# Grade 12 Religious Education

**HRE 4O**

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**STRANDS IN RELIGIOUS EDUCATION**

The major areas of study in Religious Education courses in Catholic secondary schools are organized into six distinct but related strands, which usually will be integrated in a variety of teaching strategies. These strands do not represent discrete units of study. They are expressed in such a manner as to suggest a variety of ways to integrate themes.

**Strand SC: Sacred Scripture**

Sacred Scripture, a gift of God’s revelation, has a privileged place in Religious Education courses. As a primary source of God’s revelation, the Bible records the covenantal relationship between God, the Jewish people, and the Christian Church.

As a document of faith developed within the believing community, the Bible is read and interpreted within the Church in continuity with centuries of tradition and in communion with the living reality of the contemporary people of God. In reading, listening, and praying with the Bible, students learn of the loving presence of God in all creation. The Scriptures are the inspired word of God, a living witness to the faith experience of other human beings and a revelation of God’s love for all of Creation and our responses.

Since the Bible is a literary work, many of the learning outcomes in this strand involve the skills of literacy. These include an understanding of literary forms and genres, identification of the author and audience as essential to the writing process, the use of critical approaches to the reading of Sacred Scripture, and the recognition of various literary themes within the various books of the Bible.

For Catholics, “the Gospels are the heart of the Scriptures because they are our principal source for the life and teaching of the Incarnate Word, our Saviour” (*Catechism of the Catholic Church*, no. 125). These testimonies of faith are a privileged resource for meeting the person of Jesus and learning about the good news of salvation.

_Evangelization... transmits Revelation to the world, [and] is also brought about in words and deeds. It is at once testimony and proclamation, word and sacrament, teaching and task. Catechesis, for its part, transmits the words and deeds of Revelation; it is obliged to proclaim and narrate them and, at the same time, to make clear the profound mysteries they contain. Moreover, since Revelation is a source of light for the human person, catechesis not only recalls the marvels worked by God in the past, but also, in the light of the same Revelation, it interprets the signs of the times and the present life of [humankind], since it is in these that the plan of God for the salvation of the world is realized._ (39)

*General Directory for Catechesis* (1997)

**Strand PF: Profession of Faith**

Young people need help to put their faith into words. They should be able to express what they believe in language that is common to believers around the world and across the centuries. Essential to the
Catholic tradition are the Church’s creeds, doctrinal statements, and the authoritative teachings of the Magisterium. Students should achieve a genuine understanding of these teachings so that their learning is not simply a memorizing of formulas but is an intelligent articulation of their faith in a language that is appropriate to both the Catholic tradition and to their age and ability.

While it is very much a personal matter, our Catholic faith is not a private relationship between the individual and God. It is a faith lived out in community – from family to parish and school, to neighbourhood, and to the world community of believers. The Church’s creeds and doctrinal statements bind us together in a community of faith seeking understanding. The communal relationship within the Holy Trinity serves as a foundation and model for all community relationships: God with us, humankind with God, humans with each other and the rest of creation.

This communitarian relationship is at the heart of the Church’s commitment to development and peace and service to the world. In Catholic secondary schools therefore, Religious Education courses contribute to the preparation for and understanding of the meaning of moral commitment to beatitude living, communal worship and the social teachings of the Church, especially in relation to the common good of society and the coming of God’s reign.

**Strand CM: Christian Moral Development**

The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In the democratic, pluralistic society that is Canada these perspectives may creatively interact and reinforce one another, or they may compete with and contradict one another. What is potentially lost amidst this plurality is the singular revelation of God through Jesus Christ and his Church. Moreover, for the adolescent learner, this diversity of values may relativize Christian morality and lead to ethical confusion or to secularism.

In the face of this situation, it is imperative that students be given the means with which to make sound moral choices and judgements in both personal and social spheres of life. Critical thinking and analytical skills assist in the efforts to integrate a Catholic worldview into decisions concerning such moral issues as respect for life, poverty, violence, racism, stewardship, and care for nature/environment.

*Conversion to Jesus Christ implies walking in his footsteps. Catechesis must, therefore, transmit to the disciples the attitudes of the Master himself. The disciples thus undertake a journey of interior transformation, in which, by participating in the paschal mystery of the Lord, “they pass from the old man to the new man who has been made perfect in Christ.” The Sermon on the Mount, in which Jesus takes up the Decalogue, and impresses upon it the spirit of the beatitudes, is an indispensable point of reference for the moral formation which is most necessary today. Evangelization which “involves the proclamation and presentation of morality,” displays all the force of its appeal where it offers not only the proclaimed word but the lived word too. This moral testimony, which is prepared for by catechesis, must always demonstrate the social consequences of the demands of the Gospel.* (85)
Strand PS: Prayer and Sacramental Life

Students should be encouraged to pray with the same sentiments with which he turned to the Father: adoration, praise, thanksgiving, filial confidence, supplication and awe for his glory. When catechesis is permeated by a climate of prayer, the assimilation of the entire Christian life reaches its summit. (38)

This strand includes all of the various ways that the Church expresses its faith in worship, whether it be in personal prayer, liturgy or celebration. In many ways, it refers primarily to the actions that demonstrate thankful awareness of God’s presence in the world.

At times, these actions will include the use of the rich prayer forms of the Catholic tradition. At other times, they will include the use of the student’s own words in prayerful response to God’s presence. And, at still others, they will include music, drama, meditation, and various art forms as the vehicle through which reverence can be expressed.

As well, the unfolding of the liturgical year provides many learning opportunities concerning the use of religious symbols and ritual within the school setting. Likewise, the liturgical year affords the opportunity for participation and study of the Church’s sacramental life. Through the celebration of Eucharist and the experiences of religious education, students have opportunities to embrace more fully the commitment of their Confirmation in the faith.

Sacraments are visible signs of the presence and action of God. On the basis of this generic definition, Jesus is understood as the pre-eminent sacrament, whose life made visible the action of God in an unparalleled manner. In turn, the Church is the sacrament of Christ, making his teachings and his saving grace visible across all cultures and through successive generations. The seven sacraments signify and accomplish God’s loving initiative to lead people to wholeness by interceding at significant moments of their lives from birth through maturity to death.

“Catechesis is intrinsically bound to every liturgical and sacramental action” …For this reason, catechesis, along with promoting a knowledge of the meaning of the liturgy and the sacraments, must also educate the disciples of Jesus Christ “for prayer, for thanksgiving, for repentance, for praying with confidence, for community spirit, for understanding correctly the creeds…”, as all of this is necessary for a true liturgical life. (86)

Congregation for the Clergy,

Strand FL: Family Life Education

Christian education in the family, catechesis and religious instruction in schools are, each in its own way, closely interrelated with the service of Christian education of children, adolescents, and young people. (76)
Catholic Family Life Education is a multi-disciplinary curriculum area, designed to promote the Christian formation of children and adolescents in authentic human values related to personhood. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of sexuality as value and task of the whole person, created male and female in the image of God.

The bishops of Ontario have identified Family Life Education as a required curriculum strand comprising approximately twenty percent of the Religious Education curriculum at the secondary level, since both areas of study are concerned with the integration of Gospel values into the whole pattern of human life. Classroom instruction in Family Life Education provides opportunities for the holistic formation of students according to a Christian vision of personhood, relationship, and sexuality. This strand draws upon the disciplines of theology, life sciences, and the social sciences. Within these, moral theology, biology, and developmental psychology are especially significant.

Students will study three areas in Family Life Education (Personhood, Relationships, and Sexuality), to support the direction given in the OCCB’s 1996 message to the Catholic education community, entitled “Family Life Education for Secondary Students.”

Family Life Education therefore is a distinctive feature of Religious Education in Catholic secondary schools in its biological, medical, psychological, and moral aspects. It is the intention of Family Life Education to assist students in the development of understanding and personal attitudes toward the Christian vision of human relationships and sexuality as integral to the person, created in the image of a life-giving and loving God.¹

For this reason, Family Life Education recognizes and affirms the primary and central role of the family in the formation of character, moral development, and attitudes toward sexuality. Likewise, Family Life Education recognizes the need for students to share life related experiences within clearly established boundaries related to the public nature of the classroom setting.

**Strand RI: Research and Inquiry**

A well-rounded education in religious education is about much more than just providing students with knowledge of facts. A deep understanding of and fluency in the subject cannot be evaluated solely in terms of students’ ability to use specialized terminology, memorize isolated facts, or repeat a theory.

Rather, students must be given opportunities to develop the skills and habits of mind needed to analyse, synthesize, and evaluate information. Not only do these skills underpin critical thinking and

allow students to extend their understanding of religious education, but they are also useful in students’ everyday lives and will help them in pursuing their postsecondary goals.

Within the overall process of education, special mention must be made of the intellectual work done by students. Although Christian life consists in loving God and doing his will, intellectual work is intimately involved. The light of Christian faith stimulates a desire to know the universe as God’s creation. It enkindles a love for the truth that will not be satisfied with superficiality in knowledge or judgment. It awakens a critical sense which examines statements rather than accepting them blindly. It impels the mind to learn with careful order and precise methods, and to work with a sense of responsibility. It provides the strength needed to accept the sacrifices and the perseverance required by intellectual labour. (49)

The Congregation for Catholic Education,


All courses in religious education outline required learning related to research and inquiry skills. In religious education, these skills are employed within the broader context of our Christian faith. The expectations in this strand describe the skills that are considered to be essential for all types of research and inquiry in the discipline. These skills apply to, and should be developed in conjunction with, the content of all the other strands of the course.

The research and inquiry skills are organized under subheadings related to the four stages of inquiry – exploring, investigating, processing information, and communicating and reflecting.

- **Exploring skills** include the ability to identify and refine topics, identify key concepts, and formulate effective questions to guide inquiry.
- **Investigating skills** include the ability to create research plans; develop research tools; locate relevant sources; and formulate hypotheses, research questions, or thesis statements.
- **Processing information skills** include the ability to assess sources, organize and synthesize findings, document sources, and formulate conclusions.
- **Communicating and reflecting skills** include the ability to use appropriate modes of communication for a specific purpose and audience. This set of skills also includes the ability to reflect on the research process in order to identify steps for improvement. In the context of religious education, *theological reflection* refers to the Christian’s search for meaning and understanding of life in the context of our relationship with God.

Skills in these four areas are not necessarily performed sequentially. Inquiry may begin in any one of the areas, and students will tend to move back and forth among the areas as they practice and refine their skills.

Teachers should ensure that students develop their research and inquiry skills in appropriate ways as they work to achieve the curriculum expectations in the other strands of the course. In some courses, it may be appropriate for students to develop research and inquiry skills as they complete a major research project.
In others, students might develop these skills as they read and interpret texts, assess texts for bias and perspective, and communicate their findings. In either case, skills development must be assessed and evaluated as part of students’ achievement of the overall expectations for the course.
Course Description

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of everyday human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

Pre-requisite: none
<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Big Ideas</th>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td><strong>Scripture</strong></td>
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<tr>
<td><strong>SC1. Core Teachings:</strong> Understand how God is revealed through Sacred Scripture, interpreted by the Magisterium, unveiling Jesus Christ as the fulfillment of the Old Testament, supporting living in Christ; [CCC nos. 201; 522; 555; 702; 719; 2057; 2302; 2543; 2640]</td>
<td>Jesus is God’s fullest self-revelation, fulfilling the law and the prophets. The early Christian community as described in the Acts of the Apostles, gives a framework for living lives as Christians today.</td>
<td>How has the Exodus story deepened our understanding of God’s self-revelation? What are some strategies to honour the Sabbath today? How are prophetic voices relevant today? How are the Ten Commandments relevant today? How can different translations and editions of Scripture assist us in knowing God more deeply? How does God the Holy Spirit continue to guide people personally and collectively in the Church to live prophetic lives, seeking mercy, truth, justice, and love? How does the ethical impact of the Gospel transform lives today?</td>
</tr>
<tr>
<td><strong>SC2. Understanding Sacred Texts:</strong> Explain how Scripture can help us deepen our relationship with God and can be used to analyse and critique personal and social situations; [CCC nos. 120-127; 1154; 2760]</td>
<td>Our relationship with God and neighbour deepens as we more fully experience and live by God’s Word.</td>
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<tr>
<td><strong>SC3. Scripture Today and Contemporary Culture:</strong> Apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234-2246]</td>
<td>Jesus remains with us through the words of Scripture and through the Sacraments. Prophetic voices in the Church call us to support what is good in contemporary culture, in all its diversity.</td>
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<tr>
<td><strong>Profession of Faith</strong></td>
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<tr>
<td><strong>PF1. Faith Foundations:</strong> Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship; [CCC nos. 422-425]</td>
<td>Jesus established the Church, in which the Lord offers to all people mercy, truth, justice, and ultimately eternal life in God’s saving love.</td>
<td>How have Christians come to understand that Jesus is the Incarnation of God? How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today? How are the creeds a guide for our understanding of what it means to be Christian? How is Mary understood in Catholic tradition? How does Catholic social teaching help us live out our identity in Christ?</td>
</tr>
<tr>
<td><strong>PF2. Faith Seeking Understanding:</strong> Explore the Church’s understanding of the Creed and the role of Mary; [CCC nos. 355-373; 484-498]</td>
<td>God has wonderfully created us with the power to fulfill our highest purpose – to know and love God and each other, and thereby experience joy.</td>
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<tr>
<td><strong>PF3: Faith Lived:</strong> Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928-1942]</td>
<td>Catholic Social Teaching, rooted in the Gospel, compels all to work for justice and peace, thereby transforming the world with the power of Christ’s Gospel.</td>
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## Christian Moral Development

<table>
<thead>
<tr>
<th>CM1. Foundations:</th>
<th>Being thankful for God’s gifts enables us to discern what is good in the pursuit of happiness.</th>
<th>How do the theological and cardinal virtues help us develop good habits as Christians?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the human search for truth and happiness; [CCC nos. 1803-1829]</td>
<td>The theological and cardinal virtues help us embrace the good in life.</td>
<td>How does our understanding of good and evil shape our worldview and influence our daily actions?</td>
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<tr>
<td>CM2. Seeking Understanding:</td>
<td>Conscience formation takes time to develop and mature.</td>
<td>What are some useful tools in making moral decisions?</td>
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<tr>
<td>Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision-making; [CCC nos. 1749-1761]</td>
<td>Authentic reconciliation provides us with a framework for living as Christian.</td>
<td>How do we develop strategies to help us continually affirm the dignity of all human life?</td>
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<tr>
<td>CM3: The Moral Life:</td>
<td>The basic principles of Catholic moral teaching give us the tools we need in life to follow the teachings of Jesus.</td>
<td>How can we direct our God-given talents in morally responsible ways?</td>
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<tr>
<td>Evaluate contemporary ethical and moral issues in light of the Church’s moral teaching. [CCC nos. 1730-1734]</td>
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</table>

## Prayer and Sacramental Life

<table>
<thead>
<tr>
<th>PS1. Prayer:</th>
<th>Full and active participation at the weekly celebration at Sunday mass supports our spiritual life and builds a strong Christian community.</th>
<th>How is the Eucharist the focus of our prayer life each week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how various forms and expressions of prayer bond people with God, and how the rhythm of community prayer, culminating in the Eucharist, positively impacts the Church and modern culture; [CCC nos. 1324-1327; 2559-2565]</td>
<td></td>
<td>In what ways does prayer support and strengthen our relationship with God and with each other?</td>
</tr>
<tr>
<td>PS2. Sacrament:</td>
<td>The sacred covenant of Marriage is a self-giving and life-giving bond between one man and one woman, open to new human life.</td>
<td>How does the sacrament of Matrimony show us the nature of the Holy Trinity’s love?</td>
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<td>Review how marriage is a sign of God’s love in the world and what the positive effect of marriage is on society; [CCC nos. 1611-1617; 1625-1654]</td>
<td></td>
<td>How is the lived expression of love between a husband and wife in Matrimony a visible sign to the world of God’s love for every human person?</td>
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<tr>
<td>PS3: Living out Prayer and Sacrament:</td>
<td>Loving service of the common good and of God, with particular care offered to the socially marginalized helps us live out our vocation.</td>
<td>How do people discern the vocation to which the Lord calls them?</td>
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<tr>
<td>Explore an understanding of how prayerful discernment of one’s vocation (e.g., marriage, priesthood, single life, religious life) can be found in service to the community using one’s God-given talents. [CCC nos. 914-933]</td>
<td></td>
<td>In what ways does actively listening for God’s call enable people to joyfully serve others in community?</td>
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</tbody>
</table>
### Family Life

**FL1. Living in Relationship:**
Explore how the Church seeks to nurture family life and to build up the Kingdom of God through supporting what is good in modern culture, and challenging what is not good in modern culture; [CCC nos. 2201-2213]

Authentic growth in relationships involves respect for human dignity, stems from various kinds of love finally rooted in Christ, and positively encourages the culture and community in action and contemplation.

How is a Christian understanding of authentic human growth in relationship and community different from that of contemporary secular culture?

How does upholding Matrimony as the proper place for sexually intimate expressions of human love promote the dignity of the human person?

How does an understanding of the Church’s teaching support life from conception until natural death?

How does contemporary culture support/ not support/ challenge the integrity of family life?

What supports does the Church offer for families, with a Christ-like love?

**FL2: Growing in Commitment:**
Demonstrate an understanding of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture; [CCC nos. 2207; 2215; 2221; 2232; 2239]

The shared journey of human growth has many dimensions that take shape in the context of family life commitments, in which family members find their joy and fulfillment in bringing about the Kingdom of God through their mutual love.

How does an understanding of the Church’s teaching support life from conception until natural death?

How does contemporary culture support/ not support/ challenge the integrity of family life?

What supports does the Church offer for families, with a Christ-like love?

**FL3. Created Sexual:**
Explain the kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society. [CCC nos. 2360-2379]

The Church nurtures and guides individuals and families in their shared sacred journeys of relationship, rooted in fidelity and chastity.

What supports does the Church offer for families, with a Christ-like love?

### Research and Inquiry Skills

**RI1. Exploring:** Explore topics that make connections between Church and culture, and formulate questions to guide research;

Exploring topics and formulating questions initiate the research and inquiry process.

What are some ways to locate reliable sources of information? How can one collect relevant qualitative and quantitative data, evidence, and information?

How can we know if sources are reliable ones for Catholic teachings?

How can applications of the results of research be communicated effectively, after sufficient theological reflection, consideration, and evaluation?

How do we apply the results of research investigations, with a holistic approach to the value and dignity of every human person?

**RI2. Investigating:** Create research plans, and locate/select information relevant to chosen topics, using appropriate research and inquiry methods;

Creating research plans and locating information are integral to investigation.

**RI3. Processing Information:**
Assess, record, analyze, and synthesize information and connections gathered through research and inquiry;

Inquiring about information, with higher order thinking connections, is essential for research.

**RI4. Communicating and Reflecting:** Communicate the results of research, inquiry, and higher order thinking

Reflecting on (with theological reflection), evaluating, communicating, and applying research results and conclusions,
| connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills | are all important next steps in research and inquiry. |
# Features of the Resource

## Course Code

### Guiding Questions, Teacher Prompts and Learning Focus – from Policy document

<table>
<thead>
<tr>
<th>Topic Title</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>COURSE: HRE20</td>
<td>UNIT 1: SCRIPTURE AND JESUS</td>
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### Overall & Specific Expectations

<table>
<thead>
<tr>
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<th>Specific Expectations</th>
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<tbody>
<tr>
<td><strong>SC1. Core Teachings:</strong></td>
<td><strong>SC1.1</strong> 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)</td>
</tr>
<tr>
<td>Identify the Christian Scriptures as the primary source of knowledge about Jesus; [CCC nos. 80-81; 103-104; 120-127,]</td>
<td></td>
</tr>
<tr>
<td>OCSGE’s</td>
<td>Catholic Social Teachings</td>
</tr>
<tr>
<td>CGE1c - actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures</td>
<td>Human Dignity</td>
</tr>
</tbody>
</table>

### Evidence of Learning

Students will identify the major parts of the Bible and be able to explain how it is organized.

### Background Information for Teacher

(for teacher reference – can be adapted for student use)

### Materials


### Suggested Activities & Assessment

**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

**Assessment / Evaluation**

**Differentiated Instruction**

Strategies, Resources, and Accommodation’s

**Home Activity or Further Classroom Consolidation**
**COURSE: HRE4O**

**UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying**

**TOPIC 1: “A Way to Welcome” - Speed Meeting**

**Guiding Question(s):**
How is a Christian understanding of authentic human growth in relationship and community different from that of contemporary secular culture?

**Teacher Prompt(s):**

- **FL1.2**
  What are some ways of forming and maintaining healthy relationships?

- **FL2.3**
  Why is family life sacred?
  Why is community life sacred?

**Learning Focus**

- **FL1.**
  We are learning about how the Church seeks to nurture family life so that we can develop relationships that are rooted in Christ, building up the Kingdom of God.

- **FL2.**
  We are learning about how growth and development happen in our lives so that we can recognize the role of the Church in supporting that sacred growth.

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<td><strong>FL1. LIVING IN RELATIONSHIP:</strong> Explore how the Church seeks to nurture family life and to build up the Kingdom of God through supporting what is good in modern culture, and challenging what is not good in modern culture</td>
<td><strong>FL1.1</strong> demonstrate an understanding of ways of forming healthy and loving intimate relationships as long-range preparation for marriage and parenthood [CCC no. 1632]</td>
</tr>
<tr>
<td><strong>FL2. CREATED SEXUAL:</strong> Demonstrate an understanding of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture</td>
<td><strong>FL2.3</strong> demonstrate an understanding of the sacredness of the gifts of human procreation, welcoming children into the world, and the experience of family life, parenting, and educating children [CCC nos. 2201-2206]</td>
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<tr>
<td>An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values</td>
<td>Call to Family, Community and Participation</td>
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**Evidence of Learning**

- **FL1.2**
  I can describe ways of maintaining and nurturing friendships;
I can evaluate friendships that are rooted in Christ.

