

BIBLICAL STORY

Unit 1 "The Giver" Novel Study – Gr 8 LA

God is communal. Before the very foundations of the earth he existed as three persons in one: the Father, Son and Holy Spirit; perfectly in tune with each person - loving and being loved. In his image he created people, created to love and be loved. Created for community. We were made to be in community with God, with the people around us, and even with the creation that we find ourselves placed in. God also created within us the ability to remember. Memories allow us to reflect, change and grow. Memories can comfort and reinforce truth.

Sin has tainted community. Every part of every relationship that humans have, is affected by the Fall. The relationship we have with God, with people and with creation is broken:

- "I will put enmity between you and the woman, and between your offspring and hers" (Genesis 3:15)
- "Your desire will be for your husband, and he will rule over you" (Genesis 3: 16b)
- "Cursed is the ground because of you ; through painful toil you will eat of it all the days of your life" (Genesis 3:17)

The good community that God established is badly damaged. Humans attempt to create meaningful communities. Often they are attempts at grabbing and holding onto power. Most political systems that man has created involve gaining power over others and attempting to keep it. Memories, too, can cause harm. People hold on to memories of past hurts. People are unable to let go of grudges, or forgive, because of the things that they remember. Too often, memories cause pain, hurting, sorrow and sadness.

Praise God the story does not end there! In Jesus, God had a plan to redeem his people and restore them to their proper place. The Bible is a book filled with examples of God reaching out, again and again to repair that which was broken. The story of Jesus, fully man, and fully God, is a story of a life lived perfectly. In perfect relationship with God, people, and creation. Jesus' actions and words remind us how to treat each other and are summed up in Luke 10: 27: "Love your neighbour as yourself"

God calls us to live faithfully in his world, re-establishing the connections with God and his people that make us whole. Through our efforts and with God's blessing, we are able to restore that which was damaged. We are called to rebuild communities, strengthening the ties between people: comforting the prisoners, healing the sick, caring for the poor and widowed. Through churches, community organizations, government economic programs, social committees and associations, we are able to connect people, heal the wounded and strengthen the weak.

Through counseling and therapy, prayer and communion, we can forgive, and be forgiven. Old grudges can be laid to rest. Memories of oppression and hardship can be released, and thoughts of strength and courage can be remembered.

God wants us to learn from our mistakes, seek out wrongs and repair them, build flourishing communities that create peace for people, use the environment for kingdom purposes and bring glory to His name.

Unit 2 “Waste In Our World” – Gr 4 Science

What is God's created intention for the world?

- All human, plant, and animal life is created and sustained by God the creator.
- All living organisms have a distinct role to fulfill in the renewing cycles.
- Creation is beautiful and was made for us to enjoy and take delight in.

How has the fall distorted God's intention for the world?

- We have been irresponsible with our resources and have not always thought about the possible negative affects of our (quick) production and other actions.
- Even when we have recognized negative results of our actions, responsible decisions have not always been made to manage our waste.

What are the implications of Christ's redemptive work as they relate to waste management?

- We can work together in community to clean up our world (building relationships with common goals).
- We can personally act responsible to God's call (to be stewardly).
- Our earth will be cleaner.
- The natural processes that God put in place will be rightfully utilized.

How now shall I live?

- As stewards of God's creation we are to clean up garbage and manage our waste responsibly.
- Treat all living creatures with respect; from the biggest mammal to the smallest organism.

Unit 3 “Light & Shadows” – Gr 4 Science

Jesus is the light of the world. When we know Him as our personal saviour we too can carry the light of Jesus in our hearts as the Holy Spirit lives in our hearts. As Christians it is our call to be the light in the darkness of the world and to show others God's everlasting love through the light of the world – Jesus. Students will be able to understand how light is such an important symbol and expression of the Christian life. They will know that they are called to live every day of their lives in the light of Christ and share His light with their community.

THROUGH-LINES

Unit 1 “The Giver” Novel Study – Gr 8 LA

Community – Building - Students will be active pursuers and builders of communal shalom. There are many examples of brokenness throughout our communities. Within our homes, parents are alienated from their children, husbands and wives argue, fight and abuse each other, and the divorce rate continues to climb. The marginalized people in our communities feel left out. Prisoners, the sick, homeless, mentally ill, widowed, lonely and poor are often treated poorly or ignored altogether. Nations war with each other, competing for economic and geographic advantages. Slavery, prostitution, crime, warfare and poverty are symptoms of the sickness of sin that seeks to destroy healthy communities. Into this, God calls his people to be Community-Builders. Restorers of peace. Communicators of Truth. Seekers of Justice. With so many examples of hurt and pain in our homes, neighborhoods, cities, countries and the world, there are many jobs to get busy doing. Of course God is already restoring Communities through the power of his Holy Spirit all over the world. Churches, NGOs, governments and well-meaning people are already partnering with him, acting as God's hands and feet to establish truly flourishing communities. There are many places to partner with God in our communities. Throughout the unit, students will have an opportunity to discuss communities: What makes them healthy? How do they function? What are God's intentions for communities? The Service Learning opportunity at the end of the unit will provide students the chance to meet with a community member, interview them, and record their stories and memories for the future. In this way, students will be connecting to members of their community, learning about their past, and providing a service to them.

