	capabilities quite good	SIRI can execute more complex commands
Navigation	more detailed maps, better traffic information, more customisation	some glitches (problems)
Camera		Better photo and video quality than Android
Talk on phone and connect to Internet at same time	All 4G phones can do this	not possible on Verizon or Sprint networks



Canvas



TASK 4: COMPARISON OF SMARTPHONES

FRIEND PROFILE 1 (Kim)

ADVANTAGES / DISADVANTAGES

Video

Written Texts

My friend's needs/preferences	Sansun Star S5	Eye-Fone 5
need maps for tracking outdoor activities	+ more detailed maps	
wants to monitor health data, like a heart monitor	+heart rate monitor	
wants a light, small phone		+lighter and smaller than Samsung
would like a good voice control option	+good capabilities	++better voice control with SIRI
wants a good camera	-8 megapixel camera +brighter pictures in low light	+better photo and video quality than Android +16 megapixel camera
wants storage for photos	+Expandable memory: up to 128 GB	-Total storage: 16 GB
prefers unlimited data, text and minutes	-2 GB data only, \$5/each additional 500MB +unlimited text and minutes	+unlimited data and text -200 minutes, \$0.05/additional minute



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FRIEND PROFILE 2 (Jason)

ADVANTAGES / DISADVANTAGES

Video

Written Texts

My friend's needs/preferences	Sansun Star S5	Eye-fone 5
needs a durable phone		+water and dust resistant
needs to send photos to his boss	-8 megapixel camera +brighter pictures in low light	+better photo quality than Android +16 megapixel camera
needs to access internet and talk on the phone at the same time	+can talk on phone and connect to internet at same time	-may not be able to talk on phone and connect to internet at the same time
need phone to stay charged for long periods of time	-10 hours talk time, 250 hours standby	+better battery life (21 hours talk time, 27 days standby)
wants a screen for gaming	+ bigger screen (5.1 inches) +super AMOLED display	-smaller screen (4 inches) +retina display
prefer unlimited data package if not too expensive	-2 GB data only, \$5 extra for each 500MB (\$30 more per month if 5 GB used)	+unlimited data package
no budget, but wants to pay as little as possible	+Total cost is less: \$2170 -Upfront cost higher: \$250 -Extra \$ for extra data could equal about \$30/month (\$720/24 months) -Potential cost of contract: \$2890	-Total cost is more expensive: \$2495 +Lower upfront cost: \$119 +Unlimited data

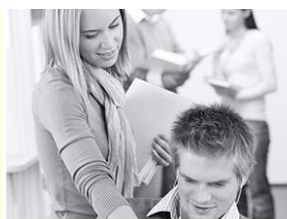


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RESOURCES

<p>Programs of Study (MEESR General Link)</p>	<p>English: http://www.education.gouv.qc.ca/en/adult-learners/programs-of-study/adult-general-education/secondary-cycle-two/</p> <p>Français: http://www.education.gouv.qc.ca/adultes/suivre-un-programme-detudes/formation-generale-des-adultes/second-cycle-du-secondaire/</p>
<p>General Introduction to the Programs of Study</p>	<p>English: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/FBD_General_Introduction_to_the_Programs_of_Study_en.pdf</p> <p>Français: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/FBD_Introduction-generale-aux-programmes-detudes_fr.pdf</p>
<p>English as a Second Language, Diversified Basic Education:</p> <ul style="list-style-type: none"> • Definition of the Evaluation Domain (DED) (English only) • Courses • Program of Study 	<p>English: http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/diversified-basic-education-program-secondary-cycle-two-english-as-a-second-language/</p> <p>Français: http://www.education.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/formation-de-base-diversifiee-second-cycle-du-secondaire-anglais-langue-seconde/</p>
<p>Examination Feedback Form</p>	<p>English: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/retroaction_epreuve_FGA_EN.PDF</p> <p>Français: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/retroaction_epreuve_FGA_FR.PDF</p>
<p>Alexandrie Website</p>	<p>http://www2.carrefourfga.com/alexandrie/nouveau/index.php</p>
<p>Alexandrie: Canvas for developing Learning Situations</p>	<p>http://www2.carrefourfga.com/alexandrie/nouveau/canevas.php</p>
<p>Alexandrie: Analysis and Appreciation Tool for Learning Situations</p>	<p>http://www2.carrefourfga.com/alexandrie/english/pdf_LOW/Guide_AlexandriaWEB.pdf</p>



LEARNING SITUATION CHECKLIST*

*Simplified version of **Analysis and Appreciation Tool for Learning Situations** from Alexandrie

OVERALL THE LEARNING SITUATION (LS) IS MEANINGFUL, OPEN + COMPLEX THE SITUATION ...	
- is realistic (imitates or reflects something learners might encounter outside the classroom)	
- leads to lifelong, ingrained learning that is linked to end-of-course outcomes	
- compels or motivates adults to complete various tasks using real-world knowledge	
- activates one or several competencies (prior and developing skills and knowledge)	
- is engaging and straightforward (instructions are not too wordy or confusing)	
- uses zones of proximal development to boost learning (offers appropriate assistance/scaffolding)	
- contains all of the required steps to achieve the final goal	
- mobilizes various accessible materials and resources	
- is open to multiple interpretations, actions and/or responses (open-ended)	
- includes the potential to encourage unique perspectives and/or feedback (promotes originality)	
- has a meaningful outcome that produces tangible results - (good investment of time and energy)	
THE LS IS COMPETENCY - BASED AND CONSTRUCTIVE THE MATERIALS AND RESOURCES ...	
- are current, accurate, realistic and (close to) authentic	
- contain simple, explicit instructions when necessary	
- present engaging, stimulating content related to categories of actions (CCBE) or competencies (DBE)	
- are motivating and replicate real-life contexts	
- include spheres of interest particular to learners	
- are practical, beneficial and productive (avoid futile repetition and time-fillers)	
- include supplementary teaching resources (guidelines, strategies, exercises) related to actions/tasks	
THE LS ENGAGES + STIMULATES LEARNING THE LEARNERS ...	
- are prompted to react or take action (and if applicable, change behaviors or perceptions)	
- must activate prior knowledge and develop new knowledge, strategies and/or skills	
- are placed in their zone of proximal development (appropriate assistance/scaffolding to boost learning)	
- make decisions, take initiatives, use creativity and/or handle life-based situations	
- develop new learning strategies and/or build skills that will be useful in the future	
- are guided to utilize metacognition (reflect on the learning process and assess their strategies and skills)	



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