



Big Ideas

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.













The exploration of text and story deepens understanding of diverse, complex ideas about identity, others, and the world.




People understand text differently depending on their Worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.




Language shapes ideas and influences others.

Curriculum Connections	
CATHOLIC PRINCIPLES	First Peoples Principles
CHRIST CENTERED – Catholic Education fosters a personal relationship with Jesus Christ in the family of the Church; our faith in Christ is evident and permeates all facets of the educational environment.	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
<p> Staff prayer, morning chapel, morning, noon, and afternoon prayer over the PA</p> <p> Monthly mass and Chaplin classroom visits</p>	





<ul style="list-style-type: none">  Service projects, local charities, and drives  Inviting the students to be part of the class/school community by establishing a sense of place 	
APOSTOLIC – Catholic Education is founded on and guided by the truth of the Gospel, beginning with the apostles and handed on by the Pope and bishops.	<p>Learning is embedded in memory, history, and story.</p> <p>Learning involves patience and time.</p>
<ul style="list-style-type: none">  Catholic gestures as presented in A little Cloud  No time like September to welcome patience and schedule time 	
TRADITION – Catholic Education guides us in the selection of excellent content, pedagogy and resources for the transmission of the faith in the Catholic Intellectual Tradition.	Learning recognizes the role of indigenous knowledge.
<ul style="list-style-type: none">  The character analysis and Ten Year Plan will afford us the opportunity to discuss the importance of faith  James Joyces’ short story will let us explore envy and depression  We will incorporate the need for balance  Using the Catechism to guide our persuasive group discussion to unearth the Church’s stance on various issues 	
HOLY – Catholic Education draws upon scripture, the sacraments and prayer to help us to respond to the universal call to holiness.	Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
<ul style="list-style-type: none">  We will discuss the importance of responsibility and reflection  Persuasive writing topics will include many church related issues 	
ONE – Catholic Education responds to Christ’s desire “that they may all be one” (John 17.21) in our belief of one body, one faith, one baptism, one God and Father of all.	Learning requires exploration of one’s identity.
<ul style="list-style-type: none">  Incorporate evangelization opportunities  Share our biography’s to help each student explore their identity 	
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.	Learning involves recognizing the consequences of one’s actions.

-  Establish classroom etiquette grounded in respect
-  Set expectations and consequences
-  Use characters from our short stories to further explore consequences of life decisions

<p><i>INALIENABLE</i> – Catholic Education promotes that “the right and the duty of parents to educate their children are primordial and inalienable” and “parents have the first responsibility for the education of their children” (CCC 2221, 2223).</p>	<p>Learning involves generational roles and responsibilities.</p>
---	---

-  Discussing the role of parents in response to the poem Warren Pryor
-  Composition topic: each Generation has Something to offer
-  Parental Guest speakers to share how they use literacy in their careers

<p><i>COMMUNION/ COMMUNITY</i> – Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others.</p>	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p>
--	--

-  Recognize each students gifts through our goal setting and sharing
-  Use icebreakers and informal conversations to help the students nurture their relationship with God and with each other
-  Share overviews and weekly reports with parents; keep them in the conversation of student progress
-  Foster a, “take care of each other” classroom.

Curricular Competencies	Content / Materials/ Resources
<p>Comprehend and Connect</p>	<p>What we will be working on this unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biographical Profiles <input type="checkbox"/> In class interviews <input type="checkbox"/> Three Days to See <input type="checkbox"/> Persuasive Writing Group Activity <input type="checkbox"/> Ten Year Plan <input type="checkbox"/> Reading James Joyce’s, A Little Cloud <input type="checkbox"/> Character Charts <input type="checkbox"/> Character Graphic Organizer
<p>Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability.</p>	
<p>Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multi-mode texts, guide inquiry, and extended thinking</p>	
<p>Synthesis ideas from different texts/sources</p>	
<p>Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages</p>	
<p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</p>	
<p>Recognize and identify the role of personal, social, and cultural texts,</p>	

