

## Our Language, Our Story: Curriculum Connections

**Division: Intermediate**

**Subject: Language**

**Strand: Reading**

### Overall Expectations

Grade 7	Grade 8
<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>3. use knowledge of words and cueing systems to read fluently;</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>3. use knowledge of words and cueing systems to read fluently;</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>

### Framing With Christian Virtues

<p><b>Theological Virtue: Faith</b>            Faith gives us a new way...            - of seeing: seeing God, ourselves and everything around us,            - of believing: what Christ has taught us in the Gospels and handed on to us through His Church.</p>	<p>Faith gives us a new way of seeing and believing. It opens a whole new world to us where everything can be understood in relation to Christ. Refining and developing one's reading skills opens a whole new world to students. As they recognize each new text form, text feature, stylistic element, and how these communicate meaning, there is reason to give thanks in faith for the wonderful gift of language. We can bring these new achievements to God at the end of a lesson or day in a short prayer of thanksgiving and praise.</p>
<p><b>Cardinal Virtue: Fortitude</b>            A person of fortitude practices patience when meeting obstacles while working to do what is right...</p>	<p>Learning to read is a process of building on skills and strategies learned from one day to the next. This requires fortitude - the ability to continue working patiently towards the goal of becoming a fluent reader, even when it is difficult. In this way, young disciples of Jesus develop their gifts to become all God has called them to be, to grow in service to others around them and build up the body of Christ.</p>
<p><b>Catholic Character Theme: Compassion</b>            We are made in the image and likeness of our compassionate God. Our true character is expressed when we show compassion for one another.</p>	<p>As the mechanics of reading develop, more emphasis can be placed on <i>extending the understanding of</i> what is read. During a novel study the teacher could prompt oral discussion or journaling about compassion for the characters, especially the antagonist. Examples of Jesus living and teaching compassion (Matt 20: 29-34, Luke 10: 25-37, Matt 14: 13-14, Luke 7: 12-15, Mark 6: 34, Mark 8: 1-3) could be used as examples for us to model.</p>
<p><b>Catholic Character Theme: Discipleship</b>            Discipleship is about following Jesus and striving to live his Gospel. Discipleship is visible whenever we see the Kingdom's love, justice, friendship and prayer in our Catholic schools.</p>	<p>Students of Catholic Schools in Ontario live in communities that have media, cultural and secular influences present in their daily lives. Intermediate students need the skills of <i>responding to and evaluating texts</i> within the foundation of the teachings of Jesus. The critical analysis of works read will create disciples of Jesus who can determine the value of what is written. Teachers may ask: What are the motives of this character? Is this the definition of love we have from Scripture? Does this story or these lyrics promote love, justice and friendship or undermine the work of the Kingdom? Is this a healthy influence in the life of a disciple of Jesus?</p>

### Support Resources:

***Journey Activities***

<b>Grade 7</b>	<b>Grade 8</b>
CGE7i – A responsible citizen who respects the environment and uses resources wisely.	CGE5g – A collaborative contributor who achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.
Students will: Read the two Genesis accounts of creation (Gen1.1-2; Gen 2.4b-24). Write a brief reflection on what they think the purpose of the creation narratives are about including what they think the ancient peoples were trying to say about our world.	Students will: Reflect upon selected sections of the Beatitudes (Lk 6.20-26; Mt. 5.1-11) Develop a written contemporary perspective with concrete examples of how these can be lived out today.

<b>Curriculum Frameworks</b> <a href="http://www.eoccc.org/onlinefw/onlineframeworks.html">http://www.eoccc.org/onlinefw/onlineframeworks.html</a>	
<b>Grade 6-7</b> Framework 1. Theme: Love and Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder and Awe Framework 6. Theme: Hope	<b>Grade 7</b> Framework 1. Theme: Dignity of the Human Person Framework 2. Theme: Faith Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Community and the Common Good Framework 6. Theme: Rights and Responsibilities
<b>Grade 7- 8</b> Framework 1. Theme: Faith Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Hope Framework 4. Theme: Community and the Common Good Framework 5. Theme: Mystery, Wonder and Awe Framework 6. Theme: Love and Justice	<b>Grade 8</b> Framework 1. Theme: Stewardship for Creation Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Hope Framework 5. Theme: Dignity of the Human Person Framework 6. Theme: Peace

<b>Curriculum Support for Catholic Schools</b> <a href="http://www.eoccc.org/csfcs">http://www.eoccc.org/csfcs</a>	
Catholic Theme: <i>Hope</i> <a href="http://www.eoccc.org/csfcs/themes/hope.html">http://www.eoccc.org/csfcs/themes/hope.html</a>	Anchor Concept: <i>Justice</i> <a href="http://www.eoccc.org/csfcs/concepts/ajustice.html">http://www.eoccc.org/csfcs/concepts/ajustice.html</a>
Catholic Theme: <i>Love and Justice</i> <a href="http://www.eoccc.org/csfcs/themes/lovejustice.html">http://www.eoccc.org/csfcs/themes/lovejustice.html</a>	Anchor Concept: <i>Lifestyle</i> <a href="http://www.eoccc.org/csfcs/concepts/alifestyle.html">http://www.eoccc.org/csfcs/concepts/alifestyle.html</a>
Catholic Theme: <i>Faith</i> <a href="http://www.eoccc.org/csfcs/concepts/afaith.html">http://www.eoccc.org/csfcs/concepts/afaith.html</a>	