

## Grade Seven Unit Plan

September to December 2017

**Overall Topic:** Who Am I?

Subject	Big Ideas	Guiding Questions
Religion	N/A	What does it mean to be Catholic?
Social Studies	Geographic conditions shaped the emergence of civilizations.	What does it mean to be human?
Science	Evolution by natural selection provides an explanation for the diversity and survival of living things.	How might God have created the Earth and humans?
Language Arts	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	What sort of person do I want to grow up to be? (What do I value? What's important to me?)
Career Education	Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.	Why is it important for me, becoming an adult, to accept and understand who I am...how will this help me moving forward?
Fine Arts	Through art making, one's sense of identity and community continually evolves.	How is my identity expressed through my artwork?
Applied Design, Skills, and Technology	Design may be responsive to identified needs. Complex tasks require the acquisition of additional skills. Complex tasks may require multiple tools and technologies.	How is my identity expressed through my use of the computer and my online profile?

## Core Competencies

<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>- Connect and engage with others to share and develop ideas</li> <li>- Acquire, interpret and present information</li> <li>- Collaborate to plan, carry out, and review constructions and activities</li> <li>- Explain / recount and reflect on experiences and accomplishments</li> </ul>	<p><b><u>Thinking</u></b></p> <p><b><u>Creative Thinking</u></b></p> <ul style="list-style-type: none"> <li>- Novelty and value</li> <li>- Generating ideas</li> <li>- Developing ideas</li> </ul> <p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>- Analyze and critique</li> <li>- Question and investigate</li> <li>- Develop and design</li> </ul>	<p><b><u>Personal and Social</u></b></p> <p><b><u>Positive Personal and Cultural Identity</u></b></p> <ul style="list-style-type: none"> <li>- Personal values and choices</li> <li>- Personal strengths and abilities</li> </ul> <p><b><u>Personal Awareness and Responsibility</u></b></p> <ul style="list-style-type: none"> <li>- Self-determination</li> <li>- Self-regulation</li> <li>- Well-being</li> </ul>
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## Perspectives Integrated Into this Unit

<b>Catholic World View (CWV)</b>	<b>First Nations Principles of Learning (FN)</b>
<p>Christ-Centered; Apostolic; Tradition; Holy; One; Love; Inalienable; Community</p> <p>A Catholic World View is integrated throughout this unit. Areas in which an exploration of the Catholic World View are planned are marked with <b>(CWV)</b>; however, an incidental exploration of the Catholic World View is present incidentally in daily teaching.</p> <p>The archdiocesan theme of “Care For Everyone In Our Common Home” is also woven into classroom learning wherever appropriate.</p>	<ul style="list-style-type: none"> <li>- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors</li> <li>- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</li> <li>- Learning involves recognizing the consequences of one’s actions</li> <li>- Learning involves patience and time</li> <li>- Learning requires exploration of one’s identity</li> </ul>

## Religion: What does it mean to be Catholic? (CWV throughout)

<b>Learning Outcomes:</b>
<ul style="list-style-type: none"> <li>- Explain the eight beliefs of a Catholic using the Apostles’ Creed and compare them to the Nicene Creed</li> <li>- Examine how Jesus’ Passion, Death, and Resurrection are foundations of the Christian faith</li> <li>- Describe sacraments as sacred encounters with Christ which helps them live the Catholic faith</li> <li>- Recognize the Church as an institution and the Pope as the Vicar of Christ</li> <li>- Lead class prayer</li> <li>- Demonstrate knowledge and understanding of the Apostles’ Creed, the Nicene Creed, and the Rosary</li> </ul>