**FL2.3**
I can describe ways growth and development happen in our lives.

### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer, and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:
- Kagan Cooperative Learning book

### Materials

- Booklets of questions, as described in activity [https://conversationstartersworld.com/questions-to-get-to-know-someone/](https://conversationstartersworld.com/questions-to-get-to-know-someone/)
- Bibles
- YouTube

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** Students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Matthew 5:46-48 [https://www.biblegateway.com/passage/?search=Matthew%205%3A46-48%26version=NRSVCE](https://www.biblegateway.com/passage/?search=Matthew+5%3A46-48%26version=NRSVCE)

**OPENING PRAYER FOR THE COURSE (offered as a class):**

e.g., A Prayer before Study *(adapted from St. Thomas Aquinas):* [https://www.youtube.com/watch?v=KiFkXM0DiM](https://www.youtube.com/watch?v=KiFkXM0DiM)

Come, Holy Spirit, Divine Creator, true source of light and fountain of wisdom!
Pour forth your brilliance upon my dense intellect, dissipate the darkness which covers me, that of sin and of ignorance.
Grant me a penetrating mind to understand, a retentive memory, method and ease in learning, the lucidity to comprehend, and abundant grace in expressing myself.
Guide the beginning of my work, direct its progress, and bring it to successful completion.
This I ask through Jesus Christ, true God and true man, living and reigning with You and the Father, forever and ever. Amen.

St. Thomas Aquinas, patron saint of Catholic schools, pray for us.

#### During: Action – Working on it (one 75 minute period, depending on class size)

**Think & Act:**

Students will begin by sharing their viewpoint (think/pair/share/large group discussion) of the importance of St. Paul’s words in his letter to the Romans (Romans 15:7), and how “welcome” helps communities and families grow, especially
in a culture of individualism – “Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.”

**Possible literacy protocol for this discussion:** One sentence, One phrase, One word. Students select each from the Bible passage and share in rounds ending with one word. Then discuss; this is a variation of Lectio Divina, as explained here by Cardinal Collins: [https://www.youtube.com/watch?v=aqRf8- M0-I](https://www.youtube.com/watch?v=aqRf8- M0-I)

**Possible prompts for discussion:**
What are some ways that you could welcome someone who is new to our class?
What are some ways that others have welcomed you that made you feel included, accepted?
Why is it important for us to welcome each other?
Why is being welcomed important in the life of the Church?

Students will then get to know each other, to promote a culture of welcome, inclusion, and care. Students will experience how growth and development can happen in community by knowing and learning about each other.

Using a “speed dating” format ([Google various formats that can be used – e.g., Kagan inside/outside circle format](https://www.google.com/)), students will get to know each other for a couple minutes (use a timer), before moving on to meet a new person. Students might engage in dialogue with another student for two minutes, before meeting a new student.

It is recommended that the teacher give booklets of questions for students to use - select appropriate questions for the class from websites like this, so all students are constantly engaged: [https://conversationstartersworld.com/questions](https://conversationstartersworld.com/questions)

In a summary large group discussion, after meeting all students in the class, students can discuss how the activity helps them answer the following question:

1) How can we maintain and nurture friendships in a Godly way?
2) How does growth happen in communities?
3) (After teacher reads Matthew 25:31-46) What does Matthew’s Gospel remind us of, concerning the importance of offering welcome to others?

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**
Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners.
**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**TOPIC 2: “The Way”**

**Guiding Question(s):**
How is a Christian understanding of authentic human growth in relationship and community different than that of contemporary secular culture?

**Teacher Prompt(s):**
FL1.3

How is the Church in tune with stages of development of people, supporting them at different stages in life? What are the responsibilities?

**Learning Focus**
FL1.
We are learning about how the Church seeks to nurture family life so that we can develop relationships that are rooted in Christ, building up the Kingdom of God.

**Overall Expectations**

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<td>FL1.3 investigate and communicate stages of human growth with particular attention given to cognitive, emotional, physical, social, spiritual, moral, and faith development</td>
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**Specific Expectations**

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**Evidence of Learning**

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<th>FL1.3</th>
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<tr>
<td>I can describe stages of human growth with examples of cognitive, emotional, social, spiritual, moral, and faith development.</td>
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**Background**

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:

**Materials**

- Paper, markers, and adhesive (to build a Word Wall)
- The film “The Way” (2010; Emilio Estevez)
**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Exodus 40:38

**OPENING PRAYER FOR CLASS (individually or as a group):**

*e.g., A Student’s Prayer:* [https://www.youtube.com/watch?v=OApvDxX96U](https://www.youtube.com/watch?v=OApvDxX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (three 75 minute periods)**

**Think & Act:**

Beginning with the activity in Appendix A1, students will learn about the Way of St. James and make comparisons to the “journey” or “camino” of growth that the class will make together in completing the course, discovering, debating, discussing, and hopefully reaching out to the community throughout the course, especially those most in need (preferential option for the poor).

After completing the tasks in Appendix A1, the teacher will use a learning strategy (e.g., mind map), in which students will describe stages of human growth in the characters of the film “The Way”, with examples of emotional, social, spiritual, moral, and faith development. Students can highlight and share which dimension is most important in their view to family life and life in the family of the Church.

Students might further explore/get to know local and distant journeys motivated by faith (e.g., Midland Martyrs’ Shrine pilgrimages, pro-life cycle rides, etc.)


2) [https://sites.google.com/site/2016crossofvictorypilgrimage/](https://sites.google.com/site/2016crossofvictorypilgrimage/)

3) [http://www.bikingforbabies.com/2016/02/pro-life-is-everywhere/](http://www.bikingforbabies.com/2016/02/pro-life-is-everywhere/)

Perhaps students might plan a “camino” of some kind, with a faith component, during the semester (e.g., to a local Society of Saint Vincent de Paul shop or food bank).

Finally, a “word wall” of course concepts might be made in the classroom (ongoing additions throughout the semester), in the shape of a pathway (“Concept Camino”) to a final destination (e.g., an image of Jesus on the wall, or an image of The Kingdom of God, the building of which is the theme of the Rich Culminating Performance Task).

Students can reflect at stages in the course on their cognitive growth (e.g., in a diary format).
Throughout the course, students can in pairs “walk” this concept camino word wall, briefly summarizing each of the concepts, standing by the word wall.

Alternatively/additionally students might make a placemat of the same “word wall” course concept pathway (for their notebooks), to which they can add concepts throughout the course (think of the Game of Life squares, as an example).

For more ideas concerning word walls, see the following “Think Literacy” document on Word Walls: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitWordWalls.pdf

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom's Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

---

**Strategies**
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- Prompts
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- Independent Reading
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- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

**Resources**
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### COURSE: HRE4O

**UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying**

**TOPIC 3: “Exploring Unanswered Faith Questions along ‘the Way’”**

**Guiding Question(s):**
- How can one collect relevant qualitative and quantitative data, evidence, and information?
- How can we know if sources are reliable ones for Catholic teachings?

**Teacher Prompt(s):**
**RI1.2**
- What kind of electronic tool would you consider using to organize your key concepts?

**Learning Focus**
**RI1.**
- We are learning to explore topics that make connections between Church and culture so that we can formulate questions to guide our research.

### Overall Expectations | Specific Expectations
---|---
**RI1. EXPLORING:** Explore topics that make connections between Church and culture, and formulate questions to guide research. | **RI1.1** explore a variety of topics and connections about the Church and culture, to identify topics for research and inquiry (e.g., the impact of the Gospel call for social justice in society, the use of Christian symbols in popular culture, lives of contemporary figures who fulfilled the call to participate in professional political life for the common good, etc.)

**RI1.2** identify key concepts and connections (e.g., through discussion, brainstorming, use of visual organizers) related to selected topics

**RI1.3** formulate effective questions to guide their research and inquiry

### OCSGE’s | Catholic Social Teachings
---|---
A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good | Call to Family, Community, and Participation

### Evidence of Learning

**RI1.1**
- I can explore/identify topics connecting Church and culture

**RI1.2**
- I can identify key concepts and connections related to selected topics

**RI1.3**
- I can formulate effective questions to guide research and inquiry

### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer, and encouraging student questions. Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).
Good support resources to have for this lesson include the following:
- YouCat (Ignatius Press; [https://www.youcat.org/](https://www.youcat.org/))

**Materials**
- Slips of paper
- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Matthew 7:7
[https://www.biblegateway.com/passage/?search=Matthew+7%3A7&version=NRSVCE](https://www.biblegateway.com/passage/?search=Matthew+7%3A7&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApvD5X96U](https://www.youtube.com/watch?v=0ApvD5X96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During: Action – Working on it (one 75 minute period)**

**Act:**

The teacher will employ a learning strategy (e.g., T-Chart) to help students distinguish open questions from closed questions (this online resource may be useful: [http://changingminds.org/techniques/questioning/open_closed_questions.htm](http://changingminds.org/techniques/questioning/open_closed_questions.htm)).

Students will consider and compose anonymous “unanswered faith questions” on slips of paper, in either closed or open form, to be collected within 10 minutes or so by the teacher, and randomly shared aloud with the class – questions that they would like answered about faith and religion before they graduate. Students might also include these kinds of questions that they think are common in contemporary culture.

Students and teacher will explore and discuss the questions together in class (and perhaps other questions that the teacher raises), perhaps pointing to where the questions will be answered and/or explored in the course (including the next lesson, in which students will learn about resources that may be helpful for their unanswered faith questions). The questions, especially if there are many, might be appropriately scheduled to be addressed throughout the semester, in an effort to place students’ questions, ideas and observations at the centre of the learning experience (as the curriculum permits).

To track their learning about their unanswered faith questions, students might develop a “Smash Book” to which they can add word/image/symbolic answers to their questions throughout the course, in preparation for the Rich Culminating Performance Task: [http://www.huttonhouse.com/smash-books](http://www.huttonhouse.com/smash-books)
Note: One resource that may especially help students in locating questions and answers for their unanswered faith questions, and eventually for the course Rich Culminating Performance Task, is the YouCat, which is written in question/answer format. Pope Benedict XVI has asked young adults to use and study this resource. Here is an introduction to the YouCat: https://www.youtube.com/watch?v=hP3P3jL2hwl

Questions that students develop might also be sent to the parish priest/pastoral minister, if a parish-school connection of this kind can be established. Perhaps the priest or a catechist of the parish community could be scheduled to come to the classroom to engage students concerning their anonymous and unanswered faith questions.

Also, to help students recall questions they have had in the past, or to spark interest in new questions, see Appendix D2 for a series of questions from previous Grade 12 students (more than one hundred questions listed, with attached YouTube links that may assist in exploring the topics they have raised). Students might be given an opportunity in class to explore some of the questions asked by previous students, as shown in this Appendix; the teacher might prepare responses to these questions using the YouTube links offered in this Appendix. Note that all the questions in the Appendix are connected to a specific expectation (shown in brackets after each question).

To engage students daily, it is possible to use these questions in Appendix D2 as an “Attendance Question”, by asking the question, playing one of the short online videos at the beginning of class (as the teacher deems suitable), and then having students offer a short verbal response to the question/video as a sign of their presence in the classroom. This constant faith sharing and verbal communication in the classroom may support the oral presentation dimension of the course Rich Culminating Performance Task.

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## COURSE: HRE4O

### UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

### TOPIC 4: Supports for Questions on “the Way”: reliable online research resources (for debates, personal interest, assignments); school library tour of Catholic resources

#### Guiding Question(s):
- How can one collect relevant qualitative and quantitative data, evidence, and information?
- How can we know if sources are reliable ones for Catholic teachings?

#### Teacher Prompt(s):
- **RI2.2**
  - What are the primary sources you accessed?
  - How did using a secondary source assist you with your faith questions?

#### Learning Focus
- **RI2.**
  - We are learning about how to locate/select information relevant to chosen topics, using appropriate research and inquiry methods, so that we can do effective research.

#### Overall Expectations

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<td><strong>RI2. INVESTIGATING:</strong> Create research plans, and locate/select information relevant to chosen topics, using appropriate research and inquiry methods</td>
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<td><strong>RI2.2</strong> locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews, Church documents, Bible, Catechism of the Catholic Church, observations, surveys, film, photographs, songs, advertisements) and/or secondary sources (e.g., book reviews, textbooks, websites, brochures, newspaper articles)</td>
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### OCSGE’s Catholic Social Teachings
- A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- Rights and Responsibilities

#### Evidence of Learning
- **RI2.2**
  - I can locate and select information from primary and secondary sources.

#### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer, and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:
- See recommended book list in “During: Action” section below

#### Materials
- See recommended book list in “During: Action” section below (not all are necessary)
- Internet access
TOPIC Activities and Process

Before: Getting Started (5-10 minutes – Bell Work)

Illuminated Scripture Journal Entry: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

SCRIPTURE VERSE FOR JOURNAL: Proverbs 4:1-9

OPENING PRAYER FOR CLASS (individually or as a group):

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

During: Action – Working on it (one 75 minute period)

Think:

With their unanswered faith questions, students will be provided with an opportunity to explore a variety of reliable Catholic primary and secondary sources (useful sources for their course Rich Culminating Performance Task, in-class debates, and assignments that have a research component).

Students will be introduced to these resources (e.g., carousel learning strategy), and find/record answers or helpful insights into their unanswered faith questions.

Some resources that may be helpful for this course and students’ unanswered faith questions (including books referenced throughout this document, that may be purchased by religious education departments or school library – even a single copy) are as follows:

c. DoCat study guide [Ignatius Press]
d. YOU study program: [https://ascensionpress.com/shop/t/category/study-programs/teen-chastity/you](https://ascensionpress.com/shop/t/category/study-programs/teen-chastity/you)
e. Catechism of the Catholic Church: [http://www.vatican.va/archive/ENG0015/__INDEX.HTM](http://www.vatican.va/archive/ENG0015/__INDEX.HTM)
f. Catholic Youth Bible [St. Mary’s Press]
g. YouCat Bible [Ignatius Press]
h. Decision Point [Dynamic Catholic]
k. Word of Promise Audio Bible (MP4 format, etc.) – only King James available (Protestant Bible): [https://www.youtube.com/watch?v=05LU7rqH-zw](https://www.youtube.com/watch?v=05LU7rqH-zw)
l. In Search of the Good textbook [CCCB] (parts used optionally in several places through this document)
In a large group discussion (e.g., “hot-seat” discussion protocol), students will share what their unanswered questions are and summarize what information they found in trying to get the questions answered (including sharing the
resources they used). Students may jot down the questions that other students ask, which also interest them, as well as the research sources used by other students.

With this list of jotted down questions/research sources, student will have opportunity to explore a variety of YouTube channels with this question in mind: “What are the 10 Top Christian YouTube channels from the list provided that may be of help for further exploring the jotted questions you have?” Students will take time to explore the provided list of YouTube channels, and choose their “TOP 10” Christian YouTube channels for their questions: see Appendix D1, which contains 50 popular YouTube channels, which help to share the Gospel of Jesus today.

Finally, students share their thoughts (“talking stick” discussion protocol) on this quote from Pope Francis: “The Internet offers immense possibilities for encounter and solidarity. This is something truly good, a gift from God.” Students may also take time to read several tweets from the Pope, and share which tweet they feel is their favourite: https://twitter.com/pontifex

Students can then debate/discuss what online and current media are useful for young people getting answers for their unanswered faith questions (e.g., How could Twitter be used by the Vatican or local dioceses to answer young people's questions?)

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**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners.

*Differentiation of Product:* written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

*Differentiation of Environment:* change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

*Learning Skills Needs:* students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.
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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed*: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**COURSE: HRE4O**

**UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying**

**LESSON 5: Conversations on “the Way”: learning to respectfully and informally debate (concerning moral issues in contemporary culture)**

**Guiding Question(s):**
What are some useful tools in making moral decisions?

**Teacher Prompt(s):**

**CM2.3**
Most schools or classrooms have rules. After examining some rules of debate, how do they help to maintain social and moral order?

**Learning Focus**

**CM2.**
We are learning about the contemporary Catholic understanding of conscience so that we can apply it to conscience formation and decision-making.

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<td><strong>CM2.3</strong> demonstrate an understanding of how norms (e.g., school code of conduct, civil law) function out of necessity to maintain social and moral order, in the search for the good</td>
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**OCSGE’s**

**CM2.3**
A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good

**Catholic Social Teachings**

Rights and Responsibilities

**Evidence of Learning**

**CM2.3**
I can explain how norms maintain social and moral order.

**Background**

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:

- An Illustrated Book of Bad Arguments (Ali Almossawi and Alejandro Giraldo)
- 101 Dilemmas for the Armchair Philosopher [Quid Publishing]

**Materials**

- Internet access
### TOPIC Activities and Process

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**SCRIPTURE VERSE FOR JOURNAL:** Isaiah 1:18  
[https://www.biblegateway.com/passage/?search=Isaiah+1%3A18&version=NRSVCE](https://www.biblegateway.com/passage/?search=Isaiah+1%3A18&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApvDz996U](https://www.youtube.com/watch?v=0ApvDz996U)

> Loving Father, I stand before You in the midst of confusion and complexities of life.  
> My future sometimes seems distant and unknown.  
> Give me, O Lord, the vision to see the path You set before me.  
> Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
> I ask this through Jesus, Your Son and my Brother.  
> Amen.

### During: Action – Working on it (two 75 minute periods)

**Act:**

Students will learn how debate structures maintain social and moral order when exploring questions of conscience and moral decision-making. To that end, students will learn some fundamentals of informal debate, including respecting others, and avoiding typical logical fallacies (this will hopefully help students respectfully and effectively express their thoughts throughout the course).

Students will agree upon a way of having formal or informal class debates (co-construct procedures – e.g., “crossfire” after introductory statements from debate side, with the teacher selecting ‘who speaks next’ as students raise their hands to participate); there might be no research component in some kinds of informal debate (e.g., diagnostic assessment of students’ knowledge/understanding/communication/etc.); as well, students might simply be selected for a side (regardless of whether they agree with that side), so they can learn to engage and appreciate the opinions of others – this could be followed by allowing students, after debate time, to move to a geographical position in the room that best represents what they think, with opportunity to express why they are where they are (e.g., undecided students might take a place in the middle of the room; those who are very strongly on one side might be against one wall, etc.).

Students may review or discover logical fallacies to avoid in advance of a debate (since fallacies interfere with good debating), using the following online resource (also available in book form – *An Illustrated Book of Bad Arguments*): [https://bookofbadarguments.com/](https://bookofbadarguments.com/)

Students might share, after making a few jot notes on each fallacy, which fallacies are most common in discussions and debates, in their view.

To assess their use of good arguments (and avoidance of fallacies), students may have a debate over “whether forgiveness is always possible”, after viewing the following short film “The Confession”, which won the best short film of the International Catholic Film Festival: [https://www.youtube.com/watch?v=Dz4cLeAa-o](https://www.youtube.com/watch?v=Dz4cLeAa-o). This film is dedicated to "The Year of Mercy", directed by John La Raw from Myanmar, and performed by Korean actors.
With a learning strategy (e.g., three-step interview), students will share answers to one or more of these questions:

“How do debates in class, about what is morally good, mirror or not mirror the debates we have within ourselves in our conscience?”

“How do we make sometimes prevent us from making good moral decisions? What does your answer say about the importance of knowing what is morally true?”

“How do norms in structured debates maintain moral and social order?”

Perhaps in a regular way (once every few weeks), students can engage in informal debate using topics in such moral-dilemma resources as: *101 Dilemmas for the Armchair Philosopher* [Quid Publishing]

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners.

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### COURSE: HRE4O

#### UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

#### TOPIC 6: “The Way” to show God exists

**Guiding Question(s):**
How have Christians come to understand that Jesus is the Incarnation of God?

**Teacher Prompt(s):**

**PF1.1**
Besides faith, what reasons do Christians have to believe that Jesus is both fully human and fully divine?

**Learning Focus**
**PF1.**
We are learning about the meaning of God the Son incarnating as Jesus so that we can recognize and respond to the call to an eternal, personal relationship with Him.

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<td><strong>PF1. FAITH FOUNDATIONS:</strong> Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos.422-425]</td>
<td><strong>PF1.1</strong> describe reasons and signs that Christians have experienced to support their belief that only Jesus is the Incarnation of God – God the Son become human – fully God and fully human (e.g., the empty tomb) [CCC no. 640]; Jesus’ healings and exorcisms [CCC nos. 515-517]; eyewitness accounts of Jesus’ public miracles (e.g., Mark 4.5-41) [CCC no. 548], the supernatural powers given to and exercised by the apostles and their successors, by the Holy Spirit [e.g., Acts 9.40 - raising people from the dead] [CCC no. 891]</td>
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**OCSGE’s**
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

**Catholic Social Teachings**
Care for God’s Creation

**Evidence of Learning**
**PF1.1**
I can describe how Jesus is fully God and fully human.

**Background**
With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer, and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:
- *Handbook of Christian Apologetics* [InterVarsity Press]

**Materials**
- Internet access
### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Psalm 14:1  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother.

Amen.

### During: Action – Working on it (one 75 minute period)

**Think:**

Using the first four words of the Apostles’ Creed, “I believe in God”, students will learn some basic evidence for God’s existence, from reason (in addition to faith).

Students will make use of online articles (perhaps summarized by the teacher), which are evidence of God’s existence (with preference given to the First Cause and Unmoved Mover arguments of St. Thomas Aquinas); discernment will be needed regarding the appropriateness of certain arguments for the class, according to student needs, abilities and interests:


[http://www.peterkreeft.com/topics-more/20 arguments-gods-existence.htm](http://www.peterkreeft.com/topics-more/20_arguments-gods-existence.htm)

Students might engage in a large group discussion (perhaps after a “buzz group” discussion) about why knowing God exists is important for a religious education course that is founded on Jesus the God-man.

If there is time, students might develop arguments for and against God’s existence (in “buzz groups”), and use their ability to reason to evaluate which position has better evidence. Additionally, “buzz groups” of two-three students might trade arguments with other “buzz groups”, and collate the best arguments for a large group discussion.

If students have questions about how God has both unity and plurality (one nature and three persons), and how that connects to the possibility of God the Son becoming human in Jesus, the following Scripture references may be of assistance to the teacher: [http://catholic-resources.org/Bible/Trinity.htm](http://catholic-resources.org/Bible/Trinity.htm)

### After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or...
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**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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**Home Activity or Further Classroom Consolidation**

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
TOPIC 7: Praying along “the Way”

Guiding Question(s):
In what ways does prayer support and strengthen our relationship with God and with each other?

