

GLE - CULMINATING ACTIVITY

INVESTIGATING YOUR EXCEPTIONALITY

Project Description: Students will produce a graphical web and electronic presentation that will outline their exceptionality and relate it to their own personal Individual Education Plan document.

Note: For those students who are not formally identified as exceptional but have an Individual Education Plan, the student is still required to choose a special need to research in order to complete the activity.

Subject(s)/Strand(s) Covered: GLE 101 (Learning Strategies for Exceptional Students)

- Learning Skills
- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills

Estimated Time Frame: 8 periods

Computer Time Required: 8 periods

Computer Program(s) Used:

- Corel Word Perfect
- Corel Presentations
- Inspirations V7
- Internet Explorer

Prerequisite skills:

- Internet research skills
- Word processing skills
- Corel presentations skills
- Inspirations

NETS COVERED

	1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong-learning and workplace needs. (2)
✓	2. Make informed choices among technology systems, resources and services. (1, 2)
	3. Analyse advantages and disadvantage of widespread use and reliance on technology in the workplace and in society as a whole. (2)
	4. Demonstrate and advocate for legal and ethical behaviours among peers, family and community regarding the use of technology and information. (2)
	5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
	6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
	7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity. (4, 5, 6)
✓	8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
	9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
✓	10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (4, 5, 6)

MINISTRY EXPECTATIONS COVERED

Strand		Expectations
Learning Skills	LSV.03X	<ul style="list-style-type: none"> demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills;
	LS2.02X	<ul style="list-style-type: none"> use the inquiry/research process effectively;
	LS2.06X	<ul style="list-style-type: none"> use a variety of information technologies effectively to conduct research, organize information, and acquire new skills (e.g., CD-ROM resources, the Internet, calculators, software for organizing notes, file management software);
	LS2.07X	<ul style="list-style-type: none"> use word processing, graphics, or presentation software effectively to enhance oral and written presentations.
Personal Knowledge & Management Skills	PK1.04X	<ul style="list-style-type: none"> identify how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations;
	PK1.05X	<ul style="list-style-type: none"> identify their learning strengths and challenges by analysing past learning successes and failures.
Interpersonal Knowledge & Skills	IKV.04X	<ul style="list-style-type: none"> demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs.

Teaching/Learning (Lesson Outline)

Step 1: Review the culminating activity with a focus on the 3 sections:

- Understanding the Special Need
- Getting Help
- Future

Step 2: Show students exemplars for the visual web (Part 1) and the electronic presentation (Part 2)

Step 3: Student to decide upon topic of study

Step 4: Student to complete Inspiration web and cross check with culminating activity to ensure that all sections have been completed. Cross check their visual web with exemplars.

Step 5: Student to review exemplar electronic presentations.

Step 6: Student to complete electronic presentation utilizing their visual web.

Step 7: Student to have electronic presentation peer edited by fellow classmate or Educational Assistant.

Step 8: Submit visual web for assessment and present electronic presentation to teacher and fellow classmates for assessment.

Assignment Process: (for students)

Using Inspirations, collect and organize your information in a visual web.

In a word processing document, create a table that will keep track of the websites you visit and other sources of information. Identify briefly the information you collected. (see attached example)

Information to locate:

Understanding the special need

- definition
- types
- causes

Getting Help

- coping strategies to be used
- barriers that may be encountered
- medical intervention

Future

- what sources of information and support are available
- research
- your personal reflection
- any additional information

Final Product:

Using your visual web, create a corel presentation on the information you have researched.

You will be required to submit the following:

- visual web
- orally present your corel presentation
- works cited

Suggested Extension Activity:

Student presents their presentation to their parent/guardian at the year end conference.

Assessment of Information Technology and Ministry Expectations:

See Rubrics (2)

This culminating activity is worth half of the 30% of the year-end culminating activity as per Ministry policy. (ie. 70% term; **15% (*Investigating Your Exceptionality*)**; 15% (Student Led Conference))

“SAMPLE” WORKS CITED SUMMARY SHEET

Source of Information	Title of Web Page	Information Located
http://www.nimh.nih.gov/publicat/learndis.htm#learn8	National Institute of Mental Health	Diagnosis
http://www.ldao.on.ca/abtld.html	Learning Disabilities of Ontario	Definition

