

Taking a Stand

Unit Plan – English Language Arts 7 – Arts Education 7 – First Term

Nelson Literacy “Step Up” and Writing

Core Competencies

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| Communication Connect and engage with others Acquire, interpret and present info Explain and reflect on experiences | Creative Thinking Novelty and value Generating ideas Developing ideas | Critical Thinking Analyze and critique Question and investigate Develop and design | Positive Personal & Cultural Identity Relationships and cultural contexts Personal values and choices | Personal Awareness and Responsibility Self determination Self regulation | Social Responsibility Building relationships |
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BIG IDEA - **UNDERSTAND**

| Eng Lang Arts 7 | Eng Lang Arts 7 | Eng Lang Arts 7 | Eng Lang Arts 7 |
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| Language and stories can be a source of creativity and joy | Exploring text and story helps us understand ourselves and make connections to others and to the world. | Exploring and sharing multiple perspectives extends our thinking. | Developing our understanding of how language works allows us to use it purposefully. |
| Principle of Cath Ed One Communion Love Christ-Centred Truth/Beauty/Goodness | Arts Ed 7 Engaging in the arts develops people’s ability to understand and express complex ideas. | | |

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| Curricular competencies - What Students will DO | Concepts and Content: What Students will KNOW |
| <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i> Comprehend and connect <ul style="list-style-type: none"> Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability | Story/text <ul style="list-style-type: none"> form, function, and genre of texts features of written texts literary elements (<i>characterization, character types (eg., protagonist, antagonist, stereotype), story structures, and setting</i>) literary devices (<i>metaphor, simile,</i> |

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Understand how literary elements, techniques, and devices enhance and shape meaning
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view
- Recognize the validity of First Peoples' oral tradition for a range of purposes

Exchange ideas and viewpoints to build shared understanding and extend thinking Create and communicate

- Use writing and design processes to plan, develop, and create engaging and meaningful literary 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 an increasing repertoire of conventions of English spelling, grammar, and punctuation

Exploring and creating – Art

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Communicating and documenting – Art

- Interpret and communicate ideas using

alliteration)

- **elements of non-fiction texts** (*facts and data in informational articles; chronology in memoir headings and subheadings in textbooks; analogies and real-life examples; use of third person; and diagrams, maps, tables and charts, captions, labels, and web links*)

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions

- features of oral language
- **syntax and sentence fluency** (*use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments*)

Manipulation of elements and principles to create meaning in the arts

- visual arts: elements of design: line, shape, space, texture, colour, **form**, tone; **principles of design**: pattern, repetition, **balance**, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony

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| <p>symbols and elements to express meaning through the arts</p> <ul style="list-style-type: none"> • Take creative risks to express feelings, ideas, and experiences | <p>Image development strategies Symbolism and metaphor to explore ideas and perspective</p> |
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| Learning Activities | Resources and Materials |
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| <p><u>Nelson Literacy 7 – “Step Up”</u></p> <p>- use transparency “Memory of a Friend” and pg. 2 to review making connections – text to text/text to world/ text to self</p> <p>- “The Nest” – use TM pg. 13-17 for before/during/after reading discussion ideas – assign reflection focus on connections and perspective</p> <p>- “Universal Solder” and “First They Came” – use TM pg. 18-23 to guide predictions, connections and reflections – use YouTube video of Buffy Saint-Marie and compare to song “One Tin Soldier” – assign writing task to analyze one of these songs in terms of effectiveness of communicating message – connect to Remembrance Day</p> <p>-using Teacher feedback of personal responses, set goals to improve next response</p> <p>- “Resisting Hitler” – use TM pg. 24-29 – focus on building prior knowledge – use smartboard to access appropriate scenes of life in Germany in WWII – do role play of Karl and Rudi’s meeting – see TM pg. 28</p> <p>- make connections between facts in the article and our world today – focus on where is the truth, the beauty and the goodness – Catholic Intellectual Tradition</p> <p>“Igniting Global Change” and “Welcome to the Global Village” – TM pg. 48-62 – examine to discuss effectiveness of presentation of ideas – compare and contrast Global Village text to video version on YouTube – analyze effectiveness of each – in partners create own visual representation of one statistic from the Global Village text using established criteria – express statistic as a fraction, decimal and percent</p> <p>-connect to Catholic Principles – One – all of creation is interconnected</p> <p>Communion – indiv right vs. the common good, love of God and neighbour</p> <p>- use “Release the Crickets” TM pg. 82-86 to analyze purpose, audience, exaggeration and humour of comic strips – with partner create own comic strip using given template and criteria – reflection – effectiveness of comic strip vs. other media for communication messages</p> | <p>Nelson Literacy – Step Up Program</p> <p>YouTube videos</p> |

- "I Need to Wake Up" TM pg. 87-92 – introduce the documentary "An Inconvenient Truth" using trailer to set background for lyrics – listen to song and analyze message and purpose using teacher made worksheet