Teacher Prompt(s):

**PS1.1**
What does God want for us at Sunday Mass?
How might we prepare ourselves to attend Sunday mass?

**PS1.2**
What are some of the traditional prayers that we use at the school?
Identify some apps that help students with their prayer life.
How do you respond to someone who says ‘I don’t have time to pray’?

Learning Focus

PS1. We are learning about the various forms and expressions of prayer so that through their use, we can draw closer to God.

RI1. We are learning to explore topics that make connections between Church and culture so that we can formulate questions to guide our research.

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<td><strong>PS1. PRAYER:</strong> Explain how various forms and expressions of prayer bond people with God, and how the rhythm of community prayer, culminating in the Eucharist, positively impacts the Church and modern culture [CCC nos.1324-1327; 2559-2565]</td>
<td><strong>PS1.1</strong> demonstrate an understanding of the importance and good effects of weekly Mass attendance as a Church community on the Lord’s Day [CCC nos. 1324-1327; 2174-2188], and how to prepare oneself well for weekly Mass (e.g., daily prayer from the heart; examination of conscience; possibly the Sacrament of Reconciliation [at least yearly]; good works in the community; etc.) [CCC nos. 1384-1390; 1435; 1776-1785]</td>
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<td><strong>RI1. EXPLORING:</strong> Explore topics that make connections between Church and culture, and formulate questions to guide research</td>
<td><strong>PS1.2</strong> summarize the three traditional expressions of prayer in the Church that draw us close to God: vocal prayer, meditation, and contemplation [CCC nos. 2700-2724], and the five traditional forms of prayer: blessing/adoration, petition, intercession, thanksgiving, and praise [CCC nos. 2623-2649]; explain the benefit of fasting with prayer [CCC nos. 2041-2043]</td>
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<tr>
<td><strong>RI1.2</strong> identify key concepts and connections (e.g., through discussion, brainstorming, use of visual organizers) related to selected topics.</td>
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<td>A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God’s presence</td>
<td>Care for God’s Creation</td>
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Evidence of Learning

**PS1.1**
I can explain how to prepare oneself well for weekly Mass (e.g., daily prayer from the heart).

**PS1.1**
I can explain the importance of weekly Mass attendance.

**PS1.2**
I can identify the three traditional expressions of prayer.

**PS1.2**
I can identify the five traditional forms of prayer.

**RI1.2**
I can identify key concepts and connections related to prayer.

Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:
- Catechism of the Catholic Church

Materials
- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bf](https://www.youtube.com/watch?v=ULb9xZuj1bf).

*SCRIPTURE VERSE FOR JOURNAL:* Jeremiah 29:12
[https://www.biblegateway.com/passage/?search=Jeremiah+29%3A12&version=NRSVCE](https://www.biblegateway.com/passage/?search=Jeremiah+29%3A12&version=NRSVCE)

*OPENING PRAYER FOR CLASS (individually or as a group):*

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=OApCvD5X96U](https://www.youtube.com/watch?v=OApCvD5X96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During: Action – Working on it (four 75 minute periods)**

**Act:**

**Part A:**
Students will learn various forms of prayer, so that they might be in conversation with God throughout the course (hopefully knowing now that God’s existence is demonstrated by sound reasoning, as per previous lesson).

Students will complete the tasks in **Appendix A2**.

The teacher can then guide students to understand that it is essential to the experience of prayer to know some important distinctions between who we are and who God is. We are not God. God is God. But who are we? The following Sample Lesson from Ascension Press (YOU program series for high school students), helps students address who they are in relationship to God: [https://ascensionpress.com/shop/t/category/study-programs/teen-chastity/you](https://ascensionpress.com/shop/t/category/study-programs/teen-chastity/you)

Students can make jot notes, or use a literacy/learning strategy (e.g., placemat/graphic organizer), to explore these questions: “How do you see yourself, your identity, in relationship to God?” “How does your identity, as you see it, affect your experience and/or understanding of prayer?”

To further understand who God is in relation to us, the following Bishop Barron video may be viewed and critiqued by students (“The God who does not need us”: [https://www.youtube.com/watch?v=Gxs6zyY9vP4](https://www.youtube.com/watch?v=Gxs6zyY9vP4))

To further understand why we should pray, the following Fr. Mike Schmitz video may be viewed and critiqued by students (“The Power of Prayer”: [https://www.youtube.com/watch?v=kiAMzghLcMA](https://www.youtube.com/watch?v=kiAMzghLcMA))

In pairs, students will research one of the following prayer practices, and offer key points from their research to the class in a brief and creative presentation:

1) Examen
2) Taize
3) Christian Meditation (e.g., Laurence Freeman)
4) Lectio Divina
5) Discernment (e.g., Jesuit discernment process)
6) Visio Divina
7) Rosary
8) Eucharistic Adoration
9) Guided Meditation
10) Interior Conversation
11) Praying with Psalms (e.g., insert own name for Israel)
12) Divine Mercy Chaplet
13) Novena
14) Litany of Saints
15) Prayer with fasting
16) The Angelus
17) The Liturgy of the Hours (Divine Office)
With teacher support, students will review, and possibly take notes on, the following (as indicated in PS1.2):

1) 3 expressions of prayer:
   https://www.youtube.com/watch?v=3IR9uaEXnQ8
2) 5 forms of prayer:
   https://www.youtube.com/watch?v=vyJlUOLb_ig

**Part B:**
After the review, in chart form, students will indicate for each of the 17 prayer practices above, what expression and form best fits for each prayer practice (e.g., Litany of the Saints can be understood as “vocal” and “intercession”).

Finally, after reading and clarifying the following Catechism passages that describe prayer as a battle (CCC 2725-2728), students will learn about the battle of prayer using the movie *War Room;* here is the trailer:
https://www.youtube.com/watch?v=mjXY9t_Lw

Film questions for students might include the following (from warroomthemovie.com/dload?id=warroom_discussionquestions.pdf):

1) Many people have strategies to be successful in school, sports, and their personal lives. What strategy did the movie *War Room* encourage us to have? How is that even possible to have?
2) Think about your prayer life … is it strong and vibrant? Or does it need some “warming up”? What are some things in your life keeping you from developing a prayer strategy and committing to a consistent prayer life?
3) What are some things you can start doing today to develop an active prayer strategy?
4) Read *John 10:10* and discuss how the real enemy has impacted your life. What does this passage say the solution is?
6) Take action! Pray that God will help you develop a good consistent prayer strategy. Who is someone you can pray for and who will pray for you regularly (if you ask them)?

**Part C:**
Students with the teacher may engage in discussion with specific expectation PS1.1: “How can we prayerfully prepare well for weekly Mass, and why is it important to attend Mass weekly on the Lord’s Day?”

This discussion may take the form of a Snowball Discussion: students begin in pairs, responding to the question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

**Part D:**
Another approach with students, in concluding this section, may involve making connections between prayer and mental health. The Easter Ontario Catholic Curriculum Corporation has developed a resource about religious education and positive mental health and wellness, entitled “*Who I AM* Makes A Difference Because Jesus Loves Me,” found here: [http://www.eoccc.org/senior.html](http://www.eoccc.org/senior.html)

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** Students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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### Home Activity or Further Classroom Consolidation

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.

---

45
GUIDED QUESTIONS:
How can different translations and editions of Scripture assist us in knowing God more deeply?

TEACHER PROMPTS:
SC2.1
How do we read from the Bible at Sunday Mass?
What is the difference between the book the readers/lectors use at the lectern during the Liturgy of the Word and the book the priest reads at the altar during the Liturgy of the Eucharist?
What are ‘daily readings’ and are they on a cycle?

SC2.3
Why are there so many different Bibles?
How are they more than just different translations?
Which translation do you find the easiest to use and why?
Which digital biblical resources would you recommend to a friend?

SC3.1
How can we be a welcoming Christian community, modeled on Jesus’ inclusive and unconditional love?
How did the early Christian church experience the sacraments?
Why did this help people connect with Jesus?

PS2.2
Why does the Church insist that Catholic weddings be celebrated in the parish and not on the beach?
What is an annulment?
What kind of marriage preparation is needed to get married in our local parish?

LEARNING FOCUS
SC2.
We are learning about Scripture so that we can use Scripture to analyse and critique social situations.
We are learning about Scripture so that we can deepen our relationship with God.

SC3.
We are learning how to apply Scripture so that we can analyse and critique issues in contemporary society.

PS2.
We are learning to formulate the Church’s teaching on marriage, so that we can see marriage as a sign of God’s love.

OVERALL EXPECTATIONS

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<tbody>
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<td>SC2. UNDERSTANDING SACRED TEXTS: Explain how Scriptures can help us deepen our relationship with God and can be used</td>
</tr>
<tr>
<td>SC2.1 review and compare the purpose and structure of the Catholic Bible, the Catholic Lectionary, the Liturgical Calendar - Ordo, and the Roman Missal [CCC nos. 1154; 2760]</td>
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to analyse and critique personal and social situations [CCC nos. 120-127; 1154; 2760]

**SC3. SCRIPTURE TODAY:** Apply Scripture to an analysis and critique of contemporary society [CCC nos. 688; 1324; 2234-2246]

**PS2. SACRAMENT:** Review how marriage is a sign of God’s love in the world and what the positive effect of marriage is on society [CCC nos. 1611-1617; 1625-1654]

**SC2.3** resolve why the Catholic Bible has a different number of books than the Scriptures found in Jewish, Protestant, and Eastern Orthodox traditions (e.g., Jewish canon [Old Testament] was still open at the time of Jesus’ transfer of authority to Peter and his successors) [CCC nos. 120-127 Dei Verbum]

**SC3.1** using New Testament references, show how Jesus remains with us on earth to welcome us into God’s Kingdom (e.g., the Holy Spirit active in the people of God [the Church]; the Eucharist [body, blood, soul, and divinity of Jesus]; the Bible [God’s Word]) [CCC nos. 688; 1324]

**PS2.2** articulate the Church’s teaching on valid marriages and annulments [CCC nos. 1601-1658; 2382-2386]

### OCSGE’s Catholic Social Teachings

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<td>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</td>
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</table>

| Rights and Responsibilities |

### Evidence of Learning

**SC2.1**

I can explain the purpose and structure of the Bible, the Lectionary, the Ordo and the Roman Missal.

**SC2.1**

I can compare the Bible, the Lectionary, the Ordo and the Roman Missal.

**SC2.3**

I can resolve why the Catholic Bible has a different number of books than the Scriptures found in Jewish, Protestant, and Eastern Orthodox traditions.

**SC3.1**

I can explain, using the New Testament, how Jesus remains with us on earth.

**PS2.2**

I can explain the Church’s teaching on marriage as a sign of God’s love.

### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer, and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:

- *The Seven Sacraments: The Foundation of Christian Living - High School Edition* [Sophia Institute for Teachers]
**Materials**
- Bible
- Lectionary
- Ordo
- Roman Missal
- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Matthew 16:18-19  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (two 75 minute periods)**

**Think:**

**Part A:**

Students will engage in a school chapel tour to learn and review some basics about the chapel and its availability to them (for prayer, Scripture reading, etc.), especially as materials in the chapel connect to the curriculum. The Chaplaincy Leader might assist with this experience.

Students will come to know, during the tour, basic information concerning the structure of the Bible, the Lectionary, the Ordo, and the Roman Missal (copies of these will need to be available in the chapel for the religious education department). A “multiple stations” structure can be used here, perhaps even with multiple presenters (including the chaplaincy leader, teacher, parish member, etc.). Some of this tour could be review for some students, depending on their participation in the life of the Church. To assist with explaining the structure of these important Catholic liturgical texts, the following sites may assist the teacher in preparation:

a. *Information/structure of the Bible - 4-part video series:*
   - [https://www.youtube.com/watch?v=Upk_3nGTP2g](https://www.youtube.com/watch?v=Upk_3nGTP2g)
   - [https://www.youtube.com/watch?v=tV5rFStLiZk](https://www.youtube.com/watch?v=tV5rFStLiZk)
   - [https://www.youtube.com/watch?v=F7n0dCo_4](https://www.youtube.com/watch?v=F7n0dCo_4)
   - [https://www.youtube.com/watch?v=KzUmP3aBviE](https://www.youtube.com/watch?v=KzUmP3aBviE)

b. *Information/structure of the Lectionary:*
   - [http://catholic-resources.org/Lectionary/Overview.htm](http://catholic-resources.org/Lectionary/Overview.htm)


During the “chapel tour”, students may also learn about the role of Church authority (i.e., Magisterium – pope and bishops) in deciding which books belong in the Bible. The following DVD from Brant Pitre may be helpful – appropriate selections to be made from the DVD, depending on the class:

Part B:

Students will also learn how Jesus remains with us on earth today (e.g., Eucharist in the tabernacle, Holy Spirit in the people of God, the Bible, Matrimony, family life, the sacraments, etc.). The following YouTube videos from Bishop Barron and Busted Halo may be of help (with students taking jot notes or charting, evaluating the most striking points for them regarding “how Jesus remains with us”, to be shared in discussion); particular attention may be given here to the Matrimony video, since this is a later focus in the course.

Discussion may take the following form, especially for the Matrimony video: Significant-Connect-Question: What is significant? What connections do you make (e.g., between Jesus’ covenant of love with us, and the covenant of love between spouses)? What questions do you have? Students share these in rounds in small discussion groups of four students.

The Holy Spirit in the Life of the Church:
https://www.youtube.com/watch?v=QH3tF7abpts

Baptism:
https://www.youtube.com/watch?v=fV8uu9-sYSk&list=PL370tq1CMT8bEVPQnx1LMpK1A1T7gsYYH

The Eucharist:
https://www.youtube.com/watch?v=NDVLBUK5FGw

Confirmation:
https://www.youtube.com/watch?v=Qt32SyDWuW8&list=PL370tq1CMT8bEVPQnx1LMpK1A1T7gsYYH&index=8

Reconciliation (Penance):
https://www.youtube.com/watch?v=Wz5-vu6A58E

Holy Orders:
https://www.youtube.com/watch?v=q904xlwxnSc&list=PL370tq1CMT8bEVPQnx1LMpK1A1T7gsYYH&index=10

Matrimony (Marriage):
https://www.youtube.com/watch?v=uq2RDYIOLrs

The following textbook resource has plenty of optional lessons and activities connected to God’s sacramental presence with us today:

The Seven Sacraments: The Foundation of Christian Living - High School Edition [Sophia Institute for Teachers]

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or
changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O

#### UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

**TOPIC 9: Chart for “the Way”: Connecting Catholic Graduate Expectations, and Increasing Community Happiness**

**Guiding Question(s):**
How does our understanding of good and evil shape our worldview and influence our daily actions?

**Teacher Prompt(s):**

- **CM1.1**
  - Do people have the power to be happy? Explain.
  - What are the differences between happiness and excitement?
  - Why is it important to be thankful to God?

**Learning Focus**

**CM1.**
We are examining the human search for truth so that our happiness may increase.

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<td><strong>CM1. FOUNDATIONS:</strong> Examine the human search for truth and happiness [CCC nos. 1803-1829]</td>
<td><strong>CM1.1</strong> discuss the importance of being thankful for God’s gifts which enable us to discern and choose what is good in the pursuit of community happiness [CCC nos. 1730-1748; 1776-1805; 1950-1986]</td>
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**OCSGE’s**

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<td>A caring family member who attends to family, school, parish, and the community</td>
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**Evidence of Learning**

**CM1.1**

I can explain the importance of being grateful for God’s gifts and how that increases community happiness.

**Background**

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:

- Film - 40 Hours [Family Theatre Productions]: [http://www.familytheater.org/en/TelevisionandFilm/40%20Hours.aspx](http://www.familytheater.org/en/TelevisionandFilm/40%20Hours.aspx)

**Materials**

- Flipchart paper
- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that
one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): https://www.youtube.com/watch?v=ULb9xZuj1bf).

**SCRIPTURE VERSE FOR JOURNAL:** Joshua 1:7-9  
https://www.biblegateway.com/passage/?search=joshua+1%3A7-9&version=NRSVCE

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: https://www.youtube.com/watch?v=0ApcVdSX96U  
Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (two 75 minute periods)**

**Think:**

After being offered a list of the Ontario Catholic School Graduate Expectations for a brief review or introduction (perhaps using the videos at the end of this paragraph), the teacher will lead an opening informal “popcorn prayer” of gratitude to God, in which students participate - every student is given an opportunity to give thanks for a Catholic Graduate Expectation that has been developed in their life (e.g., Thank you Lord for the gift of being an effective communicator). Note: if students are unwilling to share, or do not think they have the gift of one of the OCSGEs, the teacher may add a prayer of thanksgiving for that student’s strongest gift (as the teacher sees appropriate).

https://www.youtube.com/watch?v=k5-WOSbLbwI (DPDSB – Cardinal Leger Secondary School)  
https://www.youtube.com/watch?v=xvQ2N0aoA8&list=PLWAPuPU4dfGpnM9bogPPYvGq1XANVoS7k (BGDSB)  
Discerning Believer: https://www.youtube.com/watch?v=cO2FR4 X5 Ud8  
Effective Communicator: https://www.youtube.com/watch?v=EBATddZFlvo  
Reflective Creative Thinker: https://www.youtube.com/watch?v=L_heSYyOR9I  
Self-Directed Life Long Learner: https://www.youtube.com/watch?v=VYTec5kyI4  
Collaborative Contributor: https://www.youtube.com/watch?v=S2QX0t3a5JA  
Caring Family Member: https://www.youtube.com/watch?v=Moab4ml6fAM  
Responsible Citizen: https://www.youtube.com/watch?v=MfM XM93EI0

Students will examine the Catholic Graduate Expectations (http://iceont.ca/resources/ontario-catholic-school-graduate-expectations/) and discuss how possessing these qualities can bring happiness to a community (family, school, greater community). Seven flipchart sheets might be used to discover “How the Catholic Graduate Expectations can bring happiness to a community”, with students divided into seven groups.

Students rotate through the sheets (each sheet having an OCSGE title), and write ideas about how that specific quality can bring happiness to a community (family, school, greater community). Following all groups’ contributions to all sheets, a “gallery walk” with the following reflection question may help students go deeper into the meaning of the OCSGEs: “Which of the Catholic Graduate Expectations do you think you fulfill the most, as you currently bring happiness to the community?”

Students may then learn about how the OCSGEs relate to various parts of the course and school life. Students can make connections between the Catholic Graduate Expectations (http://iceont.ca/resources/ontario-catholic-school-graduate-expectations/).
and key elements that guide the course and are connected to graduation and building up a Christian culture of love and happiness in the school community. More specifically, students in their seven groups, can prepare a brief and creative presentation about how the OCSGEs connect to one of the following:

1. Bloom’s Revised Taxonomy – *good to know for Rich Culminating Performance Task and Learning Goals that the teacher develops*
2. Learning Skills (policy doc) – *good to know for student achievement*
3. Achievement Chart (policy doc) – *good to know for assignments*
4. 40 hours of community service
5. Chaplaincy initiatives at the school
6. Course learning to this point (e.g., forms of prayer; God’s existence)
7. Family and community events outside of the school

This may be a good time to invite the Chaplaincy Leader into class, to share ways the students can get involved in initiatives happening through the Chaplaincy Leader office, thereby living out the OCSGEs, and perhaps completing their 40 hours of community service. Discussion possibilities with Chaplaincy leader include using the “Harkness Table” discussion strategy ([https://katherinecadwell.com/what-is-the-harkness-method/](https://katherinecadwell.com/what-is-the-harkness-method/)): “What Catholic Graduate Expectations can be developed by participating in this Chaplaincy initiative (as stated by Chaplaincy Leader), to increase community happiness?”

Students may also view a short film which involves living out the Ontario Catholic School Graduate Expectations by making connections between students’ 40 hours of service and the life of faith.

Film: 40 Hours [Family Theatre Productions]: [http://www.familytheater.org/en/TelevisionandFilm/40%20Hours.aspx](http://www.familytheater.org/en/TelevisionandFilm/40%20Hours.aspx)

*Note that the DVD comes with a study guide with questions that can be used with students. The brief film has connections to the first Glorious Mystery of the Rosary, the resurrection of Jesus, and the promise of new life for those who “take up their crosses” and follow Christ, all connections to course curriculum.*

Also, the following resource may be used that addresses the OCSGEs at the secondary level, developed by the Catholic Curriculum Corporation – “Footprints: The Ontario Catholic Graduate Expectations in the 21st Century”, available here: [http://catholiccurriculumcorp.org/new-secondary-footprints/](http://catholiccurriculumcorp.org/new-secondary-footprints/)

### After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners
Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners.

Differentiation of Environment: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength).

Learning Skills Needs: Students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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Home Activity or Further Classroom Consolidation

Illuminated Scripture Journal Entry completed: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
# COURSE: HRE4O

## UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

### TOPIC 10: Mind Maps: “Ways” to support and build enduring Christian culture in the school community

<table>
<thead>
<tr>
<th>Guiding Question(s):</th>
<th>What supports does the Church offer for families, with a Christ-like love?</th>
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<th>Teacher Prompt(s):</th>
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<th>What is special about saints in the Church?</th>
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<td></td>
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<td>Were all saints always saintly? Explain.</td>
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<td></td>
<td>Is everyone called to be a saint? Explain.</td>
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<td>Who is your favourite saint?</td>
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<td></td>
<td>What websites would you recommend to someone who wants to learn more about the saints?</td>
</tr>
</tbody>
</table>

### Learning Focus

**FL3.**

We are learning about the kinds of love that people experience, so that we can prepare for the sacrament of marriage and family life.

### Overall Expectations | Specific Expectations
---|---
**FL3. GROWING IN COMMITMENT:** Explain kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society | **FL3.2** show an understanding of the personal growth in the lives of ‘servants of God’, ‘venerable’, ‘blessed’, and ‘saints’ of the Church, who embraced the Gospel at an early age and served people in various cultures around the world with great love, building the Kingdom of God (e.g., Blessed Pier Giorgio Frassati, St. Josephine Bakhita, St. Therese of Lisieux, St. John de Gato, St. André Bessette, St. Joan of Arc, St. Kateri Tekakwitha, St. Padre Pio of Pietrelcina, St. Rose of Lima, St. John Berchmans, Dorothy Day, Archbishop Oscar Romero, St. Teresa of Avila, St. Augustine of Hippo, the Canadian Martyrs) [CCC nos. 828; 946-948]

### OCSGE’s | Catholic Social Teachings
---|---
A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life. | Care for God’s Creation

### Evidence of Learning

- I can apply an understanding of the personal growth in the lives of saints and those who embraced the Gospel at an early age.
- I can explain how the personal growth demonstrated in the lives of saints helped to build the Kingdom of God.

### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions. Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).
Good support resources to have for this lesson include the following:

- DoCat [Ignatius Press] http://youcat.org/about

Materials

- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illustrated Scripture Journal Entry*: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): https://www.youtube.com/watch?v=ULb9xZuj1bE.

*SCRIPTURE VERSE FOR JOURNAL*: Matthew 28:18-20

https://www.biblegateway.com/passage/?search=matthew+28%3A18-20&version=NRSVCE

*OPENING PRAYER FOR CLASS (individually or as a group):*

E.g., A Student’s Prayer: https://www.youtube.com/watch?v=0ApvD5x96U

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (two 75 minute periods)**

*Act:*

Students will find ways to understand the kind of love that saints have, by supporting and building enduring Christian culture in the school community.

Students, following the Chaplaincy Leader-encounter last lesson (perhaps), and using learning from the course introduction, will make mind maps involving different steps students might take during the semester (during or outside of class time) to support and build enduring Christian culture in the school community. Students will need to explore some of the dimensions of culture (e.g., art, music, food, clothing, community events, outreach projects, etc.) to get a sense of how to build Christian culture.

These minds maps can be developed in small groups and posted in the classroom. The mind maps might have the title “Be the Change for Christ” as a reminder of our call to be the “hands and feet” of Jesus on earth. Reminders can be given throughout the course about how students can “be the change for Christ” in the school community. Hopefully some follow-through on the mind maps can happen during the semester.

To inspire students, examples might be provided by the teacher and celebrated in class, regarding Catholics who have made a difference by following through on their plans to “be the change for Christ” in their communities, including local community members and Catholic school graduates, but also saints.
For example, the teacher might share the stories of the following people, with information about what these young people/saints have in common, and how/if we are all called to be saints by living our faith in concrete ways. This may be followed by discussion that might take place using the following strategy ("Teach-OK" - the teacher gives information and commonalities about the saints to the class, and how we are called to imitate and become saints.

Next, the teacher says Teach!, the class responds with Okay!, and pairs of students take turns re-teaching about the saints to each other. It’s a bit like think-pair-share, but it’s faster-paced, it focuses more on re-teaching than general sharing, and students are encouraged to use gestures to animate their discussion.).

1) St. Pier Giorgio Frassati  
https://www.youtube.com/watch?v=ceOn2UZI3wQ

2) 12 Catholic women under 40 making a difference  
https://www.ncronline.org/news/people/12-catholic-women-under-40-making-difference

3) Craig Kielburger  
https://www.youtube.com/watch?v=afClM91uQFU

4) Shane Claiborne  
https://www.youtube.com/watch?v=JSzjxs2PfQA  
https://www.youtube.com/watch?v=6QVGW0Dqk08

5) Other saints under 25 years of age  
https://wedaretosay.com/top-25-saints-under-25-heaven-has-no-age-limit/

Students may then select a few saints they come to know and rank and explain which saint they can best identify with and why (in their notes), being prepared to share their reflection in a small or large groups discussion.

To inspire students further to embrace living out their faith (in light of the social teaching of the Church and imitation of saints), students may be introduced to the DoCat: http://youcat.org/about-docat/

Pope Francis has written the DoCat introduction, in which he challenges young people to love in a way that shapes society, working for greater justice in the world. Pope Francis says, “A Christian who in these times is not a revolutionary is not a Christian.”

Students may reflect and share on Pope Francis’ challenge to them (e.g., using a Pinwheel discussion form, with questions students have resulting from thinking about Francis’ quote: students are divided into 4 groups. Three of these groups are assigned to represent specific points of view. Members of the fourth group are designated as “provocateurs,” tasked with making sure the discussion keeps going and stays challenging. One person from each group [the “speaker”] sits in a desk facing speakers from the other groups, so they form a square in the center of the room. Behind each speaker, the remaining group members are seated: two right behind the speaker, then three behind them, and so on, forming a kind of triangle. From above, this would look like a pinwheel. The four speakers introduce and discuss questions they prepared ahead of time [this preparation is done with their groups]. After some time passes, new students rotate from the seats behind the speaker into the center seats and continue the conversation).

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
## Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

## Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners.

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**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

### Strategies
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

### Resources
- Laptop
- Chart paper
- Text book
- Video
- PowerPoint
- Handouts
- Notes

### Accommodations
- Computers
- Reduced questioning
- Chunking of information
- Extra time
- Graphic Organizers
- Handouts
- Assistive Technology

## Home Activity or Further Classroom Consolidation

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## COURSE: HRE4O  
UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

### TOPIC 11: What do you know on “the Way”? (What common “Catholic terminology” do students know?)

**Guiding Question(s):**
How are the creeds a guide for our understanding of what it means to be Christian?

**Teacher Prompt(s):**

**PF2.1**
What happens after we die, according to Christian belief?
How would you explain purgatory to someone?

**PF2.2**
Why did Jesus die on a cross for us?
How is the crucifix a symbol of God’s great love?
What did Jesus’ life, death, and resurrection accomplish?

**PF3.1**
What is Catholic social teaching? How does the Church promote caring for people?

### Learning Focus

**PF2.**
We are learning about the Apostles’ Creed so that we can understand more about our faith.

**PF3.**
We are learning about key tenets in Catholic social teaching so that we can live our faith more.

### Overall Expectations

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<tr>
<td><strong>PF2. FAITH SEEKING UNDERSTANDING:</strong> Explore the Church’s understanding of the Creed and the role of Mary [CCC nos. 355-373; 484-498]</td>
</tr>
<tr>
<td><strong>PF3. FAITH LIVED:</strong> Convey how Catholic social teaching challenges and engages Christians and the societies in which we live [CCC nos. 1730-1734]</td>
</tr>
<tr>
<td><strong>PF2.1</strong> discuss what it means to believe in “life everlasting” (the Apostles’ Creed) including judgement, heaven, purgatory, hell, the resurrection of the dead, the last judgement, a new heaven and a new earth [CCC nos. 1020-1065]</td>
</tr>
<tr>
<td><strong>PF 2.2</strong> explain how the crucifix is a symbol of Jesus’ great act of love and atonement that opens the doors to reconciliation with God and “life everlasting” in God’s presence [CCC nos. 598-623; 1708]</td>
</tr>
<tr>
<td><strong>PF 3.1</strong> define key tenets in Catholic social teaching (e.g., human dignity, solidarity, the common good, preferential option for the poor and vulnerable, social sin, personal sin, dignity of work, social justice, theological virtue of charity, principle of subsidiarity, stewardship, sanctity of human life, just wage, universal destination and private ownership of goods, distributive justice, legal justice, commutative justice, responsibility of the government, promotion of peace) [CCC nos. 2401-2463]</td>
</tr>
<tr>
<td>OCSGE’s</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential</td>
</tr>
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### Evidence of Learning

**PF2.1**

I can define the meaning of the terms of the Creed.

**PF2.2**

I can define the meaning of Christian terms, as understood in the Catholic tradition.

**PF3.1**

I can define key terms in Catholic social teaching.

### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:

- Online Catechism of the Catholic Church

### Materials

- Internet access

### TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9x2uj1bE](https://www.youtube.com/watch?v=ULb9x2uj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Hosea 4:6

[https://www.biblegateway.com/passage/?search=hosea+4%3A6&version=NRSVCE](https://www.biblegateway.com/passage/?search=hosea+4%3A6&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

* e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=OApvD5Sx96U](https://www.youtube.com/watch?v=OApvD5Sx96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.
**During: Action – Working on it (one 75 minute period)**

**Think:**

Students will, without research tools, define the terms below in list form and then submit to the teacher (leaving without definition the terms they do not understand). When that part is completed, students in pairs will use research tools (e.g., Internet – online Catechism of the Catholic Church, etc.) and think/pair/share/record the terms in a second list and then submit to the teacher (the terms being taken from the Apostles’ Creed, Scripture and Catholic Tradition).

To get a sense of students’ knowledge of fundamental Catholic terminology, the teacher may collect and assess both lists (or interview student pairs, provided students can verbally distinguish the terms), looking for accuracy, and examining the depth of students’ knowledge. The teacher may then determine how students’ knowledge of these fundamental Catholic terms will inform the development of later lessons in the course.

**Terms:**

Annunciation of the Lord to Mary; Visitation of Mary to Elisabeth; Virgin Birth of Jesus Christ; Transfiguration of Jesus Christ; Passion of Jesus Christ; Resurrection of Jesus Christ; Ascension of Jesus Christ; Immaculate Conception of Mary Mother of God; Dormition of Mary, Mother of God; Assumption of Mary Mother of God; judgement; heaven; purgatory; hell; the resurrection of the dead; a new heaven and a new earth; human dignity; solidarity; the common good; preferential option for the poor and vulnerable; social sin; personal sin; dignity of work; social justice; theological virtue of charity; principle of subsidiarity; stewardship; sanctity of human life; just wage; universal destination and private ownership of goods; distributive justice; legal justice; commutative justice; New Evangelization

These terms might be added to the word wall “concept camino” (e.g., put the words “Ascension of Jesus Christ” on a paper cut-out and then on the classroom word wall, perhaps with the definition below, or on the back), the class word wall having been described early in Unit #1.

These terms may need to be examined/learned more deeply, depending on the students’ knowledge (and often students’ involvement in the life of the Church), especially in preparation for the course Rich Culminating Performance Task when students will choose concepts they want to explore and connect more deeply. The terms added to the word wall might only be the terms that need further understanding/exploration.

Once students have some understanding of these terms through this “diagnostic” learning experience, through creation of the lists, a quiz game show format might be used to further deepen understanding of terms (e.g., Family Feud; Jeopardy; etc.): [http://www.rusnakcreative.com/familyfeud](http://www.rusnakcreative.com/familyfeud)

The teacher will need to determine, for terms not understood, how to integrate the expectations further in the course (noting that some terms are examples and some are expectations – see “Specific Expectations” above).

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.
Differentiated Instruction

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### TOPIC 12: Where do you stand on “the Way”? (Are we moral beings? Where is your moral compass?)

#### Guiding Question(s):
What are some useful tools in making moral decisions?

#### Teacher Prompt(s):

**CM2.2**
There are a variety of models that help with moral decision-making. Which model would you recommend others to use? Why?

#### Learning Focus

**CM2.**
We are learning about the Catholic understanding of conscience so that we can apply this understanding as we form our conscience and make moral decisions.

#### Overall Expectations | Specific Expectations
--- | ---
**CM2. SEEKING UNDERSTANDING:** Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision-making [CCC nos. 1749-1761] | **CM2.2** examine how Scripture, Tradition, and the teaching authority of the Church, inform conscience formation and moral decision-making

### OCSGE’s

- A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good

### Catholic Social Teachings
- Dignity of the Human Person

#### Evidence of Learning

**CM2.2**
I can explain how (Scripture, Tradition, and the teaching authority of the Church) informs conscience formation.

**CM2.2**
I can explain how (Scripture, Tradition, and the teaching authority of the Church) informs moral decision-making.

#### Background

With a suggested emphasis on inquiry, this “First Steps in Faith” unit introduces students to the six different strands, with a focus on connecting with others, prayer and encouraging student questions.

Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).

Good support resources to have for this lesson include the following:
- *In Search of the Good* student textbook [CCCB] (Canadian resource)
- *The Beatitudes: Living the Life of Christ – Teacher’s Guide* [Sophia Institute for Teachers]
### Materials
- *In Search of the Good* student textbook [CCCB]
- Internet access

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry**: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL**: 1 Kings 3:16-28
[https://www.biblegateway.com/passage/?search=1+Kings+3%3A16-28+&version=NRSVCE](https://www.biblegateway.com/passage/?search=1+Kings+3%3A16-28+&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group)**:

e.g., *A Student’s Prayer*: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

#### During: Action – Working on it (two 75 minute periods)

**Act**: Students will be offered a variety of moral scenarios and will move to a place in the room (physically) that represents “where they stand” on the moral issue (students may abstain if they are not comfortable). As they wish, they might share why they are standing where they are standing (Strongly Agree against one wall/Strongly Disagree against the opposite wall/somewhere in between).

Online sources to find moral scenarios include the following (perhaps avoid the *Trolley Car* and *Surgeon* examples in this resource, since they follow further below):


**Think**: Students will do a class reading of the first few pages (pp. 7-10) of *In Search of the Good* ([http://www.cccb.ca/site/Files/YR12StuSample.pdf](http://www.cccb.ca/site/Files/YR12StuSample.pdf)) textbook, and “quadrant chart” the four pieces of evidence that we are ethical/moral, indicating if they think the evidence is good that human beings are ethical/moral. Students will also distinguish, using *In Search of the Good* (p.8), the difference between ethics and morality. Finally, students will discuss (think/pair/share) what the meaning of the cover of *In Search of the Good* is about.
**Think & Act:**

Students, after watching “Justice: What’s the Right Thing to do? The Moral Side of Murder” on YouTube (with philosopher Michael Sandel), will think/pair/share (followed by large group discussion – perhaps a Talk Show format) what they would do in each moral situation given in the first 20 minutes of the video: https://www.youtube.com/watch?v=k8dfcR-8hEY

**Discussion:**

Students may discuss (perhaps continuing in Talk Show format) what role they think Scripture and Catholic Tradition have had (up to now) in shaping their moral response (within their conscience) when faced with difficult moral situations (e.g., the Golden Rule; Jesus’ teaching on “love your enemies”; teaching from a homily at Mass; a Catholic guest speaker). Students may also discuss what other influences have shaped their conscience and moral responses up to now (family? friends? experiences?), and why/if that is good.

The following textbook resource (pp.20-54) has optional lessons and activities that make use of artwork to connect freedom and conscience:

*The Beatitudes: Living the Life of Christ – Teacher’s Guide [Sophia Institute for Teachers]*

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<th>After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)</th>
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**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

*Differentiation of Product:* written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

*Differentiation of Environment:* change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

*Learning Skills Needs:* students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**
### Strategies
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

### Resources
- Laptop
- Chart Paper
- Textbook
- Video
- PowerPoint
- Handouts
- Notes

### Accommodations
- Computers
- Reduced Questioning
- Chunking of Information
- Extra Time
- Graphic Organizers
- Handouts
- Assistive Technology

### Home Activity or Further Classroom Consolidation
**Illuminated Scripture Journal Entry completed**: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**COURSE: HRE4O**

**UNIT 2: “THE WAY” OF FAITH AND REASON: Freedom, Jesus, and Heaven**

**TOPIC 1: “The Way” God sets us free - how God is revealed as a liberator in the Old and New Testaments**

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<thead>
<tr>
<th>Guiding Question(s):</th>
<th>How has the Exodus story deepened our understanding of God’s self-revelation?</th>
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<tr>
<th>Teacher Prompt(s):</th>
<th>SC1.1 How do the commandments guide us to a life freed from the slavery of sin?</th>
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<tr>
<th>Learning Focus</th>
<th>SC1. We are learning about the Old Testament, so that we can see how Jesus is the fulfillment of the Old Testament.</th>
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<td><strong>SC1. CORE TEACHINGS:</strong> Understand how God is revealed through Sacred Scripture, interpreted by the Magisterium, unveiling Jesus Christ as the fulfillment of the Old Testament, supporting living in Christ [CCC nos. 201; 522; 555; 702; 719; 2057; 2543; 2640]</td>
<td><strong>SC1.1</strong> discuss the self-revelation of God as liberator, as seen through the Book of Exodus [CCC no. 2057]</td>
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<th><strong>SC1.1</strong> I can explain how God is a liberator, based on the Book of Exodus.</th>
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<th>Background</th>
<th>This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture. Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization). Good support resources to have for this lesson include the following:</th>
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| Word of Promise audio Bible |
- Bible
- *Word of Promise* audio Bible (optional, but encouraged)

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Galatians 5:1  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

#### During: Action – Working on it (two 75 minute periods)

**Reason with Faith:**

Students will come to know how God is a liberator, fully revealed in Jesus Christ who liberates us from our slavery to sin and death.

**Connect Faith to Culture:**

With teacher provided resources, students may learn brief histories of such liberating faith rooted organizations as Alcoholics Anonymous (e.g., Dr. Bob, Bill Wilson, Sr. Ignatia Gavin), and express where they see the theme of “God as liberator” in the Twelve Steps of Alcoholics Anonymous.

**Resource Examples:**


3) See the subtitle section “The Twelve Steps and Related Scripture” in the following article, especially the chart:  

Students may then read their classroom Bibles alongside listening to the *Word of Promise* audio Bible (which has sound effects and Hollywood actors reading, which the students will likely enjoy); students will focus on Exodus, Chapters 11-15. Students may then chart and discuss the following:

- a. “What they were surprised by” or “didn’t know” about the Israelites leaving Egypt
- b. “How the chapters in Exodus influence their view of God as a liberator in the Old Testament”.

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Based on what students know about Jesus already, and after reading John 8:31-38, “how Jesus is a liberator in the New Testament” (e.g., liberating us from sin and death – the two greatest “enemies” of his chosen people)

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

- **Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating
- **Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners
- **Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners
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**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in [Appendix E: Learning Skills Mini-Lesson Ideas](#).

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
UNIT 2: “THE WAY” OF FAITH AND REASON: Freedom, Jesus, and Heaven

TOPIC 2: “The Way” prophets call us to freedom in God

Guiding Question(s):
How are prophetic voices relevant today?
How does God the Holy Spirit continue to guide people personally and collectively in the Church to live prophetic lives, seeking mercy, truth, justice, and love?

Teacher Prompt(s):
SC1.2
How can Old Testament figures (e.g., King David, the prophets Deborah, Isaiah, Micah, and Amos, the priest Melchizedek) relate to Christians today?
How can John the Baptist be seen as ‘more than a prophet’? [CCC no. 523]

Learning Focus
SC1.
We are learning about how God is revealed through Sacred Scripture, to support living in Christ.

Overall Expectations | Specific Expectations
--- | ---
SC1. CORE TEACHINGS: Understand how God is revealed through Sacred Scripture, interpreted by the Magisterium, unveiling Jesus Christ as the fulfillment of the Old Testament, supporting living in Christ [CCC nos. 201; 522; 555; 702; 719; 2057; 2543; 2640] | SC1.2 describe the various prophetic voices in Scripture [CCC nos. 201; 522; 555; 702; 719; 2543]

OCSGE’s | Catholic Social Teachings
--- | ---
An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values | Solidarity

Evidence of Learning
SC1.2
I can describe various prophetic voices in Scripture.

Background
This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).

Good support resources to have for this lesson include the following:

*Jesus Christ: God’s Revelation to the World* [Ave Maria Press]

Materials
- Internet access
### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9x2uj1bE](https://www.youtube.com/watch?v=ULb9x2uj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Hebrews 1:1-3


**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

#### During: Action – Working on it (two 75 minute periods)

**Reason with Faith:**

Students will come to know the stories of several Old Testament prophetic voices, and indicate which voice personally inspires them and why (e.g., King David, Deborah, Isaiah, Micah, Amos, the priest Melchizedek). Students will also explore why John the Baptist is considered “more than a prophet”.

Using the *Action Bible* or reading the Bible alongside the “Word of Promise” audio Bible (or another audio Bible), students will listen to and summarize (e.g., in chart form) teacher-selected sections of biblical narratives about King David, Deborah, Isaiah, Micah, Amos, the priest Melchizedek, and John the Baptist (this site may help to quickly locate the narratives, though the page is a wiki: [https://en.wikipedia.org/wiki/Lists_of_Bible_stories](https://en.wikipedia.org/wiki/Lists_of_Bible_stories)).

Teacher-selected sections of biblical narratives might make use of these sites:

1) [https://www.bibletools.org/index.cfm/fuseaction/Topical.show/RTD/cgg/ID/16175/Davids-Prophecies-Christs-Crucifixion.htm](https://www.bibletools.org/index.cfm/fuseaction/Topical.show/RTD/cgg/ID/16175/Davids-Prophecies-Christs-Crucifixion.htm) (King David - prophecy in Psalm 22 concerning the crucifixion of Jesus)
2) [https://www.biblegateway.com/passage/?search=judges+4&version=NRSVCE](https://www.biblegateway.com/passage/?search=judges+4&version=NRSVCE) (Deborah’s prophecy concerning Sisera – Judges 4)
3) [https://www.biblegateway.com/passage/?search=isaiah+53&version=NRSVCE](https://www.biblegateway.com/passage/?search=isaiah+53&version=NRSVCE) (Isaiah’s prophecy concerning the Messiah of Israel – Isaiah 53)
4) [https://www.biblegateway.com/passage/?search=micah+5&version=NRSVCE](https://www.biblegateway.com/passage/?search=micah+5&version=NRSVCE) (Micah’s prophecy concerning the Messiah of Israel and the Remnant of Israel – Micah 5)
5) [https://www.biblegateway.com/passage/?search=amos+3&version=NRSVCE](https://www.biblegateway.com/passage/?search=amos+3&version=NRSVCE) (Amos’ prophecy concerning Israel’s guilt and punishment – Amos 3)
6) [https://www.biblegateway.com/passage/?search=genesis+14&version=NRSVCE](https://www.biblegateway.com/passage/?search=genesis+14&version=NRSVCE) (Melchizedek’s blessing of Abram – Genesis 14)
7) [https://www.biblegateway.com/passage/?search=Matthew+3](https://www.biblegateway.com/passage/?search=Matthew+3) (The proclamation of John the Baptist – Matthew 3)
Students, with their chart, may verbally share (think/pair/share) what they think Jesus means in Matthew 11:11, when He says this: “Truly I tell you, among those born of women no one has arisen greater than John the Baptist; yet the least in the kingdom of heaven is greater than he.” Students might consider in their answers who/what the various prophets were prophesying about, and how Jesus is the fulfillment of the Old Testament prophets (i.e. there could be no prophet arising greater than John, who prophesied about the greatest promise – that God would come in the flesh to his people).