values, and perspectives in texts.	<input type="checkbox"/> Character Analysis: Essay Planner <input type="checkbox"/> Integrating Quotations <input type="checkbox"/> Honing composition writing skills via weekly composition writing and descriptive feedback sessions; no numeric grades for the first four pieces of writing <input type="checkbox"/> Enhancing word choice and voice <input type="checkbox"/> Proofreading strategies and self-editing skill development <input type="checkbox"/> Review and address the 6 point scale and break it into %ages <input type="checkbox"/> Identify literary devices in select stories <input type="checkbox"/> Exploring text structures/HL <input type="checkbox"/> Looking at the significance of writing conventions <input type="checkbox"/> Variety of Canadian Short Stories
Recognize how language constructs personal, social, and cultural identity.	
Construct meaningful personal connections between self, text, and world.	
Recognize how literary elements, techniques, and devices enhance and shape meaning and impact	
Identify the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs and points of view	
Examine the diversity within and across First Peoples' Societies represented in texts.	
Develop awareness of how First Peoples' languages and texts reflect their culture, knowledge, history, and worldview.	
Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking	
Create and Communicate	
Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences	
Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience and message.	
Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context.	
Connections to Core Competencies	

Communication	<ul style="list-style-type: none"> • in class interviews • teacher student conference to discuss goals and set up GradeBook Pro • icebreakers • ten year plan drafts and discussions • persuasive writing small group presentations on the greatest inventions and a controversial topic (bring in Catechism for Church based issues)
Thinking	<ul style="list-style-type: none"> • reflection time after each reading and descriptive feedback session • character analysis; • using the concepts of possibility, vision, balance, audacity, format, and integrity in our ten year plan • analyzing various character traits
Personal and Social	<ul style="list-style-type: none"> • developing a ten year plan complete with social , personal and career goals • using the ten year plan template to draft how they plan to achieve their purpose in the world • using student generated biographical questions to interview each other; penning bios that will share the classes personalities and outlooks.

Evidence of Learning

<p>Formative</p> <ul style="list-style-type: none"> ▪ Ongoing student-teacher conferencing and proofreading ▪ Weekly compositions with the first four having descriptive feedback only ▪ Character charts, graphic organizers, and the essay planner are intended to guide student writing ▪ Spoken language in small groups 	<p>Summative</p> <ul style="list-style-type: none"> ▪ Character analysis complete with integrated quotations (suggested word count 600-800) ▪ In class composition at the end of the unit to assess writing skills ▪ Biographical Profile ▪ Completed persuasive writing chart ▪ Three Days to See Reflection piece
---	---

Learning Experiences

<p>Learning Environment</p> <ul style="list-style-type: none"> ▪ Prayer table ▪ Student samples ▪ Review and establish classroom etiquette and expectations 	<p>Liturgical Connection</p> <ul style="list-style-type: none"> ▪ Saint of the Day ▪ Weekly posted quote from Pope Francis 	<p>Differentiation</p> <ul style="list-style-type: none"> ▪ Student survey to determine optimal learning styles ▪ IEP meetings and review of filed recommendations 	<p>Personalized Opportunities</p> <ul style="list-style-type: none"> ▪ Students to select novels of choice ▪ Students to find a story of preference for their next analysis assignment
---	---	---	---

My Planning Reflection ongoing and at the end of the unit

<p>Aligning competencies</p>	<p>Assessment for Learning</p>	<p>Embedding Catholic Worldview -our persuasive writing group activity opened up major discussion on controversial issues from Immigration to assisted suicide</p>
<p>Promoting First Peoples Principles -GJ has volunteered to share FP traditions and it willing to bring in Chehalis Singers!</p>	<p>Cross Disciplinary -excellent discussions about many Religious topics</p>	<p>Adaptations/Modifications -I had to implement several ESL strategies</p>