<b>Topic</b>	<b>Differentiated Learning Opportunities</b>
<p>What is faith? What do I believe?</p>	<ul style="list-style-type: none"> <li>● Discussion – What is faith (non-religious and religious)? What do you really understand about your faith and what questions do you have? Why are some people not religious?</li> <li>● What does our faith believe? Show <b>YouTube: The Creed – The Newsboys</b> (students to see this as prayer too)</li> <li>● What does it mean to be Confirmed?</li> <li>● <b>Chosen Video #1</b> – Why am I here? (For all Chosen videos, students to take notes, participate in discussion, answer a variety of reflection questions afterward).</li> <li>● <b>Chosen Video #2</b> – What makes me happy?</li> </ul>
<p>Who is God?</p>	<ul style="list-style-type: none"> <li>● <b>YouTube: The Creed – Don’t Be A Robot.</b> Why do we need to understand what we’re saying?</li> <li>● Read <b>Genesis 1 – The Creation.</b> (Integration with Science – Watch National Geographic: The Story of Earth – students to connect lines from Genesis with the content in this video). Are our beliefs in conflict with Science?</li> </ul>

	<ul style="list-style-type: none"> <li>• Using <b>Call to Faith (CF)</b>, <b>Alive in Christ (AC)</b>, and the <b>Chosen DVD series</b>, explore the various lines in the Apostles' Creed. Students to jot down their own thoughts and ideas line-by-line in a chart as we discuss the Creed.</li> <li>• Who Is God? (<b>CF p 8-13</b>); (<b>AC p 51-62</b>); Students to design a poster using Google Docs illustrating the eight attributes of God. Pictures for each attribute can be found on the Internet. Students to include an explanation of why they selected each picture.</li> <li>• <b>Chosen Video #3</b> – What's Your Story God? (Segments 1 and 2) – understanding salvation history</li> <li>• How does God show Himself to us? Group discussion/ jigsaw. Students to describe examples of God in their lives, in nature, in others, and in current events. Share example of how I decided which teaching job to take.</li> <li>• How is our relationship with God different from that with our family; friends?</li> <li>• <b>Chosen Video #4</b> – How do I know God is real?</li> <li>• What is prayer?</li> <li>• Students to participate in the Grade Seven Hike to Eagle Bluffs, Cypress Mountain, to experience the wonder of God's creation.</li> </ul>
Who Is Jesus?	<ul style="list-style-type: none"> <li>• Who is Jesus? (<b>CF p 32-35, 64-67, 92-93; AC p 131-166</b>)</li> <li>• How is it that Jesus helps to reveal the Father and his love? Students to locate places in the Bible where Jesus shows his human nature, and places in the Bible where Jesus shows his divine nature. (<b>Matthew Kelly – Decision Point videos 3.0-3.3</b>); <b>Chosen Video #5 – Who is Jesus?</b></li> <li>• What type of life did Jesus live? Students to locate places in the Bible where Jesus is doing good.</li> <li>• Why did Jesus die? (<b>CF p 116-121</b>) Discussion about free will and how sin entered the world. Students to find places in the Bible where accusations are made against Jesus, or where the Pharisees were trying to trick him and to find reasons to accuse him</li> <li>• <i>The Road to Jesus' Arrest</i>: Students reflect on the events starting with Palm Sunday, including Jesus' anger in the temple</li> <li>• Jesus' resurrection (<b>CF p 120-121 and 284-285</b>). How Jesus' resurrection leads to the promise of eternal life for us.</li> <li>• Jesus' ascension – Read <b>Acts 1</b> and imagine how the eleven apostles would have felt after Jesus ascended into heaven. (Students could work in a group to write / perform a dialogue</li> <li>• "From there, he will come to judge the living and the dead." (<b>CF p 286-287</b>) How will we be judged by God? What things might lead you away from God?</li> </ul>
Who is the Holy Spirit?	<ul style="list-style-type: none"> <li>• The Holy Spirit – discuss the idea of the trinity using the book <b>3 in 1</b> (about the peel, flesh, and core of an apple)</li> <li>• Locate instances in the <b>Bible</b> where the Holy Spirit is revealed, beginning with <b>Genesis 1</b> (see handout references)</li> <li>• <b>Chosen Video #12</b> – The Holy Spirit</li> <li>• Examples of how the Holy Spirit is present in our lives; the Holy Spirit's role in Confirmation</li> <li>• Monthly Spirit Mornings – year round – an exploration of the gifts of the Holy Spirit</li> </ul>

