

<p>Grade: Grade 7</p> <p>Area of Study/Unit plan:</p> <p>This is the lead-up to and participation in a field trip to prepare and distribute food at the Door Is Open food shelter, as part of our desire to transform social realities as we prepare for Confirmation.</p>	<p>Subject: ADST, Health, Christian Ed, Career Ed, English</p> <p>Time frame: 3 weeks leading up to Confirmation Time per week: 2 hrs per week + field trip day</p>
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Big Ideas

CHRISTIAN EDUCATION

- (L) **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
- (T) **TRADITION** – Goodness Truth and Beauty - Do we see the goodness here? The truth? The beauty?

CAREER EDUCATION

- Safe environments depend on everyone following safety rules
- New experiences, both within and outside of school, expand our career skill set and options

ENGLISH

- Exploring and sharing multiple perspectives extends our thinking

Questions to Support Inquiry

- What are some safety issues to consider when working in a kitchen?
- What are some safety issues to consider when handling food?
- What are some safety issues to consider when taking public transportation?
- Why might people use a facility such as “The Door is Open”?

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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"> • Connect and engage with others • Collaborate to plan, carry out, and review constructions and activities • Explain/recount and reflect on experiences and accomplishments 	<p>Creative Thinking:</p> <ul style="list-style-type: none"> • Novelty and value <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Analyze and critique • Question and investigate 	<p>Positive Personal & Cultural Identity:</p> <ul style="list-style-type: none"> • Relationships and cultural context <p>Personal Awareness & Responsibility:</p> <ul style="list-style-type: none"> • Self-determination • Well-being <p>Social Responsibility:</p> <ul style="list-style-type: none"> • Contributing to community and caring for the environment • Valuing diversity

Materials & Resources

- The Door is Open – 255 Dunlevy Ave. Vancouver BC 604-669-0498
- Our Lady of Fatima Parish Kitchen
- Translink (Compass Tickets) – Skytrain to and from The Door is Open
- Food to purchase and to prep (more detail to come once we organize with The Door is Open on what we will be serving)
- Food prep supplies (see what is available in parish kitchen)

Learning Standards

Content	Curricular Competencies
<p><i>Students are expected to KNOW the following:</i></p> <p>ADST</p> <ul style="list-style-type: none"> • basic food handling and simple preparation techniques and equipment 	<p><i>Students are expected to DO the following:</i></p> <p>ADST</p> <ul style="list-style-type: none"> • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments

<p>CAREER ED</p> <ul style="list-style-type: none"> • Connections to community: <ul style="list-style-type: none"> ○ local and global needs and opportunities – social justice, environmental stewardship, sustainability, effective use of resources, etc ○ Volunteer opportunities <p>PHYSICAL AND HEALTH ED</p> <ul style="list-style-type: none"> • Strategies to protect themselves and others <ul style="list-style-type: none"> ○ could include: <ul style="list-style-type: none"> ▪ telling an adult ▪ being assertive ▪ avoiding potentially unsafe situations ▪ safe use of the internet ▪ identifying tricks and lures used by predators ○ from potential abuse, exploitation and harm in a variety of settings <p>RELIGION</p> <p>*organizations that honour the dignity of human life</p>	<p>CAREER ED</p> <ul style="list-style-type: none"> • Demonstrate safety skills in an experiential learning environment • Explore volunteer opportunities and other new experiences outside school and recognize their value in career development <p>PHYSICAL AND HEALTH ED</p> <ul style="list-style-type: none"> • Social & Community Health: explore strategies for promoting the health and well-being of the school and community <p>CHRISTIAN EDUCATION</p> <ul style="list-style-type: none"> • participate in acts of service. ♦ •demonstrate in their reflective journal how their chosen acts of service are a response to the Gospel Call. <p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Select and use appropriate features, forms and genres according to audience, purpose and message
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<u>Learning Opportunities</u>	<u>Assessment for Learning</u>
<ul style="list-style-type: none"> • How to properly set up a kitchen in different stations to prepare food (soup and sandwiches) • Go over the different kitchen tools that will need to be used in preparation of the different food and the proper techniques and safety of each tool • How to properly wash vegetables • How to properly cut vegetables 	<p>Formative:</p> <ul style="list-style-type: none"> • Participation in creating rubric with each row representing an element in this study - public safety, safety in the kitchen, servant behaviour, participation, Observation of student participation and contributions to class discussions and learning activities ♦ Observation of student service and safe choices at The Door is Open

<ul style="list-style-type: none"> • How to read and follow a recipe • Understand safety guidelines and etiquette when taking public transportation • Interact with individuals who use The Door is Open facility <p>*religion:</p> <ul style="list-style-type: none"> -interact and look people in the eye and smile, talking saying "here you go", "take care" -reflect on how each of these people is a unique person, valued by God and made His image -look for signs that each of these people are made in God's image and loved and valued by Him, in order to find the face of Christ in the people we serve at the Door is Open <p>Language Arts</p> <ul style="list-style-type: none"> -consider what medium (poetry, prose, letter, persuasive, article, persuasive, cartoon) to best describe tone and message - <p>Social</p> <p>Social Teaching around what respect looks like in this setting – no side giggles with BFFs, no disrespectful whispering/giggling, etcetera</p>	<ul style="list-style-type: none"> • <p>Summative:</p> <ul style="list-style-type: none"> • Student written reflection on their experience (Journal, Paragraph, Poem, Letter) including how they learned to look for the beauty in each person • Chinese wall poetry? some written expression that puts the writer beyond their comfort zone and into the beauty
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<u>Integration of Faith Perspective</u>	<u>Integration of Aboriginal Perspective</u>
<p>(L) 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</p> <ul style="list-style-type: none"> • This unit will be seen through the lens of love by taking the time to serve others, and by honouring each of the people we serve with a kind attitude, at the soup kitchen "The Door is Open". 	<ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

CHECKLIST for items and information to include in Unit Plans

Information about what to include in each section of the template

- CORE COMPETENCIES** (which ones to be addressed, and which aspects)
 - Details of Lessons/Learning Opportunities/Experiences should show how these will be addressed (ie. oral and or written communication, group work, etc.)
- LEARNING OPPORTUNITIES/EXPERIENCES**
 - Include planned lessons , activities, & projects, plus PLANS FOR PERSONALIZED LEARNING: DIFFERENTIATION, FLEXIBILITY BASED ON THE INTERESTS & NEEDS of your group of students, & STUDENT CHOICE (within reasonable boundaries)
 - Make relevant links to “Key Questions” (from Curricular Competencies & Content) & “Inquiry Questions” (from Big Ideas)
- MATERIALS/RESOURCES**
- TIME FRAME** – should be general or approximate to leave room for flexibility (eg. Could include number of lessons and their topics but left open so that one 'lesson' can take up more than one class period, etc.). May also include approximate number of weeks, etc.
- ASSESSMENT FOR LEARNING** (formative assessment)
 - Focus should be on formative assessment as well as *assessment as learning* (peer/self assessment) but should also include any planned *assessment of learning* (summative)
 - Curricular Competencies to be focused on primarily, but also content (or in the context of a specific content area)
 - Make relevant links to “Key Questions” (from Curricular Competencies & Content) & “Inquiry Questions” (from Big Ideas)
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