



Catholic Curriculum Corporation – Central and Western Region

Listen and Hear My Voice

**Information & Communication Technology:
Media Literacy Resource
Kindergarten – Grade 8**

October 2011



Catholic Curriculum Corporation – Central and Western Region
Information and Communication Technology: Media Literacy Resource
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“My sheep hear my voice. I know them, and they know me.” John 10:27

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Catholic Curriculum Corporation Opening Message

Our Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision

Faith through Learning – A Distinctive Catholic Curriculum

Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to thank Theresa Harrietha, project lead and the writers from Bruce-Grey Catholic District School Board, as well as the reviewers from the CCC Information and Communication Technology Council. Listen and Hear My Voice approaches Media Literacy by identifying the critical learning and guiding questions which find their underpinnings in the Ontario Catholic School Graduate Expectations.

Technology is a powerful tool of engagement. This new resource provides a uniquely Catholic, faith-based perspective which will help teachers address a variety of literacy and cross-curricular expectations through the use of ministry licensed software. Teachers will have a range of ICT activities which will engage students to think critically about the influence of media in their lives and provide them with skills to respond in a manner that is congruent with their faith.

Again sincere thanks to those involved in developing a resource for Catholic teachers which will assist them in addressing media literacy in elementary classrooms. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

**Michael Bator,
Executive Director**



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Rationale

Today, the secular media has a tremendous influence on our perceptions, decisions and actions. Our students need to be able to critically assess messages from the various mediums. They need to think critically and respond to these messages in light of our Catholic teachings. As Catholic educators we need media literacy activities which are rooted in our Catholic values while also addressing a variety of students' learning needs. Listen and Hear My Voice engages students to think critically about the influence of media in their lives and provides them with the skills necessary to respond to media in a manner that is congruent with our faith, leading them to a more personal relationship with Jesus.

Listen and Hear My Voice is a collection of lessons/units for kindergarten through to grade 8. It was designed to address many of the overall expectations of the Media Literacy strand of the Ontario Language Curriculum: 1-8, as well as appropriate cross-curricular expectations. With the Ontario Catholic Graduate Expectations as a lens students will access and use the computer software available through the Ontario Software Acquisition Program Advisory Committee (OSAPAC) to examine and develop critical media skills and responses. It is hoped that Listen and Hear My Voice provides a starting point for classroom teachers who may develop additional links to learning, based on the ideas presented in this resource.

Lesson Organization

Listen and Hear My Voice is organized by grade level. Each grade, kindergarten to grade 8, has three or more lessons rooted in our Catholic faith addressing media literacy expectations of the curriculum. In the early grades, some lessons may stand alone and can be used in isolation. As student grade levels increase, the complexity of media skills, computer skills, and computer software all increase, while critical thinking and understanding of our faith deepens.

Lessons are designed using the EduGains three part lesson: Minds On, Action and Consolidation. Critical learning, guiding questions, curriculum expectations and learning goals are clearly indicated. Each lesson or unit comes complete with a list of materials and black line masters which are located at the end of each lesson for easy access. Simply copy and distribute as appropriate.

This resource focuses on assessment for, of and as learning. Each lesson plan provides suggestions for assessment that teachers may use based on the learning needs of the students in their classroom. As per the Ministry Growing Success policy:

- *Assessment for Learning* is used by teachers and students to gather information, to determine what they already know and can do with respect to the overall and specific expectations, to set appropriate learning goals, to differentiate instruction, to monitor progress and provide descriptive feedback.
- *Assessment as Learning* is used by students to provide feedback to other students, monitor their own progress, reflect on their learning, and set learning goals for themselves.
- *Assessment of Learning* is used by teachers to summarize the learning at a given point in time and make judgments about the quality of student learning based on established criteria, to assign a value and to support communication of achievement with the students and parents.

Copyright

Many sources were used in the creation of Listen and Hear My Voice. To respect copyright, every attempt has been made to provide accurate sources and the sources have been referenced in the lessons.



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Resource List

Topic	Resource	Location
Copyright	Ministry licensed resource: Write:Outloud Ontario Educational Resource Bank Copyright Matters Behold FlickrCC Creative Commons	www.osapac.org http://www.donjohnston.com/products/write_outloud/index.html http://resources.elearningontario.ca http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/Copyrightmatters.pdf http://behold.cc/ http://flickrcc.bluemountains.net/flickrCC/index.php http://creativecommons.org
Kindergarten	Ministry licensed resource: Pixie Bible Text: <u>I Wanted to Know All About God</u> by Virginia L. Knoll Text: <u>The Invisible String</u> by Patrice Karst	www.osapac.org http://m.biblestudyguide.org/children-biblestories/gen_1-2-creation.htm ISBN 9780807529928 ISBN 9780875167343
Grade 1	Ministry licensed resource: Pixie Text: <u>Journey to the Heart</u> by Frank X. Jelenek Bible stories <u>Virtues of Deep Caring</u> Calendar (pdf available on the Institute for Catholic Education website) Guest for Life	www.osapac.org ISBN 9781557254825 http://www.bibleforchildren.org/languages/english/stories.php http://www.iceont.ca/page17815840.aspx www.questforlife.com



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Grade 2	Ministry licensed resource: Clicker Paint Text: <u>Hooray for You</u> by Marianne Richmond	www.osapac.org ISBN 0974146536
Grade 3	Bible: scriptural references Ministry licensed resource: Pixie Ministry licensed resource: Clicker 5 Pixie user guide Clicker5 software support	The New American Bible www.osapac.org http://www.tech4learning.com/userfiles/file/pdfs/Pixie/Pixie2_User_Guide.pdf http://www.cricksoft.com/us/products/tools/clicker/home.aspx
Grade 4	Bible: scriptural references Ministry licensed resource: Frames Frames software support Video tutorial on Frames by Kent Manning Public Service Announcements	The New American Bible www.osapac.org http://www.tech4learning.com/frames http://vimeo.com/25127263 http://www.cca-kids.ca/english/psas/index.html
Grade 5	Bible: scriptural references Sound recording software: Audacity Table of Contents of the Canadian Charter of Rights and Freedom How to Record, How to Edit Recordings, How to Clean Up Noise in a Recording Student Vote	The New American Bible http://audacity.sourceforge.net/download/ http://lois.gc.ca/eng/charter/index.html http://tech2learn.wikispaces.com/Podcasting www.studentvote.ca



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Grade 6	<p>Ministry licensed resource: Frames</p> <p>Ministry licensed resource: Bitstrips for Schools</p> <p>Text: <u>We are All Born Free: The Universal Declaration of Human Rights in Pictures</u>, Amnesty International</p> <p>Websites</p>	<p>www.osapac.org</p> <p>www.bitstripsforschools.com</p> <p>ISBN 9781845076504</p> <p>www.youthforhumanrights.org www.youtube.com/watch?v=zoV6R6gk4vY www.onlinenewspapers.com www.unicef.com www.worldvision.ca www.freethechildren.com www.amnesty.ca www.amnesty.org www.tech4learning.com http://digitalstorytelling.coe.uh.edu/index.html http://flickrcc.bluemountains.net/flickrCC/index.html www.behold.cc/</p>
Grade 7 & 8	<p>Ministry licensed resource: Adobe Premiere Elements</p> <p>Windows Movie Maker or iMovie</p> <p>Sound recording software (open source - Audacity)</p> <p>Text: <u>The Carpet Boy's Gift</u>, by Pegi Deitz Shea</p> <p>Websites</p>	<p>www.osapac.org http://tv.adobe.com/channel/how-to/elements-tutorials/</p> <p>http://audacity.sourceforge.net/download/</p> <p>ISBN: 9780884482499</p> <p>www.devotions.net</p> <p>http://www.media-awareness.ca/english/resources/educational/lessons/secondary/alcohol/psa_driving.cfm</p>



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		www.youthforhumanrights.org www.adbusters.org/campaigns/blackspot www.youtube.com/watch?v=qY7dEJWMJ54
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Ministry Licensed Software Description

Adobe Premiere Elements	A digital video editing software which can create polished movies with no effort. Just choose a theme and new InstantMovie automatically edits together the best clips with coordinated music, titles, effects, and transitions.
Bitstrips for Schools	A comic creation software that empowers students to make and share great comics without drawing a line, and lets teachers unlock the educational power of comics.
Clicker 5	A text to speech software, a powerful yet easy-to-use writing support and multimedia tool that enables children to write with whole words, phrases or pictures. It is easy to tailor for individual needs and supports all areas of the curriculum.
Clicker Paint	Paint software and the essential partner to Clicker 5. The two programs integrate fully, adding a further dimension to Clicker talking books and opening up an extensive range of additional language and literacy activities.
Frames	Stop-motion animation software including claymation, and digital storytelling.
Pixie	A paint software with text options, clip art, voice recording, and standards-based curriculum activities, helping students build 21st century skills as they develop podcasts, online storybooks, videos, and Flash animations.
Write:Outloud	An easy-to-use word processor that gives immediate speech feedback as students type words, sentences and paragraphs.

For more information visit: www.osapac.org



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Copyright and Schools
Tips for Teachers and Students

Ownership

All original works belong to their creator. This means that original works that your students create are protected by Canadian copyright legislation. There does not need to be any indication on the work claiming copyright for the work to be protected.

Legislation

Since all original works are protected by law then if you did not create the work, you **must** get permission to use it. If you do not have permission, you are in violation of the law.

Permission

There is no exception to the law. You must have permission but the form in which permission is provided, varies.

Creative Commons

Creative Commons allows creators of original work to freely share their work with others through attribution licenses. Use your favourite internet search engine to find out more about Creative Commons.

Image Libraries

Images: pictures, drawings, pics, photographs, etc. are included in copyright legislation but many individuals have used the creative commons attribution licenses to share their work with others.

To access images with permission teachers can refer their students to Behold - <http://behold.cc/> and FlickrCC - <http://flickrcc.bluemountains.net/flickrCC/index.php>

Some computer software programs have image libraries built in and many schools or school districts have licenses for image libraries which students can use to create their works for educational purposes. Inform your students that if they decide to market their media work with resources not included under the above licensing agreement, they will be in violation of copyright and are liable under the law.

Music and Videos

Music and video copyright are much more specific. If your students are using video clips and music/sound effects in their media works that are not their original creations, ensure they have explicit copyright permission to do so. It is the law.



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Keep in mind that the onus to acquire permission is on the user **not** the owner. It doesn't matter where you find the work. An old text book, from the internet, you purchased the music, or a friend took the pictures, you must know what permission you have and how you can use the work.

Attribution

Having permission to use the work is not enough. Copyright legislation states that if we use work for which we are not the original owner, we **must** attribute the work to the owner. We are familiar with citing works/sources for text but we must also cite for all other works.

Text to Speech software, Write:Outloud has a useful bibliography tool within the word processor and can be easily used by grade 3 and up. You can find a list of ministry licensed digital resources at www.osapac.org. The Ontario Educational Resource Bank has an engaging multimedia object useful for teaching students of intermediate/senior grades how to cite sources. Search Citation Builder to access <http://resources.elearningontario.ca>. Free through iTunes, EasyBib is available for iPod Touch, iPad and iPhone. With this app, hold your device up to the bar code of a book, the app will read the code and create a bibliography in 3 formats, APA, MLA and CHICAGO. This APP requires DATA or WI-FI. If you don't have an iPad II, use EasyBib and by keying in the title of the book, the bibliography will be created as above.

Final Words

These tips are shared in an effort to provide teachers and students with some basic knowledge about using works of others in teaching/learning media literacy. It is not the view of the writer or of the Catholic Curriculum Corporation that these tips are complete and cover all aspects of the legislation. To find out more about copyright and schools, please refer to your school boards policies and administrative procedures and the Canadian copyright legislation. It is the responsibility of the user of this resource to ensure that they are in compliance with all policies, procedures and legislation governing their media work.

Rule to live by: If you don't know if you have permission or what the copyright allows you to do, then don't use it!

Resource: Copyright Matters -

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf>



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Kindergarten The Gifts of God’s Creation



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Grade: Kindergarten Title of Unit: The Gifts of God’s Creation Lesson One: Exploring the story of creation	
Critical Learning	Guiding Questions
Students will explore the many gifts of God’s creation and understand that we are all responsible to take care of the precious gifts given to us. Students will find God in the creation story.	Where is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will be: A caring family member who attends to family, school, parish and the wider community. A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.</p> <p>Media Literacy Expectations: The student will communicate their ideas verbally and non-verbally about a variety of media materials (e.g. describe their feelings in response to seeing a video about the story of creation).</p> <p>Cross Curricular Expectations: The student will: Writing: demonstrate awareness that writing can convey ideas or messages. Oral Communication: listen and respond to others for a variety of purposes (e.g. To exchange ideas, express feelings, and offer opinions) Oral Communication: use language to talk about their thinking Visual Arts: express their responses to visual art forms by making connections to their own experiences Visual Arts: explore a variety of tools and materials to create visual art forms in familiar ways</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Identify the numerous gifts of God’s creation• Communicate their ideas about God’s creation orally and in written form• Listen to the contributions of their peers and respond positively



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Instructional Components		
Prior Knowledge and Skills: Students need to be able to make appropriate decisions when using Pixie. Computer Skills: Students need an awareness of the Pixie software program and be able to manipulate the mouse to complete this activity.	Terminology: mouse monitor computer draw program (i.e. Pixie)	Materials: chart paper markers computers small pieces of paper BLM K.2 The Gifts of God’s Creation Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie
Minds On	Approximate minutes: 10	Assessment
<p>Establish prior knowledge by brainstorming a list of things the students know that God has created for them to enjoy on earth. Student ideas can be recorded on a chart which can be referenced during lesson two.</p> <p>Read a favourite children’s version of the Story of Creation or visit: http://m.biblestudyguide.org/children-biblestories/gen_1-2-creation.htm</p> <p>Following the reading, to promote a better understanding of the story ask students some guiding questions e.g. What did God make first? What did God make each day? At the end of creation how did God feel?</p> <p>After they identify the gifts of God’s creation as shared in the story or scripture reading, have students look around the classroom, school, or go on a short walk outside to have students gather additional ideas to share about God’s creation. These new ideas can be added to the initial brainstorming activity.</p>		<p>Assessment for Learning Determine what the students know about God’s creation. Record responses on BLM K.2 The Gifts of God’s Creation, middle column, Identify Gifts of God’s Creation.</p>



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Action!	Approximate minutes 10	Assessment
<p>Whole Group Sharing: Have students take turns sharing 1-2 things that they are happy God created.</p> <p>DI Suggestion: ESL students or visual learners may have difficulty with an oral story. Teachers can use a calendar or picture book that illustrates things that God has created (e.g. clouds, water, land, plants, etc.).</p> <p>The class could order objects to match a story. Using the Pixie image library, the teacher could create a page with all the objects included so that the students can reorder them. If done as a class activity with a data projector, interactive white board or just a computer in the classroom, the teacher could assess the students’ mouse skills (click and drag) and provide the support required to complete the computer drawing activity.</p>		<p>Assessment for Learning</p> <p>Observe how students listen and respond to others as well as how the students use language to talk about their thinking.</p>
Consolidation	Approximate minutes:15-20	Assessment
<p>Students can use a small piece of paper to sketch the gift of creation that is most special to them. Doing this prior to computer time will provide the teacher with the opportunity to observe each student and conference as required. This could be done during centre time, especially in schools where there is not a computer lab that enables all students to have access to a computer at the same time.</p> <p>Using Pixie, students will draw one of the gifts of God’s creation. For those who are able to write, they can label the picture or write a sentence about the gift from God’s creation that they chose to draw / write about.</p> <p>Expand: The teacher can save the students’ pictures to a common login or drive and create a slide show. Record students’ oral comments about their picture using the record feature in Pixie.</p> <p>DI Suggestion: Students can use other visual pictures to circle examples of what they think is most special to them in God’s creation.</p>		<p>Assessment for Learning</p> <p>Conference with students to determine their level of understanding and determine next steps</p> <p>Assessment for Learning</p> <p>Note how students communicate their ideas verbally and non-verbally about a gift of creation and demonstrate awareness that writing can convey ideas or messages by labeling or writing about their picture.</p>
<p>Next Lesson Connections:</p> <p>Being able to identify the gifts of God’s creation as well as understanding that God’s creation is everywhere they look, will help the students understand where God is in our lives.</p>		



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Grade: Kindergarten Title of Unit: The Gifts of God’s Creation Lesson Two: Where I am, God is too!	
Critical Learning	Guiding Questions
Students will explore the many gifts of God’s creation and understand that we find God in nature and in our favourite places. Students will be asked to tell how they can be responsible in caring for God’s creation and their favourite places.	Where is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will be: A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living. A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.</p> <p>Media Literacy Expectations: The student will be able to view and listen to a variety of media materials and respond to them.</p> <p>Cross Curricular Expectations: The student will: Writing: demonstrate an awareness that writing can convey ideas or messages Oral Communication: listen and respond to others for a variety of purposes (e.g. To exchange ideas, express feelings, and offer opinions) Oral Communication: use language to talk about their thinking and to reflect</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Orally communicate their ideas about where God is in our lives, using media, and in written form• Listen to the contributions of their peers and give positive responses• Identify a special place to be with God and share ways we can take care of this place as one of God’s gifts of creation



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Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>Students need to be able to make appropriate decisions when using Pixie.</p> <p>Computer Skills:</p> <p>Students need an awareness of the Pixie software program and be able to manipulate the mouse to complete this activity.</p>	<p>Terminology:</p> <p>mouse monitor computer program (Pixie)</p>	<p>Materials:</p> <p>chart paper from lesson one mentor text: <u>I Wanted to Know All About God</u> by Virginia L. Knoll or You Tube video <u>Nature is Beautiful</u> http://www.bing.com/videos/search?q=you+tube+nature+is+beautiful&docid=1055705137650&mid=268E1D7281B10F0B8711268E1D7281B10F0B8711&FORM=VIRE7#</p> <p>Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie Videos, training and lessons: http://www.tech4learning.com/userfiles/file/pdfs/Pixie/Pixie2_User_Guide.pdf</p> <p>BLM K.1 Where I am, God is Too! BLM K.2 The Gifts of God’s Creation</p>
Minds On	Approximate minutes: 7-10	Assessment
<p>Mentor Text: <u>I Wanted to Know All About God</u> by Virginia L. Kroll (ISBN 9780807529928)</p> <p>Review the gifts of God’s creation that students identified during lesson one. Then ask students where they think God is and create a list of responses. After gathering ideas, read the mentor text to the students. Upon finishing the story, ask the students again where God is. If required, prompt the students with some of the ideas within the story (e.g. in the dew, where butterflies are...God is everywhere and in all things of creation). If using the You Tube video <u>Nature is Beautiful</u> the same conclusions can be made about where God is and can be linked to the pictures in the video.</p>		<p>Assessment for Learning</p> <p>Observe the responses provided by the students in regards to where God is in creation, in nature, in our lives and provide additional prompts/examples as required</p>



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Action!	Approximate minutes: 10	Assessment
<p>Students will share their favourite place to be, whether it is by themselves or with someone else. Ask the students: Is God there with you?</p> <p>To extend the thinking around each of us being responsible to care for the gifts of creation, ask the students: How should we care for the special gifts of creation that God has made? How would you take care of your favourite place to keep it beautiful?</p> <p>Record student responses on BLM K.2 (right column).</p>		<p>Assessment of Learning Record individual responses in BLM K.2 The Gifts of God’s Creation, column three, Identify My Special Place and Caring for God’s Creation</p>
Consolidation	Approximate minutes:20-30 (Day 2)	Assessment
<p>Review the favourite places that students like to be and remind them of how God is always there with them.</p> <p>Students can complete BLM K.1 Where I Am, God is Too! Students will be asked to explain their picture.</p> <p>Students can use Pixie to create their favourite place, knowing that God is always with them.</p>		<p>Assessment of Learning Observe use of language to describe their picture and understanding of God’s presence as recorded in BLM K.1</p>
<p>Next Lesson Connections: Being able to identify the many places that God is in our lives, will lead to their understanding that God is everywhere and will always be with us. In the next lesson, students will learn that God is also with us in the people we love.</p>		



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Grade: Kindergarten Title of Unit: The Gifts of God’s Creation Lesson Three: The People we Love	
Critical Learning	Guiding Questions
Students will explore the many gifts of God’s creation and understand that God is everywhere and God is also in the people we love.	Where is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will be:</p> <p>The student will be an effective communicator who speaks, writes and listens honestly and sensitivity, responding critically in light of gospel values.</p> <p>Media Literacy Expectations: The student will be able to view and listen to a variety of media works.</p> <p>Cross Curricular Expectations: The student will:</p> <p>Oral Communication: describe personal experiences, using vocabulary and details appropriate to the situation. Oral Communication: listen and respond to others for a variety of purposes Visual Arts: communicate their understanding of something (e.g. A family story, an experience, a song, a play) by representing their ideas and feelings through visual art</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Remember some of the places where we find God• Understand that even though we cannot see God, God is everywhere and in the people we love• Confidently use the Pixie software



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Instructional Components		
Prior Knowledge and Skills: Cutting skills Computer Skills: Students need to be able to manipulate the mouse to complete this activity. Students should be comfortable using the Pixie program with this culminating activity.	Terminology: mouse monitor program (ie. Pixie)	Materials: Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie BLM K.3 People we Love BLM K.4 Rubric: Connected by Love
Minds On	Approximate minutes: 10	Assessment
<p>Mentor Text: <u>The Invisible String</u> by Patrice Karst</p> <p>Review with the students the gifts of God’s creation, the special places we find God and how we are asked to take care of the gifts of creation.</p> <p>Using a large piece of string, ask each student to hold onto it in a large circle. Explain that this string connects us all as friends and family in the classroom. Gather the string and ask students if they can still feel the connection to others. Explain that even though we do not see God’s face, we see God everywhere - in creation and in God’s people.</p> <p>Read the mentor text <u>The Invisible String</u>. Following the reading, ask students in what ways the Mother was always with her children. Have the students make the link that God is always with us too, just like the Mother in the story.</p>		<p>Assessment for Learning Observe students understanding of the concepts taught and support learning through additional examples (e.g. where do we find God, what is your special place to be with God, how can we care for the gifts of creation).</p>



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“My sheep hear my voice. I know them, and they know me.” John 10:27

Action!	Approximate minutes: 40	Assessment
Using the graphic organizer BLM K.3 People We Love, students will sketch all of the people who are with them, even though they may not physically be together.		Assessment for Learning Record the student responses of the people who they are connected to by love
Consolidation	Approximate minutes: 40	Assessment
<p>If you are dividing this lesson into two days, begin by having students share the people that they drew in their hearts from day one (BLM K.3). This will enable the teacher to determine their understanding of how God is always with them and with the people they love and that we are connected to God by love.</p> <p>Using Pixie, students will draw / colour the number of hearts they used in the sketch activity on day one. Once the hearts are printed, have students draw all of the people on the hearts. Be sure to have the students include God on one of the hearts. Students can then cut them out and have the teacher hole punch each heart. The hearts will then be connected by fishing line (our invisible string).</p> <p>DI Suggestion: Have pre-cut hearts to draw on for those who have difficulty cutting small objects. Teachers can also use larger pre-cut hearts for JK students.</p> <p>Oral presentations will conclude this lesson where students will share their bracelets and explain how they are connected to all of the people even though they may not always see them. The teacher can make the connection: just like God is with us and all those we love, even though we cannot see God.</p>		Assessment of Learning Using BLM K.4 assess how students communicate their understanding of their bracelet, and how students describe personal experiences regarding the special people to whom they are connected (e.g. with or without prompting)
<p>Next Lesson Connections:</p> <p>The class can end this with a prayer thanking God for the blessings of creation and for the loving people that they have in their lives.</p>		



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BLM K.1

Where I Am, God is Too!