What else do I say I believe when I recite the Creed?	<ul style="list-style-type: none"> <li>• The Holy Catholic Church (AC pages 174-178; 186-191)</li> <li>• The communion of saints (AC pages 171-194)</li> <li>• The resurrection of the body and life everlasting (AC pages 315-326)</li> <li>• Comparing the Apostles' Creed with the Nicene Creed – looking for similarities.</li> </ul>
Other elements of the Religion program	<ul style="list-style-type: none"> <li>• Spirit Mornings</li> <li>• School Masses / Grade 7 Masses</li> <li>• Daily Prayer (Childrens' Daily Prayer; Parables)</li> <li>• Living Rosary</li> <li>• Care for Everyone in Our Common Home / Pizza Lunches / Rosewood Manor Christmas tree decorating and caroling, hamper shopping</li> </ul>
Sacraments	<ul style="list-style-type: none"> <li>• <b>Youtube: Sacraments 101</b></li> <li>• <b>Chosen Video #8</b> – How do I get there?</li> </ul>

### Religion Assessment:

<b>Essential Question: What does it mean to be Catholic?</b>		
<b>Formative Assessment</b>	<b>Student Self-Assessment</b>	<b>Summative Assessment:</b>
<ul style="list-style-type: none"> <li>• Students to take notes during the videos; submit written reflections, and participate during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Students to list questions they have about their faith at the beginning of the year</li> <li>• Students to reflect on how their faith has changed over the course of the term</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes of God computer poster</li> <li>• Jesus in the Creed – slideshow adding lines about Jesus' life, and justifying these lines to the Creed</li> <li>• My Creed – personal creed assignment (Term Two)</li> <li>• Sacraments poster identifying what a sacrament is and how each sacraments helps us to get closer to God</li> </ul>

### Science: How might God have created the Earth and humans?

<b>Big Idea:</b> Evolution by natural selection provides an explanation for the diversity and survival of living things.	
<b>Curricular Competencies:</b>	<b>Content:</b>
Questioning and predicting <ul style="list-style-type: none"> <li>• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</li> </ul> Processing and analyzing data and information <ul style="list-style-type: none"> <li>• Experience and interpret the local environment</li> </ul> Evaluating <ul style="list-style-type: none"> <li>• Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources</li> </ul> Applying and innovating <ul style="list-style-type: none"> <li>• Transfer and apply learning to new situations</li> <li>• Generate and introduce new or refined ideas when problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Organisms have evolved over time</li> <li>• Natural selection</li> <li>• The fossil record provides evidence for changes in biodiversity over geological time</li> <li>• First Nations knowledge of changes in biodiversity over time</li> <li>• Survival needs</li> </ul>

### Social Studies: What does it mean to be human?

<b>Big Idea:</b> Geographic conditions shaped the emergence of civilizations.	
<b>Curricular Competencies:</b>	<b>Content:</b>
<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, places, events, or developments at particular times and places (significance)</li> </ul>	<ul style="list-style-type: none"> <li>• Anthropological origins of humans</li> <li>• Human responses to particular geographic challenge and opportunities, including climates landforms, and natural resources</li> </ul>

Topic	Differentiated Learning Opportunities
What was our planet like before humans?	<ul style="list-style-type: none"> <li>• Students to brainstorm everything they know about the history of the planet</li> <li>• Students to read the story of The Creation from Genesis; write any questions they have based on the text <b>(CWV)</b></li> <li>• <i>Video: National Geographic: The Story of Earth</i> (90 minutes) - Students to take notes; draft their own questions; and connect (in partners) parts of the video with verses from Genesis 1 <b>(CWV)</b></li> <li>• Students to create slideshow summary (see assessment task) <b>(CWV)</b></li> </ul>

