

Task Title: Understanding and Responding to a News Article

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Successful Completion:**  Yes No

**Task Description:** The learner will read and respond to an article about bees and pollination.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.3
* Communicate Ideas and Information/Write continuous text/B2.3

**Materials Required:**

* Pen/pencil and paper and/or digital device
* Computer

# Learner Information

Secondary and post-secondary students are often asked to read articles, explain the author’s position, and respond with their own opinions about different subjects.

Read “Dispatches from the Pollinator Crisis: What People are Doing Worldwide to Protect Pollination”:

<https://thestarfish.ca/journal/2024/06/dispatches-from-the-pollinator-crisis-what-people-are-doing-worldwide-to-protect-pollination>

# Work Sheet

**Task 1: List three reasons why pollinators are in crisis.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: Describe two incentives Canadian cities are offering residents to encourage the creation of community gardens.**

Answer:

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**Task 3: How do supporters of genetic engineering of bees believe it will increase the human food supply?**

Answer:

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**Task 4: In a short paragraph of five (5) to eight (8) sentences, explain what you think could be done to decrease pesticide use in Canada, or specifically in your community.**

Answer:

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Answers

**Task 1: List three reasons why pollinators are in crisis.**

Answer: Habitat loss, pathogens carried by mites, exposure to pesticides.

**Task 2: Describe two incentives Canadian cities are offering residents to encourage the creation of community gardens.**

Answer: Some cities (e.g. Vancouver) are providing tax breaks for developers to join with local gardening NGO’s and charities to build temporary community gardens on unused land. In Toronto, money is offered through PollinateTO grants to help people convert grass into pollinator gardens.

**Task 3: How do supporters of genetic engineering of bees believe it will increase the human food supply?**

Answer: The scientists and supporters of genetic engineering argue that genetic engineering will revitalize pollinators by making them resistant to pesticides, parasites and mites. This will increase pollination which is required for 1/3 of the world’s crops, thereby increasing human food supply.

**Task 4: In a short paragraph of five (5) to eight (8) sentences, explain what you think could be done to decrease pesticide use in Canada, or specifically in your community.**

Answers will vary but may include

* Fines or other financial penalties for using pesticides
* Incentive (e.g. financial) to eliminate pesticide use
* Educational programs/campaigns about the dangers of pesticide use
* Educational programs/campaigns about alternatives to pesticide use

# Performance Descriptors

| 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 |  |  |  |
|  | uses organizational features, such as headings, to locate information |  |  |  |
|  | follows the main events of descriptive, narrative, informational and persuasive texts |  |  |  |
| 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 |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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