

Grade:	7 FRENCH IMMERSION	Subject:	RELIGION / FRENCH LANGUAGE ARTS / SOCIAL STUDIES / HEALTH
Area of Study/Unit plan:	SOCIAL INJUSTICE AND MORALITY <ul style="list-style-type: none"> • IN A FRENCH NOVEL STUDY • IN THE WORLD AROUND US 	Time frame:	7 weeks, from 1 st week of January until 3 rd week of February

Big Ideas

- Religion: Our life in Christ requires certain behaviours and attitudes, built on our belief that all human beings are made in God's image and thus have dignity.
- French: The themes of a narrative emerge from the situations characters experience and the way they respond to those situations.

<u>Integration of Faith Perspective</u>	<u>Integration of Aboriginal Perspective</u>
<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Learning is embedded in memory, history, and <i>story</i>

Questions to Support Inquiry

- How do we know how to live? What can we do to live in that way? Do all people agree on how to live?
- How can we provide a Christian response to situations of discrimination?
- Can we recognize situations in the world that demonstrate the consequences of ignoring the common good in relation to the Cardinal Virtues?
How can we respond?
- How does the author use the characteristics of a youth novel to portray an important theme?

Core Competencies

Core competencies are evident within the learning standards. They come into play when students are engaged in “doing” in any area of learning

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • Acquire, interpret and present information 	<ul style="list-style-type: none"> • Critical Thinking: <ul style="list-style-type: none"> ○ Analyze & critique ○ Develop & design 	<ul style="list-style-type: none"> • Positive Personal and Cultural Identity <ul style="list-style-type: none"> ○ Personal values & choices • Personal Awareness & Responsibility <ul style="list-style-type: none"> ○ Self-regulation • Social Responsibility <ul style="list-style-type: none"> ○ Contributing to the community & caring for the environment ○ Valuing diversity ○ Solving problems in peaceful ways

Materials & Resources

- Bible, to find Ten Commandments, Greatest Commandment, Beatitudes, Gift & Fruit of the Spirit
- YouCat to read about the above as well as to get list of 7 Virtues
- French novel – Horreure en Égypte
- Bloom Ball templates
- A couple of news articles from Catholic News Agency (1st - to explore together where we see Catholic moral teaching being lived and not being lived, as well as consequences, 2nd – for independent analysis; about a relevant current event issue where possible)
- Rubric to assess Bloom Ball work

Learning Standards

Content	Curricular Competencies
<p><i>Students are expected to KNOW the following:</i></p> <ul style="list-style-type: none"> • French <ul style="list-style-type: none"> ○ Literary Elements: Characteristics of youth novel <ul style="list-style-type: none"> ▪ genre, characters, setting, plot, theme, sub-themes, chain of events, etc ○ Text Organization: Narrative structure <ul style="list-style-type: none"> ▪ setting, inciting incident, rising action, falling action and resolution ○ Revision strategies <ul style="list-style-type: none"> ▪ rereading, consulting reference tools, using a revision grid, etc. ▪ incorporating grammar lessons taught, into spontaneous writing • Religion <ul style="list-style-type: none"> ○ Know the Ten Commandments, Greatest Commandment, Beatitudes, Gifts & Fruit of the Holy Spirit and Virtues ○ Understand the above, based on YouCat and Church Tradition ○ Understand that Jesus' words tell us that the Greatest Commandment fulfills everything (Matthew 22:40) • Physical and Health Education <ul style="list-style-type: none"> ○ strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings 	<p><i>Students are expected to DO the following:</i></p> <ul style="list-style-type: none"> • French <ul style="list-style-type: none"> ○ Exploring & Reflecting <ul style="list-style-type: none"> ▪ Identify implicit information in a text, relying on specific cues and prior knowledge ▪ Analyze the roles that characters play in the plot to understand the important stages of plot development ○ Creating and Communicating <ul style="list-style-type: none"> ▪ Respond to a text by identifying passages that evoke feelings and emotions ▪ Create a character portrayal including physical characteristics and psychological traits • Religion <ul style="list-style-type: none"> ○ Analyze sequence of revelation for Catholic morality, as the basis of how we know how to live ○ Analyze how Catholic morality is connected to respecting the dignity of all people ○ Analyze morality as seen in newspaper articles, in our French novel study, in our school • Physical and Health Education <ul style="list-style-type: none"> ○ Describe and assess strategies for responding to discrimination, stereotyping, and bullying • Social Studies skills: <ul style="list-style-type: none"> ○ Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) ○ Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue.