Unit 2 “Waste In Our World” – Gr 4 Science

Earth – Keeping: God has created a "good" earth for us to enjoy. In the book of Genesis, God instructs us to care for the earth. Students will recognize the call to be stewards and discover ways in which they can personally care for the earth so that it can function as God intended.

Unit 3 “Light & Shadows” – Gr 4 Science

Image-Reflecting: Students bear the image of God in their daily lives and they reflect His light where ever they go.

LEARNING OUTCOMES

Unit 1 “The Giver” Novel Study – Gr 8 LA

Essential Outcomes

Students will understand the text that they are reading. They will gather main ideas, be able to retell parts of the story, understand the key concepts, themes and narrative of the story being read.

2.1 Use Strategies and Clues: Use Comprehension Strategies

- enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages
- take notes, make outlines and use strategies such as read, recite, review to comprehend and remember ideas and information

2.1 Use Strategies and Clues: Use phonics and structural analysis

- choose and use strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement

Students will be able to express their own opinions, thoughts and ideas, and compare them to the opinions, thoughts, ideas of others. They will take on the task of writing a story or narrative from another viewpoint.

2.2 Respond to Texts: Experience various Texts

- write and represent narratives from other points of view

Strong characters in well-crafted literature change within the context of a story. Students will be able to identify how a character changes, and why. Is this always realistic?

2.2 Respond to Texts: Construct Meaning from Texts

- Discuss various ways characters are developed and the reasons for and plausibility of character change

Well-crafted literature uses figurative language, theme, mood, and character, setting and plot - the elements of story to create a coherent piece. Students will be able to identify the elements that help contribute to well-crafted literature.

2.2 Respond to Texts: Appreciate the artistry of texts

- Identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone

Important Outcomes

2.2 Respond to Texts: Construct Meaning from Texts

- Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences
- Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas

5.1 Respect others and strengthen Community

- use language to show respect
- cooperate with others

Worthwhile Outcomes

2.3 Understand Forms, Elements and Techniques: Understand techniques and elements

- identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective

Unit 2 “Waste In Our World” – Gr 4 Science

Essential Outcomes

- 1) God has created a world that is complex and beautiful. All living things to work together to constantly renew and refresh, turning waste into new life in cyclical processes.
- 2) These processes need to be balanced and humans have created types of waste that don't fit into the cycles of natural renewal. This has created a build-up of waste that is growing and destroying our environment and many ecosystems within.
- 3) God has entrusted to us the care of our planet. We are to have attitudes and actions of respect and responsibility. We must to evaluate our own waste production and to develop a plan to monitor and reduce it. (Identify and describe appropriate methods for disposing of, reusing and/or recycling various types of waste.)

Important Outcomes

- 1) Develop a flow chart for a consumer product that shows the source of materials, final product, its use and method of disposal.
- 2) Identify methods of waste disposal currently used in one's own community.
- 3) Identify hazardous wastes and how to properly handle and dispose of them.
- 4) Observe various types of packaging and infer the relative advantages/disadvantages of the type of packaging.

Worthwhile Outcomes

- 1) The world before the fall - Genesis - biblical review.
- 2) Endangered Species

Unit 3 “Light & Shadows” – Gr 4 Science**Essential Outcomes**

6. Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object.
7. Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows.
8. Classify materials as transparent, partly transparent (translucent) or opaque.
9. Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors.
10. Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent.
11. Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour.
12. Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. Suggested examples include: hand lens, telescope, microscope, pinhole camera, light sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work.

Important Outcomes

2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).
3. Distinguish objects that emit their own light from those that require an external source of light in order to be seen.
4. Demonstrate that light travels outward from a source and continues unless blocked by an opaque material.
5. Describe changes in the size and location of Sun shadows during the day—early morning, to midday, to late afternoon.

Worthwhile Outcomes

1. Recognize that eyes can be damaged by bright lights and that one should not look at the Sun—either directly or with binoculars or telescopes.

ESSENTIAL QUESTIONS

Unit 1 “The Giver” Novel Study – Gr 8 LA

1. Why does God place us in community?
2. Would you be willing to trade choice for safety?
3. Is it worth giving something up if you could make someone else's life better?
4. How can memories hurt or heal?

Unit 2 “Waste In Our World” – Gr 4 Science

- 1 - Is all waste, trash?
- 2 - How has God created decomposers to support my life?
- 3 - How can I become less wasteful? OR How can we have a good quality of life and still be good stewards?