<p>How do we know so much about the history of life on the planet?</p>	<ul style="list-style-type: none"> <li>• Students to create a hand-drawn title page preview of fossils, could include a “what you know” and “what you’d like to know more about” element.</li> <li>• Teacher-directed lesson (PowerPoint) on fossils, including terms geological time, fossil record, how fossils form, and different types of fossils. Students to take notes, colour-coded by notes taken directly from the slideshow and notes they have taken from the class discussion</li> <li>• Discuss Science lab safety</li> <li>• Show students examples of fossils; write down observations</li> <li>• Students make their own fossils using plaster of Paris, seashells, and clay, and complete lab write-up</li> <li>• Students to create slideshow summary (see assessment task) <b>(CWV)</b></li> </ul>
<p>How might God have created life?</p>	<ul style="list-style-type: none"> <li>• Students to create a computer preview of evolution, include a “what you found out,” and “what you’d like to find out” section</li> <li>• Students to look at examples of cells under the microscope; draw what they see</li> <li>• Quick teacher-directed lesson (slideshow) introducing plant cells; animal cells; the nucleus; chromosomes; genes and DNA. The point of this lesson is to introduce these terms before watching the <i>Bill Nye</i> video</li> <li>• Watch <i>Bill Nye The Science Guy: Evolution</i>. Students to take notes; stop the video at various points to discuss</li> <li>• Show students <i>The Far Side</i> – “God makes the snake”. Discuss what this might have to do with evolution, whether the comic is respectful, and the deeper connection to Adam and Eve <b>(CWV)</b></li> <li>• Teacher-directed lesson (PowerPoint) explaining the process of evolution, cell mutation, natural selection / survival of the fittest, including examples. Discuss how scientific theory calls these mutations “random,” however Catholics would feel that this term doesn’t take God’s plan for life / creation into account <b>(CWV)</b></li> <li>• Students are given ten phrases summarizing evolution, and are to find appropriate pictures to match these phrases, including an explanation why they selected these pictures. (One phrase will be included to connect the scientific theory with their faith <b>(CWV)</b>)</li> <li>• Students to prepare for their term Science test assessment task</li> <li>• Students to work on their inquiry project regarding the history of the planet / evolution (see assessment tasks)</li> <li>• Possible resource for next year: <i>The Reason Series: What Science says about God</i> (magiscentre.com) <b>(CWV)</b></li> </ul>
<p>What is a human?</p>	<ul style="list-style-type: none"> <li>• Discussion of what it means to be truly human (versus other types of animals). Students give their own ideas. Assignment, for aliens, “You can recognize a human if...”</li> <li>• Students to choose what they deem to be the five most important events in their life, after their birth, and justify their choice</li> <li>• As a class, brainstorm events in world history</li> <li>• Students to choose what they deem to be the five most important events in human history, and justify their choice</li> <li>• Show students the PowerPoint slideshow of what a timeline of the Earth’s history would look like, and how miniscule the portion of this timeline focusing on world history would be. Discussion about how long God took preparing this special place just for us; justify why we should care about our environment so deeply <b>(CWV)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion of the term “prehistory,” and what sorts of events probably happened during the time before human civilization</li> <li>• Show students the “Got milk?” TV commercial showing a Neanderthal running away from a dinosaur. Discussion about what might be accurate / inaccurate about this commercial.</li> <li>• Description of the five groups of early humans (PowerPoint lesson). Students to write at least one question they have about each group; choose words or phrases that would describe what life was like for that group.</li> <li>• Description of modern-day humans, homo sapiens sapiens. What does it mean to have a reasoning brain? <b>(CWV)</b></li> <li>• Where do Adam and Eve fit in? <b>(CWV)</b></li> <li>• Students to complete the “WANTED POSTER” assignment (see assessment tasks)</li> <li>• Group debate – What was the most important development in human prehistory (walking upright? Fire? Leisure activities such as music / art?) Discussion about spirituality <b>(CWV)</b></li> </ul>
<p>What is a civilization?</p>	<ul style="list-style-type: none"> <li>• Brainstorm / discuss characteristics of civilizations; how life for hunter-gatherers would have been different from those who live in a civilization</li> <li>• Discuss reasons why people civilized</li> <li>• Students to work in groups to produce a commercial either advertising living in a civilization or advertising remaining as a hunter-gatherer</li> </ul>
<p>How are other living things organized?</p>	<ul style="list-style-type: none"> <li>• Mind map of abiotic elements of the environment <b>(BC Science page 7) (CWV)</b></li> <li>• Brainstorm the needs of living things (biotic elements) <b>(CWV)</b></li> <li>• Discuss “biotic-biotic”, “biotic-abiotic” and “abiotic-abiotic” interactions in an ecosystem (Use “Pond Ecosystem illustration for examples) <b>(CWV)</b></li> <li>• Levels of organization (individual, population, community and ecosystem) <b>(BC Science page 16-19)</b>. Students to think of equivalent examples in the human community (ie – in a school)</li> <li>• Roles of Organisms in Ecosystems (BC Science 1.3) – PowerPoint and student notes <b>(CWV)</b></li> <li>• Discuss the role of producers and consumers in a food chain / food web <b>(CWV)</b></li> <li>• Create an “alien food web” (mimicking a true food web, found on BC Science page 40).</li> <li>• Final discussion: How are human civilizations and natural ecosystems alike and different?)</li> </ul>

