

UNIT THREE – MAN AND SOCIETY/ENVIRONMENT
Introduction to Novel Study Group Inquiry

LESSON PLAN 1

SUBJECT COURSE: ENGLISH 12

TEACHER:

DATE: Monday, Jan 30, 2017

TIME ALLOTMENT: 65 min.

PROPOSED LEARNING STANDARDS (curricular competencies) (JUNE 2016 PROPOSED DRAFT)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Students will be able to use creative processes to:

- Create artistic works **collaboratively** and as an **individual**, using imagination, observation, inquiry, and ideas inspired by **exploratory play** (Catholic #8)
- Experiment with a wide range of elements, processes, materials, movements, **technologies**, tools, and techniques to create works of art
- Develop discipline-specific vocabulary, skills, and techniques
- Describe, analyze, interpret, and respond to artistic works using **discipline-specific language**
- Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of artistic works
- Express **personal voice**, cultural identity, perspectives, and values through the **language** of a discipline and/or discipline-related instruments
- Create personally meaningful artistic works that demonstrate an understanding and appreciation of **personal and social** contexts
- Apply knowledge and skills **from other areas** of learning in planning, creating, interpreting, and analyzing artistic creations (Catholic #5)
- Work co-operatively to find solutions to challenges (Catholic #8)
- Use the Arts to communicate and respond to **social and environmental issues** occurring locally, regionally, and globally (Catholic #6)
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

CATHOLIC WORLD VIEW CONNECTION: CISVA JANUARY 2017

- 5. One**
Catholic Education responds to Christ's desire "that they may all be one" (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.
- 6. Love**
Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.
- 8. Communion / Community**
Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

DESCRIPTION OF ACTIVITY AND/OR ASSIGNMENT:

- Attendance.
- Provincial Exam Practice Wrap Up – Google Classroom
- Assign next round of Breaking News dates – see Google Classroom's calendar
- Novel study group inquiry – designate group learners/lead learner/novel - see list on Google Classroom
- Reading timelines to be submitted via Google classroom by lead learner (due next class)

DESCRIPTION OF FORMATIVE ASSESSMENT STRATEGIES:

- Novel Study Group Inquiry – teacher generated learner resource package on Google Classroom
- Group novel review activities/slideshows PRESENTATIONS DUE: March 6, 2017
- Rubric provided in learner package

SOURCES:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10-12.pdf

Teacher generated resource package for unit 3 on Google Classroom/Moodle/class binder

Teacher generated handout 5 - Intro to English 12 unit on Moodle/Google Classroom/class binder

New Year Prayer: <https://m.youtube.com/watch?v=GxSqMbsHeJ8>

UNIT: MAN AND SOCIETY/ENVIRONMENT Novel

Study Group Inquiry – “Before Reading” LESSON

PLAN 2

SUBJECT COURSE: ENGLISH 12

TEACHER:

DATE: Wednesday, Feb 1, 2017

TIME ALLOTMENT: 65 min.

PROPOSED LEARNING STANDARDS (curricular competencies) (JUNE 2016 PROPOSED DRAFT)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Students will be able to use creative processes to:

- Create artistic works **collaboratively** and as an **individual**, using imagination, observation, inquiry, and ideas inspired by **exploratory play** (Catholic #8)
 - Experiment with a wide range of elements, processes, materials, movements, **technologies**, tools, and techniques to create works of art
 - Develop discipline-specific vocabulary, skills, and techniques
 - Describe, analyze, interpret, and respond to artistic works using **discipline-specific language**
 - Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of artistic works
 - Express **personal voice**, cultural identity, perspectives, and values through the **language** of a discipline and/or discipline-related instruments
 - Create personally meaningful artistic works that demonstrate an understanding and appreciation of **personal and social** contexts
- Apply knowledge and skills **from other areas** of learning in planning, creating, interpreting, and analyzing artistic creations (Catholic #5)
- Work co-operatively to find solutions to challenges (Catholic #8)
- Use the Arts to communicate and respond to **social and environmental issues** occurring locally, regionally, and globally (Catholic #6)
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

CATHOLIC WORLD VIEW CONNECTION: CISVA JANUARY 2017

- 7. One**
Catholic Education responds to Christ’s desire “that they may all be one” (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.
- 8. Love**
Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.
- 9. Communion / Community**
Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

DESCRIPTION OF ACTIVITY AND/OR ASSIGNMENT:

- Attendance.
- Breaking News.
- 15 mins silent reading.
- Novel study group inquiry – work on “before reading” activities DUE: February 3 (end of block)

DESCRIPTION OF FORMATIVE ASSESSMENT STRATEGIES:

- Novel Study Group Inquiry – teacher generated learner resource package on Google Classroom/Moodle
- Group novel review activities/slideshows PRESENTATIONS DUE: March 6, 2017
- Rubric provided in learner package

SOURCES:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10-12.pdf

Teacher generated resource package for unit 3 on Google Classroom/Moodle/class binder

Teacher generated handout 5 - Intro to English 12 unit on Moodle/Google Classroom class binder

UNIT THREE – MAN AND SOCIETY/ENVIRONMENT
Novel Study Group Inquiry – “During Reading”

LESSON PLANS 3-6

SUBJECT COURSE: ENGLISH 12

TEACHER:

DATE: Fri/Tues/Tues/Thurs, Feb 3/7/14/16, 2017

TIME ALLOTMENT: 65 min.