In large group discussion (e.g., talking stick discussion protocol), students may express their opinion regarding how they see these biblical people mentioned above as prophetic. Students will then read criteria on “what makes a prophet a prophet” in these (or other) articles, and compare and share how these articles impact their views on what it means to be prophetic:

https://www.ncronline.org/blogs/road-peace/school-prophets
the first part of this article:
http://catholic-resources.org/Bible/Prophecy.htm

**Connect Faith to Culture:**

Students will share how they think teenagers and young adults can be called into participation in the life of the Church, as Jesus wants (e.g., Who are or who should be modern day “prophetic voices” calling teens back to Church and what should they say? How can teens be “prophetic” in calling other teens to a Christian way of life?). This can be done referencing a liturgical calendar “wheel”, having pairs of students develop ideas of how to welcome young people into the life of the Church in particular liturgical seasons:

https://michelequigley.com/printable-liturgical-calendars/
https://www.youtube.com/watch?v=viDTdesWGFo
https://www.youtube.com/watch?v=frRgsud0XZQ

For some learners, making a liturgical calendar wheel, and then adding ideas of how to welcome young people into the life of the Church, may be possible: https://www.youtube.com/watch?v=dA8dT6vMKZo

Students will then complete some or all of the activities in Appendix A3.

The following textbook resource (pp. 134-171) has plenty of optional lessons and activities connected to the narrative of many prophets:  
*Jesus Christ: God’s Revelation to the World* [Ave Maria Press]

**After:** Consolidate, Debrief, Reflect and Connect (5-10 minutes)

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

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**Home Activity or Further Classroom Consolidation**

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O

### UNIT 2: “THE WAY” OF FAITH AND REASON: Freedom, Jesus, and Heaven

#### TOPIC 3: Moses prefigures Jesus (biblical typology)

**Guiding Question(s):**
How are the Ten Commandments relevant today?

**Teacher Prompt(s):**

**SC2.2**
How do the Ten Commandments have relevance for teens today?

### Learning Focus

**SC2.**
We are learning about how to use Scripture, so we can deepen our relationship with God, and critique personal and social situations.

### Overall Expectations | Specific Expectations
--- | ---
**SC2. UNDERSTANDING SACRED TEXTS:**
Explain how Scriptures can help us deepen our relationship with God and can be used to analyse and critique personal and social situations [CCC nos. 120-127; 1154; 2760] | **SC2.2** compare the accounts of the Ten Commandments in Exodus and Deuteronomy [CCC Part 3, Section 2]

### OCSGE’s | Catholic Social Teachings
--- | ---
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 | Solidarity

### Evidence of Learning

**SC2.2**
I can compare the accounts of the Ten Commandments in Exodus and Deuteronomy.

### Background

This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).

Good support resources to have for this lesson include the following:

- **In Search of the Good** student textbook [CCCB]
- **Love and Mercy: The Story of Salvation – Teacher’s Guide** [Sophia Institute for Teachers]
- **Jesus Christ: God’s Revelation to the World** [Ave Maria Press]
**TOPIC Activities and Process**

**Before:** Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** 2 John 1:6
[https://www.biblegateway.com/passage/?search=2+John+1%3A6&version=NRSVCE](https://www.biblegateway.com/passage/?search=2+John+1%3A6&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

E.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it (three 75 minute periods)

*Reason with Faith:*

Students will learn about connections between Moses and Jesus, to deepen their understanding of who Jesus is, and what Jesus can do for their personal and social situations (e.g., set them free in their relationships, by helping them be faithful to God’s law of love)

Students will read the following (or another) article on biblical typology, and share which types/comparisons stand out for them and why (talking stick discussion protocol):


In seeing parallels between Jesus and Moses, students will “large group discuss” how the law of Moses (Ten Commandments) improved the lives of the Israelites, and how the law of love (even “love of enemy”) of Jesus improves our lives, when we live according to Jesus’ law.

Students will compare the accounts of the Ten Commandments, using their Bibles, as found in Exodus 20:1-21 and Deuteronomy 5:1-33. Students may list differences in their notes (and what the differences mean to them). To go deeper, students might use the online “interlinear bible” to see how these passages compare (may be interesting for students to see how the English words are translated from Hebrew in the Old Testament, as a deeper level of understanding Scripture):

[http://biblehub.com/interlinear/deuteronomy/5.htm](http://biblehub.com/interlinear/deuteronomy/5.htm)
Connect Faith to Culture:

Students will use higher order thinking (evaluation in Bloom’s Revised Taxonomy) to number the commandments from most difficult to easiest for society to live out, with explanation for their ranking.

Connection to “In Search of the Good” Program (Canadian Resource):

Students may complete part of Chapter 4 from the following resource (OECTA Grade 12 Open Religious Education):


The following textbook resource (pp. 79-92) has supplemental lessons and activities connected to the covenant with Moses:

Love and Mercy: The Story of Salvation – Teacher’s Guide [Sophia Institute for Teachers]

The following textbook resource (pp. 119-124) has supplemental lessons and activities connected to the narrative of Moses:

Jesus Christ: God’s Revelation to the World [Ave Maria Press]

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

Differentiation of Process: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

Differentiation of Environment: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

Learning Skills Needs: students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.
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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed*: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**TOPIC 4: Faith in Jesus: Who is Jesus really and what does that mean for me, for us?**

**Guiding Question(s):**
How have Christians come to understand that Jesus is the Incarnation of God?

**Teacher Prompt(s):**
PF1.1
Besides faith, what reasons do Christians have to believe that Jesus is both fully human and fully divine?

**Learning Focus**
PF1.
We are examining the meaning of God the Son incarnating, so that we can enter by faith and reason into an eternal personal relationship with Jesus.

**Overall Expectations**

**PF1. FAITH FOUNDATIONS:** Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos.422-425]

**Specific Expectations**

PF1.1 describe reasons and signs that Christians have experienced to support their belief that only Jesus is the Incarnation of God – God the Son become human – fully God and fully human (e.g., the empty tomb) [CCC no. 640]; Jesus’ healings and exorcisms [CCC nos. 515-517]; eye-witness accounts of Jesus’ public miracles (e.g., Mark 4.5-41) [CCC no. 548], the supernatural powers given to and exercised by the apostles and their successors, by the Holy Spirit [e.g., Acts 9.40 - raising people from the dead] [CCC no. 891]

**OCSGE’s**
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

**Catholic Social Teachings**
Dignity of the Human Person

**Evidence of Learning**

PF1.1
I can describe reasons and signs that Christians have experienced to support their belief that only Jesus is the Incarnation of God.

**Background**
This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).

Good support resources to have for this lesson include the following:

- *Handbook of Christian Apologetics* [Intervarsity Press]
- *Reason to Believe* [Ron Tesoriero] (for Jesus’ miracles discussions)
### Materials
- Internet access

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZujJbE](https://www.youtube.com/watch?v=ULb9xZujJbE).

**SCRIPTURE VERSE FOR JOURNAL:** John 1:1-14

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. 
My future sometimes seems distant and unknown. 
Give me, O Lord, the vision to see the path You set before me. 
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. 
I ask this through Jesus, Your Son and my Brother. 
Amen.

#### During: Action – Working on it (two 75 minute periods)

**Reason with Faith:**
Students will review or learn reasons that support Jesus being God, using reliable YouTube channels, the YouCat, and Scripture. Students will also explore what it is that Jesus wants from and for us, including what is known in the Church as the “New Evangelization”.

In pairs students may examine the following article (or one like it) and highlight the biblical verses they feel provide the best “biblical evidence” that Jesus is God: [http://www.ncregister.com/blog/darmstrong/50-biblical-proofs-that-jesus-is-god](http://www.ncregister.com/blog/darmstrong/50-biblical-proofs-that-jesus-is-god)

Students may switch pairs, and then examine the YouCat Question #39, and develop an opinion (that they might share in class) about what the YouCat states concerning Jesus as a person of the Holy Trinity.

**Connect Faith to Culture:**

**DEBATE:** Topic – “Social media has an important role in the New Evangelization (sharing the Gospel today), calling us into a personal relationship with God” (e.g., through YouTube and other forms of social media). Half of the class defends “yes”, while the other half defends “no”; students may need to review the meaning of the New Evangelization:
Ken Yasinski: [https://www.youtube.com/watch?v=vHThExRGa5l](https://www.youtube.com/watch?v=vHThExRGa5l)

Students may, after being on an assigned side for the debate, then move physically to the place in the room that best represents their viewpoint (and be prepared to explain why they are where they are – strongly agree against one wall; strongly disagree against opposite wall; somewhere in the middle).

**DISCUSSION:** Students will then explore some or all of the following 5 questions/questions sets in a large group setting (e.g., fishbowl discussion format):
1) Why do some people in contemporary culture struggle with believing that Jesus is God?

2) Do enough people know that Jesus claimed titles for himself that only God can claim? (e.g., Jesus didn’t say He HAS the truth, but that He IS the truth, which only God can claim)

3) Knowing that no good angels or prophets ever accepted human worship, why is it important for us to remember that Jesus did accept human worship? What does that say about who Jesus is?

4) Does it make sense to you that Jesus is fully human and fully God (authentic Christian teaching)? Explain. Jesus does say “the Father is greater than I” and says He “does not know” certain things (e.g., Matthew 24:36), but this only indicates that Jesus limited his divine power, in becoming fully human – does this make sense to you?

5) Why do you think Jesus requires us to love him more than our own families? (Matthew 10:37) Does that make sense, if Jesus is God?

6) If Jesus is who He says He is (God in the flesh – the Incarnation), which He backed up with many public miracles including rising from the dead by his own power (testified to by hundreds of eyewitnesses), should all people live with Jesus as the centre of their lives?

7) Do you think Jesus created the universal (catholic) Church so that we can together live with Jesus as the center of our lives? Explain. Did Jesus want our faith in him to just be a private reality – just individuals on their own praying to God and doing good works? Do you think Jesus realizes that we are “social by nature”? Explain.

Students may then view the following film (or another like it), which explores the relationship between science and alleged Christian miracles (students should learn what “private revelation” means, and that the Church needs to finally approve miracles for them to be considered worthy of belief – to be discussed before watching this film - https://www.youtube.com/watch?v=_ZySSTseocE [private vs. public revelation]):

**Signs from God: Miracles and their Meaning**

[You Shall Believe]: www.youshallbelieve.com

After watching some or all of the video, as appropriate, students might discuss (talking stick discussion protocol) whether and why they believe that Jesus continues to work miracles today. As well, students might discuss how modern miracles (approved by the Church) may be connected to the New Evangelization.

In summary, regarding Jesus being God, students will watch the following videos: “Who is Jesus?” (Bishop Barron video) & “What is the Incarnation?”, and be prepared to share (with reasons and jot notes) which points they feel are strongest or weakest, and which of these are points are worth sharing with those who don’t know who Jesus is: https://www.youtube.com/watch?v=4Y4xacvLUXo

https://www.youtube.com/watch?v=i6XMr-vH71E

Finally, having provided “reasons to believe” that Jesus is God, students may also explore how Jesus is the fulfillment of the Old Testament (perhaps an assignment can be developed in which students create their own “sketch” about who Jesus is: (Sketchy Catholicism - Jesus, Old Testament Fulfilled)

https://www.youtube.com/watch?v=qlqVygBhR_U

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued**: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.
Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
COURSE: HRE40

UNIT 2: “THE WAY” OF FAITH AND REASON: Freedom, Jesus, and Heaven

TOPIC 5: Cold Case Christianity: Did Jesus Rise? C.S.I. Jerusalem

Guiding Question(s):
How have Christians come to understand that Jesus is the Incarnation of God?

Teacher Prompt(s):
**PF1.3**
How would you respond to those who say that Jesus' death was for nothing?
Compare the various Gospel accounts of Jesus' Passion. What are some of the crosses that you take up as you follow Jesus? (Matthew 16.24)

Learning Focus
**PF1.**
We are examining the meaning of God the Son incarnating, so that we can enter by faith and reason into an eternal personal relationship with Jesus.

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<td><strong>PF1. FAITH FOUNDATIONS:</strong> Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos.422-425]</td>
<td><strong>PF1.3</strong> explore how Jesus' suffering and death in the Passion offers the greatest act of love, forgiveness and atonement in human history, opening the way for all people to reconcile with God and have 'life everlasting' [CCC nos. 599-623]</td>
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OCSGE’s
A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good

Catholic Social Teachings
Dignity of the Human Person

Evidence of Learning
**PF1.3**
I can explain how Jesus’ suffering and death in the Passion offers the greatest act of love, forgiveness and atonement in human history.

Background
This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).

Good support resources to have for this lesson include the following:
- *Jesus Christ: Source of Our Salvation* [Ave Maria Press]
- The film “The Case for Christ” (2017); here is the trailer: [https://www.youtube.com/watch?v=rhe8KhSxWGo](https://www.youtube.com/watch?v=rhe8KhSxWGo)
Materials

- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

_**Illuminated Scripture Journal Entry:**_ students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** John 20:24-28

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., _**A Student’s Prayer:**_ [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (four 75 minute periods)**

_**Reason with Faith:**_

Students will learn about why Christians reasonably have faith in Jesus’ resurrection.

After coming to understand what a cold case is, students will revisit the crucifixion of Jesus as a CRIME SCENE SCENARIO – a man has been crucified, laid in the tomb with guards; tomb stone rolled away; no body to be found; alleged appearances to his immediate followers (the man “resurrected”).

Students need to understand the following as they assess the crime scene in small groups (using the four gospel accounts):

- What do you know?
- What do you need to know?
- What evidence exists in favour of a resurrection?
- What evidence exists against a resurrection?
- Your conclusion?

To support their investigation, or after the investigation, students might want to watch a debate (available on YouTube or on DVD), entitled “Did Jesus Rise?” – _there are at least two debates: the first is a debate between Michael Licona (Christian) and Shabir Ally (Muslim); the second is between Michael Licona (Christian) and Matt Dillahunty (atheist). The evidence FOR the resurrection is presented first by Michael Licona. Here are the current YouTube links:_

[https://www.youtube.com/watch?v=eoiScvG3Emo](https://www.youtube.com/watch?v=eoiScvG3Emo)

[https://www.youtube.com/watch?v=AzQgxwmwc-0](https://www.youtube.com/watch?v=AzQgxwmwc-0)
As well, charts like the one comparing the resurrection accounts in this article may be helpful for students’ “investigations”:
https://clearlens.org/dismantling-alleged-discrepancies-part-4-the-resurrection/

Connect Faith to Culture:

DISCUSSION QUESTIONS: (discussion protocol chosen by teacher)

1) Millions of people, both highly educated and common people, have found the evidence to be highly convincing for Jesus rising from dead, with key evidence involving “the minimal facts argument for the resurrection”. What do you think of the minimal facts argument? (http://pleaseconvinceme.com/2013/the-minimal-facts-of-the-resurrection/) (http://www.peterkreeft.com/topics-more/resurrection-evidence.htm)

2) Why would God become human in Jesus (the Incarnation), only to die for us and then rise from the dead?

3) In the Old Testament, God required that animals regularly be sacrificed for sins. Why does Jesus’ one sacrifice on the cross satisfy justice for all sins of human beings (e.g., his sacrifice “covers” or “atones for” all sins, since Jesus has an eternal nature)?

4) After reading Romans 5:12–21, why was heaven closed to humanity until Jesus’ sacrifice (clue: Jesus is considered the “New Adam”)?

5) Why is Jesus’ sacrifice on the cross considered the greatest act of love in history?

6) If Jesus has risen (conquered sin and death), will He also cause us to rise, if we unite ourselves to Him in love?

7) What role do you think the Church has in helping us unite ourselves to Jesus in love?

8) What role does prayer have in uniting ourselves to Jesus in love?

9) How does wearing or praying with a crucifix (or using other sacramentals – e.g., holy water) help us in uniting ourselves to Jesus in love?

Diocese of Nashville: (https://www.youtube.com/watch?v=zerx8wY2Nms)
Chris Bray: (https://www.youtube.com/watch?v=4SMEsmQ8Ukg)

Students may watch the film (or selected parts of the film) “The Case for Christ” (here is the trailer: https://www.youtube.com/watch?v=rhe8KhxWGo), and perhaps the following connected TED talk on the Shroud of Turin (mentioned in “The Case for Christ”): https://www.youtube.com/watch?v=4G4sj8hUVaY

*Here is Bishop Barron’s commentary on “The Case for Christ”, to get a sense of the film’s benefit: https://www.youtube.com/watch?v=nfMaY1jXiE

During/after these videos, students can summarize (e.g., chart form) and share what they think is the best evidence they have that supports the Christian claim that Jesus rose from the dead. As well (optionally), students might complete this section of the course, by viewing and comparing their investigation and conclusions with that of this brief drama from an Australian Christian community: CSI JERUSALEM - THE EMPTY TOMB
https://www.youtube.com/watch?v=yNI-XfNFb2Q

The following textbook resource (pp. 108-156) has plenty of optional lessons and activities connected to Christ’s Passion and Resurrection:
Jesus Christ: Source of Our Salvation [Ave Maria Press]

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
### Assessment / Evaluation

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### Home Activity or Further Classroom Consolidation

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
TOPIC 6: What is heaven like?

Guiding Question(s):
How does God the Holy Spirit continue to guide people personally and collectively in the Church to live prophetic lives, seeking mercy, truth, justice, and love?

Teacher Prompt(s):
**SC2.4**
Why is it important to know God’s great love for us?
What did Jesus mean when He said ‘I came that they may have life, and have it abundantly’ (John 10.10)?

Learning Focus
**SC2.**
We are learning about how to use Scripture, so we can deepen our relationship with God, and critique personal and social situations.

**SC3.**
We are applying Scripture to contemporary society, so we can analyze and critique contemporary society.

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<td><strong>SC2. UNDERSTANDING SACRED TEXTS:</strong> Explain how Scriptures can help us deepen our relationship with God and can be used to analyse and critique personal and social situations [CCC nos. 120-127; 1154; 2760]</td>
<td><strong>SC2.4</strong> using the Sermon on the Mount images (Matthew 5-7), describe the kingdom of heaven and discuss how they are reflected in the lives of people today [CCC nos. 1716-1729]</td>
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**OCSGE’s**
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

**Catholic Social Teachings**
Call to Family, Community and Participation

**Evidence of Learning**
**SC2.4**
I can use Sermon on the Mount images to describe the Kingdom of heaven.

**SC3.3**
I can describe the ethical impact of the Gospel (e.g., Sermon on the Mount) on lived experience.

**Background**
This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).
Good support resources to have for this lesson include the following:

- The Beatitudes: Living the Life of Christ – Teacher’s Guide [Sophia Institute for Teachers]

**Materials**

- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1be](https://www.youtube.com/watch?v=ULb9xZuj1be).

*SCRIPTURE VERSE FOR JOURNAL:* Revelation 7:13-17

[https://www.biblegateway.com/passage/?search=revelation+7%3A13-17&version=NRSVCE](https://www.biblegateway.com/passage/?search=revelation+7%3A13-17&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

* e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (one 75 minute period)**

*Reason with Faith:*

Students will learn about Christian teaching regarding heaven. Students will explore Christian sources that describe our final end – being in the direct presence of God (heaven). Students will use images described in Scripture to help understand heaven (e.g., the Sermon on the Mount).

Students might begin by viewing several popular images of heaven in current culture (e.g., posted on such sites as Pinterest), and think/pair/share what these images say about contemporary culture’s understanding of heaven.

*Connect Culture to Faith:*

**DEBATE:** Students will debate the following topic (one side defends “yes”, while the other side defends “no”): “If society really understood what heaven is like, would everyone strive to create a more loving culture?”

**DISCUSSION:** Students will discuss in small or large groups (e.g., fishbowl discussion protocol):

1. The difference between Jesus rising and Jesus ascending (Scripture use encouraged here, and reference to the earlier “diagnostic” of terminology understanding in Unit #1)
2. The ethical impact of the Gospel (the Resurrection, the Beatitudes, the Commandments) on their lived experiences. How has the Gospel and the Christian message shaped their way of living?
3. How can being part of the life of the Church (a member of the “body of Christ”) help prepare a person for heaven?
4) According to the Apostles’ Creed, being in heaven spiritually is not the end, but rather being in God’s presence with a resurrected and perfected body. Is this important for Christians to remember? Why? Why is it important to remember that there is a resurrection of the dead (i.e. our souls [intellect/free will/consciousness] separate from our bodies at death, but we will receive a resurrected body)?

5) What do you think of reports of people experiencing heaven in some way (as seen in some YouTube narratives): is it all fraudulent or could there be something to it? Explain.

6) What do you think of this summary of heaven: [http://www.peterkreeft.com/topics/heaven.htm](http://www.peterkreeft.com/topics/heaven.htm)

Students may also discuss these culturally popular personal testimonies regarding heaven, and share what they think of the short segments (not public revelation or approved by the Magisterium):

*Heaven is For Real* – Colton Burpo:
[https://www.youtube.com/watch?v=F3xltrGOi6Q](https://www.youtube.com/watch?v=F3xltrGOi6Q)

Akiane Kramarik:
[https://www.youtube.com/watch?v=o6HLg2XUFOg](https://www.youtube.com/watch?v=o6HLg2XUFOg)

After discussion and some exposure to Christian teaching on heaven, students might, in their notes, draw on a blank piece of paper a sketch of what they consider heaven to be like, based on Scripture (Matthew 5-7), and be prepared to share with the class the meaning of their picture (i.e. perhaps the drawing contains symbols). Students should be able to explain how a Scripture passage informed their drawing of heaven.

The following textbook resource (pp.1-15) has some more lessons and activities that make use of artwork to connect freedom, laws and norms to our ultimate end of heaven:

*The Beatitudes: Living the Life of Christ – Teacher’s Guide* [Sophia Institute for Teachers]

** At this point in the course, the class may want to update the word wall “concept camino”, if that is being used in class.

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**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued*: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content*: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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## COURSE: HRE4O

### UNIT 2: “THE WAY” OF FAITH AND REASON: Freedom, Jesus, and Heaven

#### TOPIC 7: “The Way” to heaven: becoming like the saints – becoming a saint

**Guiding Question(s):**
How is a Christian understanding of authentic human growth in relationship and community different from that of contemporary secular culture?

**Teacher Prompt(s):**

**FL3.2**
What is special about saints in the Church?
Were all saints always saintly? Explain.
Is everyone called to be a saint? Explain. Who is your favourite saint?
What websites would you recommend to someone who wants to learn more about the saints?