Student Name: _____

A large, empty rounded rectangular box with a thin black border, intended for a student to draw or write their response to the activity.

God is always with me.

When I am in my favourite place _____,

God is there too!



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BLM K.2

The Gifts of God’s Creation

Student Name	Identify Gifts of God’s Creation (record response from Lesson One)	My Special Place/Caring for Creation (record response from Lesson Two)



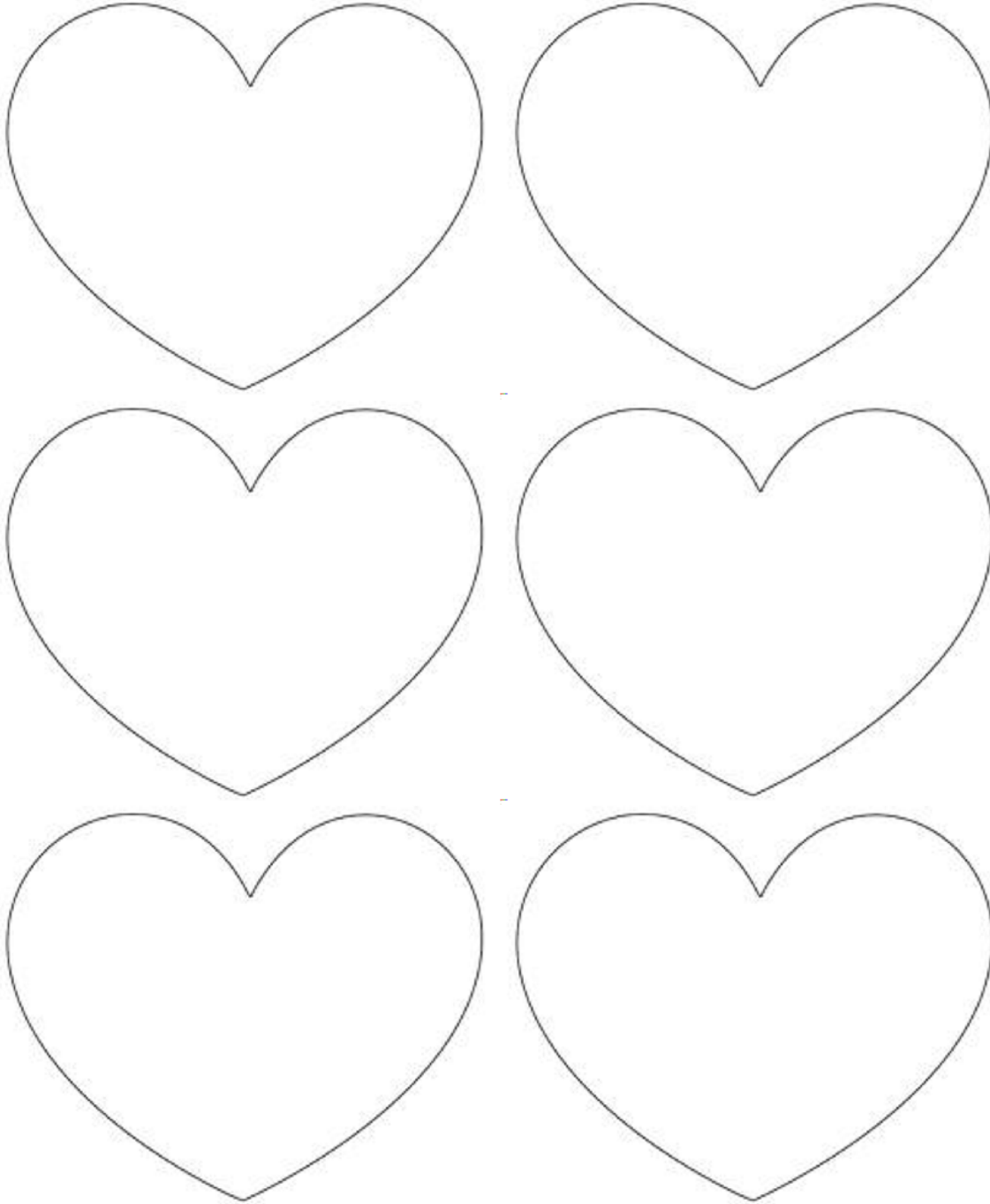
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People We Love

BLM K.3





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BLM K.4

Rubric: Connected By Love

Student Name: _____

	Level 1	Level 2	Level 3	Level 4
Identifies people they are connected to by love	Requires prompting to identify people from the bracelet that they are connected to by love	Identifies 1-2 people from the bracelet that they are connected to by love	Identifies 3-4 people from the bracelet that they are connected to by love	Identifies 5 or more people from the bracelet that they are connected to by love, and describes personal experiences with those people
Eye Contact	Does not make eye contact with peers.	Sometimes makes eye contact with peers	Establishes eye contact with everyone most of the time in the room during the presentation	Always establishes eye contact with everyone in the room during the presentation.
Use of Computer Software	Requires direct assistance to manipulate and use the program	Sometimes requires assistance to manipulate and use the program	Independently uses the program	Independently uses the program and offers assistance to peer in the program use
Strengths:				
Next Steps in Learning:				
Goal Setting:				



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Grade 1

I am a Child of God



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<p>Grade: One</p> <p>Title of Unit: I am a Child of God</p> <p>Lesson One: My special sacred word</p>	
Critical Learning	Guiding Questions
Students will learn that prayer is an important part of their life. After participating in a guided meditation they will be asked to select a special sacred word that will help them remember who God is and where they can find God in their life.	Who is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations:</p> <p>The student will be:</p> <p>A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.</p> <p>An effective communicator who speaks, write and listens honestly and sensitively, responding critically in light of Gospel values.</p> <p>Media Literacy Expectations:</p> <p>The student will:</p> <p>Identify, initially with support and direction, the conventions and techniques used in some familiar media forms.</p> <p>Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g. An image downloaded from the Internet to accompany a project)</p> <p>Cross Curricular Expectations:</p> <p>The student will:</p> <p>Oral Language: demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations (e.g. listen without interrupting to show that they are paying attention)</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Recognize and articulate who God is • Be comfortable in using media software such as Pixie • Create a two-dimensional piece of media work



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<p>Visual Arts: create two-dimensional works of art that express feelings and ideas inspired by personal experiences</p> <p>Visual Arts: use elements of design in art works to communicate ideas, messages and personal understandings</p>	
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Instructional Components

<p>Prior Knowledge and Skills: Students need to demonstrate active listening skills to be successful with this lesson.</p> <p>Computer Skills: Students need to be able to: Manipulate the mouse (click and drag) to complete this activity, open folders and select images, select a template from the menu</p>	<p>Terminology:</p> <p>meditation quiet listening mouse monitor software (Pixie)</p>	<p>Materials: Mentor Text: <u>Journey to the Heart</u> by Frank X. Jelenek (ISBN 9781557254825) BLM 1.1 Guided Meditation BLM 1.2 Class Quilt – Who is God? BLM 1.3 Checklist/Observation Record chart paper markers computers Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie</p>
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Minds On	Approximate minutes: 30	Assessment
<p>The children will be gathered around their prayer table where the teacher will lead the students to stillness and quietness so that they are ready for a guided prayer meditation.</p> <p>Introduce the mentor text <u>Journey to the Heart</u> by Frank X. Jelenek and explain to the students that this book is about centering prayer in their lives. The book will help explain who God is and how they can find God through prayer. It is important that the teacher has the lights dimmed and quiet music playing in the background to help set the atmosphere for the students. The mentor text leads the children through a meditation with age appropriate breaks to reflect upon who God is and where they can find God in their lives. Part of the meditation has each child select a special sacred word, which is a key to open their heart in prayer.</p>		<p>Assessment as Learning Observe students during the meditation to assess their active listening skills</p>



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<p>Some suggested key words could include: creator, faith, God, love, Holy Spirit, saviour, Jesus, heaven, etc. This key word will lead into the action and consolidation part of the lesson.</p> <p>NOTE: If the mentor text is unavailable, use the accompanying meditation, BLM 1.1 Guided Meditation and continue with the student selection of a special, sacred word.</p>		
Action!	Approximate minutes: 20	Assessment
<p>When the text and/or meditation is complete, the children will use BLM 1.2 Class Quilt – Who is God? to plan their piece of a class quilt that will be created using Pixie. Students will discuss the question Who is God? and write their sacred word from the meditation on the BLM template. This pre-planning will then be used when the students work in Pixie.</p>		<p>Assessment for Learning Review and discuss student responses using BLM 1.2 Class Quilt: Who is God? to determine next steps</p>
Consolidation	Approximate minutes: 30	Assessment
<p>Using Pixie, students will search the pictures from the menu-options-photos or pics4learning folders that are appropriate to accompany their sacred word. They will select the picture and paste it into their template on Pixie, write their special sacred word, and print. Each Pixie page will then be joined together to create a class quilt which will be placed by the prayer table. This is a sacred place for the children to come any time during the day so that they can have quiet, prayer time with God, and always remember that God is special to them and they are special to God.</p>		<p>Assessment of Learning Using BLM 1.3 Checklist/Observation Record note student response to guided meditation and their understanding and skills to identify a sacred word and create a Pixie quilt square</p>
<p>Next Lesson Connections: This lesson leads beautifully into the next lesson by establishing who God is and where God can be found. Lesson Two allows the children to explore how they can demonstrate the virtues that Jesus has given to each as unique children of God.</p>		



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Grade: One Title of Unit: I am a Child of God Lesson Two: Learning about God through scripture	
Critical Learning	Guiding Questions
Students will come to an understanding that God loves each of us and cares about us deeply. Students will deepen this understanding by exploring a number of scripture stories, responding through drama and identifying virtues of caring.	Who is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will: A self-directed, responsible, life-long learner who develops and demonstrates their God-given potential. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.</p> <p>Media Literacy Expectations: The student will: Identify the purpose and intended audience of some simple media texts Describe how different audiences might respond to specific media texts (Teacher prompt: Would your parents or friends agree with the virtue you have chosen? How will this virtue show you are a caring child of God?)</p> <p>Cross Curricular Expectations: The student will: Reading: express personal thoughts and feelings about what has been read. Reading: demonstrate understanding of the text by retelling the story Drama: communicate feelings and ideas to a familiar audience (e.g. Classmates) using a few simple visual or technological aids to support and enhance their drama work.</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Identify the virtues of deep caring as a means of further developing their relationships with God and others• Explore various scripture stories through drama• Share their key learning with their peers through dramatic arts



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Drama: express their feelings and ideas about a drama experience or performance in a variety of ways, making connections characters and themes in the stories.		
Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>Students need to be able to make appropriate decisions when using Pixie as well as to have knowledge of how to work within a small group (to perform skits).</p> <p>Computer Skills: Students need to be able to: manipulate the mouse (click and drag) to complete this activity, use word processing skills (colour, size, font, shift, space, delete, highlight a word), resize images (click and drag the handles of the image)</p>	<p>Terminology:</p> <p>mouse monitor program (i.e. Pixie program)</p>	<p>Materials:</p> <p>Bible computer chart paper markers</p> <p>BLM 1.4 Rubric: Learning About God through Scripture BLM 1.5 Self-Assessment Skit Presentation</p> <p>Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie</p>
Minds On	Approximate minutes: 30	Assessment
<p>Whole group: Establish prior knowledge of celebrations, especially weddings, through a short oral discussion with the students. Ask the children if any of them have been at a wedding or a large celebration. What are some things you did? Who was there? What did you hear? What did you see? Did you share a meal? How were people feeling? etc.</p> <p>Read the scripture about the wedding feast at Cana (John 2.1-10). Ask the children some of the same questions so that they understand a wedding is a joyful time for everyone.</p>		<p>Assessment for Learning Observe student participation during oral discussion and class skit to determine prior knowledge and understanding</p>



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<p>Act out the wedding feast at Cana. Be sure to model for students the proper way to act within a group so that everyone can be heard when they act out their part. Parts needed: Teacher can be the narrator, a bride, groom, Jesus, the family and friends. The performance could be repeated with other students playing the various roles.</p> <p>Ask the students: What is a virtue? (A virtue is a belief, a way of acting. Virtues guide us to do what is right and good, to act the way God wants us to act as children of God). What are the virtues we try to live by? (Faith, Hope, Love, Patience, Kindness, Charity, Compassion, etc.).What virtue did Jesus teach us about at the wedding feast of Cana?</p> <p>Reference the Bruce-Grey Calendar - Culture of Deep Caring found in pdf format on the Institute for Catholic Education website under Resources http://www.iceont.ca/page17815840.aspx</p>		
Action!	Approximate minutes:30	Assessment
<p>Day 2: Review with the students the wedding feast at Cana and the discussion around virtues. Ask what virtue did we learn about in the wedding feast at Cana?</p> <p>Use the following website select and print the scripture stories you wish to have the students present as a skit: www.bibleforchildren.org/languages/english/stories.php</p> <p>Scroll down to the New Testament and select the scriptures you wish to focus on through drama in this lesson and reference in their media production in Lesson Three. Some suggested scripture readings include: Feeding of the 5000, The Good Shepherd, The Christmas Story. The website has a vast amount of selections from which to choose.</p> <p>Group the students in small groups of 4-5 and provide each with a Bible story. They will read the story together and decide on who will play the role of the narrator as well as the other characters in the story. Students will have time to practice the skit before presenting to the class.</p>	<p>Assessment for Learning Use rubric BLM 1.4 Learning about God through Scripture</p> <p>Assessment as Learning Students can complete BLM 1.5 Self-Assessment: Skit Presentation to reflect on their role as a group member and think about a new learning goal for the next time</p>	



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Consolidation	Approximate minutes: 60	Assessment
<p>Students will sit in their small groups to discuss what virtue is being shared in each of the bible stories. As a whole group, decide on the virtue that best represents each story as skits are presented by their peers. Chart the scripture story with the virtue identified by the students.</p> <p>Again look at the list of virtues that have been shared. Ask the students why these are important for us as children of God? What does each virtue look like? Sound like? Feel like? What does that virtue look like in our classroom, in our school, in our homes?</p>		<p>Assessment for Learning Observe the students understanding of the virtues (e.g. their ability to identify a virtue appropriate to the scripture story, use their own words to describe what virtues look like in a grade one classroom, in the school or at home)</p>
<p>Next Lesson Connections: Keeping the virtues in mind, students will use Pixie to create a booklet about being a child of God and living a virtuous life. In Lesson Three the children will develop a Pixie booklet which says: I am a Child of God when... which will be used to guide their responses.</p>		



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Grade: One Title of Unit: I am a Child of God Lesson Three: I am a Child of God when...	
Critical Learning	Guiding Questions
Students will be able to demonstrate their understanding that God is with all of us each day and that as children of God we are called to live a good life, guided by the virtues. As children of God we do this when we treat others with kindness and respect and act in a loving way.	Who is God?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will: Student will be effective communicators who speak, write and listen honestly and sensitively, responding critically in light of Gospel values. Students will be reflective, creative and holistic thinkers who solve problems and make responsible decisions.</p> <p>Media Literacy Expectations: The student will: Produce some short media texts using a sequence of photographs Identify the topic and purpose for media texts they create</p> <p>Cross Curricular Expectations: The student will: Writing: use familiar words and phrases to convey a clear meaning Writing: write short texts using simple forms Visual Arts: describe the subject matter in both their own and others' art work</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Articulate how as children of God we are to interact with others, based on the virtues and scripture stories• Be comfortable using media software such as Pixie by create a booklet that demonstrates the virtues in action



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Instructional Components		
Prior Knowledge and Skills: Students will need to be taught how to select a saved picture from the USB to then save into Pixie. Computer Skills: Students need to be able to: manipulate the mouse (click and drag) to complete this activity, use word processing skills (colour, size, font, shift, space, delete), resize images (click and drag the handles of the image)	Terminology: digital camera USB	Materials: digital camera USB (have access to a few) BLM 1.6 I am a Child of God BLM 1.7 Rubric: I am a Child of God Pixie Booklet Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie
Minds On	Approximate minutes: Flexible	Assessment
If classroom buddies are available with a senior class, have each buddy take digital photos of the students throughout the day or over the week (e.g. at recess while playing with their peers, at lunch or snack time while helping each other, during literacy or math centres while working with one another, cleaning the classroom, etc.). Ensure that there are four or five pictures of each student so that they can complete the culminating activity.		
Action!	Approximate minutes: 40	Assessment
Teacher will put the pictures onto multiple USB sticks for the students to use with a partner. Students will now open the picture file and select the pictures of themselves to save in Pixie. The pictures they have selected can then be printed off so they can complete the culminating activity. The teacher can also have the pictures printed, on display and labeled with the file name so that the students can pre-select before going to the computer. This will also save time on the computers.		Assessment for Learning Assess skills when manipulating the mouse to select pictures to save in Pixie.



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Consolidation Approximate minutes:60		Assessment
Students will create a book using the pictures they have printed. Students will write a book entitled I Am a Child of God using BLM 1.6. On each page, students will answer the question I am a Child of God when... by writing about each picture showing how they are trying to do what is good and right. Encourage use of the virtues in the examples. (E.g. I am caring when I help my friend who got hurt at recess.)		Assessment of Learning Use BLM 1.7 Rubric: I am a Child of God Pixie Booklet to summarize learning at this point, make a judgment and determine next steps
Next Lesson Connections: Students can share their booklets with their peers in small groups. The class can write a prayer to ask God to help them to be kind and caring children of God.		



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BML 1.1

Guided Meditation

Create a quiet atmosphere by dimming the lights, having students find a special place in the classroom, and play peaceful music in the background.

Teacher Leads the Meditation:

Close your eyes and relax in your special place on the floor. Breathe slowly...in and out...in and out. Imagine a bright and beautiful rainbow that surrounds you in your special place. Breathe in the many colours of the rainbow: the sparkling red, orange, yellow, green, blue, indigo, and violet.

Imagine the colours gathering in your heart and God blessing the important things in your life. Your family, friends, pets...all of the special things that you want to receive blessings from God. *Pause for the children to think of the important people and things in their life that needs God's blessings.*

As you are relaxing, think of the special times that you have shared with your family and friends. *Pause for the children to reflect on the special times shared with their loved ones.*

God has always been with you during these special times, too. Watching over you, guiding you, and protecting you. .

Think of the times that you have just shared with God...during prayer, at Church, or just your own special time that you set aside for God. What do think of when you pray to God? Father? Creator? Faith? Heaven? Think of one word that helps you describe who God is to you. This is your special, sacred word that you and God share. *Pause to give the children time to think of their sacred word to describe God.*

Now focus on your own heart, the colours of the beautiful rainbow, and breathe slowly...in and out...in and out. When you are ready, open your eyes and gather by our prayer table.

Adapted from: www.questforlife.com (Meditation for children)



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BLM 1.2

Class Quilt – Who is God?

Student Name: _____



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BLM 1.3

Checklist/Observation Record

Student Name: _____

Category	Always	Sometimes	Never
The student participates in the Guided Meditation			
Category	Independent	With some guidance	With much guidance
The student completes a BLM planning sheet of their sacred word with images.			
The student selects a sacred word for who God is to them.			
The student produces a media text and images to create a quilt piece in Pixie.			
Strengths:			
Next Steps:			



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BLM 1.4

Rubric: Learning about God through Scripture

Group Members: _____

Gospel Story: _____

Category	Level 1	Level 2	Level 3	Level 4
Key ideas and virtues are clearly identified in the skit	None of the key ideas and virtues are identified clearly through the skit of the gospel story	Some of the key ideas and virtues are identified clearly through the skit of the gospel story	Most of the key ideas and virtues are identified clearly through the skit of the gospel story	All of the key ideas and virtues are identified clearly through the skit of the gospel story
Creativity	Minimal effort to bring life to the gospel story	The actors bring life to at least one part of the gospel story	The actors use some elements such as props, to bring life to the gospel story	The actors use many elements such as props, scenery, and use of facial expressions to bring life to the gospel story
Participation	Participation is not shared among all group members	Participation is shared among 2-3 group members	Most of the group members have parts in the skit	All members have a shared responsibility in presenting the skit

Strengths:

Next Steps:



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BLM 1.5

Self-Assessment: Skit Presentation

Student Name: _____

Category	Always	Sometimes	Never
I helped my group put words and actions to create our skit.			
I listened to the ideas of my group members.			
I used expression when I spoke during the skit.			
I used my time wisely when my group was preparing the skit.			