PROPOSED LEARNING STANDARDS (curricular competencies) (JUNE 2016 PROPOSED DRAFT)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Students will be able to use creative processes to:

- Create artistic works **collaboratively** and as an **individual**, using imagination, observation, inquiry, and ideas inspired by **exploratory play** (Catholic #8)
- Experiment with a wide range of elements, processes, materials, movements, **technologies**, tools, and techniques to create works of art
- Develop discipline-specific vocabulary, skills, and techniques
- Describe, analyze, interpret, and respond to artistic works using **discipline-specific language**
- Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of artistic works
- Express **personal voice**, cultural identity, perspectives, and values through the **language** of a discipline and/or discipline-related instruments
- Create personally meaningful artistic works that demonstrate an understanding and appreciation of **personal and social** contexts
- Apply knowledge and skills **from other areas** of learning in planning, creating, interpreting, and analyzing artistic creations (Catholic #5)
- Work co-operatively to find solutions to challenges (Catholic #8)
- Use the Arts to communicate and respond to **social and environmental issues** occurring locally, regionally, and globally (Catholic #6)
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

CATHOLIC WORLD VIEW CONNECTION: CISVA JANUARY 2017

- 9. One**
Catholic Education responds to Christ’s desire “that they may all be one” (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.
- 10. Love**
Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.
- 10. Communion / Community**
Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

DESCRIPTION OF ACTIVITY AND/OR ASSIGNMENT:

- Attendance.
- Breaking News.
- 15 mins silent reading.
- Novel study group inquiry – work on “before reading” activities DUE: Wednesday, February 1
- Start to work on “during reading” activities DUE: Thursday, February 16

DESCRIPTION OF FORMATIVE ASSESSMENT STRATEGIES:

- Novel Study Group Inquiry – teacher generated learner resource package on Google Classroom/Moodle
- Group novel review activities/slideshows PRESENTATIONS DUE: March 6, 2017
- Rubric provided in learner package

SOURCES:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10-12.pdf

Teacher generated resource package for unit 3 on Google Classroom/Moodle/class binder

Teacher generated handout 5 - Intro to English 12 unit on Moodle/Google Classroom class binder

UNIT: MAN AND SOCIETY/ENVIRONMENT
Novel Study Group Inquiry – “During/After Reading”
LESSON PLANS 7-11

SUBJECT COURSE: ENGLISH 12

TEACHER:

DATE: Mon/Wed/Fri/Tues/Thurs, Feb 20/22/24/28 and Mar 2, 2017 TIME ALLOTMENT: 65 minutes

PROPOSED LEARNING STANDARDS (curricular competencies) (JUNE 2016 PROPOSED DRAFT)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Students will be able to use creative processes to:

- Create artistic works **collaboratively** and as an **individual**, using imagination, observation, inquiry, and ideas inspired by **exploratory play** (Catholic #8)
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- Work co-operatively to find solutions to challenges (Catholic #8)
- Use the Arts to communicate and respond to **social and environmental issues** occurring locally, regionally, and globally (Catholic #6)
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

CATHOLIC WORLD VIEW CONNECTION: CISVA JANUARY 2017

11. One

Catholic Education responds to Christ’s desire “that they may all be one” (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.

12. Love

Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.

11. Communion / Community

Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

DESCRIPTION OF ACTIVITY AND/OR ASSIGNMENT:

- Attendance.
- Breaking News.
- 15 mins silent reading.
- Novel study group inquiry – work on “after reading” activities DUE: March 2, 2017
- Complete any overdue “during reading” activities DUE: February 16, 2017

DESCRIPTION OF FORMATIVE ASSESSMENT STRATEGIES:

- Novel Study Group Inquiry – teacher generated learner resource package on Google Classroom/Moodle
- Group novel review activities/slideshows PRESENTATIONS DUE: March 6, 2017
- Rubric provided in learner package

RESOURCES:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10-12.pdf

Teacher generated resource package for unit 3 on Google Classroom/Moodle/class binder

Teacher generated handout 5 - Intro to English 12 unit on Moodle/Google Classroom/class binder

UNIT: MAN AND SOCIETY/ENVIRONMENT
Novel Study Group Inquiry – “Final Presentations”
LESSON PLANS 12 and 13

SUBJECT COURSE: ENGLISH 12 (G)

TEACHER:

DATE: Mon/Thurs, Mar 6/9, 2017

TIME ALLOTMENT: 65 min.

PROPOSED LEARNING STANDARDS (curricular competencies) (JUNE 2016 PROPOSED DRAFT)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Students will be able to use creative processes to:

- Create artistic works **collaboratively** and as an **individual**, using imagination, observation, inquiry, and ideas inspired by **exploratory play** (Catholic #8)
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CATHOLIC WORLD VIEW CONNECTION: CISVA JANUARY 2017

13. One

Catholic Education responds to Christ’s desire “that they may all be one” (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.

14. Love

Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.

12. Communion / Community

Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

DESCRIPTION OF ACTIVITY AND/OR ASSIGNMENT:

- Attendance.
- Breaking News.
- 15 mins silent reading.
- Novel study group inquiry – FINAL SLIDESHOW PRESENTATIONS

DESCRIPTION OF FORMATIVE ASSESSMENT STRATEGIES:

- Novel Study Group Inquiry – teacher generated learner resource package on Google Classroom/Moodle
- Group novel review activities/slideshows PRESENTATIONS DUE: March 6, 2017
- Rubric provided in learner package

RESOURCES:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10-12.pdf

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Teacher generated handout 5 - Intro to English 12 unit on Moodle/Google Classroom/class binder