### Learning Focus

**FL3.**
We are learning about kinds of love people experience so that we can prepare for the sacrament of marriage and family life.

### Overall Expectations

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<td><strong>FL3. GROWING IN COMMITMENT:</strong> Explain kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society</td>
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<td><strong>FL3.2</strong> show an understanding of the personal growth in the lives of ‘servants of God’, ‘venerable’, ‘blessed’, and ‘saints’ of the Church, who embraced the Gospel at an early age and served people in various cultures around the world with great love, building the Kingdom of God (e.g., Blessed Pier Giorgio Frassati, St. Josephine Bakhita, St. Therese of Lisieux, St. John de Gato, St. André Bessette, St. Joan of Arc, St. Kateri Tekakwitha, St. Padre Pio of Pietrelcina, St. Rose of Lima, St. John Berchmans, Dorothy Day, Archbishop Oscar Romero, St. Teresa of Avila, St. Augustine of Hippo, the Canadian Martyrs) [CCC nos. 828; 946-948]</td>
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### OCSE’s

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### Evidence of Learning

**FL3.2**
I can show personal growth in the lives of those who embraced the Gospel (e.g., saints).

### Background

This unit will focus on Scripture and Profession of Faith strands (from the policy document) as foundational for Christian Community. Students will analyze themes of who Jesus is, why the Church exists, freedom, prophets, commandments, heaven, and impact of the Gospel today and in history, making connections between these themes and contemporary culture.

Lessons are ordered to move students from thinking to making connections to contemporary culture (i.e., an important step in the New Evangelization).
Good support resources to have for this lesson include the following:

- the film “Bakhita: From Slave to Saint” (2009; here is the trailer: https://www.youtube.com/watch?v=LhsoT0pPgTk)
- The Pivotal Players Study Program with DVDs [Word on Fire] (e.g., for saints assignments)

**Materials**

- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): https://www.youtube.com/watch?v=ULb9xZuj1bE.

**SCRIPTURE VERSE FOR JOURNAL:** Daniel 7:27
[https://www.biblegateway.com/passage/?search=daniel+7%3A27&version=NRSVCE]

**During: Action – Working on it (four 75 minute periods)**

*Connect Faith to Culture:*

To become familiar with the qualities of virtuous living that saints have, and how saints deeply honour human dignity, students may watch the following film about St. Josephine Bakhita, and respond to the questions below. Here is the trailer: https://www.youtube.com/watch?v=LhsoT0pPgTk

1) What does the film Bakhita teach us about the value of human beings?
2) How can that true value (dignity) of human beings be honoured, and how can it be dishonoured in contemporary culture?
3) What are some ways that young people can become saints today, preparing for heaven, with the heart of Bakhita?
4) How would you describe the kind of love that people received from Bakhita, and how could that same kind of love help people today in their vocation (e.g., in married life)?
5) Based on the film, how would you describe the personal growth that St. Josephine Bakhita underwent during her lifetime, and how does that compare to the growth of Aurora Marin in her lifetime?

Students will then view the following two online video segments which give an understanding of what it means to be holy, and indicate (e.g., inside/outside circle discussion protocol) what key points from each video stand out for them and why:

Fr. Mike Schmitz (Ascension Presents):
https://www.youtube.com/watch?v=Xq_y1D72-Sk

Pope Francis:
https://www.youtube.com/watch?v=joF5w-alaqE

Students may then prepare for an activity in which they will research responses to teacher prepared questions, and be in character, as a saint, as they deliver an oral presentation in a format called “The Saint Walk” as shown in Appendix A4. In this task, students will recognize and rank the importance of key actions their selected saint did *(perhaps not Bakhita, if the movie was viewed by the whole class)* and the impact that the saint has had, even today regarding the impact on contemporary culture.
To deepen their understanding of the impact that saints can have (particularly St. Catherine of Siena and St. Francis of Assisi), students may then discuss (teacher selected protocol) and view the following DVD and work through provided worksheets in the following resource:
“The Pivotal Players” DVD/Worksheets – St. Catherine of Siena; St. Francis of Assisi
http://pivotalplayers.wordonfire.org/

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

_Illuminated Scripture Journal Entry continued_: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

**Differentiation of Content**: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process**: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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_Illuminated Scripture Journal Entry completed_: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O

#### UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

#### TOPIC 1: The positive impact of the Church in the world throughout history

**Guiding Question(s):**
How does the ethical impact of the Gospel transform lives today?

**Teacher Prompt(s):**

**SC3.2**
What does this message mean “preach the Gospel at all times; use words when necessary”?

What are some messages that are used in social media that are based in the Gospels?

**Learning Focus**

**SC3.**
We are applying Scripture to contemporary society, so we can analyze and critique contemporary society.

**Overall Expectations**

**SC3. Scripture Today and Contemporary Culture:** Apply Scripture to an analysis and critique of contemporary society [CCC nos. 688; 1324; 2234-2246]

**Specific Expectations**

**SC3.2** explore how the Gospels have historically shaped and globally impacted politics, ethics, and other dimensions of culture [CCC nos. 2234-2246]

**OCSGE’s**

**Catholic Social Teachings**

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life

**Evidence of Learning**

**SC3.2**
I can explain how the Gospels have globally impacted dimensions of culture.

**Background**

This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:

- Introductory materials for the R.C.I.A. program (from diocesan liturgy office)
- Chosen: This is Your Catholic Faith Starter Pack (Ascension Press) – *if students are interested in the resource, as per lesson ideas below*

**Materials**

- Internet access

**TOPIC Activities and Process**

**Before:** Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the...
activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zZuj1bE](https://www.youtube.com/watch?v=ULb9zZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Acts 6:1-7  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (one 75 minute period)**

**Reflection:**

Students will learn about the positive impact the Catholic Church, rooted in Scripture, has made globally (beginning with making a list of reasons they have individually about how the Catholic Church is a force for good in the world.

To deepen their understanding of the contribution of the Catholic Church to the positive development of civilization, especially Western civilization, student may watch the Epic “Catholics Come Home” video: [https://www.youtube.com/watch?v=Z_E6Lw09z2Y](https://www.youtube.com/watch?v=Z_E6Lw09z2Y), then viewing “10 Reasons why we love being Catholic”: [https://www.youtube.com/watch?v=fxoorJinCsE](https://www.youtube.com/watch?v=fxoorJinCsE), and then reading several online articles (and blogs), such as these:

1) [http://catholic herald.co.uk/news/2011/05/06/what-the-church-has-given-the-world/](http://catholic herald.co.uk/news/2011/05/06/what-the-church-has-given-the-world/)


Students might then add to their lists about the positive impact of the Catholic Church in the world. (Regarding the bad actions of Catholics, if that comes up, it may be helpful to point out that these are failures in living out the teaching of Jesus and His Church.)

**Connect Faith to Culture:**

This may be followed by a debate or discussion on these or other topics:

1) “Are there limits to how Christians, being faithful to the Gospel, should strive to shape culture and have political impact today?”

2) “Should Christian moral principles be made known in public, to try to shape laws (e.g., laws preventing euthanasia)?”

3) Is Catholic comedian Stephen Colbert right in his views on politics and faith? [https://www.youtube.com/watch?v=vj8xr86k0l8](https://www.youtube.com/watch?v=vj8xr86k0l8)

4) Do you agree with Pope Francis that Catholics should be active in politics? “Catholics must get involved in politics even if it may be ‘dirty,’ frustrating and fraught with failure”, Pope Francis said. Given today's
"throwaway" culture and so many problems unfolding in the world, "Do I as a Catholic watch from my balcony? No, you can't watch from the balcony. Get right in there!" he said.


Alternatively, students may write a “compassionate persuasive letter” to a person who believes that religion has no place in the world today. In the letter, students may share the good the Church has brought to the world, and indicate how valuable the Catholic Church is in the world today, as the Church proclaims the Gospel. Students may reply to their own letter (or perhaps to another student’s letter – trading letters) with perhaps counter thoughts or agreements. Students may share their writing toward the end of the lesson or next day.

Students may also become familiar at this point with how people who are interested in being part of the Catholic Church might do so, through the R.C.I.A. program (showing how the R.C.I.A. program is part of the Gospel impact on contemporary culture – materials from the diocesan liturgy office may be of support with this option):

**Diocese of Orange:**
https://www.youtube.com/watch?v=5J3UWe0j3lw

**Diocese of Charlotte:**
https://www.youtube.com/watch?v=KnrXK9wF6SE

In addition, students may want to discuss (talking stick protocol) what they feel they need to come to know their faith better, to share within contemporary culture: is it materials and resources such as this program?

https://www.youtube.com/watch?v=Lgn4bc8_KDY&list=PLzSzRTbc2IWKe2jgQpK3ker4U2TZHq9JF

*(Chosen: This is Your Catholic Faith is a 24-lesson program. Filmed on locations all around the world, Chosen strives to keep teens' interest with the right balance of faith, fun, and powerful vignettes that challenge their existing perspectives on the meaning of their lives and their ultimate call to holiness).*

As well, students may wish to add to that discussion the “What Constitutes a practicing Catholic” video segment below, to help discern if they consider themselves to be having an impact (in faith) on contemporary culture.

Fr. Mike Schmitz:
https://www.youtube.com/watch?v=jrGW5G8QqQ4&list=PLIhOAQHA7kICicXDLtHYnprwmsnAGSU

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### TOPIC 2: “The Way” of Mary: Mother of the Church, model of service

**Guiding Question(s):**
How is Mary understood in Catholic tradition?

**Teacher Prompt(s):**

**PF2.3**
What is the difference between the Assumption and the Ascension?

Explain the difference between the Virgin Birth and the Immaculate Conception.

How are the Passion and the Resurrection connected to the Liturgical Season?

What is the difference between the Visitation and the Annunciation?

Detail a particular devotion to Our Lady that your family/culture practices.

**Learning Focus**

**PF2.**
We are examining the Church’s understanding of the role of Mary, so we can deepen our understanding of Mary in the Church.

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<td><strong>PF2. Faith Seeking Understanding:</strong> Explore the Church’s understanding of the Creed and the role of Mary [CCC nos. 355-373; 484-498]</td>
<td><strong>PF 2.3</strong> differentiate the following Christian terms, as understood in the Catholic tradition: Annunciation of the Lord to Mary; Visitation of Mary to Elizabeth; Virgin Birth of Jesus Christ; Transfiguration of Jesus Christ; Passion of Jesus Christ; Resurrection of Jesus Christ; Ascension of Jesus Christ; Immaculate Conception of Mary Mother of God; Dormition of Mary, Mother of God; Assumption of Mary Mother of God [CCC nos. 484-498; 556; 717; 966; 994; 2177]</td>
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**OCSGE’s**
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

**Catholic Social Teachings**
Call to Family, Community and Participation

**Evidence of Learning**

**PF2.3**
I can explain key terms in the Catholic tradition about Mary (Mother of God, Assumption of Mary, Immaculate Conception).

**Background**

This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:
TOPIC Activities and Process

Before: Getting Started (5-10 minutes – Bell Work)

Illuminated Scripture Journal Entry: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): https://www.youtube.com/watch?v=ULb9xZuj1bE).

https://www.biblegateway.com/passage/?search=luke+1%3A39-56&version=NRSVCE

OPENING PRAYER FOR CLASS (individually or as a group):

e.g., A Student’s Prayer: https://www.youtube.com/watch?v=0ApcVdSX96U
Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me, O Lord, the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother.
Amen.

During: Action – Working on it (one 75 minute period)

Prayerful Consideration:

Students will learn about key Catholic teachings about the Virgin Mary, using four brief “Ascension Presents” videos, narrated by Dr. Edward Sri (available on YouTube):

1. Mary, Mother of God: https://www.youtube.com/watch?v=Hpph7nwpZN8
2. Mary, Immaculate Conception: https://www.youtube.com/watch?v=T8BZ4DQJylg
3. Mary, Perpetual Virginity https://www.youtube.com/watch?v=xVA9uy0mg7E

During each video (may need to watch the same video over again), students will compose several questions that they think would be good to ask for a knowledge test. These questions will be written on slips of paper, which then can be used in a Quiz/Quiz/Trade (Kagan Cooperative Learning Structure) for the latter part of the lesson:


Students will then pray or listen to the prayer Hail Mary, compare it to the first part of Luke 1, in which Mary visits Elizabeth, and discuss (talking stick protocol) why Catholics ask Mary to pray for them.
Students may also discuss misconceptions concerning praying “to” the Virgin Mary: (Fr. Catfish) [https://www.youtube.com/watch?v=h5szkg1qfnl](https://www.youtube.com/watch?v=h5szkg1qfnl)

Finally, students after prayerfully considering John 19:25-29, will discuss why Mary is known as Mother of the Church.

**Connect Faith to Culture: ART and FAITH**

To close this segment, students can view the following 16 images of the Virgin Mary (or other Virgin Mary artwork gathered by the teacher), and share what their favourite image is, why, and how that connects to the role of Mary in the Church (continue talking stick protocol):

**Sister Wendy on the Art of Mary** (Sister Wendy Beckett) [https://aleteia.org/2017/05/09/16-beautiful-images-of-mary-in-art/](https://aleteia.org/2017/05/09/16-beautiful-images-of-mary-in-art/)

As well, students can listen to the following songs about Mary, and share what their favourite song is, why, and how that connects to the role of Mary in the Church.

1) Travis Pratt (America’s Got Talent): Ave Maria [https://www.youtube.com/watch?v=hMhGuGRz4gc](https://www.youtube.com/watch?v=hMhGuGRz4gc)

2) Sister Act: Hail Holy Queen [https://www.youtube.com/watch?v=hWUp6ElRayE](https://www.youtube.com/watch?v=hWUp6ElRayE)

3) Pentatonix: Mary did you Know? [https://www.youtube.com/watch?v=ifCWN5pIGIE](https://www.youtube.com/watch?v=ifCWN5pIGIE)

*(note that there is debate about the theology in this song: [https://www.catholic.com/magazine/online-edition/what-did-mary-know](https://www.catholic.com/magazine/online-edition/what-did-mary-know))*

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued**: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content**: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process**: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product**: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment**: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs**: students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**
### Strategies
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

### Resources
- Laptop
- Chart Paper
- Textbook
- Video
- PowerPoint
- Handouts
- Notes

### Accommodations
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- Chunking of Information
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### Home Activity or Further Classroom Consolidation

_Illuminated Scripture Journal Entry completed:_ students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
COURSE: HRE4O  
UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

**TOPIC 3: How we can serve in the Church?**

**Guiding Question(s):**
How do people discern the vocation to which the Lord calls them?
In what ways does actively listening for God’s call enable people to joyfully serve others in community?

**Teacher Prompt(s):**
**PS3.3**
How can young people serve others as they discern a vocation?
How can living out the Ontario Catholic School Graduate Expectations help prepare a young person to be a part of a Catholic service organization?
What groups exist in our local area to help young people get involved in the Church, as they prepare for the world of work, apprenticeship or perhaps college?

**Learning Focus**
**PS3.**
We are learning how prayerful discernment of one’s vocation can be found, so that we can use our talents in service to the community.

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<td><strong>PS3. Living out Prayer and Sacrament:</strong></td>
<td><strong>PS3.3</strong> identify the various forms of service that the call to ministry can take for young people in the Church as they search out their vocation (e.g., lector, extra-ordinary Eucharistic minister, choir member, St. Vincent de Paul Society volunteer, assistant at L’Arche, Catholic Women’s league member, Knights of Columbus member, supporter of the Catholic Worker Movement, parish youth ministry assistant or member, altar server, helper at a local soup kitchen, Catholic summer camp counselor, supporter of Development and Peace, etc.) [CCC nos. 897-913]</td>
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<td>Explore an understanding of how prayerful discernment of one’s vocation (e.g., marriage, priesthood, single life, religious life) can be found in service to the community using one’s God-given talents [CCC nos. 914-933]</td>
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<td>I can identify various forms of service for young people as they search out their vocation.</td>
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**Background**
This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.
Good support resources to have for this lesson include the following:

- **Book:** *What’s Your Decision: How to Make Choices with Confidence and Clarity* (Jesuits: Michael Sparough, Tim Hipskind, and Jim Manney)

**Materials**

- Internet access
- Chart paper
- Markers
- Projector

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zUj1bE](https://www.youtube.com/watch?v=ULb9zUj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Jeremiah 29:11  

**OPENING PRAYER FOR CLASS (individually or as a group):**

*e.g., A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (four 75 minute periods)**

**Living Faith Daily:**

Students will complete the lesson in **Appendix B1** and/or (if an outreach to the community is possible), use some or all of **Appendix B2**, in order to:

1. Understand and define the term ‘vocation’ as it is used in the Catholic Church’s tradition.
2. Reflect and discern their own gifts, talents and passions that might help them to discover their own vocation.
3. Explore some organizations, ministries and activities that serve the needs of the Church community, *which they could support with their gifts in some manner as a way of living their faith daily and perhaps discovering their “calling” from God.*

**Discussion on Vocation (as a state in life) and Vocation (as a calling from God):**

Students will engage in a discussion on the use of the word “vocation”. Should the word “vocation” only be reserved for the four states that God calls people to as a state in life (e.g., Marriage/Priesthood/Single Life/ Religious Life), or should the word “vocation” be used more broadly to describe any call in life to serve others (e.g., serving at a soup kitchen regularly)? Students will explain their thoughts (talking stick protocol).
Discussion on Decision Making and Vocation:

Students can learn a simplified model of the Ignatian discernment method for good decision making (provided by the teacher – available online), as they are at a stage in life where some big decisions may lie ahead after graduation, especially with respect to a calling or vocation from God:


The following book by Jesuits Michael Sparough, Tim Hipskind, and Jim Manney may be used with students: “What’s Your Decision: How to Make Choices with Confidence and Clarity”

Discussion Question (talking stick discussion protocol continued): “How can this decision making model help in significant decisions, especially about vocation?”

As well, students can listen to and discuss the following YouTube video (from Fr. Mike Schmitz) on “What does God want me to do?”: https://www.youtube.com/watch?v=LPhjpue3SfQ

Discussion Question: “How can these insights help in significant decisions, especially about vocation?”

In making connections between “Pathways” and service through vocation, students may engage in the two-part lesson available in Appendix B3.

Vocation Culture in the Canadian Church Community:

Finally, students may view one or more of the vocation videos from the following Canadian site, and share how the video impacts or affects their understanding of “vocation” (talking stick discussion protocol continued):

http://vocationculture.ca/secondary

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O

### UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

#### TOPIC 4: Ways the Church is ONE?

**Guiding Question(s):**
How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today, especially the Church as “one”?

**Teacher Prompt(s):**

**PF1.2**
What is unique about the Catholic Church?

What are some groups that are engaging in the New Evangelization (e.g., NET Ministries, Steubenville Conferences, etc.) and why is that important in today’s culture?

**PF3.1**
What is Catholic social teaching? How does the Church promote caring for people?

**Learning Focus**

**PF1.**
We are examining the meaning of God the Son establishing the Catholic Church, so that through faith and reason we can be in an eternal personal relationship with Jesus.

**PF3.**
We are examining how Catholic social teaching challenges and engages Christians, so we can live that teaching within society.

**Overall Expectations**

**PF1. Faith Foundations:** Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos. 422-425]

**PF3. Faith Lived:** Convey how Catholic social teaching challenges and engages Christians and the societies in which we live [CCC nos. 1928-1942]

**Specific Expectations**

**PF1.2** explain the role, structure, and nature of the Church, with a focus on how the Church is One, Holy, Catholic, and Apostolic, and with an understanding of the New Evangelization [CCC nos. 811-870]

**PF 3.1** define key tenets in Catholic social teaching (e.g., human dignity, solidarity, the common good, preferential option for the poor and vulnerable, social sin, personal sin, dignity of work, social justice, theological virtue of charity, principle of subsidiarity, stewardship, sanctity of human life, just wage, universal destination and private ownership of goods, distributive justice, legal justice, commutative justice, responsibility of the government, promotion of peace) [CCC nos. 2401-2463]

**OCSGE’s**

A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential

**Catholic Social Teachings**

Call to Family, Community and Participation

### Evidence of Learning

**PF1.2**
I can explain the nature of the Church as “One”.

---

105
I can define key tenets in Catholic social teaching (solidarity).

**Background**

This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:

- *Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

**Materials**

- Internet access
- Library research resources

**TOPIC Activities and Process**

**Before:** Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1BE](https://www.youtube.com/watch?v=ULb9xZuj1BE).

**SCRIPTURE VERSE FOR JOURNAL:** Ephesians 4:4-6
[https://www.biblegateway.com/passage/?search=ephesians+4%3A4-6&version=NRSVCE](https://www.biblegateway.com/passage/?search=ephesians+4%3A4-6&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

*e.g., A Student’s Prayer:* [https://www.youtube.com/watch?v=OApCVdSX96U](https://www.youtube.com/watch?v=OApCVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it (one 75 minute period)

**Spiritual Learning:**

Students will learn about why the Church is “one”, as one of its four marks.

At the beginning of this lesson, it will be important to identify the Catholic Church as being the one, holy, catholic, and apostolic Church – the “four marks” that distinguish the Catholic Church. The following four lessons and listed resources will help students to learn what that means.

To gain initial familiarity, students may view this YouTube segment from Matthew Kelly, making jot notes about the most important insights for them, followed by class discussion about what the key points are:
[https://www.youtube.com/watch?v=78ZZ4FGbAH0](https://www.youtube.com/watch?v=78ZZ4FGbAH0)
In the lessons on the marks of the Church, a cross symbol for a class wall may be constructed (on at least 8 ½ x 14” size paper or something similar) – to be attached after students use the sheets of paper. These sheets of paper will have summary points on them, and together will be a Concept Chart that can be referred back to at any time during the course (especially for culminating activities). This cross could be connected to the word wall “concept camino”.

**The Church is One:**

Students will make the top vertical beam of a cross shaped Concept Chart, which can be displayed in the classroom. The beam will be composed of four (or more) 8 ½ x 14” sheets of paper, which will have summary bullet points (large font) from students’ research as described below.

Using classroom, library, and Internet resources (as offered to students in Unit 1) students in 4 groups will research the WAYS the Church is One:

*If the class has many students, then it is possible to work with 8 groups (even by combining this lesson with the next lesson). Within the 4 groups, students may research in pairs, while being in discussion with their larger group to avoid overlap in research.