One thing that I did really well when we were preparing for the skit was:

Something I would like to do better the next time I participate in a group skit is:



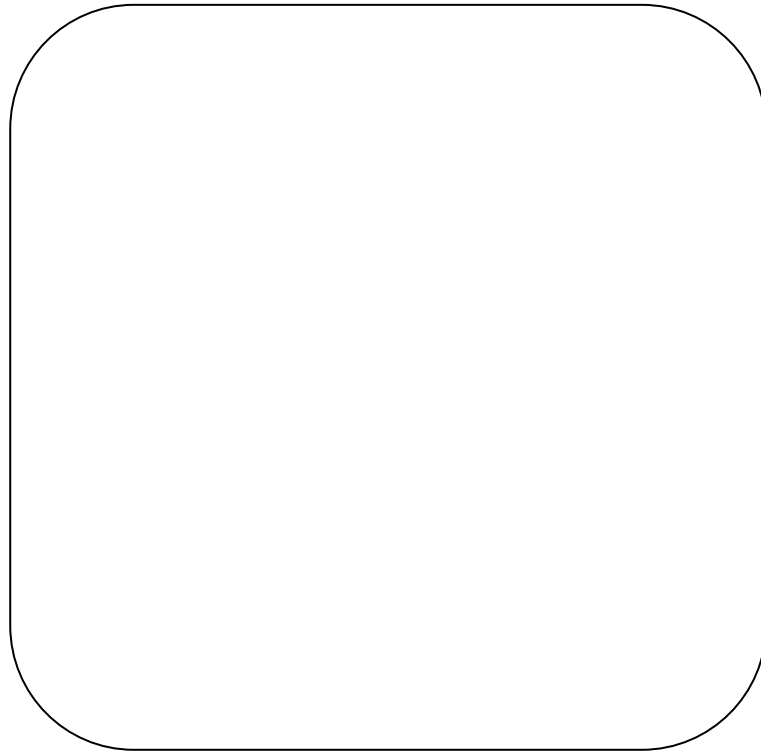
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BLM 1.6

I Am a Child Of God



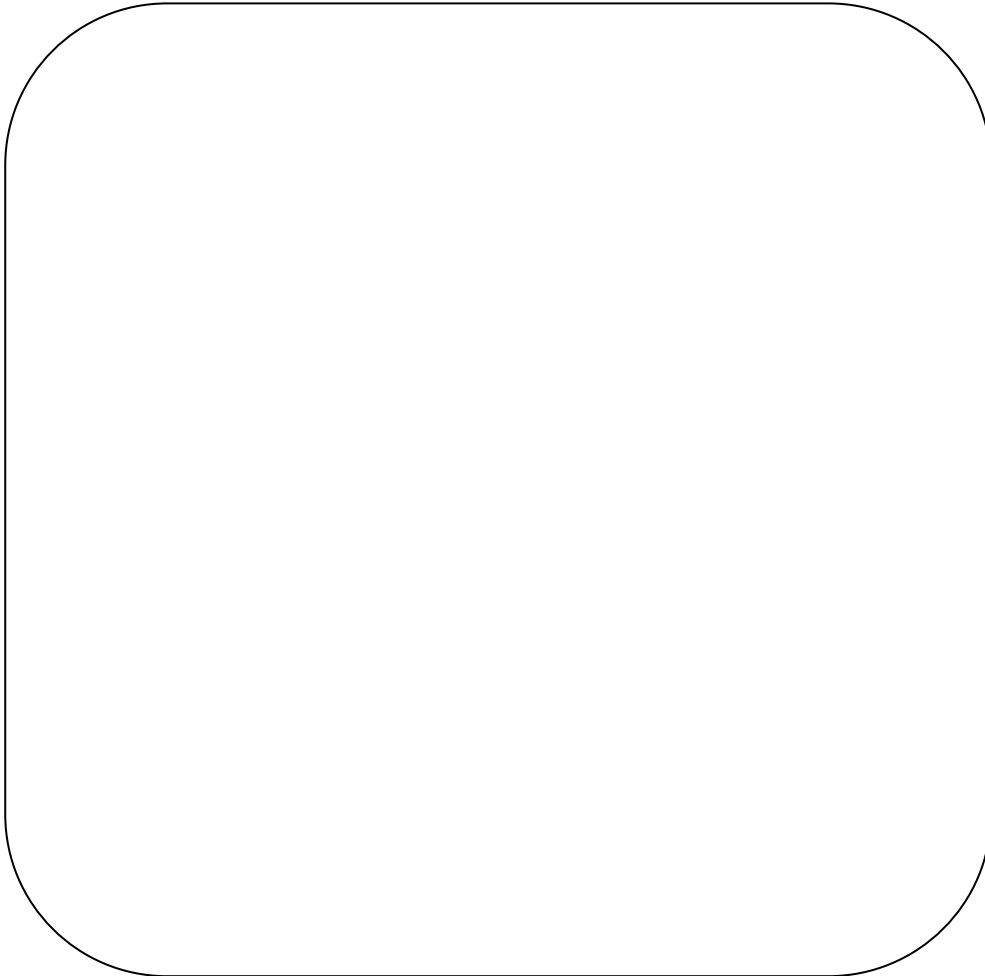
Written and Illustrated by _____



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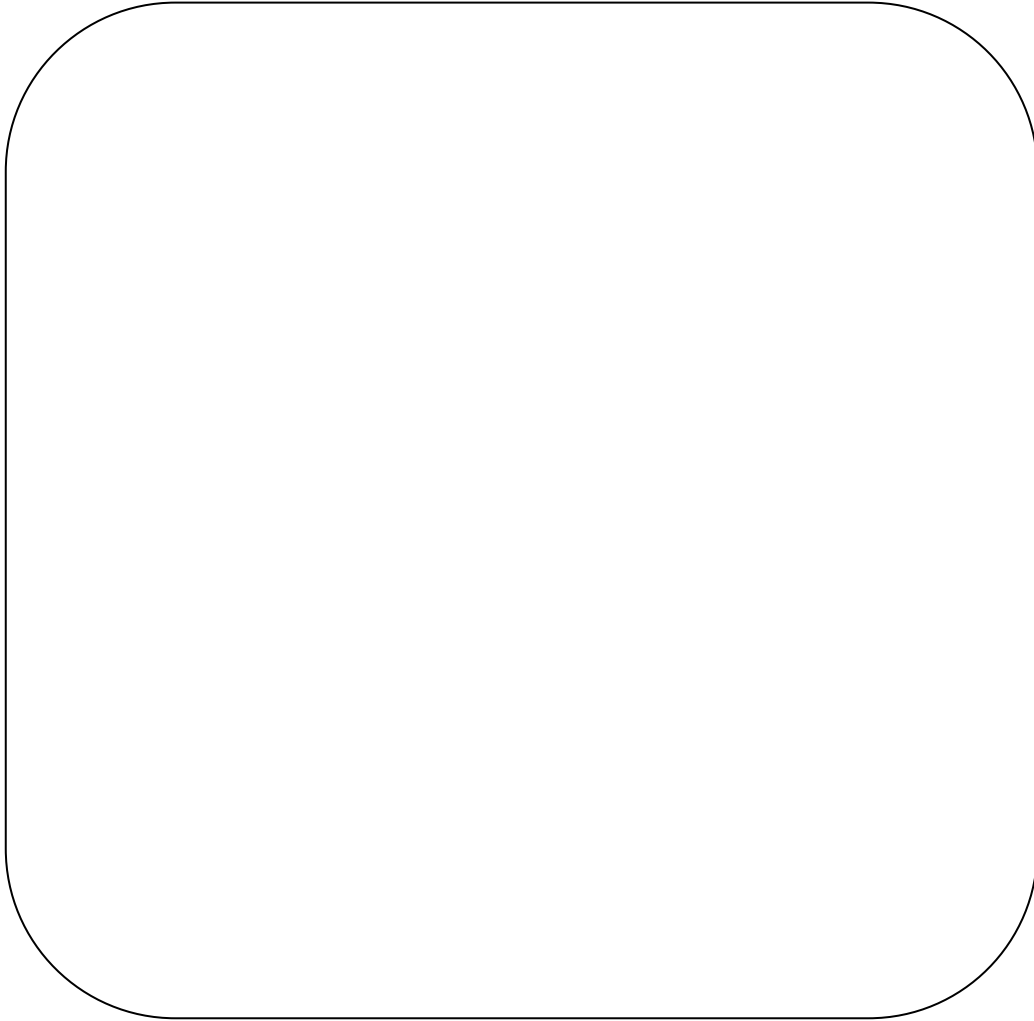
I am a child of God when I



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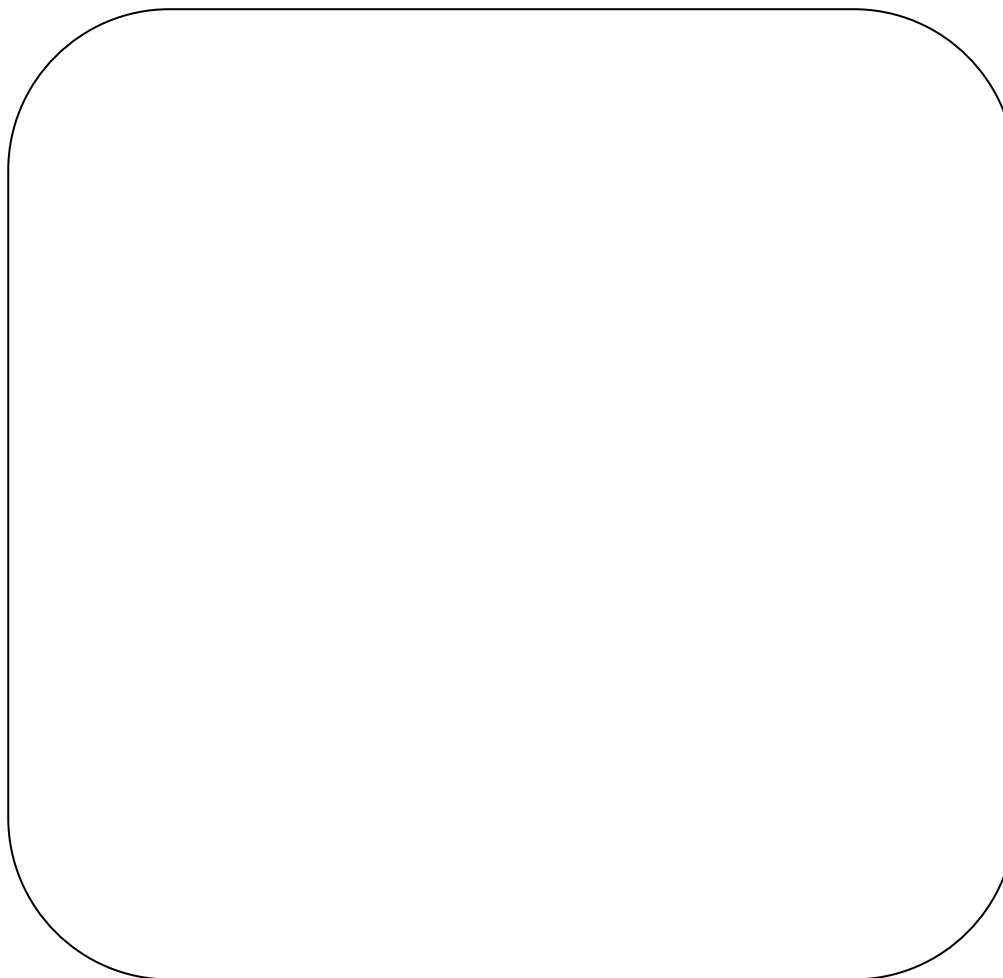
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I am a child of God when I



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BLM 1.7

Rubric: I am a Child of God Pixie Booklet

Student Name: _____

Category	Level 1	Level 2	Level 3	Level 4
Content	Has 1 picture in booklet (saved picture from USB) with incomplete sentences.	Has 2-3 pictures in booklet (saved pictures from USB to Pixie) with some incomplete sentences	Has 3-4 pictures in booklet (saved pictures from USB to Pixie) with complete sentences	Has 4 or more pictures in booklet (saved pictures from USB to Pixie) with descriptive sentences of how they act like a child of God
Organization	Incomplete sentences that do not match the picture	Some sentences are complete and match some of the chosen pictures	Complete sentences that match 3-4 chosen pictures	Descriptive sentences that match 4 or more chosen pictures
Use of Class Time	Did not use class time effectively and required numerous reminders to stay focused on the booklet completion	Used some of the time during class, with occasional reminders to stay focused on the booklet completion	Used class time well during the allotted time	Used class time effectively to complete the booklet during the allotted time. When completed, took time to ensure all required components were included
Strengths:				
Next Steps:				



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Grade 2

Belonging to God’s

Family



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Grade: Two Title of Unit: Belonging to God's Family Lesson One: I am Unique!	
Critical Learning	Guiding Questions
Students will explore what it means to be a part of their family and how exciting it was when they were born. They will come to an understanding that God created each of them as special and unique. Students will identify their gifts and talents which enable them to contribute to their family and community.	How are we members of God's family?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will: A caring family member who attends to family, school, parish and the wider community. A self-directed, responsible, life-long learner who develops and demonstrates their God-given potential.</p> <p>Media Literacy Expectations: The student will: Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate forms and techniques Identify, initially with support, what strategies they found most helpful in making sense of and creating media texts</p> <p>Cross Curricular Expectations: The student will: Oral Language: identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts. Oral Language: extend understanding of oral texts by connecting ideas in them to their prior knowledge and experience.</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Articulate how they have a special place and belong in their family• Identify their unique gifts or talents which they use to help others• Feel comfortable using the Clicker Paint software



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<p>Oral Language: choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of the audience.</p> <p>Visual Arts: use a variety of materials, tools, and techniques to respond to design challenges (e.g. Create a picture using Clicker Paint that focuses on colour in an expressive way)</p> <p>Visual Arts: identify and document their strengths, interests, and areas for improvement as creators of art</p>			
Instructional Components			
<p>Prior Knowledge and Skills: The children need to understand what a family is and how they belong.</p> <p>Computer Skills: Knowledge of how to use Clicker Paint Use of the mouse Word processing skills (colour, font, size, shift, space, delete, highlight a word)</p>	<p>Terminology:</p> <p>unique family Clicker Paint software</p>	<p>Materials: mentor text <u>Hooray for You</u> by Marianne Richmond (ISBN 0974146536) chart paper markers computers</p> <p>BLM 2.1 I am Unique: Planning Template BLM 2.2 I am Unique: Oral Presentation and Poster</p> <p>Ministry Licensed Software: Paint Software - Clicker Paint</p>	
Minds On		Approximate minutes:15	Assessment
<p>To begin this lesson, gather the children and ask: What happens when a family is going to have a new baby? What do they do to get ready for this new family member? How do the parents feel? What makes each baby special?</p> <p>Brainstorm a list of things that make each of them unique (e.g. interests, talents, physical attributes, etc.). Create a chart of the responses which students can refer to during the consolidation activity.</p>			<p>Assessment for Learning Observe the oral participation of students as they share the different ways that they are unique to assess prior knowledge and understanding</p>



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<p>Using the mentor text <u>Hooray for You</u> by Marianne Richmond (ISBN 0974146536) or similar-themed text, the children will celebrate their ‘<i>you-ness</i>’. Students will be asked to think about what makes them unique and how they are a special member of their family. After reading, ask the children if there are any new ideas from the book that they would like to add to the list of what makes them unique.</p>	
<p>Action!</p>	<p>Approximate minutes:45</p>
<p>Use BLM 2.1 I am Unique: Planning Template. This will allow the students to think about and prepare their responses prior to using the computer.</p> <p>Using Clicker Paint, the students will design a poster of themselves that includes all of their unique attributes. This picture should be big, bright and beautiful! Following the creation of their self-portrait, the students will insert words around the portrait to describe their gifts and talents. At the bottom of the page, students write 1-2 sentences about how they are a unique and special member of their family (e.g. I am a special member of my family because I make my family smile when I give them hugs).</p>	<p>Assessment</p> <p>Assessment for Learning Observe the draft work and final product generated in the Clicker Paint software and support individuals as required</p>
<p>Consolidation</p>	<p>Approximate minutes:30</p>
<p>In order to determine the level of the students’ understanding of how they are a unique part of their own family, they will make an oral presentation of their self-portrait. This is a celebration of how God makes each of us unique and how we can share our gifts and talents with their family and others in the world.</p>	<p>Assessment</p> <p>Assessment of Learning Use BLM 2.2 I am Unique: Oral Presentation and Poster as a rubric to assess students’ understanding of concepts to this point as demonstrated in poster and oral presentation</p>
<p>Next Lesson Connections: Having the children understand how important their place is within their own family will lead into Lesson Two where they discover how they became part of God’s family.</p>	



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Listen and Hear My Voice

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Grade: 2 Title of Unit: Belonging to God's Family Lesson Two: Baptism Announcement	
Critical Learning	Guiding Questions
Students will build an understanding that they not only belong to their family but they also belong to God's family. They will learn about becoming a child of God through Baptism and that as members of God's family we have responsibilities.	How are we members of God's family?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will: A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living. A self-directed, responsible, life-long learner who develops and demonstrates their God-given potential.</p> <p>Media Literacy Expectations: The student will: Identify some of the elements and characteristics of selected media forms (e.g. A print announcement using pictures and words) Identify the purpose and intended audience of simple media texts</p> <p>Cross Curricular Expectations: Writing: use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics and layout Writing: identify and order main ideas and supporting details using graphic organizers (e.g. chronological order) Writing: gather information to support ideas for writing in a variety of ways and / or from a variety of sources (e.g. discussions with family and friends).</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Understand and recognize that through the sacrament of Baptism, we become members of God's family• As members of God's family, we are called to act in a loving way by sharing our gifts and talents with others• Be comfortable with the Clicker Paint software



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Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>Knowledge of their own baptism which will be gathered through discussions with their parents</p> <p>Computer Skills: Students must be able to: manipulate the mouse (click and drag) to complete this activity, use word processing skills (colour, size, font, shift, space, delete), resize images (click and drag the handles of the image), be familiar with Clicker Paint</p>	<p>Terminology:</p> <p>sacrament Baptism belonging baptismal font baptismal candle Clicker Paint</p>	<p>Materials:</p> <p>BLM 2.3 Take Home Interview: About my Baptism BLM 2.4 Checklist for Baptismal Announcement BLM 2.5 Rubric: Baptismal Announcement</p> <p>paper</p> <p>Ministry Licensed Software: Paint Software - Clicker Paint Clicker Paint Guide: http://www.cricksoft.com/us/products/tools/clickerpaint/guide/guide1.aspx</p>

Minds On	Approximate minutes: Day 1	Assessment
<p>Review the concepts from Lesson One (e.g. each person is born with unique gifts and talents, each person belongs to a family)</p> <p>Tell the students that they have a family they live with at home but they also belong to another family – the family of God. We join this special family when we are baptized. Begin the discussion of what Baptism is and what takes place during this sacrament.</p> <p>If possible take the class to the church, and with the priest (if he is available), take the class on a tour of the church. Show them the baptismal font, holy water, the baptismal oils, candle, white garment, etc. to explain what happens during the sacrament of Baptism.</p> <p>Distribute BLM 2.3 Take Home Interview: About my Baptism. Instruct the children to ask someone at home help them fill out the form regarding their baptismal information and bring it back to school as they will need this information to do a special project. Students are also asked to bring a picture of their baptism to use in the activity.</p>		<p>Assessment for Learning</p> <p>Observe the student's knowledge about the sacrament of Baptism to determine if more discussion, pictures or information is required</p>



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Action!	Approximate minutes: Day 2	Assessment
<p>Review the discussion from Day 1 about Baptism. It is integral to stress that although the children are part of their own family, once they are baptized, they are also part of God’s family in a very special way.</p> <p>Using the information collected in BLM 2.3, students will begin to plan their baptismal announcement on 11 x 18 paper using BLM 2.4 Baptismal Announcement Checklist as a guide. While the students are working on this portion of the activity, the teacher can scan the baptismal pictures into the computer so students have access to the picture when using Clicker Paint.</p> <p>Students will be asked to think about and add the following sentence to their announcement: Because I am a baptized member of God’s family, I will use my gifts to...</p>		<p>Assessment for Learning Conference with the students to ensure that all aspects of the assignment have been completed. Record anecdotal comments (e.g. strengths, next steps, new learning goal, etc.)</p>
Consolidation	Approximate minutes:	Assessment
<p>Using their rough draft and Clicker Paint the students will create a baptismal announcement that outlines the day they were welcomed into the family of God. Ensure that the students have answered the question Because I am a baptized member of God’s family, I will use my gifts to...on their baptismal announcement.</p>		<p>Assessment of Learning Use BLM 2.5 Rubric: Baptismal Announcement to evaluate the completed posters</p>
<p>Next Lesson Connections: Students now know that they belong to their own and God’s family. With this knowledge, students will next develop an understanding of the sacrament of the Eucharist and how this is a special meal shared by God’s family.</p>		



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Grade: 2 Title of Unit: Belonging to God's Family Lesson 3: Receiving the Body of Christ	
Critical Learning	Guiding Questions
Students will explore how, as members of God's family, we are invited to participate in the sacrament of the Eucharist which deepens our relationship with Jesus when we receive the Body of Christ at Mass.	How are we members of God's family?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: The student will: A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living. An effective communicator who speaks writes and listens honestly and sensitively, responding critically in light of gospel values.</p> <p>Media Literacy Expectations: The student will: Express personal thoughts and feelings about simple media works and explain their responses Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Cross Curricular Expectations: The students will: Visual Arts: identify, in a plan, their specific choices of subject matter and tools, materials and techniques (a plan to make a picture of what the Eucharist means to them using Clicker Paint) Drama & Dance: use the vocabulary, tone of voice, and body movements appropriate for accompanying a song</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Understand and recognize that by receiving the Body of Christ, we deepen our relationship with Jesus• As members of God's family, we are invited to receive the Body of Christ through the Sacrament of First Holy Communion• Be comfortable with the Clicker Paint software



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Music: sing simple, familiar songs in tune in unison Music: sing expressively, showing an understanding of the text		
Instructional Components		
Prior Knowledge and Skills: Students need to understand the link between Baptism and Eucharist. As members of God’s family we are invited to receive the special gift of the Body of Christ. As believers we respond “Amen” which means “I believe”. Computer Skills: Clicker Paint	Terminology: sanctuary altar tabernacle tabernacle lamp chalice ciborium Eucharist	Materials: Ministry Licensed Software: Paint Software - Clicker Paint
Minds On	Approximate minutes:40 (Day 1 and 2)	Assessment
Day 1: The teacher will make arrangements with the parish priest to visit and learn about the different features of the church. Remind children on their prior visit when they learned about the signs and symbols of Baptism. On this visit children will learn more about the signs and symbols of the celebration of the Eucharist at Mass. Introduce the children to terms: the sanctuary or tabernacle lamp with its ever burning candle to indicate that Jesus is present in the tabernacle, the altar, the ciborium and chalice. Explain that the tabernacle is the sacred place where the consecrated Body of Christ is kept or held in reserve. Share that at Mass we have the Liturgy of the Word (the readings), followed by special prayers the priest says in the Liturgy of the Eucharist. Through the power of the Holy Spirit the bread and wine become the Body and Blood of Jesus. Day 2: Prior to the lesson beginning, the teacher needs to access You Tube on the internet and search for <u>The E-U-C-H-A-R-I-S-T Song</u> as the foundation for this lesson. If there is an interactive white board in the classroom the teacher to share the song this way, if however one is not available, students can gather around a single computer. Students can sing this at their First Communion celebration and add actions.		Assessment for Learning Observe the student’s knowledge about the features in the church. Assessment for Learning Observe participation in the song and support learning through repetition, chunking, actions, as required