## Science / Social Studies Assessment:

<p><b>Big Idea:</b> Evolution by natural selection provides an explanation for the diversity and survival of living things.  <b>Big Idea:</b> Geographic conditions shaped the emergence of civilizations.</p>		
Formative Assessment	Student Self-Assessment	Summative Assessment:
<ul style="list-style-type: none"> <li>Students to begin the slideshow summarizing the <b>National Geographic: The Story of Earth</b> video, and submit the first two slides for feedback</li> <li>Socials – Wanted Poster #1 – submitted for feedback</li> <li>Socials – Civilization commercial (group assignment)</li> </ul>	<ul style="list-style-type: none"> <li>Title Pages (Fossils and Evolution) – students to explore what they know already about these concepts and what they would like to discover more about</li> <li>Reflection on their role to the group and how much they learned by preparing for the civilization commercial</li> </ul>	<ul style="list-style-type: none"> <li>National Geographic: The Story of Earth – summary slideshow. Students to choose the ten most important events building to the creation of humans</li> <li>Evolution – Inquiry Project</li> <li>Term One Science test (History of the Planet; Fossils; Evolution)</li> <li>Alien Food Web project</li> <li>Socials Wanted Poster #2</li> <li>Socials written reflections – most important development in human prehistory and the benefits of civilizations</li> </ul>

## Language Arts: What sort of person do I want to grow up to be? What do I value? What’s important to me?

<p><b>Big Idea:</b> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p>	
Curricular Competencies:	Content:
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability</li> <li>Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li> <li>Synthesize ideas from a variety of sources to build understanding</li> <li>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>Construct meaningful personal connections between self, text, and world</li> <li>Respond to text in personal, creative, and critical ways</li> </ul> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>Exchange ideas and viewpoints to build shared understanding and extend thinking</li> </ul>	<ul style="list-style-type: none"> <li>Reading strategies</li> <li>Metacognitive strategies</li> <li>Writing processes</li> <li>Language varieties</li> <li>Syntax and sentence fluency</li> <li>Conventions</li> </ul>

- 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 Canadian spelling, grammar, and punctuation
- Transform ideas and information to create original texts
- Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources

#### Applying and innovating

- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

### Differentiated Learning Opportunities

#### Silent Reading

- Each day, students will read a book of their choice silently for 15 minutes, and will fill in a brief reading log. From time to time, they will complete a short reflection assignment on what they have been reading. Students can reflect on the question, “What do your reading choices say about what you are?”