**Group 1:** Solidarity – social justice – being ONE with the poor (see also PF3.1);
*Research Question: “How are we called to be ONE with the poor?”*

**Group 2:** Being ONE in God – God is Father of all of us (see also PF1.3);
*Research Question: “How are we ONE family in God?”*

**Group 3:** Being ONE in Belief – Apostles’ Creed (see also PF2.1);
*Research Question: “How are Christians ONE in their beliefs?”*

**Group 4:** UNITY in Common Worship and Leadership – Mass/bishops/pope (see also PS1.1);
*Research Question: “How do Catholics worship in ONE common way, with the pope and bishops, and what are the benefits?”*

When ready, students will go to the four corners of the classroom to prepare as a larger group to share their findings with the whole class.

Their findings should be shared in some creative way (artistically/dramatically/etc.), and each group should produce a summary sheet (on at least 8 ½ x 14” size paper) with large font bullet points of their findings (which can be posted in the classroom – as the top beam of a cross – next lessons will complete the other beams of the cross).

The following textbook resource has lessons and activities that address how the Church is One, Holy, Catholic, and Apostolic:

*Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

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**After:** Consolidate, Debrief, Reflect and Connect (5-10 minutes)

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
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Home Activity or Further Classroom Consolidation

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE40

**UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic**

#### TOPIC 5: Ways the Church is HOLY?

- **Guiding Question(s):**
  How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today, especially the Church as “holy”?

- **Teacher Prompt(s):**
  **PF1.2**
  What is unique about the Catholic Church?
  What are some groups that are engaging in the New Evangelization (e.g., NET Ministries, Steubenville Conferences, etc.) and why is that important in today’s culture?
  **PS3.1**
  How can a layperson serve in the Church?
  What ministries can people get involved with in our local parish?

- **Learning Focus**
  **PF1.**
  We are examining the meaning of God the Son establishing the Catholic Church, so that through faith and reason we can be in an eternal personal relationship with Jesus.
  **PS3.**
  We are learning how prayer and service to the community can help with discernment of one’s vocation.

- **Overall Expectations**
  **PF1. Faith Foundations:** Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos. 422-425]

  **PS3: Living out Prayer and Sacrament:**
  Explore an understanding of how prayerful discernment of one’s vocation (e.g., marriage, priesthood, single life, religious life) can be found in service to the community using one’s God-given talents. [CCC nos. 914-933]

- **Specific Expectations**
  **PF1.2** explain the role, structure, and nature of the Church, with a focus on how the Church is One, Holy, Catholic, and Apostolic, and with an understanding of the New Evangelization [CCC nos. 811-870]

  **PS3.1** identify the various forms the call to ministry can take within the Church (e.g., hospital chaplaincy leader, youth minister, pastoral associate, etc.) [CCC nos. 910-911]

- **OCSGE’s**
  A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential

- **Catholic Social Teachings**
  Dignity of the Human Person
## Evidence of Learning

### PF1.2

I can explain the nature of the Church as “Holy”.

### PS3.1

I can identify various forms the call to ministry can take within the Church.

## Background

This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture. Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:
- *Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

## Materials

- Internet access
- Library research resources

## TOPIC Activities and Process

### Before: Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry*: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

*SCRIPTURE VERSE FOR JOURNAL*: 1 Peter 1:14-16  
[https://www.biblegateway.com/passage/?search=1+peter+1%3A14-16&version=NRSVCE](https://www.biblegateway.com/passage/?search=1+peter+1%3A14-16&version=NRSVCE)

*OPENING PRAYER FOR CLASS (individually or as a group)*:

*Student’s Prayer*:  
https://www.youtube.com/watch?v=0ApcVdSX96U

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

### During: Action – Working on it (one 75 minute period)

*Spiritual Learning*:

Students will learn about why the Church is “holy”, as one of its four marks.

Students will make the left horizontal beam of a cross shaped Concept Chart, which can be displayed in the classroom. The beam will be composed of four (or more) 8 ½ x 14” sheets of paper, which will have summary bullet points from students’ research as described below.
Using classroom, library, and Internet resources, students in 4 NEW groups will research the WAYS the Church is Holy:

**Group 1:** Sacraments – universal call to HOLINESS through experiencing the effects of the sacraments – sacraments offered to support people at all life stages (see also FL1.3);
*Research Question:* “How does receiving the sacraments at various stages of life make the people of God [the Church] holy?”

**Group 2:** Vocations – universal call to HOLINESS in the state God calls us to: marriage, priesthood, single life, religious life (see also PS3.2);
*Research Question:* “How can the universal call to holiness that God has for all of us be lived out in marriage, priesthood, single life, and religious life?”

**Group 3:** Ministry within the Church – universal call to HOLINESS in service to God’s people in the Church (see also PS3.1);
*Research Question:* “How can a layperson respond to God’s call to holiness by serving in the Church? (e.g., hospital chaplaincy leader, youth minister, pastoral associate, parish council, etc.)”

**Group 4:** Imitating the holiness of the saints – universal call to HOLINESS in following “the way” of the saints (see also FL3.2);
*Research Question:* “Who are some modern day saints that students could benefit from knowing about, to inspire students to become the loving saints God wants them to be?”

*Within the 4 groups, students may research in pairs, while being in discussion with their larger group to avoid overlap in research.*

When ready, students will go to the four corners of the classroom to prepare as a larger group to share their findings with the whole class.

Their findings should be shared in some creative way (artistically/dramatically/etc.), and each group should produce a summary sheet with large font bullet points of their findings (which can be posted in the classroom – as the top beam of a cross – next lessons will complete the other beams of the cross).

The following textbook resource has lessons and activities that address how the Church is One, Holy, Catholic, and Apostolic:

*Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

**After:** Consolidate, Debrief, Reflect and Connect (5-10 minutes)

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating
**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**COURSE: HRE4O**

**UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic**

**TOPIC 6: Ways the Church is CATHOLIC?**

**Guiding Question(s):**
How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today, especially the Church as “catholic”?

**Teacher Prompt(s):**

**PF1.2**
What is unique about the Catholic Church?

What are some groups that are engaging in the New Evangelization (e.g., NET Ministries, Steubenville Conferences, etc.) and why is that important in today’s culture?

**PF3.1**
What is Catholic social teaching? How does the Church promote caring for people?

**Learning Focus**

**PF1.**
We are examining the meaning of God the Son establishing the Catholic Church, so that through faith and reason we can be in an eternal personal relationship with Jesus.

**PF3.**
We are examining how Catholic social teaching challenges and engages Christians, so we can live that teaching within society.

**Overall Expectations**

**PF1. Faith Foundations:** Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos. 422-425]

**PF3. Faith Lived:** Convey how Catholic social teaching challenges and engages Christians and the societies in which we live [CCC nos. 1928-1942]

**Specific Expectations**

**PF1.2** explain the role, structure, and nature of the Church, with a focus on how the Church is One, Holy, Catholic, and Apostolic, and with an understanding of the New Evangelization [CCC nos. 811-870]

**PF 3.1** define key tenets in Catholic social teaching (e.g., human dignity, solidarity, the common good, preferential option for the poor and vulnerable, social sin, personal sin, dignity of work, social justice, theological virtue of charity, principle of subsidiarity, stewardship, sanctity of human life, just wage, universal destination and private ownership of goods, distributive justice, legal justice, commutative justice, responsibility of the government, promotion of peace) [CCC nos. 2401-2463]

**OCSGE’s**

A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential

**Catholic Social Teachings**

Call to Family, Community and Participation

**Evidence of Learning**

**PF1.2**
I can explain the nature of the Church as “Catholic”.
PF3.1
I can define key tenets in Catholic social teaching (stewardship).

**Background**

This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:

- *Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

**Materials**

- Internet access
- Library research resources

**TOPIC Activities and Process**

**Before:** Getting Started *(5-10 minutes – Bell Work)*

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Ephesians 5:25-30


**OPENING PRAYER FOR CLASS (individually or as a group):**

*e.g., A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it *(one 75 minute period)*

*Spiritual Learning:*

Students will learn about why the Church is “catholic”, as one of its four marks.

Students will make the right horizontal beam of a cross shaped Concept Chart, which can be displayed in the classroom. The beam will be composed of four (or more) 8 ½ x 14” sheets of paper, which will have summary bullet points from students’ research as described below.

Using classroom, library, and Internet resources, students in 4 *NEW* groups will research the WAYS the Church is *Catholic:*

*Group 1:* An All-Encompassing God – God is without limits and is “universal” or CATHOLIC in that sense (see also PF1.2)

*Research Question:* “What does it mean to say that God is omniscient, omnipotent and omnipresent?”
**Group 2:** Small stewards of a Vast Creation – the universe is vast and “universal” or CATHOLIC (see also PF3.1)  
*Research Question:* “How are we called to be stewards of the earth, doing our small part in the care of the vastness of creation?”

**Group 3:** All are invited into the Church – the Church is open to receive and nurture all people, and is “universal” or CATHOLIC in that way (see also PF1.2)  
*Research Question:* “Why is it important that all people have an opportunity to hear the Gospel message and be invited into the Church”? (e.g., consider the love of Jesus for all; consider the typology of the Church being Noah’s Ark)

**Group 4:** Recognizing “the good” in ALL worldviews – the Church supports that which is true and good in all worldviews, and tries to be in dialogue with people from all worldviews to find common ground and friendship, and is “universal” or CATHOLIC in that way (see also PF1.2)  
*Research Question:* “Why is it important for the Church to reach out to people of all worldviews and understand and respect what is true and good in these worldviews that people hold, while seeking common ground and friendship?”

*If the class has many students, then it is possible to work with 8 groups (even by combining this lesson with the next lesson). Within the 4 groups, students may research in pairs, while being in discussion with their larger group to avoid overlap in research.  

When ready, students will go to the four corners of the classroom to prepare as a larger group to share their findings with the whole class.

Their findings should be shared in some creative way (artistically/dramatically/etc.), and each group should produce a summary sheet with large font bullet points of their findings (which can be posted in the classroom – as the top beam of a cross – next lessons will complete the other beams of the cross).

The following textbook resource has lessons and activities that address how the Church is One, Holy, Catholic, and Apostolic:

*Jesus and the Church: One, Holy, Catholic, Apostolic [Ave Maria Press]*

**After:** Consolidate, Debrief, Reflect and Connect (5-10 minutes)

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

*Differentiation of Product:* written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners
**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** Students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O
### UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

#### TOPIC 7: Ways the Church is APOSTOLIC?

**Guiding Question(s):**
How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today, especially the Church as “apostolic”?

**Teacher Prompt(s):**

**SC1.3**
How was the Church always the same in its values, even from its birth at Pentecost?
What did things look like in the early Church?

**PF1.2**
What is unique about the Catholic Church?
What are some groups that are engaging in the New Evangelization (e.g., NET Ministries, Steubenville Conferences, etc.) and why is that important in today’s culture?

**Learning Focus**

**SC1.**
We are learning about how God is revealed through Sacred Scripture, to support living in Christ.

**PF1.**
We are examining the meaning of God the Son establishing the Catholic Church, so that through faith and reason we can be in an eternal personal relationship with Jesus.

### Overall Expectations

<table>
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<th><strong>SC1. Core Teachings:</strong> Understand how God is revealed through Sacred Scripture, interpreted by the Magisterium, unveiling Jesus Christ as the fulfillment of the Old Testament, supporting living in Christ [CCC nos. 201; 522; 555; 702; 719; 2057; 2302; 2543; 2640]</th>
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<td><strong>PF1. Faith Foundations:</strong> Explore the meaning of God the Son incarnating as Jesus, establishing the Catholic Church, and calling us through faith and reason into an eternal personal relationship [CCC nos. 422-425]</td>
<td><strong>SC1.3</strong> summarize the values and lifestyles of the early Church community as they helped build the Kingdom of God, as described in the letters of Paul and the Acts of Apostles [CCC nos. 2302; 2640]</td>
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<td><strong>PF1.2</strong> explain the role, structure, and nature of the Church, with a focus on how the Church is One, Holy, Catholic, and Apostolic, and with an understanding of the New Evangelization [CCC nos. 811-870]</td>
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### OCSGE’s

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### Evidence of Learning

**SC1.3**
I can summarize values and lifestyles of the early Church community.

**PF1.2**
I can explain the nature of the Church as “Apostolic”.

### Background
This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:
- *Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

### Materials
- Internet access
- Library research resources

### TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zZuJ1bE](https://www.youtube.com/watch?v=ULb9zZuJ1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Acts 2:37-42

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApCVDXS96U](https://www.youtube.com/watch?v=0ApCVDXS96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (one 75 minute period)**

**Spiritual Learning:**

Students will learn about why the Church is “apostolic”, as one of its four marks.

Students will make the bottom vertical beam of a cross shaped Concept Chart, which can be displayed in the classroom. The beam will be composed of four (or more) 8 ½ x 14” sheets of paper, which will have summary bullet points from students’ research as described below.
Using classroom, library, and Internet resources, students in 4 NEW groups will research the WAYS the Church is Apostolic:

**Group 1:** The Church has an unbroken line of popes extending from the apostle Peter – the Church is APOSTOLIC in this way (see also PF1.2);
Research Question: “Why is it important to have a pope and bishops who protect the teaching of the apostles and lovingly guide the people of God in a continual way?”

**Group 2:** The Church has continued traditions from the early Church, founded by the apostles – the Church is APOSTOLIC in this way (see also SC1.3);
Research Question: “What were some values, traditions, and lifestyles of the early Church community when they helped build the Kingdom of God, as described in the letters of Paul and the Acts of Apostles?”

**Group 3:** The Church has continued to share the Gospel worldwide, as the apostles sought to do – in this way, the Church is APOSTOLIC; today this New Evangelization involves sharing the message in new ways, to “make disciples of all nations” as Jesus desires (World Youth Days, social media, etc.) (see also PF1.2);
Research Question: “What ways of sharing the Gospel will be most effective for upcoming generations, in a way that is faithful to Jesus and his apostles?”

**Group 4:** The apostles sought to heal people in Jesus’ name, as they brought them the Gospel – in this way the Church today is APOSTOLIC, in that it also seeks to bring healing to people (see also PF1.2);
Research Question: “What are some ways that we can reach out and help to heal people in Jesus’ name today?”

*Within the 4 groups, students may research in pairs, while being in discussion with their larger group to avoid overlap in research.*

When ready, students will go to the four corners of the classroom to prepare as a larger group and then share their findings with the whole class.

Their findings should be shared in some creative way (artistically/dramatically/etc.), and each group should produce a summary sheet with large font bullet points of their findings (which can be posted in the classroom – as the top beam of a cross – next lessons will complete the other beams of the cross).

The following textbook resource has lessons and activities that address how the Church is One, Holy, Catholic, and Apostolic:
- *Jesus and the Church: One, Holy, Catholic, Apostolic* [Ave Maria Press]

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating.
**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

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**Home Activity or Further Classroom Consolidation**

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O

### UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

### TOPIC 8: Church - The Sacrament of God’s Grace

#### Guiding Question(s):
How does God the Holy Spirit continue to guide people personally and collectively in the Church to live prophetic lives, seeking mercy, truth, justice, and love?

#### Teacher Prompt(s):
**SC1.3**
How was the Church always the same in its values, even from its birth at Pentecost?
What did things look like in the early Church?

#### Learning Focus
**SC1.**
We are learning how God is revealed through Sacred Scripture, so that we can be supported in living in Christ.

#### Overall Expectations | Specific Expectations
--- | ---
**SC1. Core Teachings:** Understand how God is revealed through Sacred Scripture, interpreted by the Magisterium, unveiling Jesus Christ as the fulfillment of the Old Testament, supporting living in Christ [CCC nos. 201; 522; 555; 702; 719; 2057; 2302; 2543; 2640] | **SC1.3** summarize the values and lifestyles of the early Church community as they helped build the Kingdom of God, as described in the letters of Paul and the Acts of Apostles [CCC nos. 2302; 2640]

#### OCSGE’s | Catholic Social Teachings
--- | ---
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 | Call to Family, Community and Participation

#### Evidence of Learning
**SC1.3**
I can summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles.

#### Background
This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:
- *In Search of the Good* student textbook [CCC8]
### Materials

- Internet access
- *In Search of the Good* student textbook [CCCB]

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZui1bE](https://www.youtube.com/watch?v=ULb9xZui1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Acts 2:43-47  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

#### During: Action – Working on it (three 75 minute periods)

**Spiritual Learning:**

**CONNECTION TO “IN SEARCH OF THE GOOD” program:**

Students may complete some or part of Chapter 6 from the following resource (OECTA Grade 12 Open Religious Education – 2010 document):


** At this point in the course, the class may want to update the word wall “concept camino”, if that is being used in class.

#### After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating
**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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### COURSE: HRE4O

### UNIT 3: “THE WAY” OF BEING CHURCH: One, Holy, Catholic, and Apostolic

### TOPIC 9: Connecting Church and Culture/Daily Life - Mini-Culminating Mid-Term Assignment

#### Guiding Question(s):

- How can applications of the results of research be communicated effectively, after sufficient theological reflection, consideration, and evaluation?
- How do we apply the results of research investigations, with a holistic approach to the value and dignity of every human person?

#### Teacher Prompt(s):

RI2.2

What are the primary sources you accessed?

#### Learning Focus

**RI1.**

We are learning to explore topics that make connections between Church and culture so that we can formulate questions to guide our research.

**RI2.**

We are learning about how to locate/select information relevant to chosen topics, using appropriate research and inquiry methods, so that we can do effective research.

#### Overall Expectations

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<td><strong>RI1. Exploring:</strong> Explore topics that make connections between Church and culture, and formulate questions to guide research</td>
<td><strong>RI1.1</strong> explore a variety of topics and connections about the Church and culture, to identify topics for research and inquiry (e.g., the impact of the Gospel call for social justice in society, the use of Christian symbols in popular culture, lives of contemporary figures who fulfilled the call to participate in professional political life for the common good, etc.)</td>
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<td><strong>RI2. Investigating:</strong> Create research plans, and locate/select information relevant to chosen topics, using appropriate research and inquiry methods</td>
<td><strong>RI2.2</strong> locate and select information relevant to their investigations from a variety of primary sources (e.g., interviews, Church documents, Bible, Catechism of the Catholic Church, observations, surveys, film, photographs, songs, advertisements) and/or secondary sources (e.g., book reviews, textbooks, websites, brochures, newspaper articles)</td>
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<td><strong>RI2.3</strong> based on preliminary research, for each investigation formulate a research question and identify potential subtopics to focus their research (e.g., the question “How does the Church’s teaching on marriage impact the lives of young adults?” may have human dignity, natural law, and chastity as subtopics)</td>
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#### OCSGE’s

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<td>An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values</td>
<td>Dignity of the Human Person</td>
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### Evidence of Learning

**RI1.1**
I can explore/identify topics connecting Church and culture.

**RI2.2**
I can locate and select information from primary and secondary sources.

**RI2.3**
I can formulate a research question and identify potential subtopics to focus my research.

### Background
This unit helps students explore the nature, service, and global impact of the Church, connecting faith to culture.

Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.

Good support resources to have for this lesson include the following:


### Materials
- Internet access

### TOPIC Activities and Process

**Before:** Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9z2uj1bE](https://www.youtube.com/watch?v=ULb9z2uj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Deuteronomy 4:29-31
[https://www.biblegateway.com/passage/?search=deuteronomy+4%3A29-31&version=NRSVCE](https://www.biblegateway.com/passage/?search=deuteronomy+4%3A29-31&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApvDvSX96U](https://www.youtube.com/watch?v=0ApvDvSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it (three 75 minute periods)

**Reflection:**

Students will complete the first lesson, and deliver a limited version of the Rich Culminating Performance Task (course culminating), as prepared by the Catholic Curriculum Corporation, in preparation for the Rich Culminating Performance Task at the end of the course:
Specifically, students will make a connection between two concepts, using the graphic organizer (or a modified version of it), but the mid-term presentation will not require an artefact (as the course culminating task will).

Essentially, students will explain a course concept for a minute to 90 seconds. Then, they will explain a second concept for the same time length, that concept being either from the course, or another course, or a life experience. The students will then, for another minute to 90 seconds, explain how the concepts connect, justifying with evidence/research their creative and “hard to see”/deep connection. Finally, an application question may be added to the oral presentation, in which students indicate “why the connection is important for their classmates to know”, again for one minute to 90 seconds.

Co-constructing (with students) a rubric for the oral presentation could be accompanied by peer and self-assessment after each student’s presentation, opportunity for improvement, and then teacher evaluation.

These oral presentations might be given in a circle, rather than at the front of the class, to reduce anxiety and to create a comfortable atmosphere, open to student feedback for each other.

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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*Learning Skills Needs:* Students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**
### Strategies
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

### Resources
- Laptop
- Chart Paper
- Textbook
- Video
- PowerPoint
- Handouts
- Notes

### Accommodations
- Computers
- Reduced Questioning
- Chunking of Information
- Extra Time
- Graphic Organizers
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- Assistive Technology

### Home Activity or Further Classroom Consolidation
*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## COURSE: HRE4O

### UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

### TOPIC 1: “The Way” to Happiness

**Guiding Question(s):**
How does our understanding of good and evil shape our worldview and influence our daily actions?

**Teacher Prompt(s):**

**CM1.1**
Do people have the power to be happy? Explain.
Why is it important to be thankful to God?
What are the differences between happiness and excitement?
The Beatitudes can be understood as a path to be ‘happy’ or ‘blessed’... how can we be poor and happy?
The Eucharistic celebration is a meal of thanksgiving. How can giving thanks daily to God prepare us for the meal of thanksgiving?

### Learning Focus
**CM1.**
We are examining the human search for truth and happiness, to increase our own happiness.

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<td><strong>CM1. Foundations:</strong> Examine the human search for truth and happiness [CCC nos. 1803-1829]</td>
<td><strong>CM1.1</strong> discuss the importance of being thankful for God’s gifts which enable us to discern and choose what is good in the pursuit of community happiness [CCC nos. 1730-1748; 1776-1805; 1950-1986]</td>
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### OCSGE's

**Catholic Social Teachings**

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<td><strong>CM1.1</strong></td>
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I can explain the importance of being thankful for God’s gifts which enable us to choose what is good for happiness.