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Action!	Approximate minutes: 40 (Day 3)	Assessment
<p>Day 3: Review the key concepts from the church visit and the You Tube song and video, to help the students with today’s task. Students will be asked to create a draft picture using Clicker Paint.</p> <p>Ask: What will receiving Jesus for the first time be like? What will make it special?</p> <p>Ask them to think of a special image and share with the class what the image is and why they selected it.</p> <p>For example: I chose the picture of me praying to Jesus. The Eucharist means that I am receiving the Body of Jesus and He is always with me.</p> <p>For example: My picture is of me and my family. I am smiling because I am happy to receive First Holy Communion with my family.</p> <p>As the students work in Clicker Paint the teacher can conference with the students about their understanding of the Sacrament of Eucharist and making their First Holy Communion.</p>		<p>Assessment for Learning</p> <p>Conference with students to determine their understanding of the Eucharist. Teacher can make anecdotal comments about each conference.</p>
Consolidation	Approximate minutes:40 (Day 4 and 5)	Assessment
<p>Day 4 & 5: Using their rough draft, students will use Clicker Paint to create a slide of what the Eucharist means to them. Upon finishing the slide, the teacher will assist the students in recording their voice in Clicker Paint to describe their picture. Once all students have completed the task, the teacher will save each picture in a slide show. This will enable the viewers to see the picture and hear the voice that explains the importance of the Eucharist from each child’s perspective.</p>		<p>Assessment of Learning</p> <p>Evaluate the use of Clicker Paint and the ability of the student to use voice and image to explain what receiving Jesus means to them</p>
<p>Next Lesson Connections:</p> <p>Students will make their First Communion and sing The E-U-C-H-A-R-I-S-T Song and if the church set up permits, the class slide show can be shared as well.</p>		



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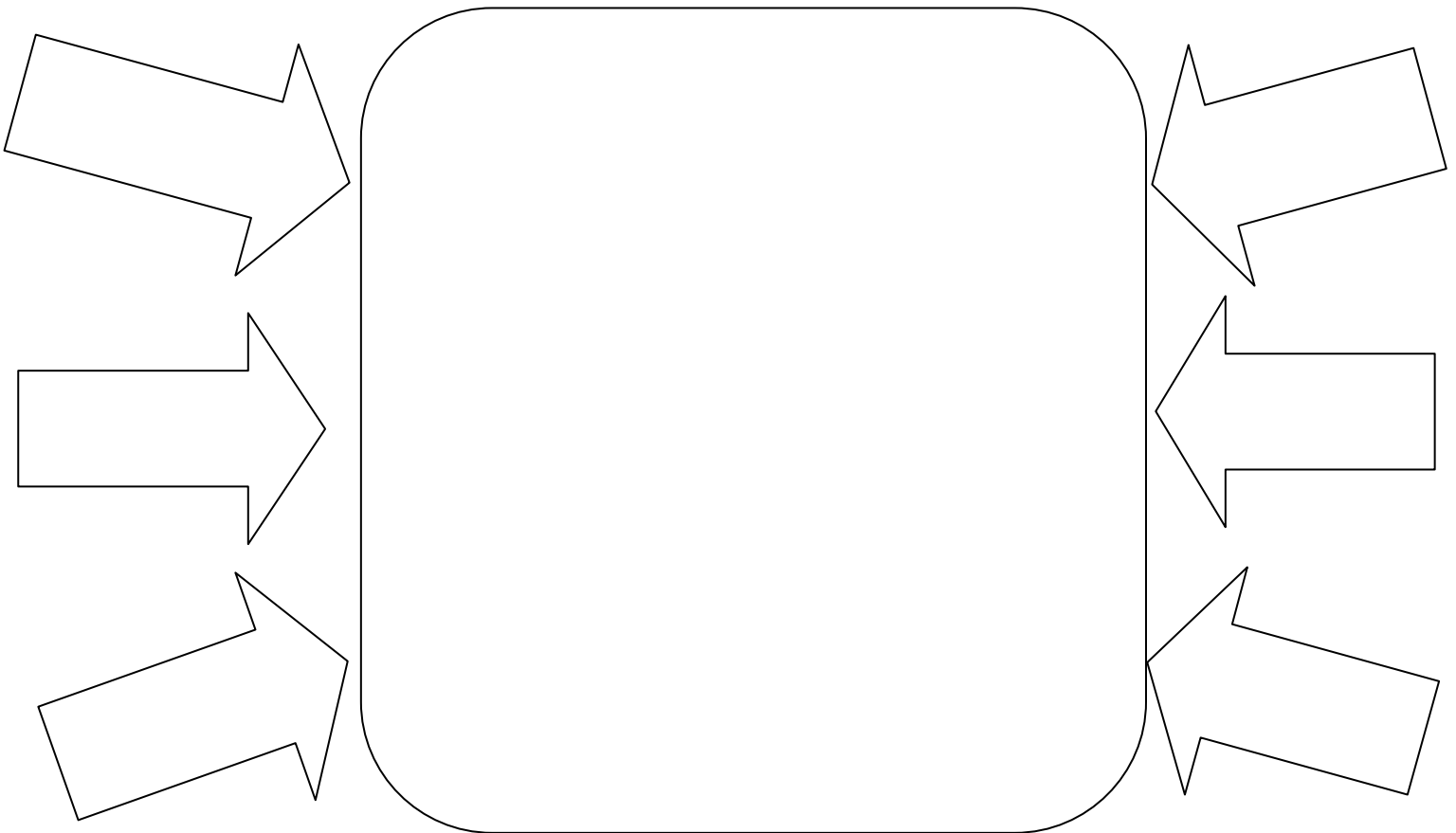
Listen and Hear My Voice

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BLM 2.1

I am Unique: Planning Template

Hi! My name is _____



I am a unique and special member of God’s family because: _____



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BLM 2.2

I am Unique: Oral Presentation and Poster

Student Name: _____

Category	Level 1	Level 2	Level 3	Level 4
Content	Poster labels none or one unique word to describe how they are unique	Poster labels 2-3 unique words to describe how they are unique	Poster labels 4-5 unique words to describe how they are unique	Poster labels 6 unique words to describe how they are unique
Poster	Instructions were not followed to complete the self-portrait (labels, sentences missing)	Created a self-portrait but did not include either the descriptive words or sentences	Created a self-portrait that included the descriptive words and 1-2 sentences	Created a self-portrait that included descriptive words and more than 2 sentences
Presentation	Needed much prompting to present the self-portrait and how they are a special member of God's family	Needed little prompting to present the self-portrait and how they are a special member of God's family	Confidently shared self-portrait with appropriate voice intonation most of the time	Confidently shared self-portrait holding it for all to see and used appropriate voice intonation all of the time
Strengths:				
Next Steps:				



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BLM 2.3

Take Home Interview: About My Baptism

Student Name: _____

Please help your child answer the following questions about their Baptism.

1. When was I born?

2. When was I baptized?

3. What is my full baptismal name?

4. Where was I baptized?

5. Who attended my baptism?

6. Who are my godparents?

Please also send a picture of their baptism to school by: _____



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BLM 2.4

Baptismal Announcement Checklist

Student Name: _____

As you design and plan your Baptismal Announcement, remember to include each of the following in your announcement. Use the checklist to help ensure that you have included everything that is required. Happy planning!

- ✓ Church where I was baptized
- ✓ Date of my Baptism
- ✓ Time of my Baptism
- ✓ My full baptismal name
- ✓ Parent and Godparent names
- ✓ Picture from my Baptism at the church
- ✓ Any other information I think is important to include
- ✓ My answer to: Because I am a baptized member of God’s family, I will use my gifts to...
- ✓ Other ideas: I can include graphics, pictures, designs that are relevant to the announcement.

Be creative!



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BLM 2.5

Rubric: Baptismal Announcement

Student Name: _____

Category	Level 1	Level 2	Level 3	Level 4
Required Elements	Several required elements are missing	All elements but 1 are included in the baptismal announcement	All required elements are included in the baptismal announcement	All required elements as well as additional information are included in the baptismal announcement
Layout and Design	Announcement is not organized and the layout is difficult to follow	Announcement is somewhat clear in its design and layout, with 1-2 items unorganized	Announcement is easy to follow and the layout / design is neat and attractive	Announcement is exceptionally designed and creative. Very easy to follow
Time Management	Class time was not used wisely and the student required much encouragement to focus on completing the baptismal announcement	Class time was sometimes used wisely with some reminders to focus on completing the baptismal announcement	Class time was used wisely and focused on getting the baptismal announcement finished on time	Class time was used effectively with much time and effort going into the planning and design of the baptismal announcement
Strengths:				
Next Steps:				



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GRADE 3

Signs of the Holy

Spirit in Action!



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Grade: Three Title of Unit: Signs of the Holy Spirit in Action! Lesson Three: Learning about the Holy Spirit from Scripture	
Critical Learning	Guiding Questions
Students will explore the gospel of Luke and the references to the Holy Spirit and learn that the Holy Spirit is connected to the ministry of Jesus. Students will begin to develop an understanding of the story of Pentecost and articulate various words and images associated with the Holy Spirit.	Who is the Holy Spirit? What does the Catholic Church teach us about the connection between the Holy Spirit, Jesus and God? Using the Holy Spirit as our guide, how are we called to serve others in our local community?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: A discerning believer formed in the Catholic faith community who: develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. An effective communicator who: uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, and technology and information systems to enhance the quality of life.</p> <p>Media Literacy Expectations: Overall Expectations: Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts. Specific Expectations: 3.1, 3.4, 4.1, 4.2</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Understand that there are many times Jesus speaks of the Holy Spirit during His time with the apostles• Explore the story of Pentecost• Articulate various words and images associated with the Holy Spirit



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Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>An understanding of how to locate passages in the Bible. An understanding that the Holy Spirit is an important part of our Catholic faith.</p> <p>Computer Skills: How to efficiently use Pixie computer software. www.teach4learning.com/userfiles/file/pdfs/Pixie/Pixie2_User_Guide.pdf</p>	<p>Terminology:</p> <p>Holy Spirit placemat image</p>	<p>Materials:</p> <p>chart paper coloured pencils/markers BLM 3.1 Pixie Template: Learning about the Holy Spirit</p> <p>Ministry Licensed Software: Paint software with text, clip art and voice recording - Pixie</p>
Minds On	Approximate minutes: 10-15	Assessment
<p>Brainstorm with the students what the Holy Spirit means to them, in words or images, and record key ideas on a class chart: Learning About the Holy Spirit!</p> <p>Tell the students that over the next few lessons they are going develop their own special media message about the Holy Spirit using Pixie, a computer software program.</p> <p>Ask the students to imagine words or images as they learn more about Jesus’ mission to bring the good news and the work of the Holy Spirit in the gospel of Luke. Read with the class the following sections of the New Testament according to the gospel of Luke: Luke 3:21-22 The Baptism of Jesus, ‘and the Holy Spirit descended upon Him’ Luke 4:1 ‘Filled with the holy Spirit, Jesus returned to the Jordan and was let by the Spirit into the desert’ Luke 4: 14-18 The Beginning of the Galilean Ministry ‘Jesus returned to Galilee in the power of the Spirit, and news of him spread throughout the whole region’ Luke 10:21 Praise of the Father ‘At that very moment he rejoiced in the holy Spirit ...’ Revisit the chart and add new information, descriptive words or images.</p>		<p>Assessment for Learning Observe student participation in both large and small group activities.</p>



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Action!	Approximate minutes: 20-30	Assessment
<p>Provide some background information which prepares the students for the activity about Pentecost (e.g. In the New Testament we can read many stories about Jesus using His divine power to work miracles, to spread the good news and to complete His mission of salvation. After Jesus’ death and resurrection, He ascended into heaven. Before he left them, He told the disciples He would not leave them alone, but He would send a helper, an Advocate, the Spirit. We call this special time Pentecost.)</p> <p>In small groups of 4-5, have each group explore a part of the story of Pentecost. Provide each group with a Bible or a copy of the scripture selections:</p> <p>Acts 1 Chapter 1: 1-5 The Promise of the Spirit Acts 1 Chapter 1: 6-12 The Ascension of Jesus Acts 1: Chapter 1: 13-14 The Community in Jerusalem Acts 2: Chapter 2: 1-13 The Coming of the Holy Spirit Acts 2: Chapter 2: 42-47 Communal Life</p> <p>Have each group assign a reader for the selection. Based on the reading the students will complete BLM 3.1 Pixie Template: Learning about the Holy Spirit detailing with events, words and images used to describe the Holy Spirit as the early church was beginning to continue the mission of Jesus.</p>		<p>Assessment for Learning Review BLM 3.1 Pixie Template: Learning about the Holy Spirit to ascertain student understanding based on the readings and discussion</p> <p>Assessment as Learning Students can use BLM 3.3 Self-Assessment for Group Work</p>
Consolidation	Approximate minutes: 5	Assessment
<p>When students have completed BLM 3.1 each group can select a presenter to share their information. Students can give feedback to their peers on their presentations. Add any new ideas, words and images to the Learning about the Holy Spirit chart.</p>		<p>Assessment as Learning Students will provide their peers with feedback on their oral presentations e.g. one thing they liked, found interesting, should add, etc.</p>
<p>Next Lesson Connections: This lesson will naturally flow into the next lesson, Taking Care of Others. Students will use the knowledge they have gained in this activity and apply how they are called to take care of others in their families or communities, with the help of the Holy Spirit.</p>		



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Listen and Hear My Voice

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Grade: 3 Title of Unit: Signs of the Holy Spirit in Action! Lesson Two: Taking Care of Others	
Critical Learning	Guiding Questions
The Catholic tradition teaches that all humans are called to live with, and for, others in the community. Through this lesson, students will gain a greater understanding of how the early church lived in community, how Jesus showed care and compassion to others and how we are called to reach out to others also.	What does the Bible tell us about the Holy Spirit and living in community? How does the Holy Spirit work in our lives? How are we, as children of God, called to serve our community and the common good by our words and actions?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations:</p> <p>A discerning believer formed in the Catholic faith community who: develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>An effective communicator who: uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>A caring family member who: ministers to the family, school, parish and wider community through service.</p> <p>Media Literacy Expectations:</p> <p>Overall Expectations:</p> <p>Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p> <p>Specific Expectations:</p> <p>3.1, 3.4, 4.1, 4.2</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Retell, based on scripture, how the Spirit guided the early church and how the members treated each other• Share their ideas with peers discussing ways in which they can improve the lives of others.• Describe in writing and through illustration how we are called into action in our communities



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Listen and Hear My Voice

“My sheep hear my voice. I know them, and they know me.” John 10:27

Cross Curricular Expectations:

Oral Communication – Overall Expectations:

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4

Writing – Overall Expectations:

Generate, gather and organize ideas and information to write for an intended purpose and audience;
Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Specific Expectations:

1.1, 1.2, 1.3, 1.5, 3.4, 3.5, 3.6

Instructional Components

Prior Knowledge and Skills:

Some knowledge of the struggles everyday people face in our schools, parish, families, city/towns and be able to articulate this knowledge effectively with their peers.

Computer Skills:

How to efficiently use Pixie computer software.

www.tech4learning.com/userfiles/file/pdfs/Pixie/Pixie2_User_Guide.pdf

Clicker 5

<http://www.cricksoft.com/us/products/tools/clicker/home.aspx>

Terminology:

Common Good
serve
community

Materials:

Holy Bible
chart paper
coloured markers

BLM 3.3 Self-Assessment Checklist for Group Work

Ministry Licensed Software:

Paint software with text, clip art and voice recording - Pixie

Text to voice software such as Clicker5



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Minds On	Approximate minutes: 15 minutes	Assessment
<p>Review the images and words gathered on the class chart: Learning about the Holy Spirit!</p> <p>From the Acts of the Apostles we learn about the early church and how they treated one another. Review Communal Life Acts 2: 42-47 and Life in the Christian Community, Acts 4: 32-35. Make a T-chart entitled The Holy Spirit in Action! On the left side list ideas from the Acts of the Apostles. What words describe how the apostles tried to live as Jesus had taught them, be open to the Spirit in their lives and treat others?</p>		
Action!	Approximate minutes: 1-2 days	Assessment
<p>In the New Testament Jesus showed the apostles how to care for others. Gather the students together in a sacred place within the classroom (i.e. around the prayer table, on the community carpet) and invite them to listen carefully as you read one of the stories from the gospel, John 6: 1-14 Jesus Feeds Five Thousand or the Multiplication of the Loaves. After sharing this scripture reading, encourage students to share their thoughts and feelings about this passage.</p> <p>In a large group, students brainstorm examples of how they try to live like the apostles of the early church or like Jesus in reaching out to those in need. Ask them to think of ways they are already involved in their classroom and school to help others and record these ideas on the right side of the T-chart Signs of the Holy Spirit in Action!</p> <p>In groups of 4-5, have students brainstorm a list of new activities/ideas in which they could participate to help members of their own community (school, parish, family, city/town). Based on brainstorming activity, students will then pick a partner, choose one idea and write their own Signs of the Holy Spirit in Action short story using Pixie software.</p> <p>Working in pairs, the students will draft their story including images and dialogue of how they can be open to the Spirit in their school or community by reaching out to make a difference.</p>		<p>Assessment for Learning</p> <p>Observe students understanding of scripture by their responses and how it might apply to their work in the community</p>



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Consolidation	Approximate minutes: 5 minutes	Assessment
When the students have completed their short story they will proceed to the computer and publish their work in Clicker 5. At the end of each day, give the students an opportunity to share with their peers what they have been able to create. Allow time for self-assessment and peer feedback.		Assessment as Learning Use BLM 3.3 Self-Assessment for Group Work for students to reflect on their participation in the group and to set a new goal
Next Lesson Connections: In the next lesson, students will produce an individual media text using Pixie software to create a storyboard of how they have helped an individual in need, thus demonstrating the Holy Spirit’s presence in their lives.		



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Grade: 3 Title of Unit: Signs of the Holy Spirit in Action! Lesson Three: Answering the Call to take Action!	
Critical Learning	Guiding Questions
The Holy Spirit is God’s loving and guiding presence in our communities. Jesus worked tirelessly, to teach and to help others. We too, are called to act, helping those in need in our communities, with the Holy Spirit acting as our guide. Students will present how they, as individuals, have reached out to help someone else.	How was Jesus able to help people in need? How can we, as God’s children, help people in our community (school, parish, family, city/town)?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: A discerning believer formed in the Catholic faith community who: develops attitudes and values founded on the Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. An effective communicator who: uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life. A caring family member who: ministers to the family, school, parish and wider community through service.</p> <p>Media Literacy Expectations: Overall Expectations: Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts. Specific Expectations: 3.1, 3.4, 4.1, 4.2</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Clearly articulate through the use of illustration and voice recording a time in their lives when they were able to help someone else.• Use drawing software (e.g. Pixie) to create still images representing assigned theme/topic.



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<p>Cross Curricular Expectations:</p> <p>Oral Communication – Overall Expectations:</p> <p>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p>Specific Expectations:</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4</p> <p>Writing – Overall Expectations:</p> <p>Generate, gather and organize ideas and information to write for an intended purpose and audience;</p> <p>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>Specific Expectations:</p> <p>1.1, 1.2, 1.3, 1.5, 3.4, 3.5, 3.6</p>		
Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>Some knowledge of the struggles everyday people face in our schools, parish, families, city/towns.</p> <p>An example of a time when they were able to act and help someone in need.</p> <p>They need to be able to articulate this knowledge effectively with their peers.</p> <p>Computer Skills:</p> <p>How to efficiently use Pixie computer software.</p> <p>www.tech4learning.com/userfiles/file/pdfs/Pixie/Pixie2_User_Guide.pdf</p>	<p>Terminology:</p> <p>in need</p> <p>healing</p> <p>help</p> <p>community</p>	<p>Materials:</p> <p>Holy Bible</p> <p>Rubric – BLM 3.4 Pixie Planning Template</p> <p>BLM 3.2 Rubric: Answering the Call to Take Action</p> <p>Ministry Licensed Software:</p> <p>Paint software with text, clip art and voice recording - Pixie</p>



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Minds On	Approximate minutes: 20 minutes	Assessment
<p>Scripture Reading: Luke 18: 35-43 Bartimaeus Receives His Sight</p> <p>Gather the students together in a sacred place within the classroom (i.e. around the prayer table, on the community carpet) and invite them to listen carefully as you read a scripture story of how Jesus restored the sight of one of his many followers again, demonstrating care for those members of his community.</p> <p>After sharing this scripture reading, encourage students to share their thoughts and feelings about this passage.</p> <p>Students will then return to their desks to sketch out a storyboard BLM 3.4 Pixie Planning Template to depicting a time when they were able to help a member of their family, school or community.</p>		<p>Assessment for Learning</p> <p>Observe student participation in both large group discussions e.g. record on an “at-a-glance” sheet.</p>
Action!	Approximate minutes: 1-2 days	Assessment
<p>Using their storyboards as a guide, students will create a series of slides using Pixie to explain how they were able to help a member of their family, school or community who needed assistance.</p> <p>Once students have created their slides, they will then go back and record their voices, adding text to the media creation.</p>		<p>Assessment for Learning</p> <p>Observe and instruct students in the use of the software application.</p>
Consolidation	Approximate minutes: 5 minutes	Assessment
<p>At the end of each day, give students the opportunity to share with their peers what they have been able to create up until that point. Encourage students to give and accept feedback from one another based on their storyboard and apply any changes as needed.</p>		<p>Assessment of Learning</p> <p>BLM 3.2 Rubric: Answering the Call to Take Action</p>
<p>Next Lesson Connections:</p> <p>Students could be invited to share their stories or media creations with the greater school community – to be open to the Spirit and take action to help others; a school based initiative led by the students could be planned e.g. a penny drive for local charity, food or clothing drive, sorting food at the local food bank, etc.</p>		



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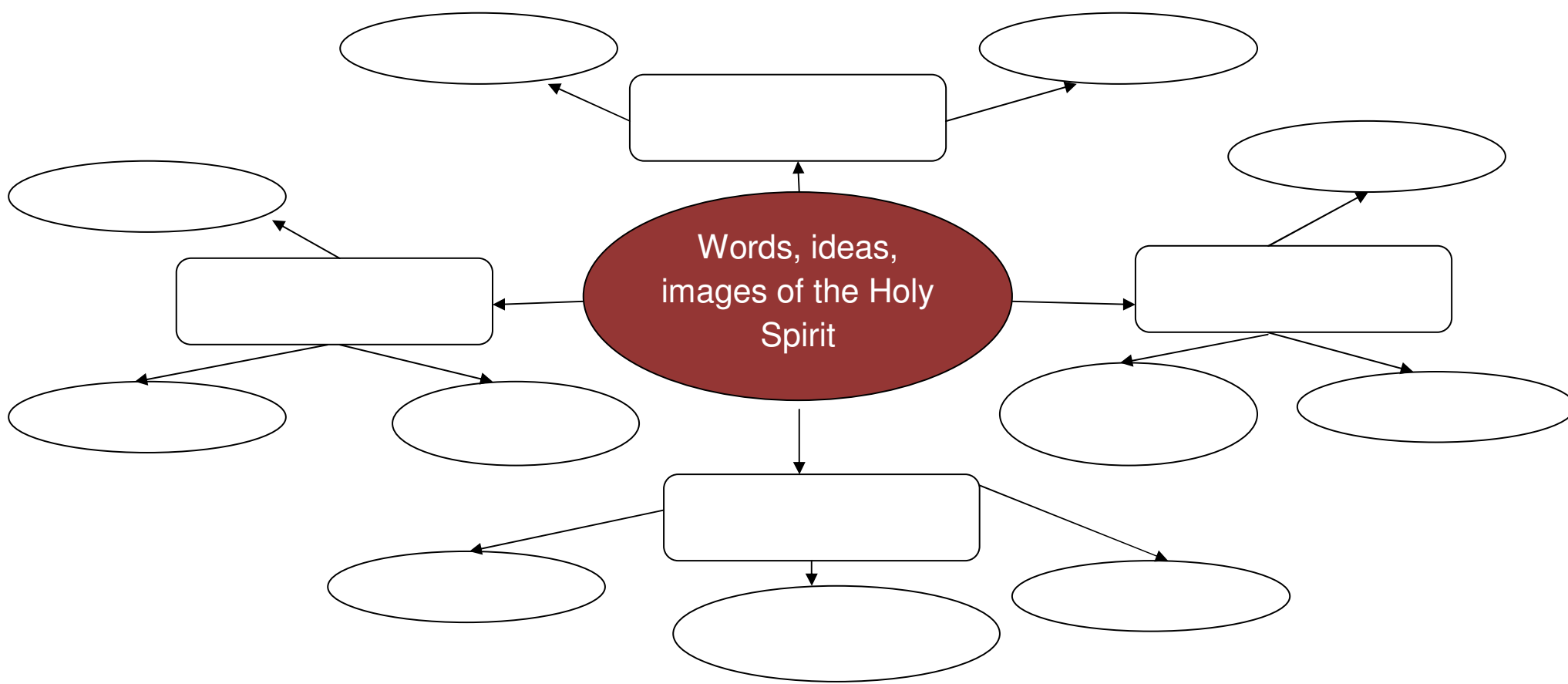
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Pixie Template – Learning about the Holy Spirit