Unit 3 “Light & Shadows” – Gr 4 Science

- 1) What does light tell us about God?
- 2) How is Jesus like light?
- 3) What does it mean to walk in the light?

ASSESSMENT EVIDENCE / LEARNING ACTIVITIES

Unit 1 “The Giver” Novel Study – Gr 8 LA

Reading Comprehension Activities: Chapter Questions from 'The Giver', Teacher Tested Educational Publications

Empathy: Imagine being a person who experiences something for the first time. How would you describe it without the proper vocabulary/experiences?

Explanation: Students will create a character sketch about the main character Jonas. What is he like? How do his experiences change him? (Character sketch, character description, character evaluation)

Perspective: Debate with other students in the class the value of memory. Is it safer to share memories or delete them?

Perspective: Expository Writing Project - 5 Paragraph Essay: Supporting an Argument - Students will Choose to defend or criticize the community within the novel The Giver. Each argument must: begin with an introduction, contain three main points, and finish with a conclusion.

Apply: Memories Project - Students will apply what they know about interviewing and perspective writing to create a memory book for the members of the Pines Lodge that are interviewed.

Reflect: Before going to the Pines Lodge, students will predict what the interview experience will be like. After interviewing the members of the Pines Lodge, students will reflect on their experiences.

Interpretation: Create a brochure advertising the positive aspects of the Community. Evaluate, Judge, Critique

Unit 2 “Waste In Our World” – Gr 4 Science

Explanation:

- Inquiry project: worm bins and red wiggler research project
- What the bible says about our world sheet
- Hazardous Waste Review
- Earth's Biomes
- Waste? I don't see any waste?/Waste in Nature
- Quiz (A)
- Unit Test (A)

Perspective:

- Debate: To burn garbage or to put it in a landfill?
- Field Trip to the Landfill

Apply:

- Worm Bin Experiment and Observation logs (A)
- Year long stewardship through caring for a classroom worm bin used for lunch waste
- Sort Garbage – biodegradable vs non-biodegradable vs recyclable

Reflect:

- Journal – to reflect on various learning outcomes.
- Worm Bin Observation journals
- “ Meet Your Packaging” assignment

Empathy:

- Your Ecological Footprint
- Reuse Project – card box project

Learning Task Order for WASTE AND OUR WORLD Unit:

1. Inquiry Project: Red wigglers and Vermi-composting
2. What the Bible says about our World?
3. The Earth's Biomes – partner research
4. Waste? I don't see any waste? & Waste in Nature
5. Biodegradability
6. Debate: Dump it!/Landfill & Burn it!
7. Garbage in our Community
8. Meet your packaging – individual research project.
9. Flow chart for how an item is made
10. Your Ecological Footprint – Reuse project (card box project)
11. Field Trip to the Landfill and follow-up activities

Unit 3 “Light & Shadows” – Gr 4 Science

Introduction – brainstorm sources of light and illuminated materials like the moon that are seen by reflecting light (LO 2, 3, 4). Tie in with essential questions and through line to introduce unit.

Refraction demonstration (LO 10).

Stations – students will work through stations using their light and shadows booklet to experience the following learning outcomes: 6, 7, 8, 9, 12.

Sun Dial activity – track shadow throughout the day (LO 5).

Unit test at the end – MC and then answer the EQs.

Art project to tie in the link to light and colours (LO 11).

SERVICE LEARNING

Unit 1 “The Giver” Novel Study – Gr 8 LA

Students will be conducting an interview with members of the Pines Senior Citizen's Lodge. In class, we will discuss the importance of memories, how they can be used to heal or hurt. We will also practice and plan interviews. **Students will be able to express their own opinions, thoughts and ideas, and compare them to the opinions, thoughts, ideas of others. They will take on the task of writing a story or narrative from another viewpoint.** They will be partnered up with another student and will develop questions to ask seniors about their memories - both good and bad. They will conduct the interview with the adult that they are paired with. The answers to the questions will be used to create a book of memories for the students to give as a gift to the person that they've interviewed.

Unit 2 “Waste In Our World” – Gr 4 Science

Changing the Way We Live:

1. Students will record the amount of garbage vs recycling they send out each week (example – number of garbage bags, how full the blue bin is, etc). They will do this before the unit starts and then again when the unit ends to see if what they learned has impacted their waste management habits at home. Part way through the unit, students will have an information session with their families, educating them on waste and recycling.
2. Before the unit starts, for one week students will record what type of containers / baggies they have in their lunches. They will do this again for one week at the end of the unit with the goal being to use re-useable containers and not plastic baggies, etc.

Unit 3 “Light & Shadows” – Gr 4 Science

Students will raise money by having a bake sale to buy flashlights for homeless people. They will then reflect on the experience by discussing how this has helped them to be image-reflectors . . . reflecting God's light in their own life.