-Cath Principles – One – our responsibility for others

- Communion – bringing justice

- "The Birdman" pg. 46 – focus on how the actions of one can affect many

- Cath Principles – One – interconnection of all creation

- Love – every life has inherent dignity

- Communion – indiv right vs. common good

-using Teacher provided simple sentences, as class take to next level of sophistication to create complex and compound sentences – give variety of paragraph topics with explicit criteria for students to develop their own writing – use transition words and sentence starters as guides

-teach paragraph writing model with clear topic sentence and supporting info – model strong paragraphs for students and have them write own paragraph responses for variety of topics – incorporate "100 Quickwrites" and own topics– revise class criteria to incorporate paragraph writing and sophisticated sentences

-Terry Fox – use quotes about and by Terry to make inferences on his character – write paragraph to support character inferences with quotes

-bring out truth/beauty/goodness in Terry's actions and life – Catholic Intell. Tradition

-introduce Memoirs – examine picture books and memoir essays to find similarities and analyze effectiveness – relate to perspectives and audience – write own Memoir about favourite childhood game or toy, assess using criteria given

-to teach proof-reading/editing skills give teacher made passages to proof-read/edit – have students work both independently and with partner to find errors, make revisions

-continue to revisit criteria for paragraph writing incorporating new skills as learned – assign paragraph topics relating to relevant issues in school, curriculum and students' life – introduce BC Performance Standards as Assessment Tool

-keep vocabulary wall with interesting, sophisticated, relevant words for students to incorporate in writing – add words found in student writing that are descriptive and enhancing

- put up "word of the week" to expand vocabulary – find ways all week

Worksheets – word banks, sentence formation, thesaurus, transition words, proof-reading symbols, nouns and pro-nouns

Paragraph Topics:
Fall, Bravery, Light of Life, Terry Fox, Worries, Memoirs

BC Performance Standards for Reading and Writing

Paragraph Exemplars

100 Quickwrites - Lind Rief
Painting the Sky – Shelley Tucker

Poetry topics:
Personification,
Thanksgiving Psalm,
Breathe in – Breath out,
The Essence of Leadership, What if...?

Letter writing:
Letter to Kindergarten Buddy's Parents

long to use that word in speech and writing

-read quote on "Essence of Leadership" – use as pattern to write own Essence of Leadership in order to clarify qualities expected of strong Grade 7 leaders – incorporate descriptive language, complex sentences and similes

-Cath. Principles – Christ-Centred – relate to Jesus as leader

-examine Socials' and Science textbooks for text features that will aid comprehension – identify headings, side-bars, illustrations, diagrams, table of contents, glossaries and focus questions in order to find and understand material

-introduce "Letter Writing" – focus on its established purpose and format

-write letter to Kindergarten buddy parents introducing self and hopes/plans for year

-Cath Principles – Inalienable – parent engagement and helping parents to feel like they are a part of the buddy program

-intro BC Perf. Standards for creative writing -examine Free Verse for language, style, message, effectiveness – use established patterns of free verse to write own – share orally - discuss how to effectively use voice expression and intonations to enhance communication of poetry
-focus on using our knowledge of language (parts of speech) to enhance, elevate and add sophistication to our writing

-prepare, practice our Remembrance Day assembly with a focus on oral language – how to use oral language effectively to communicate the meaning and depth of your message

| Assessments/Evaluations | Adaptations/Modifications |
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| Formative Assessment Individual conferences to set personal writing goals Feedback on written paragraphs – language and sentences highlighted for students to edit and improve Student written questions to guide understanding as reading Reflections on own writing Peer reflections | Support from Learning Resource to brainstorm, web ideas for writing Teacher support for sentence structure and reading comprehension Literal comprehension questions only rather than inferential ones Point form rather than complete sentences or paragraphs |
| Summative Assessment Writing – assessment criteria given for each assignment – rubric 1-4 scale based on BC | |

Performance standards
writing portfolio
Teacher assessment of how writing goals have been met
Reflections on own writing
Reading Comprehension – written answers
Literal and inferential comprehension questions
Art – assessment criteria based on rubric 1-4 scale

Driving Questions

What issues would call you to step up or take a stand?

How does stepping up reflect our values?

How can we find Truth, Beauty and Goodness in Global Issues?

How does making connections with our reading help us to both understand the text and us?

How can we extend/change our thinking by both reading articles/stories from other perspectives and discussing our reading with others?

How can we improve the communication and sophistication of our own writing so that we can effectively communicate our own perspectives?

Extensions/ Possible Cross-curricular Connections

Art – Global Village partner project – Release the Critics Comic Strip

Math – Global Village partner project – percent, decimals and fractions

Catholic Worldview and Principles of Catholic Education

Christ-Centred, One, Love, Inalienable, Communion

Truth, Beauty and Goodness

Aboriginal Perspective/ First Nations Principles of Learning

Carol Simpson – author visit

Raven Brings Light – Roy H. Vickers and Robert Budd

Learning is embedded in memory, history and story

Learning involves patience and time

Learning involves the exploration of one's identity

Teacher reflection