BLM 3.1

Student Name: _____





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BLM 3.2

Rubric: Answering the Call to Take Action

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding: Media Literacy skills acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).				
Knowledge of Content: (e.g. any work, object, or event that communicates meaning to an audience through images, sounds, graphics and words; elements of style; terminology; conventions)	demonstrates a limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of Content: (e.g. concepts; ideas; opinions; relationships among media presented and ideas, concepts and themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking : The use of critical and creative thinking skills and/or processes in relation to piece of media literacy work.				
Use of Planning Skills: generating ideas, gathering information, focusing research, organizing information for media work)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of Processing Skills: Differentiate between fact and opinion, evaluate credibility of sources, recognize bias	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of Critical/creative Thinking Processes (e.g.reading/writing processes in creating media work, oral discourse, reasearch, critical/creative analysis, critical literacy skills)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness



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Communication :The conveying of meaning through media literacy work.				
Expression and Organization of Ideas and Information (e.g. clear expression, logical organization) in Media Forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for Different Audiences and Purposes (use of style, voice-over, point of view) in Media Forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of Conventions (e.g. grammar, spelling, punctuation, usage), Vocabulary, and Terminology in the Media Forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application :The use of knowledge and skills to make connections within and between various media text				
Application of Knowledge and Skills (e.g. Concepts, strategies, processes) in Media Texts	applies knowledge and skills in media texts with limited effectiveness	applies knowledge and skills in media texts with some effectiveness	applies knowledge and skills with considerable effectiveness	applies knowledge and skills with a high degree of effectiveness
Making Connections Within and Between Various Media Texts (e.g. between media text and personal knowledge and experience, the world outside of the school and between other subject areas)	makes connections within and between various media texts with limited effectiveness	makes connections within and between various media texts with some effectiveness	makes connections within and between various media texts with considerable effectiveness	makes connections within and between various media texts with a high degree of effectiveness



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BLM 3.3

Self-Assessment Checklist for Group Work

Name: _____

Date : _____

Think about how well you are working in your group with your peers. Place a check mark beside all the skills you are able to demonstrate in your role as an active group participant.

- I listen attentively to others.
- I express my thinking clearly and concisely.
- I take turns.
- I encourage participation of all group members and value their opinions.
- I show respect for alternative points of view.
- I analyze ideas of others and I am able to synthesize information from others.
- I make connections to prior knowledge and experiences.
- I stay on topic.

Adapted from
http://www.eworkshop.on.ca/edu.pdf/Mod37_self_checklist.pdf

One goal I have for myself, as a responsible group member, is to:



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BLM 3.4

Pixie Planning Template

Student Name: _____

Frame _____	Frame _____
Dialogue:	Dialogue:
Frame _____	Frame _____



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Dialogue:	Dialogue:
Frame _____	Frame _____
Dialogue:	Dialogue:



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Grade 4

Public Service

Announcement:

Stewards of the

Earth



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of the Earth Overview	
Critical Learning	Guiding Questions
<p>A series of lessons will provide students with the opportunity to explore the construction of Public Service Announcements.</p> <p>Through this media form, students will explore environmental issues and will inform their audience about being responsible Stewards of the Earth in a PSA.</p> <p>Through these activities, students will become more aware of the conventions and/or technical ingredients that are associated with this media text form. They will make informed decisions about actors, props, costumes, setting and camera angles/shots, graphics, music and script. These decisions will help the students create a storyboard for a public announcement.</p> <p>There are many aspects to stewardship, such as the way we think and act, to affirm and/or better support what we are presently doing that is environmentally responsible and to critique and challenge what is irresponsible and unsustainable.</p>	<p>Jesus is the ultimate model of how we are called to care for our world. Our challenge is to pass on to our students a respect and appreciation for all God's creation, as well as the confidence and hope that working for a more just and sustainable society is a worthy goal.</p> <p>How can we become more responsible stewards in our lifestyle choices, energy consumption, garbage and recycling practices and in our everyday decisions as consumers, workers, and citizens?</p> <p><i>Adapted from Curriculum Support for Catholic Schools and The Catholic Curriculum Corporation Curriculum Maps</i></p>
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: A discerning believer formed in the Catholic faith community who: actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.</p> <p>An effective communicator who: presents information and ideas clearly and honestly and with sensitivity to others; Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p>	<p>By the end of this unit, students will be able to:</p> <p>Produce a Public Service Announcement (PSA), answering the essential question, What does Jesus ask of us as responsible stewards of the earth?</p>



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A Reflective and Creative Thinker who: examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Responsible Citizen who: respects the environment and uses resources wisely.

Media Literacy Expectations:

Overall Expectations:

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Reflect and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Specific Expectations:

Students will produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Cross Curricular Expectations:

Science, Understanding Life Systems: Habitats and Communities

Overall Expectations:

Analyze the effects of human activities on habitats and communities;

Investigate the interdependence of plants and animals within specific habitats and communities;

Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Specific Expectations:

1.1, 1.2, 2.5, 2.6, 3.1, 3.4, 3.8, 3.10



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<p>Oral Communication – Overall Expectations: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p>Specific Expectations: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4</p>			
Instructional Components			
<p>Prior Knowledge and Skills: Watch video tutorial on Frames, made by Kent Manning http://vimeo.com/25127263</p> <p>Computer Skills: Basic keyboarding skills Skills learned in tutorial to efficiently use Frames</p>	<p>Terminology:</p> <p>habitat community environment stewardship</p>	<p>Materials: BLM 4.1 Anticipation Guide Psalm 104 BLM 4.2 Deconstructing a PSA BLM 4.3 Self Assessment and Collaborative Contributor Checklist BLM 4.4 Planning a PSA Storyboard Template BLM 4.5 Rubric</p> <p>digital camera microphone</p> <p>Ministry Licensed Software: Stop Motion Animation software - Frames http://www.tech4learning.com/frames/brochure</p>	



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of Creation Lesson One: Psalm 104 Bless the Lord	
Minds On: Approximate minutes: 10 min.	Assessment
<p>Whole Class</p> <p>Distribute BLM 4.1 Anticipation Guide for Psalm 104: Bless the Lord. Have the students read the Belief Statements in the middle of the table. Ask the students to circle 'Agree' or 'Disagree' in the left hand column before you read the psalm from the Bible.</p> <p>Read Psalm 104 aloud to the class, with students just listening.</p>	<p>Assessment for Learning</p> <p>Observe student participation and record on 'at-a-glance' record sheet.</p>
Action! Approximate minutes: 20 minutes	Assessment
<p>Following a class discussion of the Belief Statements, the teacher can project the passage for all students to see. Together read Psalm 104: Bless the Lord noting verse numbers that relate to each statement.</p> <p>When the teacher has finished reading, consider the statements again based on any new ideas that have surfaced. Circle 'Agree' or 'Disagree' beside each statement in the right column and check to see whether their opinion has changed based on new evidence.</p>	<p>Assessment as Learning</p> <p>Students reflect upon their answers before and after reading and adapt according to new information.</p>
Consolidation Approximate minutes: 5 minutes	Assessment
<p>Ask the students to share their answers for the questions below the chart on BLM 4.1. Together chart the answers the students offered for: Four characteristics that an individual might possess which would lead them to contribute positively as responsible stewards of the earth. Together define stewardship.</p> <p>See if there is consensus around the most important attribute. This information could be shown in a graph if student responses showed a pattern.</p> <p>In addition, if students have completed the Habitats and Community unit ask how this links with Psalm 104. What does it mean to be a good steward of creation? What does Jesus ask of us?</p>	<p>Assessment for Learning</p> <p>Record students' answers to the questions as a baseline of their understanding about the qualities of responsible stewardship.</p>
<p>Next Lesson Connections:</p> <p>Students will be introduced to the culminating task to develop and share their Public Service Announcements about being responsible stewards of creation, presenting it at a school assembly, visiting individual classrooms and/or holding a public service announcement media fair.</p>	



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of the Earth Lesson Two: Exploring Public Service Announcements		
Minds On:	10 minutes	Assessment
<p>As a class, begin reciting together Psalm 104 as an opening prayer. Review the characteristics that someone striving to be a responsible steward of creation would demonstrate. These will be important ideas to consider in the upcoming task. Chart responses.</p> <p>Introduce the culminating activity for this unit: to create a Public Service Announcements (PSAs). Show students a couple of PSAs from the web link: http://www.cca-kids.ca/english/psas/index.html</p>		
Action!	Approximate minutes: 15 minutes	Assessment
<p>Ask them to brainstorm a definition for PSA (e.g. A Public Service Announcement, or PSA, is a very short video. Its goal is to persuade an audience to take a specific action or adopt a particular viewpoint on a cause or social issue).</p> <p>What are the features of this media form (e.g. short, entertaining, realistic, persuasive, clear language, factual, etc.)? Students might also identify some technical components such as camera angles, graphics, music, text, etc.</p> <p>The teacher should then brainstorm with the class some sample topics/issues that could be developed into effective Public Service Announcements which will persuade viewers or promote a move to responsible stewards of the earth (e.g. recycle, reuse, reduce, compose, conserve energy, reforestation, etc).</p>		<p>Assessment for Learning</p> <p>Observe students at work in reviewing the PSA examples and in developing their understanding of the features of a PSA.</p>
Consolidation	Approximate minutes: 20 minutes	Assessment
<p>The student(s) will make a journal entry in their books reflecting upon the new information on PSAs and what they would like their message to be in relation to the environment and stewardship.</p>		<p>Assessment for Learning</p> <p>Review journal entries to assess understanding of PSA features and possible topics for their PSA.</p>
<p>Next Lesson Connections:</p> <p>Now that students have a basic understanding about the features of the PSA, in the next class they will be asked to deconstruct the media to gain a better understanding how to ‘build’ a PSA.</p>		



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of the Earth Lesson Three: Deconstructing a PSA		
Minds On:	10 minutes	Assessment
Review previous learning around the definition and features of Public Service Announcements and stewardship. Discuss with the class which examples they still remember. Why did they make an impression? Is this a feature you can build into your PSA about being responsible stewards?		
Action!	Approximate minutes: 20 minutes	Assessment
In pairs or groups of 2-3, have students deconstruct a PSA selected by the teacher. These can be again obtained from the web link: http://www.cca-kids.ca/english/psas/index.html Guide students to view the PSA more than once in order to deconstruct the media into what they hear, see, and feel. Students can complete BLM 4.2 Deconstructing a PSA – Guiding Questions.		Assessment for Learning Review the responses in BLM 4.2 Deconstructing a PSA and determine next steps to support learning or provide further PSA examples
Consolidation	Approximate minutes: 20 minutes	Assessment
Students can share with another group, using the turn and talk strategy to share their findings. With their peers, discuss what they found to be effective features and how might they use these features to create a PSA about responsible stewardship.		Assessment as Learning View student exchanges as they share with their peers and provide feedback on their findings.
Next Lesson Connections: The class will begin planning their own PSA using a storyboard.		



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of the Earth Lesson Five: Storyboarding a PSA		
Minds On:	Approximate minutes: 10 minutes	Assessment
<p>Start the lesson with review of technical features of PSA's (e.g. identification of their intended audience, a list of technical strategies, transitions between frames, camera angles, setting, audio components such as music or sound effects). What 'grabs' your attention?</p> <p>Ask them if they were going to make a PSA like the one they deconstructed in the last lesson, consider the roles of those involved in making the PSA: the director, photographer, the actors, props, the narration, etc. The students will have to think about these considerations as they design their own PSA.</p>		
Action!	Approximate minutes: 40 minutes	Assessment
<p>Distribute BLM 4.3 Self-Assessment in Creating a PSA and the Collaborative Contributor Checklist and BLM 4.4 Planning a PSA: Storyboard Template. Review both of these handouts and clarify the assignment.</p> <p>Based on teacher-selected or student-selected groups of 4-5, the students will begin to discuss the development of their PSA. BLM 4.4 Planning a PSA: Storyboard Template can guide the discussion and keep the task focused.</p> <p>Once the storyboard is completed the students should review their roles and responsibilities, the flow of the storyboard, and the Self-Assessment guide (BLM 4.3) prior to conferencing with the teacher and to ensure the PSA conveys the intended message and audience.</p>		<p>Assessment as Learning</p> <p>Using BLM 4.3 Self-Assessment students will reflect on their participation in the group process of developing a PSA and their efforts as a collaborative contributor</p>
Consolidation	Approximate minutes: 15 minutes	Assessment
<p>Each group will meet with the teacher to conference and review their Planning Template to assess their level of understanding and to support the group process as they move into the next phase of development.</p>		<p>Assessment for Learning</p> <p>Assess knowledge and understanding of roles and responsibilities in producing the PSA using BLM 4.4 Planning a PSA: Storyboard Template</p>
<p>Next Lesson Connections:</p> <p>Each group will move from the planning phase to the production of the PSA.</p>		



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Grade: 4 Title of Unit: Public Service Announcement: Stewards of the Earth Lesson Six: Producing a PSA		
Minds On:	Approximate minutes: 5 minutes	Assessment
Review the requirements of the PSA as outlined in BLM 4.3 and 4.4. Remind students that PSAs are short, focused and convincing messages! Have students move into their groups and assemble all necessary materials needed to produce their PSAs on responsible Stewards of the Earth. Based on the roles and responsibilities each group will begin their work.		
Action!	Approximate minutes: 3-5 classes of 40 minutes	Assessment
In the computer lab students will use Stop Motion Animation software, such as Frames to produce a high quality Public Service Announcement. Teacher will circulate to support the groups as they develop their PSAs. A pause and reflect session should be built in at the end of each day so groups can share what they were able to accomplish, their challenges, and next steps. Students will be asked to refer to BLM 4.3 Self-Assessment in the various parts of creating the PSA and also their responsibilities as a productive group member.		Assessment for Learning Meet with groups as they use Frames and develop their PSA providing suggestions and assistance as required Assessment as Learning Students will self-assess their work as a group using BLM 4.3
Consolidation	Approximate minutes: 10 minutes	Assessment
Once a presentation date has been set, each group will share their PSA with the class. If possible, share the PSAs with a broader audience such as another class or a school assembly.		Assessment of Learning Use BLM 4.5 Rubric: PSA Stewards of Creation to evaluate the students' work



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BLM 4.1

Anticipation Guide: Psalm 104 Bless the Lord

Student Name: _____

Before Reading Psalm 104	Belief Statements	After Reading Psalm 104
AGREE or DISAGREE.	I believe that God's creation is a sacred gift.	AGREE or DISAGREE.
AGREE or DISAGREE.	I believe that God entrusted us to care for all of creation.	AGREE or DISAGREE.
AGREE or DISAGREE.	I believe that God creates an ordered and good world.	AGREE or DISAGREE.
AGREE or DISAGREE.	I believe that God upholds and sustains creation.	AGREE or DISAGREE.
AGREE or DISAGREE.	I believe that I can make a difference in our world.	AGREE or DISAGREE.

List four characteristics an individual might possess which would lead them to be responsible stewards of creation.

A.		B.	
C.		D.	

Which of the positive characteristics listed above do you feel is most important? Why?



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Deconstructing a PSA – What did you See, Hear, Feel? BLM 4.2

Group Members: _____

PSA Reviewed: _____

Every PSA has a message. What is the message in the one you viewed? Why do you think that?

PSAs contain values or points of view. Whose point of view is stated in the PSA and whose view is missing?

Each person interprets messages differently. In question one you stated what you thought the message was, but could other people take a different meaning from the PSA? What might it be for the PSA you viewed?

Each PSA has its own language, form, techniques, conventions, and style. What techniques or style got your attention? How effective were they? Why?

Adapted from Think Literacy Cross-Curricular Approaches, Exploring the Key Concepts of Media Literacy, Grade 7-10, Ministry of Education

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Self Assessment

BLM 4.3

In Creating a Public Service Announcement

To help you complete your Public Service Announcement (PSA) to the best of your ability, please review the following checklist as you work through the creation of your media work.

- ✓ Have you watched sufficient samples of PSA's to know how to plan your own?
- ✓ Review Psalm 104: Bless the Lord. Do you have a clear understanding of the message this psalm delivers? Have you identified a key verse to add to your PSA?
- ✓ Do you understand the purpose of the PSA? What do you want the viewer to do/think/feel? Does your PSA invite the viewer to be a responsible steward of creation?
- ✓ Did you use the storyboard template provided for you BLM 4.4? As a group, did you review your roles and responsibilities (BLM 4.4) in creating the PSA? Did you have group consensus about the storyboard plan? Is your intended message present in your Public Service Announcement?
- ✓ Can you identify various creative elements within your Public Service Announcement? What will the viewer remember?
- ✓ If you could add something to your PSA to make it a clearer or more powerful message what would you add?

Being a Collaborative Contributor in Group Work

Place a check mark beside the skills you are able to demonstrate as a group member :

I listen attentively to others.

I express my thinking clearly and concisely.

I take turns.

I encourage participation of all group members and value their opinions.

I show respect for alternative points of view.

I analyze ideas of others and I am able to synthesize information from others.

I identify important issues/concerns relevant to our Public Service Announcement.

I make connections to prior knowledge and experiences.

I stay on topic.

Adapted from http://www.eworkshop.on.ca/edu.pdf/Mod37_self_checklist.pdf

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Planning a PSA: Storyboard Template

BLM 4.4

Group Names: _____

PSA Title: _____

Key Message from Psalm 104: _____

Purpose of the PSA: _____

Roles of the Group Members:

Student Name	Role in the Development of the PSA	Responsibilities/Things to Do



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Sketch of Shot # 1	Sketch of Shot # 2	Sketch of Shot # 3
Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)	Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)	Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)
Sketch of Shot # 4	Sketch of Shot # 5	Sketch of Shot # 6
Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)	Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)	Shot Description: (Location/Action) Camera Angle: (Low/Normal/High) Type of Shot: (Close-Up, Long Shot) Audio (None, music, dialogue)

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BLM 4.5

Rubric: Public Service Announcement Stewards of the Earth

Name : _____

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding: Understand how stewardship is reflected in Psalm 104 and how to include it in PSA				
Knowledge of Content: Student is able to actively reflect upon and apply knowledge gained through the psalm	demonstrates a limited knowledge of God's Word as communicated through the psalm	demonstrates some knowledge of God's Word as communicated through the psalm	demonstrates considerable knowledge of God's Word as communicated through the psalm	demonstrates thorough knowledge of God's Word as communicated through the psalm
Understanding of Content: - understands the concept of stewardship along with ideas, opinions, research shared in PSA development and use of Frames	demonstrates limited understanding of concept of stewardship along with ideas, opinions, research shared in PSA development and use of Frames	demonstrates some understanding of concept of stewardship along with ideas, opinions, research shared in PSA development and use of Frames	demonstrates considerable understanding of concept of stewardship along with ideas, opinions, research shared in PSA development and use of Frames	demonstrates thorough understanding of concept of stewardship along with ideas, opinions, research shared in PSA development and use of Frames
Thinking : Examine and evaluate how some media messages can invite change as responsible stewards of the earth				
Use of Planning Skills: generating ideas, gathering information and organizing information to communicate a clear message in Frames	uses planning skills with limited effectiveness to communicate a clear message in Frames	uses planning skills with some effectiveness to communicate a clear message in Frames	uses planning skills with considerable effectiveness to communicate a clear message in Frames	uses planning skills with a high degree of effectiveness to communicate a clear message in Frames



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Use of Critical/creative Thinking: e.g. reading, writing, viewing with critical/creative analysis, critical media literacy skills to develop creative and meaningful PSA	uses limited critical/creative media literacy skills to develop creative and meaningful PSA	uses some critical/creative media literacy skills to develop creative and meaningful PSA	uses considerable critical/creative media literacy skills to develop creative and meaningful PSA	uses a high degree of critical/creative media literacy skills to develop creative and meaningful PSA
Communication – Presents ideas and information in a way that demonstrates their knowledge of environmental issues in a way which respects the words of Psalm 104 and invites the viewer to respond to the PSA message				
Expression and Organization of Ideas: (e.g. clear expression, logical organization of PSA to answer: What does Jesus ask of us as responsible stewards of creation?)	expresses and organizes ideas and information in the PSA with limited effectiveness to answer: What does Jesus ask of us as responsible stewards of creation?	expresses and organizes ideas and information in the PSA with some effectiveness to answer: What does Jesus ask of us as responsible stewards of creation?	expresses and organizes ideas and information in the PSA with considerable effectiveness to answer: What does Jesus ask of us as responsible stewards of creation?	expresses and organizes ideas and information in the PSA with a high degree of effectiveness to answer: What does Jesus ask of us as responsible stewards of creation?
Application – Applies knowledge gained through classroom discussions and develops a PSA by which the viewers is informed about an environmental challenge and invited to respond as responsible stewards of the earth				
Application of Knowledge and Skills (e.g. concepts, strategies, processes gained through discussions in developing a PSA to show ways to take action as responsible stewards)	applies knowledge and skills with limited effectiveness in developing a meaningful PSA to show ways to take action as responsible stewards of the earth	applies knowledge and skills with some effectiveness in developing a meaningful PSA to show ways to take action as responsible stewards of the earth	applies knowledge and skills with considerable effectiveness in developing a meaningful PSA to show ways to take action as responsible stewards of the earth	applies knowledge and skills with a high degree of effectiveness in developing a meaningful PSA to show ways to take action as responsible stewards of the earth



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Grade 5

Campaigning,

The Voice of a

Leader



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Grade: 5 Title of Unit: Campaigning, The Voice of a Leader Overview	
Critical Learning	Guiding Questions
<p>Catholic teaching on the common good implies that all people have a fundamental right to life, food, shelter, health care, education and employment. All people have a right to participate in decisions that affect their lives and as such, there is the duty to respect the rights of others in the wider society and promote the reign of God. In this unit, subtasks will include teaching/learning activities related to:</p> <ul style="list-style-type: none">- What is Government?- The Three Levels of Government- The Charter of Rights and Freedoms- Voices of Past Leaders- Campaign Platforms and Speeches <p>Lastly, the culminating task asks students to become the Voice of a Leader and produce a campaign podcast using reflection and guiding questions from the unit to demonstrate their learning.</p>	<p>How do we live in community? How do we, as Catholic students, ensure that we are mindful of the human dignity and rights of all? How can a leader/government affect a country? How can I develop the voice of a leader?</p>
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations:</p> <p>An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others; Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</p> <p>A Reflective and Creative Thinker who: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society</p>	<p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none">• Understand the basic components to government, including the need for rules• Examine government from the perspective of the common good, mindful of the dignity and rights of all• Investigate the services available at each of the three levels of government• Examine the Charter of Rights and Freedoms• Consider campaign issues and create a platform and political voice through a podcast



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A Collaborative Contributor who: Finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
Respects the rights, responsibilities and contributions of self and others.

