

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Language

Strand: Writing

Overall Expectations

Grade 4	Grade 5	Grade 6
<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>

Virtues and Themes: Possible Connections

<p>Theological Virtue: Hope The theological virtue of Christian hope is God's gift to us at Baptism, which unites us with the risen Christ. Hope makes us able to trust in God's promises, no matter what the obstacles.</p>	<p>The first Christians left everything to follow Jesus because they believed in the Good News of His Gospel and resurrection from the dead. They faced many obstacles, but never lost hope in Christ's promises. Hearing their stories from the Acts of the Apostles can help students better understand the power of Christian hope in our lives.</p> <p>Interviewing a senior to and writing out about how their hope and faith helped them overcome life's challenges can encourage students to face their own obstacles with Christian hope.</p>
<p>Theological Virtue: Love The gift of Christian love enables us to love God above all things and to love others as God loves them. God's gift of love directs and gives strength to our life of virtue. Our model of love is Jesus, who laid down His life so that we might have life to the full (Jn. 10: 10).</p>	<p>The Bible is a collection of writings telling us how to live in God's love. These writings take many forms - e.g., poetry in the psalms, short sayings in the book of Proverbs, legends of warriors such as Samson and Deborah in the book of Judges; there are short stories in the Gospels. Review some of these with students, then ask them to write their own message about how to live in God's love - using a variety of informational, literary, and graphic forms and stylistic elements. They can use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively.</p>
<p>Catholic Character Theme: Stewardship We are called to be good stewards of our talents. We are grateful for what we have received and eager to cultivate our gifts out of love for God and one another.</p>	<p>Writing allows students to better understand their thoughts and feelings and events in their lives. Their uniqueness is a gift for them as writers. Our classrooms must exude an atmosphere of acceptance where it is safe to make mistakes and learn together. In order to cultivate our writing talent, we need to be open to making a plan, writing several drafts if needed, accepting peer and teacher feedback and acting on those suggestions. In this way, we collaborate with each other – giving and receiving constructive criticism – and celebrate our achievements. We know that in this way, we can better cultivate our God-given gifts.</p>
<p>Catholic Character Theme: Discipleship Discipleship is about following Jesus and striving to live his Gospel. It is our life-long response to the call of Jesus that we feel in our hearts, saying "come, follow me."</p>	<p>Select some stories about disciples who have responded Jesus' call to "come, follow me," and read them with students. Invite students to write about one of these figures, or perhaps another disciple they admire. Ask them to generate, gather, and organize their ideas and information; to draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements; to use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; and finally, to reflect on and identify their strengths as writers, areas for improvement, and strategies they found most helpful at different stages in the writing process.</p>

Support Resources:

EOCCC: Our Language, Our Story 1.0, 2009.

Journey Activities

Grade 4	Grade 5	Grade 6
CGE1c – A discerning believer formed in the Catholic faith community who actively reflects on God’s word as communicated through the Hebrew and Christian Scriptures.	CGE1g – A discerning believer formed in the Catholic faith community who understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.	CGE1j – A discerning believer formed in the Catholic faith community who recognizes that ‘sin, human weakness, conflict, and forgiveness are part of the human journey’ and that the cross, the ultimate sign of forgiveness is at the heart of redemption.
Students will: Read “The Parable of the Lost Sheep” (Matt. 18.10-14; Luke 15.1-7) to the students. Discuss the meaning of the parable as a large group. Complete a short cartoon strip illustrating this story and its meaning.	Students will: Read, as a class, “The Labourers in the Vineyard” (Matt. 20.1-16). After a brief discussion around the text, assign groups of students to rewrite the story from the following points of view: the landowner, the workers who came at dawn, at 9 am, at noon, at 3 pm, and at 5 pm. As a group, make a poster that sums up their different perspectives.	Students will: Read “Jesus and Peter” (John 21.15-19), and discuss how Jesus is giving Peter the chance to make up for the times the he denied knowing Jesus before the crucifixion. Talk about how important it is to forgive one another. Write a brief reflection piece on our Christian call to forgive as Jesus forgives.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 3-4 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love & Justice Framework 6. Theme: Hope	Grade 4 Framework 1. Theme: Love & Justice Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Human Rights and Responsibilities Framework 6. Theme: Dignity of Work and Service
Grade 4-5 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Community and the Common Good Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Human Rights and Responsibilities Framework 6. Theme: Stewardship for Creation	Grade 5 Framework 1. Theme: Peace Framework 2. Theme: Dignity of Work and Service Framework 3. Theme: Mystery, Wonder & Awe Framework 4. Theme: Rights & Responsibilities Framework 5. Theme: Stewardship for Creation Framework 6. Theme: Community and the Common Good
Grade 5-6 Framework 1. Theme: Dignity of the Human Person Framework 2. Theme: Rights and Responsibilities Framework 3. Theme: Community and the Common Good Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Dignity of Work and Service	Grade 6 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Dignity of Work and Service Framework 3. Theme: Community and the Common Good Framework 4. Theme: Human Rights and Responsibilities Framework 5. Theme: Stewardship for Creation Framework 6. Theme: Dignity of the Human Person
Grade 6-7 Framework 1. Theme: Love and Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace	Grade 6-7 Cont'd Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Hope

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfcs>

Catholic Theme: Hope http://www.eoccc.org/csfcs/themes/hope.html Catholic Theme: Love and Justice http://www.eoccc.org/csfcs/themes/lovejustice.html	Anchor Concept: Stewardship http://www.eoccc.org/csfcs/concepts/astewardship.html Catholic Theme: Faith http://www.eoccc.org/csfcs/themes/faith.html
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