#### Personal Narratives / Future Personal Narratives

- Students to brainstorm answers to the following question: IF you were asked to interview someone you didn’t know and find out as much as you can, what questions would you ask? Students share these questions with the class after brainstorming. Focus on any questions that are “deeper” – ie. – What makes you happy? Vs Where do you live? Students to brainstorm their own ideas for deeper questions.
- (CWV)**
- Introduce the idea of writing a “personal narrative.” Share examples from previous years (*The Seagull Story*), and my own example (skiing out of control at Whistler). Show students list of possible themes, and ask them to brainstorm possible topics for themselves, focusing on an episode in their life (“the time when I...”), and not an entire holiday
  - Students to submit their topic choice with an explanation of why they want to write about it and why this would make a good story
  - Model how to use mind-mapping to plan the story. Student mind maps can include the following categories: Background Info, Events, People, Thoughts/Emotions; Setting; How did it affect you?
  - Students to draft their stories
  - Brainstorm with the class what makes stories effective
  - Students to revise and submit their work
  - Teacher feedback given to students on their work
  - Students to revise and resubmit their work

- Students to complete the “future personal narrative” story using the same structure. Students can brainstorm what they want their life to be like after high school. **(CWV)**. Then, they will write an episode of this imagined life

### **Restart by Gordon Korman**

- Students to brainstorm answers to the following questions: “Describe different ways in which people are able to reinvent themselves.” “What are the disadvantages of amnesia?” “Are there any advantages to developing amnesia?”
- Read Restart aloud to the class. Stop at various points to discuss key events, words, character development, etc. How do the main characters in the novel treat each other? **(CWV)** Students to fill in a chart summary after each chapter for the following categories: “Main Events,” “One question I have after this chapter / possible answer”, and “What I learned about the characters in this story.”
- After each quarter of the novel, students to complete a longer analysis assignment (see assessment tasks)
- Students to participate in a field trip to see Gordon Korman speak at the Vancouver Writers’ Festival
- After reading the novel, students to revisit the questions they answered at the beginning of the novel, and add to them
- Students to complete a novel-end personal response, connecting the novel to their own lives
- Students to complete a novel-end synthesis assignment (see assessment tasks) **(CWV)**
- Discussion: How would Jesus react to the life that Chase Ambrose has lived so far? **(CWV)**

### **A Christmas Carol by Charles Dickens**

- Students to complete a preview assignment of images of Victorian England, and are then asked to make some predictions about what these pictures tell them about what life was like back then.
- Read A Christmas Carol aloud to the class. Stop at various points to discuss key events (especially challenging vocabulary), words, character development, etc. Students to write down three main events and three other things that interest them for each section read.
- At several points in the novel, students to complete a short essay answering a specific question about the novel. Feedback on these paragraphs will help students guide their future work.
- After the novel, students to complete a hand-drawn picture / caption assignment. For each section, students will draw a picture and write a caption for the most important event that occurs. The assignment should show as a whole why Scrooge changes.
- Watch the Jim Carrey movie of “A Christmas Carol”. Students to keep a running table comparing the book with the movie
- Students to identify similarities and differences between Chase Ambrose (Restart) and Ebenezer Scrooge. (What was each like before the change, what caused them to change; what challenges occurred during the change; what were they like after the change?)
- Students to complete a synthesis assignment, drawing on the other topics they have been exposed to this term: “So what do I value? What is important to me?”