Media Literacy Expectations:

Grade 5 Media Literacy

1.1 Purpose and Audience

2.1 Form

3.1 Purpose and Audience

3.2 Form

3.4 Producing Media Texts

4.1 Meta-cognition

Cross Curricular Expectations: Grade 5 Social Studies

Overall Expectations:

Summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;

Use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process

Specific Expectations:

1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.2

Oral Communication – Overall Expectations:

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4



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Instructional Components		
<p>Prior Knowledge and Skills: No prior knowledge of government is needed for this lesson</p> <p>Computer Skills: Students do not need to know how to use Audacity for this lesson</p>	<p>Terminology: commandments municipal government provincial government federal government parliamentary democracy monarchy</p>	<p>Materials: interactive white board or chart paper and markers Bible BLM 5.1 Three Levels of Government, Brainstorming & Research Record Sheet BLM 5.2 What is Government? BLM 5.3 The Canadian Charter of Rights and Freedom Predictions and Reflections BLM 5.4 Choosing Platform Issues BLM 5.5 The Planning Stage BLM 5.6 The Campaign Stage BLM 5.7 Podcast Campaigning the Voice of a Leader Open Source Software (not ministry licensed) Sound recording software - Audacity</p>
<p>Grade: 5 Title of Unit: Campaigning, The Voice of a Leader Lesson One: Rules and Government</p>		
Minds On		Assessment
<p>Approximate minutes: 10 - 15</p> <p>Lead the class through a discussion to answer the question: What would happen if there were no rules in the school? Use a basic flow chart to record students' suggestions on chart paper or use an interactive white board e.g. Hallways --> running in halls --> bigger students might push smaller students out of the way --> smaller students might get hurt --> students might not feel safe being in hall</p> <p>Discuss who makes the rules in a school so that it is a safe, non-threatening environment. Help students understand that the principal and the teachers usually make the rules, but sometimes parents and students have input. The adults in the school are responsible for making rules; however, it would be helpful to have students look at the need for rules from their viewpoint. (e.g. What rule would you create or change if you were principal for a day? What might be the consequences?)</p>		



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<p>What ‘rules’ did Jesus teach his followers? Discuss the two great commandments (love God and love your neighbour). How do these rules help us to live our lives? Discuss how Jesus responded to some of the injustices that existed in His ministry (e.g. the rules of the Pharisees, the way the blind, those with leprosy, the tax collectors were treated, the temple being turned into a market place etc.). Sometimes He told a parable to teach people a better way, sometimes He became angry or sad because of the way people acted, sometimes Jesus prayed but Jesus never lost sight of the law of love.</p>	
Action!	Approximate minutes: 30
Assessment	
<p>Ask the student to reflect on who is responsible for governing a city, a province, or a country? Explain that just like principals and teachers make rules, guidelines, policies and ways of organizing the school and classroom, so too we elect people to help organize and develop rules and policies which govern our towns or cities, provinces, and country.</p> <p>State that Canada is unique. It is a parliamentary democracy but also a monarchy in that the Queen of England is still considered the head of state. In our parliamentary democracy we have three governing bodies that make decisions for the people.</p> <p>Create a chart on the interactive white board or on chart paper with three columns: Municipal Government, Provincial Government, and Federal Government. In a think-pair-share, students brainstorm what each level of government represents (e.g. local, provincial, or national) and what rules and responsibilities each handle. As a whole class, record a few ideas under each heading.</p> <p>Distribute BLM 5.1 Three Levels of Government Brainstorming Record Sheet. Divide the class into six groups. Have two groups research the responsibilities of the municipal government, two groups research the provincial responsibilities and two groups examine the federal responsibilities. A helpful site would be: http://www.craigmarlatt.com/canada/government/government.html</p>	
<p>Assessment for Learning Assess work habits using observation and anecdotal comments while students work in small groups</p> <p>Assessment for Learning Review student understanding of the three levels of government based on responses in BLM 5.1 and determine need for support or additional discussion of roles and responsibilities</p>	



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After each group has had think/share/research time, have them join together with their partner research group to share their ideas. Students may record new learning on their organizer as well.	
Consolidation	Approximate minutes: 15
Assessment	
As a whole class, come back together and share the learning. Record student ideas under the correct column on the interactive white board or classroom chart paper.	
Using BLM 5.2 What is Government? Students define the term government and write a faith reflection based on 1 Corinthians 12: 26	
Assessment as Learning Using BLM 5.2 students reflect on their learning about the levels of government from a faith perspective.	
Next Lesson Connections: In the next lesson the students will be introduced to the Charter of Rights in Canada. The charter states that we have democratic rights to have elections, to vote and to be a candidate. This will lead to the culminating task.	



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Grade: 5 Title of Unit: Campaigning, The Voice of a Leader Lesson Two: The Canadian Charter of Rights and Freedoms		
Minds On	Approximate minutes: 5-10	Assessment
<p>Students will be asked to describe their rights and responsibilities in the school. (e.g. You have the right to a safe classroom/You have the responsibility to speak up if someone is being bullied; You have the right to speak your opinion in class/You have a responsibility to consider the appropriateness or truthfulness of those opinions; You have the right to pick your friends/You have the responsibility to be kind and loyal)</p>		
Action!	Approximate minutes: 30	Assessment
<p>After the students have shared their ideas around rights and responsibilities introduce the Canadian Charter of Rights and Freedoms. Using the interactive white board or data projector share the <u>Table of Contents of the Canadian Charter of Rights and Freedom</u> from the web site: http://lois.justice.gc.ca/eng/charter/index.html</p> <p>Distribute BLM 5.3 The Canadian Charter of Rights and Freedoms Predictions and Reflection. Have the students look at each Right in the middle column and in the left column predict what it means.</p> <p>Divide the class into seven groups and have each research one section of the Canadian Charter of Rights and Freedoms. Share the findings with the class to determine if the students' predictions were correct.</p> <p style="text-align: right;">(Lesson adapted from: Our Canadian Pavilion, OCUP, 2005)</p>		<p>Assessment for Learning</p> <p>Observe student responses in predicting and researching what each right and freedom is</p>
Consolidation	Approximate minutes: 15	Assessment
<p>Create a reference list on chart paper or on the white board of each right and a summary statement. Discuss whether the charter is reflective of our Catholic social teachings of respecting the dignity of all and working for the common good.</p>		
<p>Next Lesson Connections:</p> <p>Students will move from the Charter of Rights and Freedoms into looking at various issues upon which a politician might build an election platform.</p>		



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Grade: 5 Title of Unit: Campaigning, The Voice of a Leader Lesson Three: What's the issue?		
Minds On	Approximate minutes: 5	Assessment
<p>Students are reminded that over the past few days they have been reflecting on Canada's three levels of government and our Charter of Rights and Freedoms. Review the Democratic Rights in the charter which states:</p> <ul style="list-style-type: none">• Every Canadian 18 years of age or older has the right to vote in an election• Every Canadian 18 years of age or older has the right to be a candidate• That governments must hold elections at least every five years• That governments must meet at least every year to pass laws <p>Today you will begin discussing the culminating task of creating a podcast. Students will be invited to simulate an election to better understand how the system works and develop a political voice around an issue which reflects our Catholic values of dignity of the human person and the common good.</p> <p>To gain understanding of political public speaking, listen to a few great speeches of very well known politicians. Use a search engine to find speeches such as Martin Luther King's "<i>I Have a Dream...</i>" John F. Kennedy, Stephen Harper, Barack Obama etc.</p> <p>Once the students have discussed a few examples record ideas about what the students heard (listening not only to the political message but also to the tone, diction, rate, and fluency of the speaker) on chart paper or on the interactive white board.</p>		



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Action!	Approximate minutes: 30	Assessment
<p>Divide the class into six groups. Examine BLM 5.4 Choosing Platform Issues. As a whole class decide on three large school issues. Then each group must pick one side of the issue to develop a campaign message to present arguments from their perspective and garner votes.</p> <p>Each group will complete BLM 5.5 Our Platform – The Planning Stage</p> <ul style="list-style-type: none"> • Create a name for their political party name which reflects our Catholic social teachings and values • State your School Issue • State the position your group will take on the issue • Brainstorm ideas to use in your campaign speech. <p>(Lesson adapted from: Our Canadian Pavilion, OCUP, 2005)</p>		<p>Assessment for Learning</p> <p>Observe students in group process of selecting an issue and completing BLM 5.5 in developing arguments to support the position</p>
Consolidation	Approximate minutes: 30	Assessment
<p>Each student will then write their own campaign speech based on the issue and the three key arguments to support their position as recorded on BLM 5.5 My Platform – The Planning Stage. The speeches should be short, powerful and have a clear message about how, if elected, you would deal with the issue. Remind student that they should look back on the reflections made in previous lessons and use some of the points/ideas/scriptural references in their campaign speech.</p> <p>Students can draft their campaign speech on BLM 5.6 My Platform - The Campaign Stage</p>		<p>Assessment of Learning</p> <p>Evaluate student understanding of the issue, supporting arguments and call to action as outlined in BLM 5.6</p>
<p>Next Lesson Connections:</p> <p>The campaign speech will be recorded using Audacity to create a podcast to share with the class prior to voting on the three selected issues.</p>		

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Consolidation	Approximate minutes: 30 - 60	Assessment
<p>Revisit the three large school issues that were selected in Lesson Three.</p> <p>Have the two political parties which researched the same issue outline their position and the reasons for their platform as presented in their podcasts.</p> <p>Continue with mock election, allowing student to vote on the issue based on the information presented by each opposing party.</p> <p>Continue in this way to present the other two large issues, with opposing views presented in the podcasts and voting to determine the class decision.</p> <p>Student will complete the self assessment sections from BLM 5.7 Campaigning, The Voice of a Leader.</p>		<p>Assessment as Learning</p> <p>Students reflect on their learning and set goals for next steps.</p>
<p>Next Lesson Connections:</p> <p>As a class, discuss the power of voice in the campaigning podcasts. Brainstorm a list of other possible uses for podcasting.</p> <p>Classroom teacher could also register the class in Student Vote. <i>Student Vote is a non-profit, non-partisan organization that works with educators and education stakeholders to deliver experiential learning opportunities to help young Canadians understand and practice the responsibilities of their citizenship.</i> www.studentvote.ca</p>		



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What is Government?

BLM 5.2

Student Name: _____

Based on the research and class discussion today, my definition for government is:

If a government makes decisions to govern the people, how might this scripture quotation help a leader make responsible decisions for the common good of all:

"If one member suffers, all suffer together with it: if one member is honoured, all rejoice together with it." (1Corinthians 12: 26)

Jesus taught that the two great commandments were to love God and love your neighbour. In what ways should these 'rules' guide our words, our actions, and choices in life? In what ways might the two great commandments guide the three levels of government?



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The Canadian Charter of Rights and Freedom:

BLM 5.3

Predictions and Reflections

Student Name: _____

Prediction	Rights and Freedoms	Research Findings
	Fundamental Rights	
	Democratic Rights	
	Mobility Rights	
	Legal Rights	
	Equality Rights	
	Official Language of Canada	
	Minority Language Educational Rights	



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The Purpose of the Law

As many of you as were baptized into Christ have clothed yourselves with Christ. There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus. Galatians 3: 27-28

Using the scripture quote, reflect on how this message from Galatians 3:27-28 can also help us better understand The Canadian Charter of Rights and Freedoms. Write or draw your reflection in the space provided.



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Listen and Hear My Voice

“My sheep hear my voice. I know them, and they know me.” John 10:27

BLM 5.4

Choosing Platform Issues

Examine the following list of issues. As a class select three large items from the School Issue column. Each party will build a platform to present the arguments in support of its side of the issue. Through shared ideas, campaign speeches and podcasts students will vote.

Note: Provincial and Federal Issues have been translated into possible School Issues. Select three big School Issues. The opposing views are only suggestions and your group may choose another strategy to addressing the issue.

Issue Number	Federal/Provincial Issue	School Issue	One side of issue	Second side of issue
1	Criminal System	Consequences of breaking the rules	Staying in for detention	Community service
2	Economy	How to raise money to fund a class trip	Bake sale	Selling Pizzas or Cheese
3	Environment	How to improve the cleanliness of our classroom	Rotating cleaning responsibility	Assigning jobs for the rest of the year
4	Human Rights	How to diminish bullying and/or disrespectful comments to others in the school	Detentions and suspensions	A conflict management program in the school
5	Employment	How to distribute volunteer jobs in the school so that there is fairness amongst the grades and genders	?	?
6	Other issues	Other issues	?	?



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BLM 5.7

Podcast
Campaigning, The Voice of A Leader

Student Name: _____

Create a podcast that sounds like a political figure relaying a very important message. The message that you will be recording and sharing will be your platform issue. You will want to persuade your audience to believe in your message.

In order to be successful, you must:

- Write the podcast with a clear message of the platform issue (BLM 5.6)
- Use at least 3 supporting details/arguments in the podcast to help the audience understand the message clearly (BLM 5.5 and 5.6)
- Pronounce the message in a clear, confident, and concise manner. Pay particular attention to the speed and fluency at which you deliver your podcast.
- Use past reflections from this unit to help make the message relate to our Catholic faith (e.g., use one of the scripture selections that spoke to you, draw out a connection from the Catholic social teachings to your platform issue, etc.)

Once the podcast has been recorded using Audacity, special effects and copyright free music may be added to the beginning and end of your campaign speech.

You may wish to review the Podcast Rubric to ensure that you have met the criteria for assessment and evaluation of your work. Once your podcast is finished, complete the 3-2-1 Reflection Form following the rubric.



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Podcast Rubric

Category/Level	Level 1	Level 2	Level 3	Level 4
Content	Information is inaccurate; podcast does not stay on topic; supporting details are unrelated to topic	Some information is inaccurate or is not succinct; podcast occasionally strays from the topic; supporting details are weak	Accurate information is provided succinctly; podcast stays on the topic; supporting details are clear and easy to relate to topic	Creativity and original content enhance purpose of the podcast; accurate information and succinct concepts presented; podcast is clearly focused; supporting details are from 'expert' sources
Catholic Connections	Podcast does not include any links to unit reflections or scriptural passages noted in unit	Podcast does include a limited link to unit reflections and/or scriptural passages noted in unit	Podcast includes some links to unit reflections and/or scriptural passages used in unit	Podcast clearly uses reflections and/or scriptural passages used throughout unit, or uses another piece of scripture to make a connection to the issue
Vocabulary	Vocabulary is inappropriate for target audience	Vocabulary is adequate	Vocabulary is appropriate	Vocabulary enhances content.
Delivery	Delivery is choppy, hesitant, and sounds like the presenter is reading	Appears unrehearsed with uneven delivery	Rehearsed, smooth delivery	Well rehearsed, smooth and highly effective delivery
Technical Production	Transitions are abrupt and background noise is high	Transitions are uneven with inconsistent spacing; ambient noise is present	Transitions are smooth with a minimal amount off ambient noise	Transitions are spaced correctly without noisy or dead space.

(Podcast Rubric adapted from A+ Rubric)

<http://www2.uwstout.edu/content/profdev/rubrics/podcastrubric.html>



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3-2-1 Plus 1 Reflection Form

Student Name: _____

After completing the podcast: Campaigning, The Voice of a Leader, record your ideas in the space provided.

List **three** aspects of podcasting that you found enjoyable:

- 1.
- 2.
- 3.

List **two** ways in which you supported your group members during the research, brainstorming or presentation of ideas:

- 1.
- 2.

List **one** question that you still have about podcasting:

- 1.

Reflection

What have you learned about government and being a candidate. What was the most difficult part in the production of the podcast?

(Reflection adapted from Think Literacy Grade 7-12
<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMedia.pdf>)



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Grade 6

Seeing

Christ in Others



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Grade 6 Overview Title of Unit: Seeing Christ in Others Overview	
Critical Learning	Guiding Questions
Upon completion of this unit, students will have deepened their understanding of the Universal Declaration of Human Rights (Simplified version included at the end of unit for teacher reference BLM 6.10). Students will make connections between the teachings of our Catholic faith and human rights and identify how the choices we make affect others. Students will examine how they can live out their faith by advocating for and upholding the rights of others and create their own digital story.	How do we live in accordance with God's will? What are our human rights? How can we uphold the rights of others in our daily interactions?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations:</p> <p>A Discerning Believer: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures Develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the common good</p> <p>An Effective Communicator who: Reads, understands and uses written materials effectively; Writes and speaks fluently one or both of Canada's official languages; Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</p> <p>A Self-Directed, Responsible, Life-Long Learner who: Applies effective communication, decision-making, problem-solving, time and resource management skills; Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities</p>	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Distinguish between rights and privileges• Connect the Universal Declaration of Human Rights with our Catholic faith and the powerful witness of individuals such as Mother Teresa and St. Teresa of Avila• Research and synthesize information about violations of human rights throughout the world• Create a digital story which communicates a message about a specific human right, where and how it is being violated in today's world and how putting our faith into action could reverse the violation



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<p>A Collaborative Contributor who: Respects the rights, responsibilities and contributions of self and others</p> <p>Media Literacy Expectations:</p> <ul style="list-style-type: none"> 1.1 Purpose and Audience 1.3 Responding to and Evaluating Texts 2.1 Form 2.2 Conventions and Techniques 3.1 Purpose and Audience 3.3 Conventions and Techniques 3.4 Producing Media Texts <p>Cross Curricular Expectations:</p> <p>Writing:</p> <ul style="list-style-type: none"> 1.5 Organizing Ideas 2.2 Voice 2.3 Word Choice 2.4 Sentence Fluency <p>Reading:</p> <ul style="list-style-type: none"> 1.4 Demonstrate Understanding 1.5 Making Inferences / Interpreting Texts 1.6 Extending Understanding 1.8 Responding to and Evaluating Texts 		
Instructional Components		
<p>Prior Knowledge and Skills:</p> <p>Use of Double-Entry Journals, Visualization as a reading strategy</p> <p>Computer Skills: Ability to find photos and research information using the internet. Ability to import photos, video and record audio into Frames 4. A tutorial is available at: www.tech4learning.com</p>	<p>Terminology:</p> <p>rights privileges digital story</p>	<p>Materials:</p> <p>BLM 6.1 Being the Body of Christ Prayer of St. Teresa Avila BLM 6.2-6.5 Photo Exploration BLM 6.6 Double-Entry Journal BLM 6.7 Exit Ticket BLM 6.8 Culminating Assignment BLM 6.9 Research Worksheet BLM 6.10 Universal Declaration of Human Rights (simplified form)</p> <p>Ministry Licensed Software Stop motion animation software: Frames 4 Frames 4 tutorial is available on the website www.tech4learning.com</p>



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Listen and Hear My Voice

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Grade 6 Title of Unit: Seeing Christ in Others Lesson One: We are all born free		
Minds On	Approximate minutes: 15 Minutes	Assessment
<p>Brainstorming – What are our rights? In small groups, ask students to brainstorm what their rights are and record their responses on chart paper.</p> <p>As a class have students share their answers from the small group. The teacher records answers on a T-Chart outlining Rights and Privileges and places answers in appropriate column as identified by the students. Discuss the differences between rights and privileges as a class.</p>		Assessment for Learning Note student understanding of terms rights and privileges
Action!	Approximate minutes: 60	Assessment
<p>Read Aloud: <u>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</u> produced by Amnesty International (ISBN: 978-1-84507-650-4) or an appropriate You Tube by searching Children's Rights.</p> <p>Before reading the story, the teacher should choose 2 or 3 different rights that they want the students to focus on as they read through the story. (BLM 6.10 Universal Declaration of Human Rights, in a simplified student-friendly wording, has been added for background information to guide students in identifying some of the rights).</p> <p>Read story without showing the illustrations to the class, pausing on the selected rights the teacher preselected before reading. Ask students to illustrate what that right looks like in our world (allow approximately 5 minutes to finish each illustration).</p> <p>Finish reading the story to the class. Once finished, divide students into three groups, assigning each group one right that was illustrated by students. Give students an opportunity to look at each others' illustrations and discuss what was the same and different about them.</p>		Assessment for Learning Observe student participation, responses and illustrations to determine their understanding of the rights of others Assessment as Learning Provide time for students to offer peers feedback on the similarities and differences in their illustrations



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<p>Go back to brainstorming T-Chart from beginning of the lesson and ask students to add to it based on their new knowledge.</p> <p>Post illustrations and brainstorming in the room as a reference for the remainder of the unit.</p> <p>Other book options: <u>Every Human Has Rights</u>, National Geographic ISBN 978 1426305108 <u>Mine & Yours: Human Rights for Kids</u>, Joy Berry ISBN 978 1576872602</p>	
Consolidation	Approximate minutes: 30
Assessment	
<p>Developing our class rights:</p> <p>As a whole class, discuss the meaning of Mother Teresa’s words: <i>“Each one of them is Jesus in disguise”</i>. Bearing this in mind, what would our classroom look like if we viewed each person as Jesus, just as Mother Teresa suggested?</p> <p>Divide students into groups of 4. In small groups, generate a list of rights that students in this specific classroom community should have in order to have a successful learning environment (keeping in mind Mother Teresa’s words).</p> <p>Once students have generated the list, ask students to choose the top five rights and record on chart paper.</p> <p>As a group, share their list of rights to the whole class.</p> <p>Share the PSA “We Are All Born Free and Equal” from www.youthforhumanrights.org as an introduction to the culminating activity the students will create at the end of the unit.</p>	
<p>Next Lesson Connections:</p> <p>Students will continue to explore our human rights in greater detail by having an opportunity to read different stories about human rights violations in our world.</p>	