<u>Learning Opportunities</u>	<u>Assessment for Learning</u>
<ul style="list-style-type: none"> ● French <ul style="list-style-type: none"> ○ Reading skills will be practiced by choral reading, following along as teacher reads, thinking about our comprehension as we read, frontloading vocabulary and other reading comprehension strategies. ○ Students will work in small groups to prep vocab info for the novel, which is rich in descriptive language new to students ○ Students will prepare 12 different written activities, each in shape of pentagon, with progression of activities matching Bloom’s taxonomy: Know, Comprehend, Apply, Analyze, Synthesize, Evaluate ○ Each regular pentagon will be almost the width of an 8.5”x11” paper ○ Students will be involved in think-pair-share activities to explore theme, implicit cues, plot development and character development ○ Students will apply their learning in religion, to their analysis activities in this novel, looking at events in novel in light of Catholic morality ○ Bloom Ball will be ready for Student-Led Conferences ● Religion <ul style="list-style-type: none"> ○ Students will copy from board, the lists of Ten Commandment, Greatest Commandment, Beatitudes, Gifts & Fruit of HS, Virtues, to create their own resource ○ Small group discussion exploring meaning of each of these, to discover the “SHALT NOT” and the “SHALL” of God’s message to us ○ Class group work on board to categorize the various lists into the different groups, with each virtue as a title / category name, to connect morality development as consistent through time, simply elaborated for us ○ As a class, we will how each of these behaviours is under the primordial category of the Greatest Commandment, with Christ’s declaration that all of the law & prophets hang on this commandment ○ As a class, we will read a newspaper article, selected by teacher for content and understandability/relevance to students, from the Catholic News Agency (CNA) ○ As a class, we will do the work of recognizing moral/immoral behaviour 	<ul style="list-style-type: none"> ● Formative Assessment: <ul style="list-style-type: none"> ○ French: <ul style="list-style-type: none"> ▪ Reading comprehension will be assessed based on their ability to participate in small group discussion as we progress through the novel ▪ In this way, learning will be visible to them and to me (are they following the story?). This will direct our ongoing discussions about the <i>issues</i> presented in the text, as well as our need to work on the vocabulary acquisitions and language mechanics to improve comprehension. ▪ Written work will be formatively assessed through in-class periods of reviewing/editing own work as well as work of peers. ○ Religion: <ul style="list-style-type: none"> ▪ Catholic morality: based on discussion in small and large groupings, about novel, explanations in YouCat, as well as news article read together ▪ Oral discussions extending information to school conflicts as they arise, where appropriate for class discussion ▪ Oral discussions extending information to Pink Shirt Day for class discussion ● Summative Assessment <ul style="list-style-type: none"> ○ French: <ul style="list-style-type: none"> ▪ Written work about the novel, forming a duo decahedron ▪ These 12 activities will include demonstration of curricular competencies listed above ▪ Rubric will be used for assessment rather than points or percentage ○ Religion: <ul style="list-style-type: none"> ▪ A written text demonstrating a) recognition of moral and immoral behaviour in newspaper article and b) analyzing the consequences of

<p>in the article and see the consequences of these behaviours in the unfolding of the news story; we will itemize this list in a graphic way</p> <ul style="list-style-type: none">○ As a class, we will read a second article from the CNA, chosen with the same criteria.○ Students will then independently recognize and analyze this new article, applying their understanding of Catholic morality to the situation, following the example we worked on as a class. Students will have access to their lists of Ten Commandments, Greatest Commandment, Beatitudes, Gifts & Fruit of Holy Spirit and Virtues, in doing this independent analysis.○ This written independent analysis will be available for Student-Led Conferences, with the article on display for parents to look at.○ Students will participate in small group discussions around Catholic morality in view of Pink Shirt Day on Feb 22 and how they can each personally take responsibility for contributing to a Christian environment in the class, school and their family <p>● Health / Social Studies:</p> <ul style="list-style-type: none">○ The analysis of novel, of news article and of community context will incorporate the elements of content, curricular competencies in the Learning Standards listed above.	<p>both types of actions which improved or worsened the outcomes, according to the article</p> <ul style="list-style-type: none">○ Health / Social Studies:<ul style="list-style-type: none">▪ There will not be separate assessments of these areas, because the ethics and strategies are demonstrated in the assessments in French and Religion.
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