**Other Learning Opportunities**

- Students to participate in the Foundation Skills' Assessment Tests in October/November, completing and reviewing their performance on the practice activities in reading and writing before the actual assessment
- "Free Writing" opportunities, posted on Google Classroom

**Language Arts Assessment:**

<b>Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</b>		
<b>Formative Assessment</b>	<b>Student Self-Assessment</b>	<b>Summative Assessment:</b>
<ul style="list-style-type: none"> <li>• Personal Narrative Story</li> <li>• <u>Restart</u> – Chapter summary tables – submitted for feedback</li> <li>• <u>Christmas Carol</u> – Stave summaries</li> <li>• <u>Class discussions</u> – questions answered and asked by the students</li> </ul>	<ul style="list-style-type: none"> <li>• Editing checklist completed before submitting personal narrative story</li> <li>• Free Writing opportunities for students to reflect on their writing needs and practice these specifically</li> <li>• Silent Reading – daily reading log and monthly reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Narrative – resubmitted after feedback</li> <li>• Future Personal Narrative</li> <li>• <u>Restart</u> – final two sets of chapter summary tables after first two were submitted for feedback</li> <li>• <u>Restart</u> written reflections after each quarter of the book</li> <li>• <u>Christmas Carol</u> final assignment – most important events in each stave</li> <li>• Synthesis assignment: What do I value? What is important to me?</li> </ul>

**Career Education: Why is it important for me, becoming an adult, to accept and understand who I am?**

<b>Big Idea: Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</b>	
<b>Curricular Competencies:</b>	<b>Content:</b>
<ul style="list-style-type: none"> <li>• Question self and others about how their personal public identity can have both positive and negative consequences</li> <li>• Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</li> <li>• Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting strategies</li> <li>• Self-assessment</li> <li>• Leadership</li> <li>• Problem-solving and decision-making strategies</li> <li>• Volunteer opportunities</li> <li>• Technology in learning and working</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate leadership skills through collaborative activities in the school and community</li> <li>• Demonstrate safety skills in an experiential learning environment</li> <li>• Set realistic short- and longer-term learning goals, define a path, and monitor progress</li> <li>• Explore volunteer opportunities and other new experiences outside school and recognize their value in career development</li> </ul>	
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<p><b>Differentiated Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Class discussion; students to sign Computer Code of Conduct</li> <li>• Students to collaborate to create classroom rules</li> <li>• Students to discuss difference between “being a good leader,” “being a passive bystander,” and “walking around like you own the place”</li> <li>• Internet safety presentation by <b>Safer Schools Together (CWV)</b></li> <li>• Organizing monthly pizza lunches, raising money for Lifewater Canada <b>(CWV)</b></li> <li>• Students assisting in the monthly community meal at Gilmore Gardens <b>(CWV)</b></li> <li>• In-school leadership opportunities such as crossing guard duty, indoor recess supervision, and classroom leadership jobs <b>(CWV)</b></li> <li>• <u>Restart</u> by Gordon Korman (Language Arts) – the concept of personal public identity</li> <li>• Discussion of safety during Science labs and on field trips such as the class hike to Cypress Mountain</li> <li>• Term One work habits reflection; participation in parent-teacher-student conferences</li> <li>• Goal setting after Term One parent-teacher-student conferences</li> </ul>
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**Career Education Assessment:**

<p><b>Big Idea:</b> Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</p>		
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Participation during class discussions</li> </ul>	<p><b>Student Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Term One work habits reflection</li> <li>• Participation during parent-teacher-student-conferences</li> <li>• Goal setting after Term One conferences</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• This will occur in Term Three</li> </ul>

## Fine Arts: How is my identity expressed through my artwork?

<b>Big Idea:</b> Through art making, one’s sense of identity and community continually evolves.	
<b>Curricular Competencies:</b>	<b>Content:</b>
<p>Exploring and creating</p> <ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>• Explore relationships between identity, place, culture, society, and belonging through the arts</li> </ul> <p>Communicating and documenting</p> <ul style="list-style-type: none"> <li>• Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> <li>• Take creative risks to express feelings, ideas, and experiences</li> <li>• Express, feelings, ideas, and experiences through the arts</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation of elements and principles to create meaning in the arts</li> <li>• Image development strategies</li> </ul>