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Grade 6 Title of Unit: Seeing Christ in Others Lesson Two: Being the Body of Christ		
Minds On	Approximate minutes: 15	Assessment
<p>Prayer & Discussion</p> <p>Distribute BLM 6.1 Being the Body of Christ. Begin by praying the prayer Being the Body of Christ – Prayer of St. Teresa of Avila with the class or watch <u>Christ Has No Body Now But Yours</u> by David Ogden at: www.youtube.com/watch?v=zoV6R6qk4vY</p> <p>After praying together or viewing the video, ask students to make connections between the prayer and their learning about human rights in the previous lesson.</p> <p>Photo Exploration:</p> <p>Note: Teachers may want to prepare students by saying when rights and human dignity are trampled, the images are not very pretty. Some images show pain and suffering. Be sensitive to the fact that the images may upset or bother some students.</p> <p>Divide the class into groups of 4 and distribute package of photos (BLM 6.2, 6.3, 6.4, and 6.5: Being the Body of Christ – Photo Exploration). Ask students to examine the photos and record what human right(s) the picture represents, realizing some pictures may represent more than one human right.</p> <p>Ask students to choose one picture and connect it to the prayer of Saint Teresa of Avila – what can they do to be the face of Christ in the world?</p>		Assessment for Learning Use observation, at-a-glance notes to record student responses to connections between prayer and human rights



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Action!	Approximate minutes: 40	Assessment
<p>Article Exploration: Provide articles to students that reflect different human rights violations in our world today. Current articles could be obtained from daily newspapers or from one of the following websites: www.onlinenewspapers.com, www.unicef.com, www.worldvision.ca, www.freethechildren.com, www.amnesty.ca, www.amnesty.org</p> <p>Each student should be responsible for only one article to examine independently and complete BLM 6.6: Being the Body of Christ – Double-Entry Journal. In the left column, students record what the article tells them, this can be a direct quote or a summary of their reading. In the right column, students record their reaction to the article.</p> <p>Once complete, students should partner with someone that read the same article to compare their own reactions. Add new ideas or thoughts.</p>		<p>Assessment for Learning Review journal entries to determine next steps regarding summarization of article and reactions</p> <p>Assessment as Learning Compare notes with a peer who read the same article and discuss responses</p>
Consolidation	Approximate minutes: 5 Minutes	Assessment
<p>Exit Ticket: Distribute BLM 6.7: Being the Body of Christ – Exit Ticket to each member of the class to record their learning from today.</p>		<p>Assessment for Learning Conference with students to discuss Exit Ticket responses to extend and support connections</p>
<p>Next Lesson Connections: In the next lesson, students will complete a digital storybook. This will require knowledge of what human rights look like in our world today, as examined in the photo explorations, articles and web references.</p> <p>Note to Teacher: In the next lesson, the class will generate the success criteria, create a rubric and peer evaluation form for the culminating assignment of the digital story. Ask students to think about what they want as part of the success criteria.</p>		



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Grade 6 Title of Unit: Seeing Christ in Others Lesson Three: Creating a Digital Story		
Minds On	Approximate minutes: 15 Minutes	Assessment
What is a Digital Story? Begin by deconstructing the words <i>digital</i> and <i>story</i> independently to create a working definition of Digital Story with the class View the video: An Introduction to Digital Storytelling (http://digitalstorytelling.coe.uh.edu/index.html) Show a couple examples of digital stories from www.tech4learning.com and click on Frames from the side menu, then Samples. Once you have viewed the samples, create success criteria with the class by asking students to identify elements of effective digital stories. Explain to students that the success criteria will be used to evaluate the final product. If you wish, you could also co-create a rubric with the students using the expectations generated in the success criteria as key indicators of achievement.		Assessment for Learning Cooperative develop success criteria and/or rubric for the development of a digital story
Action!	Approximate minutes: 4 – 60 Minute Periods	Assessment
Creating a Digital Story: Distribute BLM 6.8: Creating a Digital Story – Culminating Assignment and 6.9: Creating a Digital Story – Research Worksheet which explains the task students will be working on and discuss together. Allow independent time to work on research and creating digital story The following search engines allow one to search for copyright cleared digital photos on Flickr: FlickrCC: http://flickrcc.bluemountains.net/flickrCC/index.php Behold: http://www.behold.cc		Assessment for Learning Support student research and use of Frames in creating digital story
Consolidation	Approximate minutes: 30 Minutes	Assessment



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<p>Share:</p> <p>Share digital stories with the class</p> <p>Share digital stories with the school community on the class and/or school website.</p> <p>Note: Online postings are subject to administrative and parental permission/approval.</p> <p>Have students complete a peer evaluation as they watch the digital stories</p>	<p>Assessment of Learning</p> <p>Evaluate the digital story based on the class developed success criteria or rubric</p>
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BLM 6.1

Being the Body of Christ – Prayer of St. Teresa of Avila

Christ has no body now but yours,
No hands, no feet on earth but yours,
Yours are the eyes
through which he looks
with compassion on this world,
Yours are the feet
with which he walks to do good,
Yours are the hands,
with which he blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are his body.
Christ has no body now but yours.



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BLM 6.2

Being the Body of Christ – Photo Exploration



<http://www.flickr.com/photos/pingnews/441530476/>



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BLM 6.3

Being the Body of Christ – Photo Exploration



<http://www.flickr.com/photos/mvjaf/353181520/>



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BLM 6.4

Being the Body of Christ – Photo Exploration



www.fotopedia.com



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BLM 6.5

Being the Body of Christ – Photo Exploration



<http://www.flickr.com/photos/42259422@N00/2948078576/>



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BLM 6.6

Being the Body of Christ – Double-Entry Journal

Student Name: _____

Name of the Article: _____

What the article says ...	This makes me think/feel ...



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BLM 6.7

Being the Body of Christ – Exit Ticket

Student Name: _____

My article is about ...

This connects to the Human Right of

One reaction my partner had about the article was



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BLM 6.8

Creating a Digital Story – Culminating Assignment

Human Rights: Create Your Own Digital Story

In this unit you have learned about the rights we all have as humans and how these rights are not always upheld as they should be. You have connected your understanding of these rights with the example of Mother Teresa and the teachings of Jesus. Now you will demonstrate your understanding by working with a partner to create a digital story which could be used to communicate a message about human rights to another individual.

Task: With a partner, you will choose a human right as a focus for your own digital story. You will need to research one place or one event in our world where that right has been violated or is currently being violated. Your goal is to create a 2 – 3 minute digital story that effectively raises awareness for that right and connects to Mother Teresa’s belief that everyone is Jesus in disguise.

Research: You will select a specific country or event that connects with your human right from three different sources. Record your research on BLM 6.9 Research Worksheet.

Using your completed Research Worksheet, write a script for your story that clearly explains the 5 Ws (who, what, where, why, when).

Conclude your script by completing the following sentence in a meaningful way: *If we were to live the words of Mother Teresa and see the people of _____ as Jesus in disguise, then ...*

Collect photos, create artwork and/or create video to communicate the message in your script. Use Frames 4 or Bitstrips for Schools (www.bitstripsforschools.com) to complete your final project.

Before submitting your project, go back to the success criteria created in class to make sure you have completed all components.

Due Date: _____



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Creating a Digital Story – Research Worksheet

BLM 6.9

Student Name: _____

Website or source: _____

What the research says:

Website or source: _____

What the research says:

Website or source: _____

What the research says:



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United Nations Universal Declaration of Human Rights

BLM 6.10

The simplified version of the 30 Articles created especially for young people.

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a [slave](#). We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **You Have Rights No Matter Where You Go.** I am a person just like you!
7. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
8. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a Nationality.** We all have the right to belong to a country.
16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The Right to Play.** We all have the right to rest from work and to relax.
25. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No One Can Take Away Your Human Rights.**

Source: www.youthforhumanrights.org



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Grade 7 and/or 8 Advocating for the Rights of the Child through PSAs



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Grade: 7/8 Overview Title of Unit: Creating God’s Kingdom on Earth: Advocating for the Rights of the Child through Public Service Announcements (PSA) Overview	
Critical Learning	Guiding Questions
Upon completion of this unit, students will have deepened their understanding of the Universal Declaration of the Rights of the Child. Students will make connections between the teachings of our Catholic faith and children’s rights and identify how the choices we make affect others. Students will examine how they can live out their faith by advocating for and upholding the rights of others and developing a PSA to share their message.	How do we live in accordance with God’s will? What are our human rights? How can we uphold the rights of others in our daily interactions?
Curriculum Expectations	Learning Goals (Unpacked Expectations)
<p>Catholic Graduation Expectations: A Discerning Believer who: Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures; Develops attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the common good</p> <p>An Effective Communicator who: Reads, understands and uses written materials effectively; Writes and speaks fluently one or both of Canada’s official languages; Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</p> <p>A Self-Directed, Responsible, Life-Long Learner who: Applies effective communication, decision-making, problem-solving, time and resource management skills; Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities</p>	<p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none">• Make connections to the Declaration of the Rights of the Child with scripture• Deconstruct PSAs and identify elements that contribute to their effectiveness/ineffectiveness• Research and synthesize information about violations of children’s rights throughout the world• Create their own PSA to raise awareness about a specific violation of rights of children and articulate what our Catholic faith calls us to do in response



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Listen and Hear My Voice

“My sheep hear my voice. I know them, and they know me.” John 10:27

A Collaborative Contributor who: Respects the rights, responsibilities and contributions of self and others

Media Literacy Expectations:

1.2 Making Inferences / Interpreting Messages

2.2 Conventions & Techniques

3.1 Purpose and Audience

3.3 Conventions and Techniques

3.4 Producing Media Texts

Cross Curricular Expectations:

Writing:

1.3 Research

2.1 Form

2.2 Voice

2.7 Revision

Drama:

B.1 Creating and Presenting



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Instructional Components		
Prior Knowledge and Skills: Use of double-entry journals, accountable talk strategies (defined in the Guide to Effective Literacy Instruction, Grades 4 – 6, Volume 1). 5 Key Concepts of Media Literacy (defined in the Guide to Effective Literacy Instruction, Grades 4 – 6, Volume 7). Computer Skills: Knowledge and use of video editing skills	Terminology: Public Service Announcements (PSAs)	Materials: BLM 7/8.1 What are Your Rights and Responsibilities BLM 7/8.2 – 7/8.5 Viewing Print PSAs BLM 7/8.6 3-2-1 Exit Slip BLM 7/8.7 Double-Entry Journal BLM 7/8.8 Deconstructing PSAs BLM 7/8.9 Our Catholic Social Teachings – Key Principles BLM 7/8.10 Our Catholic Social Teachings – Exit Slip BLM 7/8.11 Using Movie Maker & Audacity BLM 7/8.12 Culminating Task BLM 7/8.13 Planning Sheet BLM 7/8.14 Culminating Rubric Ministry Licensed Software: Digital video editing software – Adobe Premiere Elements Open source software (not ministry licensed) Digital video editing Windows Movie Maker, iMovie Sound recording software - Audacity

Grade: 7/8 Title of Unit: Creating God’s Kingdom on Earth: Advocating for the Rights of the Child through PSAs Lesson One: What are your rights and privileges?		
Minds On	Approximate minutes: 40 Minutes	Assessment
Brainstorming - Divide the class into even groups of approximately 3 – 4 students. Half the groups will brainstorm what their rights are and the other half will brainstorm what their privileges are. Brainstorming will be done on chart paper; students can brainstorm in pictures, words or a combination of both. Gallery Walk – Hang up chart paper with brainstorming around the class and allow students to walk around to see others’ brainstorming ideas; ask them to focus on any differences, overlapping, surprises or points of disagreement between the rights and privileges charts.		Assessment for learning Using the group process discuss the definitions of rights and privileges and observe growth in understanding during Gallery Walk



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<p>Class Discussion – As a whole class, discuss students' thinking and findings around their rights and privileges and decide on a working definition of what our rights are and what our privileges are.</p> <p>Partner groups that brainstormed rights with groups that brainstormed privileges. Distribute BLM 7/8.1 What are Your Rights and Responsibilities? Universal Declaration of the Rights of a Child. Ask students to read and briefly discuss in their groups.</p> <p>Using the brainstorming chart for 'rights', ask students to put a number beside each brainstormed right that corresponds with the Declaration of the Rights of the Child (e.g. If a student brainstormed 'food', they should place the number 4 beside it as it corresponds with the fourth right of the child)</p> <p>Class Discussion – Were there any rights that students didn't think of in their brainstorming? Are there any common findings (e.g. All groups missed a certain right)?</p> <p>Scripture Connection – Share Matthew 25: 34-40 (The Judgment of the Nations) with the class; ask groups to circle any rights that were brainstormed that were mentioned in the scripture. Discuss scripture connection with class.</p>	
Action! Approximate minutes: 30 Minutes	Assessment
<p>Online Scripture Search – Ask students to use their Declaration of the Rights of the Child handout (BLM 7/8.1) to help guide them in their scripture search to find if and where our rights are reflected in scripture i.e. Matthew 25 reflects the right to food or the fourth right in the list. Students will use websites to help guide their search. Brainstorm a list of key search words that would help the students find passages that match the rights e.g. freedom, hunger, peace, tolerance, etc.). Click on the link below and at the bottom of the page, click on Bible. There students can enter their search word and search parameters.</p> <p>www.devotions.net</p> <p>Think-Pair-Share findings with the class.</p>	<p>Assessment for learning Observe and support students as they search for appropriate scripture passages to match rights</p>



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Consolidation	Approximate minutes: 40 Minutes	Assessment
Poster Creation – Students will choose one scripture passage and the human right it corresponds with and illustrate this on paper. Both the scripture and human right should be clearly evident. If students have a difficult time finding a scripture passage, they can use Matthew 25 previously discussed with the class.		Assessment of Learning Evaluate the illustration based on the connection and appropriateness of the scripture selection
Next Lesson Connections: In the next lesson, students will have an opportunity to view a variety of public service announcements (PSAs), both in print and video form to clearly see how they advocate for our human rights.		



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Grade: 7/8 Title of Unit: Creating God's Kingdom on Earth: Advocating for the Rights of the Child through PSAs Lesson Two: Public Service Announcements		
Minds On	Approximate minutes: 15 Minutes	Assessment
<p>Class Discussion - What is a public service announcement (PSA)?</p> <p>The American Ad Council defines PSAs as “advertising that serves the public interest.” The objective of a public service announcement is to educate and create awareness of significant social issues in an effort to change the public’s attitudes and behaviours and stimulate positive social change.</p> <p>PSAs are usually developed by non-profit organizations [or as part of the social responsibility mandate of various industries] and may involve TV and radio spots, movie content, and print messages on billboards, posters, brochures and postcards.</p> <p>As part of their licensing agreements, Canadian television stations must broadcast public service announcements. For other campaigns, non-profit organizations will often partner with a sponsor.</p> <p>Can you think of any public service messages that you’ve seen recently?</p> <p>What are some of the topics or issues PSAs address?</p> <p>When it comes to human rights of the child, what are some issues that PSAs might address?</p> <p>Source: Adapted from Media Awareness Network http://www.media-awareness.ca/english/resources/educational/lessons/secondary/alcohol/psa_driving.cfm</p>		<p>Assessment for learning Students can develop a definition of PSA &/or list criteria to consider in development of their work</p>



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Action!	Approximate minutes: 30-40 minutes	Assessment
<p>Distribute BLM 7/8.2 – 7/8.5 PSA Viewing Print PSAs to students. Ask students to identify the human right of the child being advocated for in the PSAs.</p> <p>View Video PSAs – www.youthforhumanrights.org</p> <p>PSA number 1: We Are All Born Free and Equal PSA number 15: Right to a Nationality PSA number 26: The Right to Education</p> <p>Think-Pair-Share – Reflect back on the question asked at the beginning of class: Can you think of any public service messages that you’ve seen recently? After viewing the print and video PSAs, can you think of any others that you have seen that address our human rights?</p>		<p>Assessment for learning Modify definition of PSA &/or list criteria to consider in development of their work based on visual samples</p>
Consolidation	Approximate minutes: 5 minutes	Assessment
<p>Distribute BLM 7/8.6 PSA 3-2-1 Exit Slip for students to complete</p>		<p>Assessment as learning Reflect on learning to date and how to approach the PSA</p>
<p>Next Lesson Connections: Students will explore our human rights and make connections with them in the world today by examining current news articles. In addition, they will revisit the PSAs viewed in today’s lesson and deconstruct them by applying the Five Key Concepts of Media Literacy as outlined in <u>The Guide to Effective Literacy Instruction</u>, Volume 7:</p> <p># 1 All media messages are constructions. # 2 The media contains belief and value messages. # 3 Each person interprets messages differently. # 4 The media have special interests – commercial, ideological, political # 5 Each medium has its own language, style, form, techniques, conventions, aesthetics</p>		



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<p>Grade: 7/8</p> <p>Title of Unit: Creating God's Kingdom on Earth: Advocating for the Rights of the Child through PSAs</p> <p>Lesson Three: Human Rights Violations in the News</p>		
<p>Note to the Teacher: You will need to find two articles about current human rights violations using the internet or newspaper prior to beginning this lesson.</p> <p>Suggested sources for articles include:</p> <p>Youth for Human Rights – www.youthforhumanrights.org</p> <p>Amnesty International – www.amnesty.org</p> <p>Voices International Articles from Free the Children – www.freethechildren.com</p> <p>Canadian Coalition for the Rights of Children: http://rightsofchildren.ca/</p> <p>Local or National Daily Newspaper</p>		
Minds On	Approximate minutes: 20 minutes	Assessment
<p>Discuss the scriptural quote, <i>Let the same character be in you that was in Christ Jesus</i> (Philippians 2)</p> <p>How does this connect to what you've learned about children's rights?</p> <p>Read aloud: <u>The Carpet Boy's Gift</u> by Pegi Deitz Shea</p> <p>ISBN 978-0884482482</p> <p>What rights would Iqbal have advocated for all children? Record on chart paper following a group discussion?</p> <p>Model double-entry journal for students as you complete the read-aloud if this strategy has not been used with students recently.</p>		
Action!	Approximate minutes: 40 minutes	Assessment
<p>Divide the students into two groups. Provide one article to group one and another article to group two. Instruct students to work in pairs to read the article, highlighting the human rights violations.</p> <p>Provide students with copies of BLM 7/8.7 Human Rights Violations in the News – Double-Entry Journal. Instruct the students to complete the journals following their reading by recording specific quotes from the text in the first column followed by a reflection or connection to our Catholic faith in the second column.</p>		<p>Assessment for Learning</p> <p>Review summarizing techniques and support students in identifying main ideas</p>



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Consolidation	Approximate minutes: 10 minutes	Assessment
<p>Inside-Outside Circle activity to summarize:</p> <p>Students are grouped based on the article they have read. Students who read the first article form the inside circle and those who read the second article make the outside circle. The inside circle of students stay stationary while the outside circle moves. Ask the students to share their key learnings from the article, specifically identifying the human rights that are violated and how it connects to our Catholic faith.</p>		<p>Assessment as Learning</p> <p>Share key learnings with peers inside and outside the circle</p>
<p>Next Lesson Connections:</p> <p>In the next lesson the students will learn about deconstructing media messages by examining public service announcements. The students will build on their knowledge of the Universal Declaration of Human Rights for Children and begin to think about the summative task for this unit.</p>		



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Grade: 7/8 Title of Unit: Creating God’s Kingdom on Earth: Advocating for the Rights of the Child through PSAs Lesson Four: Deconstructing PSAs		
Minds On	Approximate minutes: 10 minutes	Assessment
Review – Briefly review PSAs discussed in previous class. Individually, students should rank the PSAs from what they thought were the most effective to least effective Class Discussion – What PSAs were ranked the most effective? Least effective? Why did you think they were or were not effective?		
Action!	Approximate minutes: 40 minutes	Assessment
Distribute BLM 7/8.8 Deconstructing PSAs to students and model how to fill it out using one of PSAs already viewed. Complete the section entitled Class Sample. In groups of two, ask students to choose one print and one video PSA that were viewed and deconstruct them using the handout to guide their responses. Remaining in their partners, students need to come up with a consensus of what the most effective print and video PSAs were based on the deconstruction activity and be able to articulate why. After a consensus is reached, pairs should partner up with another group to discuss their decision and explain why.		Assessment for Learning Build shared response in Class Sample and then observe and guide pairs as they look at the print and video PSA samples
Consolidation	Approximate minutes: 10 minutes	Assessment
Create a class anchor chart: Discuss as a class what the most effective PSAs included and record their answers on a sheet of chart paper. Post this anchor chart in the classroom, as this will be a useful reference tool for students during their culminating activity.		Assessment for Learning Develop a class list of most effective characteristics to support students in culminating task
Next Lesson Connections: The culminating task for this unit is to create a PSA within small groups. Students need to have a good understanding of what an effective PSA looks like and how to best convey their message.		