INSPIRATION RUBRIC - PART A

Student's Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1	Teacher Evaluation
<p>Knowledge</p> <ul style="list-style-type: none"> • Content <p style="text-align: center;">/15</p>	All of the essential components of the special need are included and correctly labeled	Most of the essential components of the special need are included and correctly labeled	Some of the essential components of the special need are included and correctly labeled	Only three or less of the essential components of the special need are included and correctly labeled	
<p>Communication</p> <ul style="list-style-type: none"> • Visual Appeal • Writing Mechanics <p style="text-align: center;">/10</p>	<p>The selection of graphics, line styles and arrangement options enhances the layout and meaning of the concept map</p> <p>The text is written with no errors in grammar, capitalization, punctuation and spelling</p>	<p>The selection of graphics, line styles and arrangement options enhances the layout of the concept map</p> <p>The text is clearly written with little or no editing required for grammar, capitalization, punctuation and spelling</p>	<p>The selection of graphics and arrangement options enhances the layout of the concept map</p> <p>Spelling, punctuation and grammar errors distract or impair readability (3 or more errors)</p>	<p>The selection of graphics enhances the layout of the concept map</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing is required (more than 5 errors)</p>	

<p>Application</p> <ul style="list-style-type: none"> Links Hard Copy <p>/15</p>	<p>All rapid fire links are accurate, establishing a smooth, dependable, informative flowchart of the key special need components</p> <p>The hard copy is arranged to clearly convey meaning and fits on one page</p>	<p>Most rapid fire links are accurate, establishing an understandable flowchart of the key special need components</p> <p>The hard copy is neatly arranged and fits on one page</p>	<p>Some rapid fire links are accurate, creating a confusing flowchart of the key special need components</p> <p>The hard copy fits on one page</p>	<p>One or none of the rapid fire links are accurate, creating an incomplete flowchart of the key special need components</p> <p>The hard copy does not fit on one page</p>	
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MULTIMEDIA (ELECTRONIC PRESENTATIONS) RUBRIC - PART B

Student's Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1	Teacher Evaluation
<p>Knowledge</p> <ul style="list-style-type: none"> Information <p>/15</p>	<p>Information was clear, accurate and reflective of the special need</p>	<p>Information was sometimes clear, sometimes accurate and sometimes reflective of the special need</p>	<p>Information was sometimes clear and accurate</p>	<p>Information was accurate</p>	
<p>Thinking & Inquiry</p> <ul style="list-style-type: none"> Personal Reflection <p>/10</p>	<p>Your personal reflection was clear, accurate and reflective of how the special need does or will affect you or other individuals</p>	<p>Your personal reflection was sometimes clear, sometimes accurate and sometimes reflective of how the special need does or will affect you or other individuals</p>	<p>Your personal reflection was sometimes clear and accurate</p>	<p>Your personal reflection was accurate</p>	
<p>Communication</p> <ul style="list-style-type: none"> Oral Delivery Writing Mechanics <p>10</p>	<p>The presenter used the multimedia tool as a delivery outline, providing additional information in a clear, compelling voice</p> <p>The text is written with no errors in grammar, capitalization, punctuation and spelling</p>	<p>The presenter used the multimedia tool as the source of information, using a clear compelling voice</p> <p>The text is clearly written with little or no editing required for grammar, capitalization, punctuation and spelling</p>	<p>The presenter used the multimedia tool as the source of information, using a clear voice</p> <p>Spelling, punctuation and grammar errors distract or impair readability (3 or more errors)</p>	<p>The presenter used the multimedia tool as the source of information</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing is required (more than 5 errors)</p>	

<p>Application</p> <ul style="list-style-type: none"> • Graphics • Effects • Text Elements • Layout <p>/15</p>	<p>Appropriate well-placed graphics were used to make essential points</p> <p>Transitions and animations enhanced the flow and clarified the message</p> <p>Fonts are easy to read and point size varies appropriately for headings and text.</p> <p>Italics, bold and indentations enhances readability</p> <p>Text is appropriate in length for the target audience and to the point</p> <p>The background and colors enhance the readability of text</p> <p>The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space</p>	<p>Appropriate graphics were used to make essential points</p> <p>Transitions and animations sometimes enhanced the flow and clarified the message</p> <p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability</p> <p>The layout used horizontal and vertical white space appropriately.</p>	<p>Graphics were used to make points</p> <p>Transitions and animations were technically accurate</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background</p>	<p>Graphics were used</p> <p>Transitions and animations were sometimes technically accurate</p> <p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colours, poor use of headings, subheadings, indentations or bold formatting</p> <p>The layout is cluttered, confusing and does not use spacing, headings and subheadings to enhance the readability</p>	
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