

Task Title: Write an Essay on the Government’s Role

# OALCF Cover Sheet – Practitioner Copy



**Learner Name:**

**Date Started (m/d/yyyy):**

**Date Completed (m/d/yyyy):**

**Successful Completion:**  Yes No 

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Task Description:**

Research and write an opinion article on government roles.

**Competency:** A: Find and Use Information

 B: Communicate Ideas and Information

 D: Use Digital Technology

**Task Groups:** A1: Read continuous text

 B2: Write continuous text

 D2: Use digital technology

**Level Indicators:**

* A1.3: Read texts to connect, evaluate and integrate ideas and information
* B2.3: Write longer texts to present information, ideas and opinions
* D.2: Perform well-defined, multi-step digital tasks

**Performance Descriptors:** See chart on last page

**Materials Required:**

* Computer with internet access
* Pen and Paper and/or digital device

# Learner Information

This task set is to write an article for a newsletter or magazine. It will help you develop your skills to understand how to expand your ideas, provide details and organize your writing.

# Tasks

**Task 1: Choose one area below to write about. You will discuss what role, if any, you feel the government(s) should have in that area:**

• supporting child care

• supporting care for the elderly

• supporting post-secondary education and training programs

• controlling air pollution

• regulating safety in the workplace

• supporting health care

• controlling smoking, drinking and drug use

• supporting job training programs

**Answer:**

**Task 2: Use the internet to search for information on the area you
 chose. Write down all the details of your choice.**

**Answer:**

**Task 3: Develop a rough copy. You must write at least four
 paragraphs. Edit the essay for layout, vocabulary, sentence
 structure, and spelling.**

Answer:

**Task 4: Complete the final copy of the essay using a word processing
 program.**

# Performance Descriptors 1

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.3 | Integrates several pieces of information from texts |  |  |  |
|  | Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks |  |  |  |
|  | Identifies the purpose and relevance of texts |  |  |  |
|  | Skims to get the gist of longer texts |  |  |  |
|  | Begins to recognize bias and points of view in texts |  |  |  |
|  | Infers meaning which is not explicit in texts |  |  |  |
|  | Compares or contrasts information between two or more texts |  |  |  |
|  | Uses organizational features, such as headings, to locate information |  |  |  |
|  | Follows the main events of descriptive, narrative, informational and persuasive texts |  |  |  |
|  | Obtains information from detailed reading |  |  |  |
|  | Identifies sources, evaluates and integrates information |  |  |  |
| B2.3 | Writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade  |  |  |  |
|  | Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks |  |  |  |
|  | Selects and uses vocabulary, tone and structure appropriate to the task |  |  |  |
|  | Organizes and sequences writing to communicate effectively |  |  |  |
|  | Uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details |  |  |  |
|  | Selects and follows appropriate steps to complete tasks |  |  |  |
|  | Locates and recognizes functions and commands |  |  |  |
|  | Makes low-level inferences to interpret icons and text |  |  |  |
|  | Performs simple searches using keywords (e.g. internet, software help menu) |  |  |  |

# Performance Descriptors 2

This task: Was successfully completed Needs to be tried again 

Learner Comments:

Instructor (print):

