

## Our Language, Our Story: Curriculum Connections

**Division: Primary**

**Subject: Language**

**Strand: Writing**

### Overall Expectations

Grade 1	Grade 2	Grade 3
<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><b>Cardinal Virtue: Justice</b> The cardinal virtue of <i>Justice</i> is found in the character of persons who practice... -seeking what is good in every situation, and -living in right relationship with God and neighbour.</p>	<p>Writing is a powerful forum for telling others about the good that God is doing in our lives and in the world. Poetry, short stories, and many other literary and graphic forms have long been important means of spreading the Gospel's message of justice. Pick a simple justice issue and have students design a short story, a play or perhaps a poster to develop their writing skills.</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 write in meaningful ways often requires fortitude. It is a daily process of building on learned skills. Sometimes this is easy, and other times, it is a struggle that requires perseverance and patience. By practicing fortitude in our development as writers, we continue to grow, making a difference in the world by communicating to others the best of our beliefs and values in the written word. Ask students to identify someone who embodies <i>fortitude</i> and has made a difference in the world. Invite students to write about this person using a variety of informational, literary, and graphic forms and stylistic elements.</p>
<p><b>Catholic Character Theme: Reverence</b> Reverence is a kind of holy respect. We look on all human persons with great reverence. Reverence fuels our work against bullying, poverty, injustice and care for the environment.</p>	<p>Our reverence for God's gift of each student in our care can help them grow as writers. A classroom must exude an atmosphere of safety and acceptance where all students are treated with reverence as they learn to write. Writing can also be tied to authentic purposes which promote reverence for all persons, and what is most important to us as people of faith. For example, students to write to a letter to a parish priest to invite him in to speak a sacrament or holy season, a thank you card to a relative for a birthday gift, a journal about their preparation for First Communion or First Reconciliation.</p>
<p><b>Catholic Character Theme Community</b> The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. When the friendship, love and kindness of Jesus are present in our schools, then we are truly</p>	<p>The Holy Spirit gives each of us gifts to develop and use for building up the body of believers, and serving the human family. Learning to write is an important step in our development of these gifts. Purpose and audience are very important elements to reinforce so that student writing is animated by love for their community. Let us keep community in mind as we help them generate, gather, and organize ideas and information, draft and revise, use editing, proofreading, and publishing skills and strategies, and knowledge</p>

living as a community.	of language conventions to become emerging and fluent writers.
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### Support Resources:

#### Journey Activities

Grade 1	Grade 2	Grade 3
<b>CGE 1i</b> – A discerning believer formed in the Catholic faith community who: integrates faith with life.	<b>CGE 1f</b> – A discerning believer formed in the Catholic faith community who seeks intimacy with God and celebrates communion with God, others, and creation through prayer and worship.	<b>CGE 1a</b> – A discerning believer formed in the Catholic faith community who illustrates a basic understanding of the saving story of our Christian faith.
Students will: <input type="checkbox"/> Share a recent 'good' experience. <input type="checkbox"/> Write a sentence or two to God thanking him for the good things that have happened. <input type="checkbox"/> Create a painting that illustrates the event with one or two words that describe the experience.	Students will: <input type="checkbox"/> Discuss the wonderful beauty of creation in a large group. <input type="checkbox"/> Compose a short group poem or prayer to God in praise of all the works that God has made.	Students will: <input type="checkbox"/> Select any story from the Bible and read it to the class. After a brief discussion around the events in the story <input type="checkbox"/> Create a newspaper article relating to the Bible story (e.g., "Moses Saves Thousands" or "Jesus Works on the Sabbath").

#### Curriculum Frameworks

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

<b>Grade 1</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>	<b>Grade 1-2</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>
<b>Grade 2</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>	<b>Grade 2-3</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>
<b>Grade 3</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>	<b>Grade 3-4</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>

#### Curriculum Support for Catholic Schools

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

<b>Catholic Theme: <i>Community and the Common Good</i></b> <a href="http://www.eoccc.org/csfcs/themes/commongood.html">http://www.eoccc.org/csfcs/themes/commongood.html</a> <b>Catholic Theme: <i>Dignity of the Human Person</i></b> <a href="http://www.eoccc.org/csfcs/themes/humandignity.html">http://www.eoccc.org/csfcs/themes/humandignity.html</a> <b>Anchor Concept: Human Dignity</b> <a href="http://www.eoccc.org/csfcs/concepts/ahumandignity.html">http://www.eoccc.org/csfcs/concepts/ahumandignity.html</a>	<b>Catholic Theme: <i>Love and Justice</i></b> <a href="http://www.eoccc.org/csfcs/themes/lovejustice.html">http://www.eoccc.org/csfcs/themes/lovejustice.html</a> <b>Anchor Concept: <i>Justice</i></b> <a href="http://www.eoccc.org/csfcs/concepts/ajustice.html">http://www.eoccc.org/csfcs/concepts/ajustice.html</a> <b>Catholic Theme: <i>Mystery, Wonder and Awe</i></b> <a href="http://www.eoccc.org/csfcs/themes/mystery.html">http://www.eoccc.org/csfcs/themes/mystery.html</a>
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