

## Unit Overview

Storyline: Falling in Love

Deep Hope: Our deep hope is that we will continually fall in love with God and His world as we discover all that He has created.

Unit	Learning Standards/ Objectives	Long Term Learning Target(s)	Supporting Targets	Throughline(s)	Habit(s) of Learning
Social studies: Expedition Canada (Falling in love with God's Land)	<ul style="list-style-type: none"> <li>-explain the concept of a region</li> <li>-identify the physical regions of Canada and describe their characteristics</li> <li>-identify Canada's provinces and territories</li> <li>-use primary and secondary sources to find information</li> <li>-use graphic organizers to sort information</li> <li>-use media works, oral presentations, written notes/descriptions, drawings, etc to identify and communicate key information</li> <li>-use a variety of sources to locate and label the physical regions of Canada on a map</li> <li>-compare 2 or more regions with respect to their environments and exchange of goods and services</li> </ul>	I can be a creation enjoyer who delights in the discovery of how Canada is designed.	<p>I can analyze each physical region to discover its unique characteristics.</p> <p>I can label each geographic and physical region of Canada on a map.</p> <p>I can create a descriptive poem based on the characteristics of one region.</p>	Creation enjoying	<p>Curious Thinkers</p> <p>Students discovered the vast differences across Canada and created beautiful works of art and poetry to express the uniqueness of each region.</p>

<p>Science: Habitats and Communities (Falling in Love with Creation)</p>	<p>B1.1 assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account          B1.2 analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions          -B2.1 describe habitats as areas that provide organisms, including plants and animals, with the necessities of life, and identify ways in which a local habitat provides these necessities          B2.2 describe a community as a group of interacting species sharing a common habitat, and identify factors that affect the ability of a community of plants and animals to survive in a local habitat          B2.3 describe the relationship of organisms in a food chain, and classify organisms as producers, consumers, or decomposers</p>	<p>I can joyfully collaborate to investigate God's creation and learn how we can be earth keepers.</p>	<p>I can explain how humans impact animals and their habitats.</p> <p>I can research information about endangered species that live in Canada.</p> <p>I can classify organisms based on their relationship in a food chain.</p> <p>I can describe plant or animal adaptations and how they help that animal survive.</p>	<p>Creation enjoying</p> <p>Earth keeping</p>	<p>Joy filled collaborating</p>
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	<p>B2.4 demonstrate an understanding of a food web as the interconnection of multiple food chains in a natural community</p> <p>B2.5 describe how animals are categorized according to their diet, and categorize various animals as carnivores, herbivores, or omnivores</p> <p>B2.6 describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats</p> <p>B2.7 explain why all habitats have limits to the number of plants and animals they can support</p>				
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## Unit Overview

Storyline: Jesus: I AM the way, the truth and the life

Deep Hope: My deep hope is that as we read, compose and speak, may our words reflect that we are following **His way**, believing **His truth**, and modeling **His life**.

Unit	Learning Standards/ Objectives	Long Term Learning Target(s)	Supporting Targets	Throughline(s)	Habit(s) of Learning
Junior Summer Reading Unit	<p>11-12.RL.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.RL.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness</p> <p>11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis,</p>	Through analyzing diverse narratives, I can deepen my understanding of Muslim culture alongside God's Word, being better equipped to lovingly share the Gospel while also sharing the way, the truth and the life of my faith.	<p>I can determine themes and central ideas of my summer reading book while observing these stories within the framework of God's story and collaborating with peers in thoughtful discussion and analysis about the summer reading books through literature circles, highlighting specific aspects of the book.</p> <p>I can map a story arc showing the exposition, rising action, climax,</p>	<p>Students observe <a href="#">Christ Treasuring</a> by reading real life stories where converts forsake all to follow Christ and map the journey of <a href="#">Disciple Making</a> within the summer reading stories with real-life applications to their own journeys of being disciples.</p> <p>Students learn about other cultures so they can show more empathy by <a href="#">Neighbor Loving</a> those of diverse cultures around them, as well as intentionally praying for persecuted</p>	<p>Students practice <a href="#">Curious Thinking</a> by analyzing their summer reading books through large group and small group discussions and activities like literature circles, quote quick writes and story mapping, with real-life applications to their own lives.</p> <p>Students practice <a href="#">Courageous Designing</a> by creating an artistic representation in the form of one-pagers about important aspects of the summer reading book.</p>

	<p>reflection, and research.  <u>11-12.SL.1.a-d</u>          Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and</p>		<p>falling action and resolution of the story while recognizing God's handiwork throughout each part of the story.</p> <p>I can produce clear, coherent writing about my summer reading book using research data, textual evidence, and my understanding of God's story to support any analysis and/or reflection of my summer reading book.</p> <p>I can create an artistic representation in the form of a one-pager of my summer reading book that creatively shows what I have learned according to a rubric.</p> <p>I can defend my faith, standing on the truth of scripture when presented with other world religions like Islam.</p>	<p>believers around the world.</p>	
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	<p>conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  11-12.L.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>I can pray for persecuted believers around the world.</p> <p>I can reflect on the impact of the summer reading book in my own life and how I am personally affected by having read, analyzed, discussed, and been challenged by the summer reading books.</p>		
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