

# Grade 10

**Grade 10 Religious Education**

**HRE 20 Christ and Culture**

# Grade 10

- ▶ Is a brand new course, focused on Jesus Christ and the New Testament
- ▶ The curriculum policy document has 6 strands - the same as in the other secondary Religious Education courses
- ▶ In spite of the course title, the course expectations are NOT aligned with the textbook, *Christ and Culture*, produced by the Canadian Conference of Catholic Bishops
  - ▶ A few small sections of the book, if available, could be used
  - ▶ Primary text that should be used is the bible!

# Resource

## 5 Units

- ▶ Scripture and Jesus
- ▶ Profession of Faith
- ▶ Prayer and Sacramental Life
- ▶ Family Life
- ▶ Christian Moral Development

## Features of the Resource

Course Code	Topic Title	Unit Title
	COURSE: HRE20	UNIT 1: SCRIPTURE AND JESUS
Guiding Questions, Teacher Prompts and Learning Focus – from Policy document	TOPIC 1: The Bible	
	Guiding Question(s): What can you discover about the Christian Scriptures?	
	Teacher Prompt(s): What are the major sections of the Bible? How are we to understand the Bible? Which 'books'?	
	Learning Focus The New Testament (Christian Scriptures) reveal to us the person and teachings of Jesus	
Overall & Specific Expectations	Overall Expectations	Specific Expectations
	SC1. Core Teachings: Identify the Christian Scriptures as the primary source of knowledge about Jesus; [CCC nos. 80-81; 103-104; 120-127;	SC1.1 demonstrate an understanding of the major sections of the Bible (e.g., Hebrew Scriptures- Pentateuch, Wisdom, Prophets; Christian Scriptures- Gospels, Acts, Paul's Letters, Catholic Letters, Revelation)
OCSGE and Catholic Social Teaching	OCSGE's	Catholic Social Teachings
	CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures	Human Dignity
Background Information for Teacher Can be used for students	Evidence of Learning Students will identify the major parts of the Bible and be able to explain how it is organized.	
	Background (for teacher reference – can be adapted for student use)	
	Materials	
	• New Revised Standard Version, Catholic Edition of the Bible	
	TOPIC Activities and Process	
	Before: Getting Started (consider time lines)	
	Sample Discussion Questions: What is the Bible?	
	During: Action – Working on it	
	After: Consolidate, Debrief, Reflect and Connect	
Suggested Activities & Assessment	Assessment / Evaluation	
	Differentiated Instruction	
	Strategies, Resources, and Accommodation's	
	Home Activity or Further Classroom Consolidation	

## Background

Students come into the Grade 10 Religion course with varied **Backgrounds**. Their understanding of Scripture may be limited, or they may not recall what they have already been taught. It might be prudent to begin the unit by engaging in dialogue with students about Scripture.

- How are we to understand the Bible?
- Who wrote the Bible? (Many different people over time all inspired by God; CCC no. [105](#) “God is the author of Sacred Scripture. “The divinely revealed realities, which are contained and presented in the text of Sacred Scripture, have been written down under the inspiration of the Holy Spirit.”
- Where can you find the primary sources of information about Jesus in the Bible? (*New Testament, Gospels*)
- CCC no. [120](#) describes the list of sacred books. This complete list is called the canon of Scripture

# Lesson format

- ▶ Topics are structured, similar to the Grade 9 program
- ▶ Not called “lessons” as such, since timing needs to be flexible
- ▶ Key is to learn about your students, and adapt material to suit them
- ▶ Topic activities and process
  - ▶ Before - getting started
    - ▶ Often an icebreaker, or opening discussion question
  - ▶ During - action -working on it
    - ▶ Student activities and handouts have been created for most topics
  - ▶ After - consolidation, debrief, reflect and connect
    - ▶ Wrapping up the activity, with a possibility for home activity or further connections

# Assessment and evaluation

- ▶ Ongoing assessment strategies are suggested within each topic
- ▶ Each unit has a suggested summative task
- ▶ Each summative task has an assessment rubric (based on the Achievement Chart from the Secondary Religious Education Curriculum Policy Document, 2016)
- ▶ A Culminating Performance Task (CPT) is provided for consideration
- ▶ A CPT rubric is also provided
- ▶ These are NOT mandatory, and can of course be adapted for local need

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Questions??