

Informational Text: Don't Distress--- De-Stress!

Selected Response:

1. **A Outcomes 4.2, 4.3**
2. **C Outcomes 4.2, 4.3**
3. **A Outcomes 4.2, 4.3**
4. **D Outcomes 4.2, 4.3**
5. **B Outcomes 7.2, 7.3**
6. **C Outcomes 7.2, 7.3**
7. **B Outcomes 4.2, 4.3**
8. **A Outcomes 7.3, 4.2**
9. **D Outcomes 7.2, 7.3, 7.4**
10. **A Outcomes 4.3, 7.4**

Constructed Response:

1. **With reference to the text, discuss TWO health benefits of laughter. (Outcomes 6.1, 4.3)**

Students must go beyond simply listing the headings. They must go into detail and explain the health benefits.

Answers may include but are not limited to:

- "Laughing boosts your immune system" (p. 17)
- "Good hearty laugh will activate your tear ducts and make you cry, which scientists say is a great way to reduce stress." (p. 17)
- "Fifteen muscles in your face go through an exercise routine each time you laugh or smile." (p. 17)
- "Your heart rate goes up when you laugh and back down to normal when you stop, just like when you exercise." (p. 17)

2. **If you were stressed, identify and discuss TWO methods of relaxation from the text that you think would work for you. (Outcomes 6.1, 6.2, 7.5)**

Students are required to explain how these two methods chosen will work for them (personal connection).

Answers may include but are not limited to:

- "Talk it out" (p. 15)
A student might share a time when they talked about their problems.
- "Get creative" (p. 15)

A student might share a time when they turned to music or art.

- “Be healthy” (p. 15, pages 20 - 21)
- “Have a good laugh or cry” (p. 15 - 17)
- “Cut back” (p. 15)
- “Catch your zzzz’s” (p. 15)

3. With ONE reference to the text and ONE from personal experience, explain why it is important for teenagers to consider issues related to healthy living. (Outcomes 4.3, 4.4, 6.1, 6.2)

Students should suggest that healthy living reduces stress.

References from the text may include but are not limited to:

- “Eating healthy makes you feel better” (p. 20)
- “Your saliva has a higher number of disease fighting cells after laughing” (p. 17)
- “Sleep is a great stress-buster. It gives you the energy you need to stay focused and stay motivated” (p. 15)

References to personal experiences may include but are not limited to:

- Student choices about healthy eating
- Student exercise habits
- Health choices such as not smoking

4. Identify TWO features of text (font, headings, colour, etc.) and explain the effectiveness of each. (Outcomes 4.2, 7.3, 7.4)

Some features of text that students may choose include:

- Titles (font size or colour): Stands out and organizes text.
- Charts: Organizes, summarizes, provides additional information.
- Pictures: Images help make text visually appealing and create tone.

5. Create an advertisement promoting healthy living for teenagers. Your advertisement should include the following features: slogan, colour, text, illustration. (Outcomes 9.1, 9.2)

Assessment should focus on the students’ use of the features of integrated text (design elements such as line, shape, form, colour, texture, etc.; design principles such as balance, emphasis, proportion, unity, space, etc.; written text, graphics/illustrations, etc.) rather than artistic ability. An outstanding artist may create a great visual but not respond to the prompt. It is not the artwork but the aesthetics and the appropriateness of visual choices that matter here.

- Does the image match the phrase?
- Is the phrase appropriate?
- Is the phrase emphasized?
- Are graphics/illustrations used to support the phrase?
- Is the layout of the advertisement aesthetic and appropriate?
- Is the communication primarily visual rather than relying only on text?

Poetic Text: Water Traders' Dream

Selected Response:

1. **D (Outcome 4.2, 4.3, 7.2)**
2. **C (Outcome 4.3)**
3. **B (Outcomes 4.3)**
4. **D (Outcomes 4.2, 4.3)**
5. **A (Outcomes 4.2, 4.3)**
6. **A (Outcomes 4.2, 4.3, 7.3)**
7. **A (Outcomes 4.2, 4.3)**
8. **B (Outcomes 4.2, 4.3, 7.3)**
9. **C (Outcomes 4.3)**
10. **D (Outcomes 4.2, 4.3)**

Constructed Response:

1. What is the theme (main idea) of “The Water Traders’ Dream”? Use two references from the text to support your answer. (Outcomes 4.2, 4.3, 7.4, 6.1, 6.2)

Answers may include but are not limited to:

- Water is a valuable resource that should not be taken for granted
- We often do not appreciate the things in our life
- You don’t know what you have until you lose it
- We sometimes don’t realize the consequences of our actions until it is too late

References from the text may include but are not limited to:

- “They’ve no idea what water is worth” (line 24)
- “They say that those who live there / just don’t know it’s true worth” (line 33-34)
- “Sweet water beyond all worth” (line 6)
- “The people there trade it for gold!” (line 22)

2. What is the mood (overall feeling) of this poem? Support your answer with TWO references to the text. (Outcomes 7.2, 7.3, 6.1, 6.2,)

Some possible moods may include but are not limited to:

- Envious: “They dream of one silver cup...” (line 18)
- Cautionary: “They have no idea what it’s worth” (line 16)
- Ungrateful: “Just look how much they’ve sold” (line 24)
- Awe: “talk of a distant planet – / A magical mystical place” (lines 3 and 4)

- Wondrous: “that has seas and seas full of water” (line 5)

3. With two references to the text, contrast the value the Earthlings and the Water Traders place on water. (Outcomes 4.3, 6.2, 7.5, 8.2, 7.6)

Answers may include but are not limited to:

Water Traders	Earthlings
<ul style="list-style-type: none"> • Value: “They dream of one silver cup” (line 18) • Lack of Water: “They dream the dream of a water storm-“ (Line 25) • Use it for drinking: “for millions to drink it up” (Line 20) • Conserve: “They dream of one silver cup” (Line 18) 	<ul style="list-style-type: none"> • Take it for granted: “Have no idea what it’s worth” (line 23) • Abundance of Water: “It falls from the sky in water storms” (line 11) • Diving, swimming, selling: “The people there trade it for gold!” (Line 22) • Waste: “Yes, they say there are whole oceans there / where waves break on the shore,” (lines 29- 30)

4. Write a new title for this poem. Explain why you chose this title using TWO references from the text. (Outcomes 6.2, 8.2,)

Answers will vary greatly. It is the expectation that students, when providing an alternate title, will include references to the poem to support their choice.

5. You are a Water Trader and have just returned from your first visit to planet earth. Write a journal entry describing your experiences. (Outcomes 7.5, 7.6, 8.2, 9.1, 9.2, 10.4, 10.1)

Answers will vary; however, students should include reference to the difference between the treatment of water on earth and the treatment of water on the water trader’s planet. Students should be writing from the perspective of the water trader. Voice is important, and students should be commenting on the differences between both planets.