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Action!	Approximate minutes: 30 minutes	Assessment
<p>Distribute BLM 7/8.9 Key Principles of Catholic Social Teachings and discuss. Students share reflections from their journal entry.</p> <p>Graffiti Task: Provide students with chart paper which contains each of the statements from the Universal Declaration of Human Rights for Children. Ask the students to write or draw their response on the chart paper as they rotate through the room. Students are to record what each right looks like in our world today. Include words from the Catholic Social Teachings.</p>		<p>Assessment for Learning</p> <p>Observe and challenge students to add words or images on the graffiti wall</p>
Consolidation	Approximate minutes: 20 minutes	Assessment
<p>Four Corners Activity: Identify 4 areas in the classroom, labeling each area with the following descriptors: Extremely Well, Somewhat Well, Somewhat Poorly, Extremely Poorly.</p> <p>Have students go to the area which matches their feelings in response to the following question: How well is Canada doing with upholding the rights of children?</p> <p>Students complete BLM 7/8.10 Our Catholic Social Teachings - Exit Slip recording one interesting thing they learned today and one question they have.</p>		
<p>Next Lesson Connections:</p> <p>Students will continue to explore the rights of children in our world today and the possible focus of their PSA message.</p>		



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Grade: 7/8 Title of Unit: Creating God’s Kingdom on Earth: Advocating for the Rights of the Child through PSAs Lesson Six: Using Movie Maker & Audacity Culminating Task		
Minds On Approximate minutes: 10 minutes		Assessment
<p>Introduce the scripture reference, <i>What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God</i> , Micah 6:8</p> <p>Ask students to connect the scripture to their understanding of the rights of children. Students can review the Human Rights statements for Children that they have learned in the previous lessons. Ask them to think about the impact of the media on our understanding and knowledge about human rights by discussing in small groups of 4 or 5 people.</p>		Assessment for Learning Connect scripture to understanding the rights of children and observe group interactions
Action! Approximate minutes: 50 – 60		Assessment
<p>Students can stay in the same small group from the minds on activity. Ask students to generate a list on chart paper which explains how the media assists us in our understanding of human rights events which are happening in our world. For example, does media portray human rights issues accurately? Are the voices of those whose human rights are being violated acknowledged? Are different viewpoints considered?</p> <p>Once students have had sufficient time to record their ideas in their groups, have groups share their top 2 or 3 key ideas and record students’ thoughts on chart paper or the board.</p> <p>Provide BLM 7/8.11 Using MovieMaker & Audacity. For Movie Maker, visit the online tutorials at: http://www.youtube.com/watch?v=qY7dEJWMj54 http://www.youtube.com/watch?v=JZXK68NS7gU&feature=related For Adobe Premiere Elements, visit the online tutorials at: http://www.osapac.org/db/view_software.php?id=431&tab=resources http://tv.adobe.com/channel/how-to/elements-tutorials/</p> <p>If students have not previously used these programs walk them through the steps by providing a mini-demonstration.</p>		



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<p>Hand out BLM 7/8.12 Culminating Task: Create Your own PSA and have the students begin working on their task by developing a plan for their own PSA using BLM 7/8.13 Using Video and Audio Editing Programs – Planning Sheet.</p> <p>Provide the students with work time for their culminating assignment, completing the planning sheet.</p> <p>Students will require additional work time for the creation of PSAs. The amount of time needed will depend on the format selected by the students and their prior knowledge of Movie Maker and Audacity.</p>	<p>Assessment for Learning Discuss the process and the product to ensure clarity of task and note students who may need additional or scaffold instructions</p>
<p>Consolidation Approximate minutes: 10</p>	<p>Assessment</p>
<p>Have the students share their plan for their PSA with a peer, instructing the students to provide descriptive feedback for each other.</p> <p>Students can also use BLM 7/8.14 Culminating Rubric</p>	<p>Assessment as Learning Self-assess using the rubric to guide development of PSA</p> <p>Assessment of Learning Evaluate the PSA based on criteria</p>
<p>Next Lesson Connections:</p> <p>Students will use the next few class periods to create their PSA, consolidating the knowledge they have gained through this unit into a media piece.</p> <p>Students will share the completed PSA with the wider school community by uploading the PSA to the class and school websites following board acceptable use policy guidelines (AUP).</p> <p>Note: Online postings are subject to administrative and parental permission/approval.</p>	



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BLM 7/8.1

What are Your Rights and Privileges?

Universal Declaration of the Rights of the Child

All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.

You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

You have a right to a name and to be a member of a country.

You have the right to special care and protection and to good food, housing and medical services.

You have the right to special care if handicapped in any way.

You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

You have the right always to be among the first to get help.

Your parents have special responsibilities for your education and guidance.

You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

You should be taught peace, understanding, tolerance and friendship among all people.

Source: <http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>



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BLM 7/8.2

Public Service Announcements – Viewing Print PSA Example One



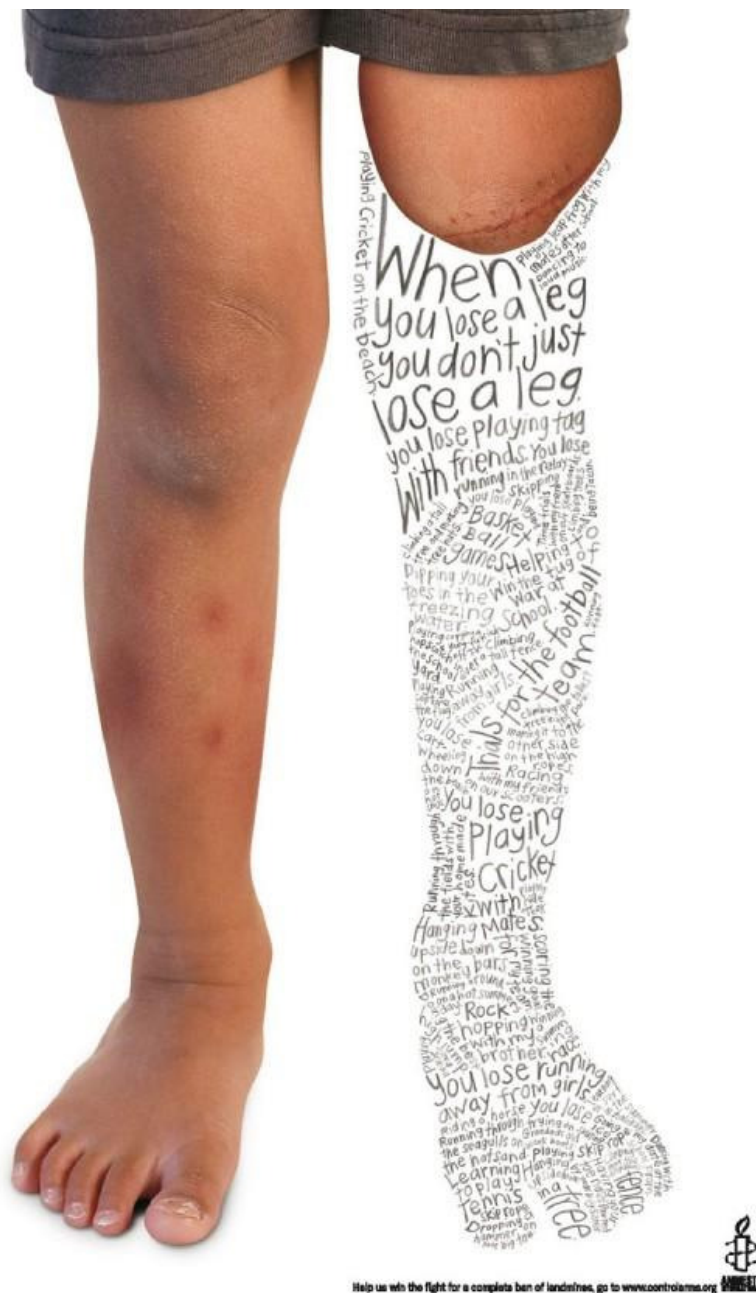
www.amnesty.org Used with permission of Amnesty International



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BLM 7/8.3

Public Service Announcements – Viewing Print PSA Example Two



www.amnesty.org

Used with permission of Amnesty International



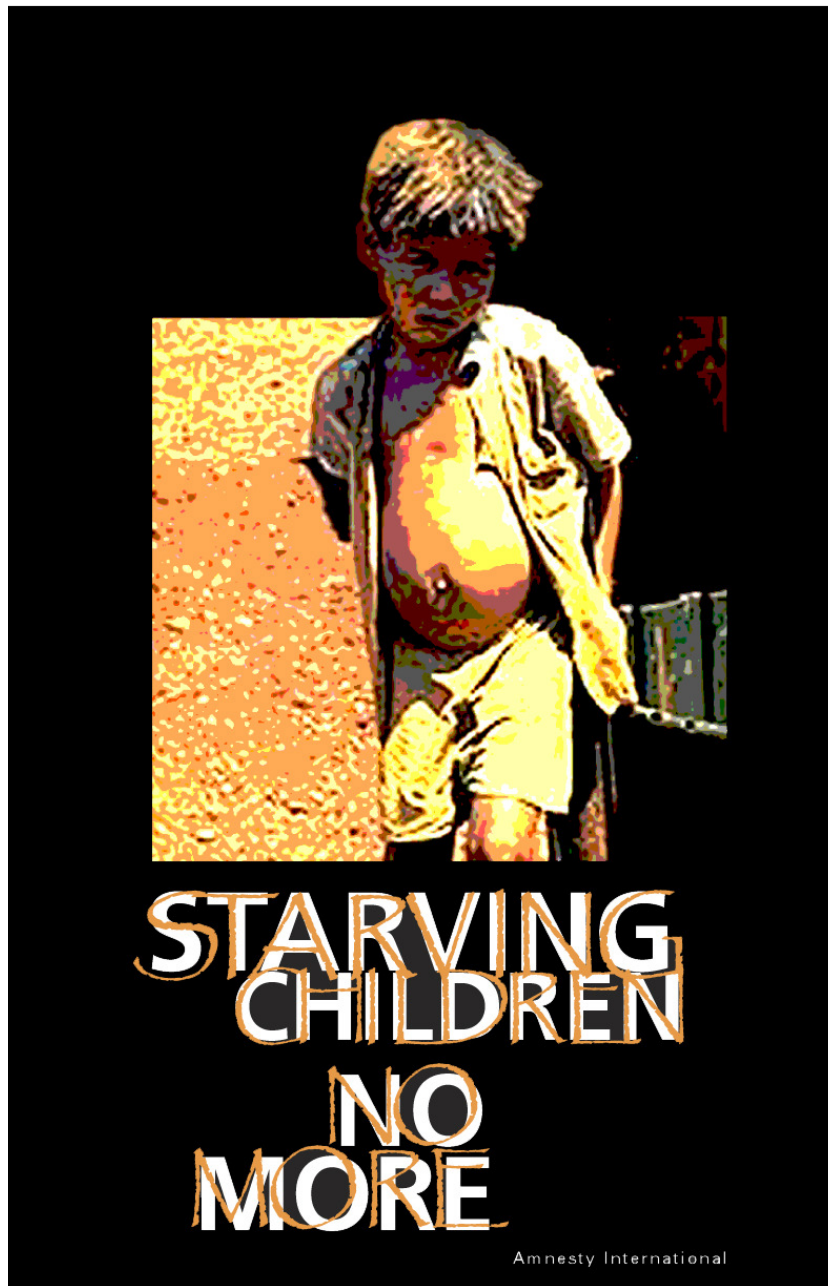
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BLM 7/8.4

Public Service Announcements – Viewing Print PSA Example Three



www.amnesty.org

Used with permission of Amnesty International



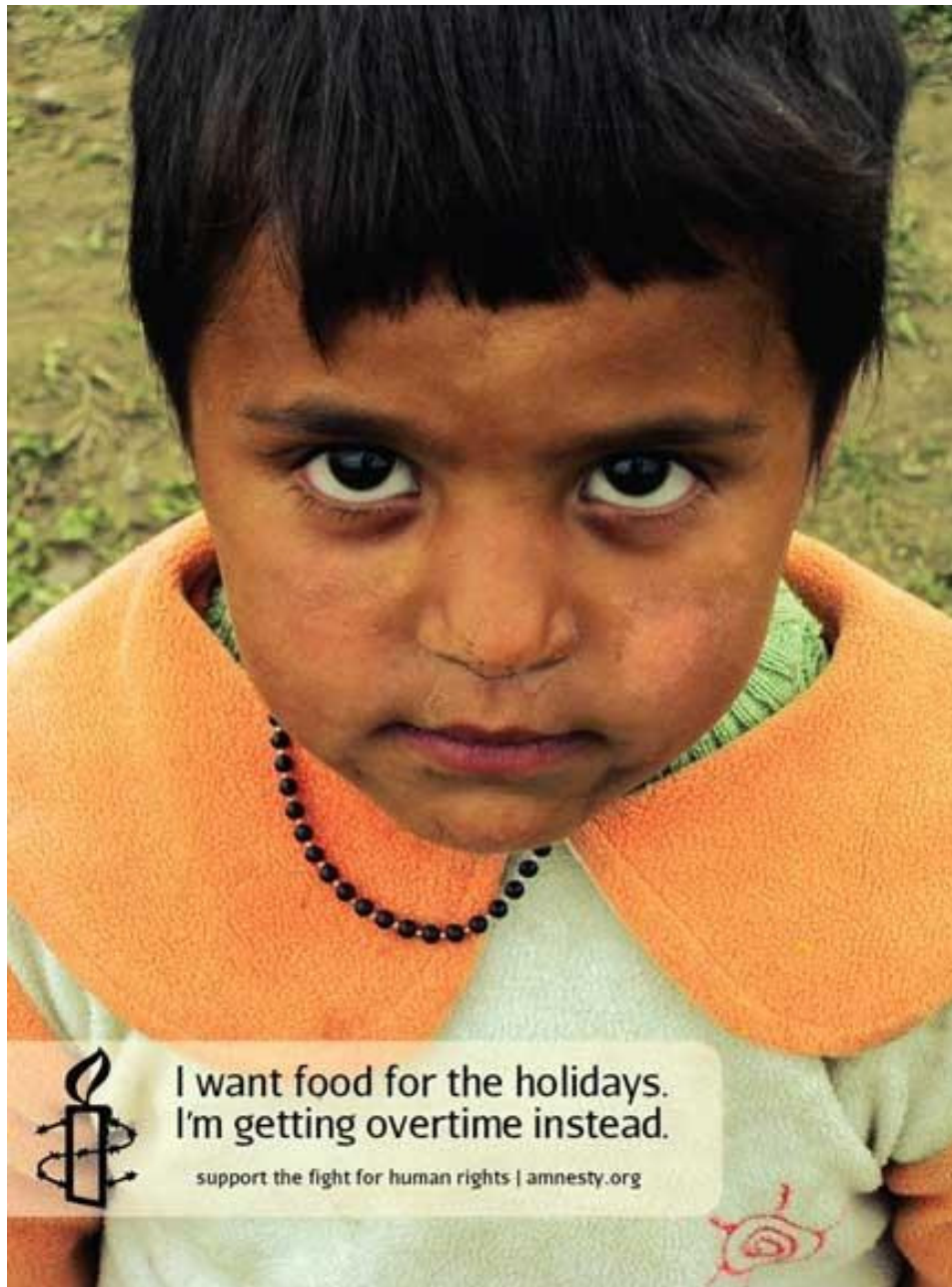
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BLM 7/8.5

Public Service Announcements – Viewing Print PSA Example Four



www.amnesty.org

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BLM 7/8.6

Public Service Announcements – 3-2-1 Exit Slip

Student Name: _____

3 things I learned today about Public Service Announcements:

1)

2)

3)

2 questions I have after today's lesson. To find the answers, I think I will...

1)

2)

1 PSA that I viewed really stood out for me! The reason is ...

1)



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BLM 7/8.7

Human Rights Violations in the News – Double-Entry Journal

Student Name: _____

The Text Says . . .	God Calls Me to . . . / I can . . .



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Deconstructing PSAs

BLM 7/8.8

Student Name: _____

All media messages are constructed to convey a message or set of values to its audience. As viewers of media, we need to be able to carefully and critically look at the product to decide for ourselves if it is a message with which we agree or disagree. Use the chart below to deconstruct the PSAs we viewed in class. By carefully examining how media texts are created, the viewer will have a better understanding of why some are more effective than others.

PSA Name	Use of Font (large, small, bright, dark, style)	Use of Lighting (dark, bright)	Images or Script (Is the message clear? What is it?)	Music (loud, soft, fast, slow)?	Additional features you noticed	In your opinion, was this PSA effective?
CLASS SAMPLE						
PRINT PSA						
VIDEO PSA						



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BLM 7/8.9

Our Catholic Social Teachings – Key Principles

Human Dignity The Catholic Church proclaims that human life is sacred and that the dignity of the person is at the core of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching.	Community and the Common Good In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity and promote the common good.
Rights and Responsibilities Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities -- to one another, to our families, and to the larger society.	Option for the Poor and Vulnerable Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt. 25) and instructs us to put the needs of the poor and vulnerable first.
Participation All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society. In the words of the U.S. bishops, "The ultimate injustice is for a person or group to be treated actively or abandoned passively as if they were non-members of the human race. To treat people this way is effectively to say they simply do not count as human beings."	Dignity of Work and Rights of Workers In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected -- the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.



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Stewardship of Creation Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.	Solidarity Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that "loving our neighbor" has global dimensions in an interdependent world.
Role of Government Because we are social beings, the state is natural to the person. Therefore, the state has a positive moral function. It is an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. Since, in a large and complex society these responsibilities cannot adequately be carried out on a one-to-one basis, citizens need the help of government in fulfilling these responsibilities and promoting the common good. According to the principle of subsidiarity, the functions of government should be performed at the lowest level possible, as long as they can be performed adequately. If they cannot, then a higher level of government should intervene to provide help.	Promotion of Peace Catholic teaching promotes peace as a positive, action-oriented concept. In the words of Pope John Paul II, "Peace is not just the absence of war. It involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements." There is a close relationship in Catholic teaching between peace and justice. Peace is the fruit of justice and is dependent upon right order among human beings.

Source: Office for Social Justice, a division of St. Paul, MN www.osjspm.org



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BLM 7/8.10

Our Catholic Social Teachings – Exit Slip

Student Name: _____

One interesting fact or piece of information I learned today was:

One question I still have is:



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BLM 7/8.11

Using Movie Maker & Audacity

Audacity is a program allows you to create an audio file. Follow the steps below:

- Open Audacity
- Hit the record button and record your voice. Ensure that the microphone volume on your computer is set high and that you are in a relatively quiet environment.
- When you are finished your recording, hit the stop button.
- Play back your recording, checking it for clarity, completeness and accuracy. If you are not satisfied with the recording, go to the ‘File’ menu, select ‘New’ and start again.
- If you are satisfied with your recording as it is, select ‘File’, then ‘Export as WAV’ and type a name for your file, choose where you would like your file to be saved and then hit save.

Editing Your Work:

- If you wish to delete a segment of your recording, right-click on your mouse and highlight the portion you wish to delete. Then press the delete button on the keyboard.
- If you wish to add a segment to your recording, simply select the ‘Record’ button again and record your voice, remembering to select ‘Stop’ when finished.
- You may add this recording to the original by copying and pasting it at the appropriate point.
- When you are finished editing, remember to save your work.

Other Key Information to Remember:

- You can adjust the volume setting on your headphones and microphones which are located just below the ‘Record’ and ‘Play’ buttons on your screen.
- Under the ‘Effect’ menu there are a lot of effects such as phase in/out, fade in/out and ‘amplify’ which can be used if you wish, just remember to be aware of the amount of time you spend on this activity and also think about how the use of this effect will add to overall quality of your end product.



Catholic Curriculum Corporation – Central and Western Region
Information and Communication Technology: Media Literacy Resource

Listen and Hear My Voice

“My sheep hear my voice. I know them, and they know me.” John 10:27

BLM 7/8.12

**Culminating Task: Create Your Own PSA
Using Video and Audio Editing Programs**

In this unit you have learned about the power of the media to communicate a message and our call as Catholics to uphold the Catholic Social Teachings. Often the media bombards us with messages which are contrary to our Catholic faith. You have also learned about the Universal Declaration of Rights for Children and know there are examples in our world today where those rights are not being upheld. Your job is to create a Public Service Announcement which makes the connection between our Catholic faith and the Rights of Children.

The Task:

- Working in groups of three or four you will create a Public Service Announcement (PSA) which brings awareness to one of the Rights of Children and connects it to our Catholic faith and teachings.
- To make your PSA you will use a video editing program (e.g. Adobe Premiere Elements, Movie Maker & Audacity). You may choose to act out your PSA and record it with a video camera or use pictures, music and audio using Audacity.
- Ensure that your PSA contains a powerful message which is clearly communicated to your audience.

Requirements:

Your PSA must contain the following three segments:

- A scriptural reference
- Your chosen children's right
- An I Statement, such as:
 - My Catholic faith calls me to ... or
 - Because of Children's Right Number _____, I am called to...

Steps to be Completed:

- Complete the BLM 7/8.13 Planning Sheet and write the script for your skit
- Submit the planning sheet and script for approval
- Record your skit or find pictures which reflect your chosen right
- Create your PSA using Movie Maker and Audacity
- Self-assess your work. Do you have the three required segments?

Evaluation: You will be assessed according BLM 7/8.14 Culminating Rubric



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Planning Sheet - Using Video & Audio Editing Programs BLM 7/8.13

Student Name: _____

The children’s right I have selected is:

I’ve selected this right because:

Scriptural Reference:

I’ve selected this scripture quote because:



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My I statement:

- My Catholic faith calls me to . . .
- Because of Children’s Right number _____, I am called to . . .

To create my PSA I plan to . . .

To do this I will need:



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BLM 7/8.14

Culminating Rubric: Using Video & Audio Editing Programs

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding Form of a PSA 3 Requirements (I statement, scripture, children's right)	Limited understanding of the form of a PSA 3 requirements are incomplete or unclear	Some understanding of the form of a PSA 3 requirements are somewhat complete	Demonstrates considerable understanding of the form of a PSA 3 requirements are complete	Demonstrates an understanding of the form of a PSA with a high degree of effectiveness 3 requirements are completed with a high degree of effectiveness
Thinking Use of planning skills (completes planning sheet, gathers information, focuses research and organizes information) Synthesizes research to produce an effective overall message Uses critical/creative thinking processes to create storyline required for an effective PSA (do pictures tell a story? Is the script creatively written?)	Uses planning skills with limited effectiveness Synthesizes research to produce an overall message with limited effectiveness Limited critical / creative thinking processes to create storyline	Uses planning skills with some effectiveness Synthesizes research to produce an overall message with some effectiveness Some critical / creative thinking processes to create storyline	Uses planning skills with considerable effectiveness Synthesizes research to produce an overall message with considerable effectiveness Uses critical / creative thinking processes to create storyline with considerable effectiveness	Uses planning skills with a high degree of effectiveness Synthesizes research to produce an overall message with a high degree of effectiveness Uses critical / creative thinking processes to create storyline with a high degree of effectiveness



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Culminating Rubric continued

<p>Communication Is the message clear and logically organized? Are effective transitions used between scenes or photos Communicates for a specific audience and purpose PSA is carefully edited, additional elements such as music and titles are incorporated effectively Finished product is edited for spelling, punctuation and grammar</p>	<p>-message is unclear and organized with limited effectiveness -transitions are used with limited effectiveness -communicates for a specific audience and purpose with limited effectiveness -PSA does not contain music and titles, limited evidence of editing -numerous errors in spelling, punctuation and grammar</p>	<p>-message is somewhat clear and organized with some effectiveness -transitions are used with some effectiveness -communicates for a specific audience and purpose with some effectiveness -PSA contains music and titles, some evidence of editing -some errors in spelling, punctuation and grammar</p>	<p>-message is clear and organized with considerable effectiveness -transitions are used with considerable effectiveness -communicates for a specific audience and purpose with considerable effectiveness -PSA contains music and titles, considerable evidence of editing -minimal errors in spelling, punctuation and grammar</p>	<p>-message is clear and organized with a high degree of effectiveness -transitions are used with a high degree of effectiveness -communicates for a specific audience and purpose with a high degree of effectiveness -PSA contains music and titles and is edited with a high degree of effectiveness -virtually no errors in spelling, punctuation and grammar</p>
<p>Application Transfers knowledge and skills to create an original PSA Makes connections within and between various contexts</p>	<p>-transfers knowledge and skills to PSA with limited effectiveness -makes connections within and between various contexts with limited effectiveness</p>	<p>-transfers knowledge and skills to PSA with some effectiveness -makes connections within and between various contexts some effectiveness</p>	<p>-transfers knowledge and skills to PSA with considerable effectiveness -makes connections within and between various contexts with considerable effectiveness</p>	<p>-transfers knowledge and skills to PSA with a high degree of effectiveness -makes connections within and between various contexts with a high degree of effectiveness</p>