<b>Differentiated Learning Opportunities</b>
<ul style="list-style-type: none"> <li>• Learning opportunities are provided in the completion of a variety of art projects:</li> <li>• Care For Everyone In Our Common Home bulletin board display – every student assigned one letter to decorate; the message wouldn’t be complete without everyone’s participation <b>(CWV)</b></li> <li>• Graffiti Names – Internet research for effective designs; moral issues surrounding graffiti, how to blend colours using pastels; importance of applying light colours first</li> <li>• Pencil Self-Portraits –focusing on one small component of a picture at a time can lead to a much more lifelike product; using artwork to both show themselves today (self-portrait) and a future self (reflection in sunglasses)</li> <li>• Christmas Artwork (for the St. Joe’s Gala) – “On the road to Bethlehem” – how to design an effective piece of art that catches the eye of potential customers – artwork with a purpose <b>(CWV)</b></li> <li>• Fire Cave Art – using silhouette figures to tell a story</li> </ul>

**Fine Arts Assessment:**

<b>Big Idea:</b> Through art making, one’s sense of identity and community continually evolves.		
<b>Formative Assessment</b>	<b>Student Self-Assessment</b>	<b>Summative Assessment:</b>
<ul style="list-style-type: none"> <li>• Teacher to circulate as students work on their artwork</li> </ul>	<ul style="list-style-type: none"> <li>• After a class brainstorming session on what successful art pieces look like, students to reflect on what they did well and what they would like to improve on after completing each piece</li> </ul>	<ul style="list-style-type: none"> <li>• Graffiti names</li> <li>• Pencil sketch self-portrait</li> <li>• Christmas artwork</li> <li>• Fire cave art</li> </ul>

**Applied Design, Skills, and Technology:**

**How is my identity expressed through my use of the computer and my online profile?**

<b>Big Ideas:</b> Design may be responsive to identified needs. Complex tasks require the acquisition of additional skills. Complex tasks may require multiple tools and technologies.	
<b>Curricular Competencies:</b>	<b>Content:</b>
<p>Applied Skills</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments</li> <li>• Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed</li> </ul> <p>Applied Technologies</p> <ul style="list-style-type: none"> <li>• Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task</li> <li>• Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use</li> </ul>	<p>Digital Literacy</p> <ul style="list-style-type: none"> <li>• Internet safety</li> <li>• digital self-image, citizenship, relationships, and communication</li> <li>• legal and ethical considerations, including creative credit and copyright, and cyberbullying</li> <li>• methods for personal media management</li> <li>• search techniques, how search results are selected and ranked, and criteria for evaluating search results</li> </ul>

**Differentiated Learning Opportunities**

- Internet safety presentation by **Safer Schools Together (CWV)**; ensuing class discussions
- Students will be using Chromebooks to complete many assignments in Grade Seven, and will be learning to research, by completing a variety of assignments
- Discussion on the importance of maintaining an easy-to-use folder system in students' Google Drive and to use meaningful file names
- Discussion about citing sources, copyright, and the different forms of plagiarism; how this is all closely related to the commandment "Thou Shalt Not Steal" (**CWV**)

**Applied Design, Skills, and Technology Assessment:**

**Big Ideas:** Design may be responsive to identified needs. Complex tasks require the acquisition of additional skills. Complex tasks may require multiple tools and technologies.

<b>Formative Assessment</b>	<b>Student Self-Assessment</b>	<b>Summative Assessment:</b>
<ul style="list-style-type: none"><li>• Teacher circulate as students use their Chromebooks</li></ul>	<ul style="list-style-type: none"><li>• Students to reflect on their learning during the Internet safety presentation</li><li>• Students to reflect on how well their Google Drive is organized and how easy it is to find archived projects</li></ul>	<ul style="list-style-type: none"><li>• Teacher will note the effectiveness of student research and how well they have written their findings in their own words in their Socials, Science, and Religion projects</li></ul>

**Resources:** Listed in the Differentiated Learning Opportunities

**Teacher Reflection:**

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