### Background
This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:
- YouCat [Ignatius Press]

### Materials

- Internet access
### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry**: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9x2uj1bE](https://www.youtube.com/watch?v=ULb9x2uj1bE).

**SCRIPTURE VERSE FOR JOURNAL**: Psalm 4:7  
[https://www.biblegateway.com/passage/?search=psalm+4%3A7&version=NRSVCE](https://www.biblegateway.com/passage/?search=psalm+4%3A7&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer*: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

#### During: Action – Working on it (one 75 minute period)

**See:**

Students will gain a deeper understanding of happiness, by reading the following online document (or a similar document), which summarizes St. Thomas Aquinas’ understanding of happiness, how to get and keep happiness:  
(Use of Four A’s reading/discussion protocol might be used: students discuss assumptions, what they agree with, what they argue with, and what they aspire to, based on a specific text).

Students will then review the following “Happiness Statements” and put them on a “continuum” between “totally agree” and “totally disagree”. Class discussion or debate may be involved:

An option for the form of this activity is to use a version of the Fish Bowl format with a few students debating and discussing in an inside circle, with the remaining outside circle students jotting key insights they quietly observe from the inside circle. After a couple statements being discussed in the inside circle, new students from the outside circle can replace the students in the inside circle; large group discussion may follow:  
[https://www.youtube.com/watch?v=xkWl9b0FZSE](https://www.youtube.com/watch?v=xkWl9b0FZSE)

(Another option for a discussion protocol is a modified Socratic Seminar, in which students discuss the meaning of each statement; students then build on one another’s ideas without intervention from the instructor. When the conversation ceases to move forward, the next topic is addressed in similar fashion):

**Happiness Statements:**

1. People will constantly be happy if they constantly think about good things (reason the good) and choose what is good (freely willing the good).
2. The only two reasons people are unhappy are because they let negative thoughts into their minds, and/or do bad things.
3) On earth, animals can’t be happy, only humans, since animals lack reason and free will (which are necessary for happiness).
4) Happiness is not a feeling, but something you have as a result of choosing what is good (a byproduct of good actions).
5) Few people in society are truly happy because they don’t know what happiness is, and they don’t know how to get and keep happiness.
6) Love is not a feeling, but is choosing the good for others. Happiness comes only from acts of love, and not from any material thing.
7) *Evil is just a lack of something that should be present (in Catholic philosophy). Evil is a kind of “nothing”, so it has no power in itself.* So … fearing evil is an unloving thing to do, and brings unhappiness, since fearing evil is fearing nothing at all.
8) *Goodness is the existence of something that should exist (in Catholic philosophy). Goodness is “being”. Everything that exists is good.* Hence, we don’t need evil to show us what is good, but when we choose good (love) in the presence of evil, it is like lighting a candle in the darkness … it is very noticeable (e.g., loving our enemies).
9) The closer we move toward God in prayer and the sacraments, the happier we will be.
10) The entire purpose of this life is to share in God’s happiness and joy.
11) Happiness is different than excitement or pleasure, and cannot be experienced by choosing pleasure instead of goodness (hedonism).
12) Happiness is not a chemical reaction in the body, but a spiritual state of being.
13) Happiness is increased by good habits (virtues).
14) Happiness is a gift from God.
15) Society tends to believe that the person with the most material wealth “wins”, but really the person with the most happiness in God “wins”.
16) The more we love the happier we get.
17) Money can’t buy happiness, but the right use of money can increase a person’s happiness.
18) Single people can be as happy as married people.
19) People who are good and who know and love God are happier than people who are good.
20) Helping people in great need brings more happiness than helping people not in great need.
21) A person can’t simply choose to be happy; a person must be good to be happy.
22) Gratitude brings happiness.
23) Everyone can be happy.
24) Everyone can be happy all the time.
25) As a culture, we don’t spend enough time discussing what happiness is, how to get it, and how to keep it.

After the continuum survey/discussion, students may rank the following YouTube videos in order of preference, regarding how the video helps them understand happiness (ready to explain their order choice):

3) Bishop Barron - Using Christian Art to Discover Happiness [https://www.youtube.com/watch?v=tQ1VCFEkkk](https://www.youtube.com/watch?v=tQ1VCFEkkk)
4) Bishop Barron – The Key to Joy [https://www.youtube.com/watch?v=N4b4UDyplO](https://www.youtube.com/watch?v=N4b4UDyplO)
5) Dr. Robert Holden – The Happiness Project [https://www.youtube.com/watch?v=I8PKtrPCDiO](https://www.youtube.com/watch?v=I8PKtrPCDiO)
Students may also reflect and share about the meaning and nature of happiness and how happiness is affected by sin, using the following sections of the YouCat: #279-290

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

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## COURSE: HRE4O

**UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living**

### TOPIC 2: Why does God allow evil? Can that interfere with our happiness?

#### Guiding Question(s):  
How does our understanding of good and evil shape our worldview and influence our daily actions?

#### Teacher Prompt(s):  
**CM1.2**  
Why does God allow evil, suffering and death, when God must know that we don’t want these realities?  
If God is all-powerful and good, can God bring good out of evil?

#### Learning Focus  
**CM1.**  
We are examining the human search for truth and happiness, to increase our own happiness.

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<tr>
<td><strong>CM1. Foundations:</strong> Examine the human search for truth and happiness [CCC nos. 1803-1829]</td>
<td><strong>CM1.2</strong> investigate and summarize why God does not cause, but permits some evil - particularly suffering and death [CCC nos. 309-324]</td>
</tr>
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*Catholic Social Teachings*

<table>
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<th>Evidence of Learning</th>
<th>Catholic Social Teachings</th>
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</thead>
<tbody>
<tr>
<td><strong>CM1.2</strong></td>
<td>Dignity of the Human Person</td>
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</table>

I can summarize why God does not cause but permits some evil.

### Background

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:
- *God In The Dock: Essays on Theology and Ethics* (C.S. Lewis)
- *The Problem of Pain* (C.S. Lewis)

### Materials

- Internet access

### TOPIC Activities and Process

**Before:** Getting Started *(5-10 minutes – Bell Work)*

*Illuminated Scripture Journal Entry*: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the
activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zZuj1bE](https://www.youtube.com/watch?v=ULb9zZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** John 16:22  

**OPENING PRAYER FOR CLASS (individually or as a group):**

*e.g., A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During:** Action – Working on it (two 75 minute periods)

**Judge:**

1) As the students are able, they will watch part or all of this 35 minute video in 5 minute clips, to allow for discussion and taking jot notes of important points; the teacher may take jot notes with the students (sharing how the teacher takes jot notes of important points), and sharing key points that the students can add to their jot notes.

Peter Kreeft - *Would a Loving God Allow Evil and Suffering?* [https://www.youtube.com/watch?v=YiAttvLsDE4](https://www.youtube.com/watch?v=YiAttvLsDE4)

Alternatively, students will read (and highlight what is important for them in) this article from Peter Kreeft on *why God allows evil*: [http://www.peterkreeft.com/topics/evil.htm](http://www.peterkreeft.com/topics/evil.htm)  
(A reading/discussion protocol that can be used with the article is the “Final Word”, also known as “Save the Last Word”. One student selects a quotation from the text and reads it aloud. Other students take turns responding to the text, and the original student closes the discussion with a reflection.)

2) Think/Pair/Share – Students will collaborate in coming up with evidence that God loves us (based on students’ current understanding). Findings will be shared with the class (talking stick protocol).

3) Students will watch this 30 minute online video (also available on DVD) followed by revisiting their evidence that God loves us: is the evidence still good that God loves us? Discussion or debate to follow:  

*God in the Dock* video – C.S. Lewis (on YouTube):  
[https://www.youtube.com/watch?v=tha2JXO6U5g](https://www.youtube.com/watch?v=tha2JXO6U5g)

4) Students may create a list and discuss the main reasons they see for agnosticism and atheism in the world today. Do any of these reasons make sense? (T-Chart might be developed in small groups, showing arguments FOR God loving us vs. AGAINST God loving us). Discussion or debate to follow.  

*Note to the teacher: to get a deeper sense of C.S. Lewis’ reasoning concerning God and evil, the following two resources may be helpful:*

- *God In The Dock - Essays on Theology and Ethics* (C.S. Lewis)  
- *The Problem of Pain* (C.S. Lewis)
After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

Differentiation of Process: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

Differentiation of Environment: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

Learning Skills Needs: students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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Home Activity or Further Classroom Consolidation

Illuminated Scripture Journal Entry completed: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**COURSE: HRE4O**

**UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living**

**TOPIC 3: “The Way” we can rise above evil - through God’s gift of virtuous living**

**Guiding Question(s):**

How do the theological and cardinal virtues help us develop good habits as Christians?

**Teacher Prompt(s):**

**CM1.3**

How can virtues and deadly sins be categorized (for example are there any ones that could be considered ‘spiritual’)?

How do virtues help communities find happiness?

Do deadly sins always harm communities?

Compare the list of the virtues in our school with the cardinal and theological virtues.

**Learning Focus**

**CM1.**

We are examining the human search for truth and happiness, to increase our own happiness.

**Overall Expectations**

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<td><strong>CM1. Foundations:</strong> Examine the human search for truth and happiness [CCC nos. 1803-1829]</td>
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<tr>
<td><strong>CM1.3</strong> identify the cardinal virtues and theological virtues as good habits of Christians and demonstrate an understanding of the harm done to communities through the seven deadly sins [CCC nos. 1803-1829; 1865-1869]</td>
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**OCSGE’s**

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<td>A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good</td>
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<td>Rights and Responsibilities</td>
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**Evidence of Learning**

**CM1.3**

I can explain the cardinal and theological virtues.

**CM1.3**

I can explain the harm done to communities through the seven deadly sins.

**Background**

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

- *The One-Minute Aquinas* [Sophia Institute Press]
- *In Search of the Good* student textbook [CCCB]
### Materials
- Chart paper
- Markers
- YouCat [Ignatius Press]
- The film “Soul Surfer” (2011); here is the trailer: [https://www.youtube.com/watch?v=_KlpD6dr7Qw](https://www.youtube.com/watch?v=_KlpD6dr7Qw)
- *In Search of the Good* student textbook [CCCB]

### TOPIC Activities and Process

#### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Philippians 4:8  
[https://www.biblegateway.com/passage/?search=phillipians+4%3A8&version=NRSVCE](https://www.biblegateway.com/passage/?search=phillipians+4%3A8&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

E.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApCvDSX96U](https://www.youtube.com/watch?v=0ApCvDSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

#### During: Action – Working on it (three 75 minute periods)

**Act:**

1) Students will participate in a virtue/vice superhero/supervillain drawing assignment (or compose a poem about each virtue/vice, or compose lyrics for a song about each virtue/vice):

For the drawing assignment, students in small groups will create appropriate cartoon heroes and villains for the virtues and vices, and share/describe the meaning of their figures, which may have symbols that indicate the virtue or vice.

*Note: the total number of superheroes and supervillains should be 14 (4 cardinal virtues/3 theological virtues/7 deadly sins).* Chart paper and markers might be used for larger drawn figures.

For this task, students may be reminded that evil is a lack of something that should exist (e.g. the deadly sin of sloth involves a lack of fortitude); perhaps that can be integrated into their drawn characters.

To become familiar with the virtues and vices, the class can read/discuss/summarize the following section from the YouCat: #299-309
Possible community application: perhaps the virtue characters could be shared in some way with elementary school students (e.g., a presentation as they visit the secondary school), to encourage those students to develop virtues in preparation for secondary school.

2) Students may then watch the film “Soul Surfer”. Here is the film trailer: https://www.youtube.com/watch?v=_KlpD6dr7Qw

The class may use the following discussion protocol to get deeper into the film: http://www.theteachertoolkit.com/index.php/tool/save-the-last-word-for-me

3) As well, students might discuss the following in a large circle (talking stick protocol):
   a) How did God bring good out of evil throughout the film? Explain.
   b) What virtues are seen in the main characters of the film? Explain.
   c) What vices are seen in the main characters of the film? Explain.
   d) Is there transformation of any character from vice to virtue? Explain.

Connection to “In Search of the Good” Program:

Students may complete some or part of Chapter 11 from the following resource (OECTA Grade 12 Open Religious Education):


The following book resource has good explanations of the virtues, making St. Thomas Aquinas’ thinking easier to understand:

The One-Minute Aquinas [Sophia Institute Press]

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

Differentiation of Process: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

Differentiation of Environment: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

Learning Skills Needs: students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.
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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### Guiding Question(s):

What are some useful tools in making moral decisions?

### Teacher Prompt(s):

CM2.1

What is sin?
What is the difference between reconciliation and restitution?

The National Truth and Reconciliation Commission was so named to help promote reconciliation for all those involved in residential schools. What still needs to be done to further promote reconciliation?

### Learning Focus

CM2.

We are learning about conscience, so that we can engage in the process of conscience formation and moral decision making.

### Overall Expectations | Specific Expectations

**CM2. Seeking Understanding:** Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making [CCC nos. 1749-1761]

**CM2.1** explore and explain the meaning of sin as a failure in genuine love for God, neighbour, and self, and outline reconciliation as conversion involving Grace, and a process of forgiveness and reparation/restitution [CCC nos. 1478-1498]

### OCSGE’s

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

### Catholic Social Teachings

Care for God’s Creation

### Evidence of Learning

**CM2.1**

I can explain the meaning of sin.

**CM2.1**

I can describe how conversion involves Grace, justice, and forgiveness.

### Background

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

- *The Beatitudes: Living the Life of Christ – Teacher’s Guide* [Sophia Institute for Teachers]
- Truth and Reconciliation Commission of Canada: Calls to Action
  [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)
- *In Search of the Good* student textbook [CCCB]
- OECTA Grade 12 Open Religious Education document:

**Materials**
- Internet access

**TOPIC Activities and Process**

**Before:** Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Psalm 51
[https://www.biblegateway.com/passage/?search=psalm+51&version=NRSVCE](https://www.biblegateway.com/passage/?search=psalm+51&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApCvDsX96U](https://www.youtube.com/watch?v=0ApCvDsX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it (two 75 minute periods)

*See, Judge, Act:*

Students will complete some or all of the activities in [Appendix A5](#), to deepen their understanding of sin and reconciliation.

The following textbook resource (pp. 93-109) has optional lessons and activities that make use of artwork to connect the reality of sin to the necessity of virtue:

*The Beatitudes: Living the Life of Christ – Teacher’s Guide* [Sophia Institute for Teachers]

**Connection to “In Search of the Good” Program:**

Students may complete some or part of Chapter 15 from the following resource (OECTA Grade 12 Open Religious Education):

**After:** Consolidate, Debrief, Reflect and Connect (5-10 minutes)

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
Assessment / Evaluation
Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

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**Home Activity or Further Classroom Consolidation**

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE4O  
UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

**TOPIC 5: “The Way” of Peace through Order**

**Guiding Question(s):**
What are some useful tools in making moral decisions?

**Teacher Prompt(s):**

**CM2.3**
Most schools or classrooms have rules. After examining the rules here, explain how they help to maintain social and moral order. If you had the task of updating the rules, what changes would you recommend? Why?

**Learning Focus**

**CM2.**
We are learning to apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision-making, so that we can make good decisions.

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<td><strong>CM2. Seeking Understanding:</strong> Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision making [CCC nos. 1749-1761]</td>
<td><strong>CM2.3</strong> demonstrate an understanding of how norms (e.g., school code of conduct, civil law) function out of necessity to maintain social and moral order, in the search for the good</td>
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**OCSGE’s**

A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good

**Catholic Social Teachings**

Care for God’s Creation

**Evidence of Learning**

**CM2.3**
I can explain how norms (e.g., school code of conduct) maintain social and moral order.

**Background**

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

- YouCat [Ignatius Press]
- *In Search of the Good* student textbook [CCCB]

**Materials**

- YouCat [Ignatius Press]
- Current school code of conduct
- Current school uniform policy
**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

*SCRIPTURE VERSE FOR JOURNAL:* Romans 13:1-7  

*OPENING PRAYER FOR CLASS (individually or as a group):*

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (one 75 minute period)**

*See, Judge, Act:*

Students will reflect and share about the connection between order and peace, after considering the first part of 1 Corinthians 14:33, which says: “for God is a God not of disorder but of peace.”  
Students can share what they think the meaning of this phrase is (talking stick protocol), and provide examples in discussion to explain their viewpoints.

Students will also reflect in their notes and share in large group discussion (continue talking stick protocol) about the meaning and nature of conscience, using the following sections of the YouCat: #295-298, and this question: “What word, phrase, or paragraph from this YouCat section speaks to your heart and conscience the most?”

In groups of two or three, students will analyze the current school code of conduct and the school uniform policy, after small group discussion about the goodness of the current policies *(which likely need to be copied and distributed to students, unique to school communities)*:

In their small group analysis, groups will ask these questions:

a. What in these school norms is right and good for the community and why?

b. What in these school norms is ambiguous (open to more than one interpretation)?

c. Why is it important to have an authority to offer interpretation of these documents?

d. Why is it important to have a voice in offering opinions about community norms?

e. Why is it important to share one’s voice in the proper way and place concerning community norms?

f. How do these community norms support peace and order?

After small group discussion and analysis, students will in their groups write their own school codes of conduct and uniform policies *(as if they had that authority, according to what their conscience currently says is best to build peace through order)*.
Student-developed policies will then be shared, justified, and discussed in a large group setting (brief presentations from each small group).

**Connection to “In Search of the Good” Program:**

Students may complete part of Chapter 8 from the following resource (OECTA Grade 12 Open Religious Education):


**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

*Differentiation of Product:* written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

*Differentiation of Environment:* change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength).

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

**Strategies**
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

**Resources**
- Laptop
- Chart Paper
- Textbook
- Video
- PowerPoint
- Handouts
- Notes

**Accommodations**
- Computers
- Reduced Questioning
- Chunking of Information
- Extra Time
- Graphic Organizers
- Handouts
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<td><em>Illuminated Scripture Journal Entry completed:</em> students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.</td>
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**Guiding Question(s):**
How do we develop strategies to help us continually affirm the dignity of all human life?

**Teacher Prompt(s):**

**CM3.1**
In light of the common good, what could a response to the Supreme Court ruling on euthanasia be?

Human dignity is expressed in our language – People-first language. Canada is a country of people who have migrated. How should we respond to people seeking refuge here?

**Learning Focus**

**CM3.**

We are learning to evaluate contemporary ethical and moral issues in light of the Church’s moral teaching, so that we can support society with goodness.

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<th>Overall Expectations</th>
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<td><strong>CM3. The Moral Life:</strong> Evaluate contemporary ethical and moral issues in light of the Church’s moral teaching [CCC nos. 1730-1734]</td>
<td><strong>CM3.1</strong> apply some of the basic principles of Catholic moral teaching (e.g., principle of double effect, the common good, the integrity of procreation, respect for human life and human dignity) to concrete examples of contemporary moral issues</td>
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**OCSGE’s**

<table>
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<tbody>
<tr>
<td>Dignity of the Human Person</td>
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</table>

**Evidence of Learning**

**CM3.1**
I can apply basic principles of Catholic moral teaching (respect for human life; human dignity) to contemporary moral issues.

**Background**

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

- *In Search of the Good* student textbook [CCCB]
- OECTA Grade 12 Open Religious Education document:

**Materials**

- Internet access
**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1Be](https://www.youtube.com/watch?v=ULb9xZuj1Be).

**SCRIPTURE VERSE FOR JOURNAL:** Isaiah 49:13-16
[https://www.biblegateway.com/passage/?search=isaiah%2049%3A13-16&version=NRSVCE](https://www.biblegateway.com/passage/?search=isaiah%2049%3A13-16&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

- e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
  
  Loving Father, I stand before You in the midst of confusion and complexities of life.
  
  My future sometimes seems distant and unknown.
  
  Give me, O Lord, the vision to see the path You set before me.
  
  Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
  
  I ask this through Jesus, Your Son and my Brother.
  
  Amen.

**During: Action – Working on it (two 75 minute periods)**

*See, Judge, Act:*

Students will complete the activity in Appendix A6, in order to recognize that all human life is sacred and a gift from God, and to see that a consistent ethic of life is a matter of justice (giving others what they are owed, according to God).

Students will discuss and assess current student awareness of such contemporary ethical and moral issues, such as taking care of the environment, building a culture of peace, and protecting human life from conception until natural death.

As a large group, students will brainstorm how they might increase student awareness of such contemporary issues (e.g., create the beginnings of a Stewardship Hallway or Pro-Life Display or a Peace Hall for the school or classroom). Students will then together follow through on an “awareness campaign”, aligned with the Church’s moral teaching.

*Connection to “In Search of the Good” Program:*

Students may complete some or part of Chapters 13 & 14 from the following resource (OECTA Grade 12 Open Religious Education):


**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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*Differentiation of Environment:* change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

*Learning Skills Needs:* students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
**COURSE: HRE40**

**UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living**

**TOPIC 7: “The Way” to know if an action is good or evil**

**Guiding Question(s):**
What are some useful tools in making moral decisions?
How can we direct our God-given talents in morally responsible ways?

**Teacher Prompt(s):**

**CM3.2**
How are we to know if controversial human actions are good or evil?
How can bullying been seen as a moral issue?

**FL2.2**
What impact can in vitro fertilization have on a marriage?
Determine some of the factors that cause STIs and how that might impact a relationship.

**Learning Focus**

**CM3.**
We are learning to evaluate contemporary ethical and moral issues in light of the Church’s moral teaching, so that we can support society with goodness.

**FL2.**
We are examining how the Church today supports the growth of families and individuals, so we can also support that growth.

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<td><strong>CM3. The Moral Life:</strong> Evaluate contemporary ethical and moral issues in light of the Church’s moral teaching [CCC nos. 1730-1734]</td>
<td><strong>CM3.2</strong> discuss a variety of moral issues (e.g., unfair wages, cheating during exams, use of harmful drugs, bullying, euthanasia, abortion, premarital sex, just war, etc.) using the criteria of object, circumstances, and intention, and show how a good moral act will positively affect the happiness of the community [CCC nos. 1749-1761]</td>
</tr>
<tr>
<td><strong>FL2. Growing in Commitment:</strong> Demonstrate an understanding of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture [CCC nos. 2207; 2215; 2221; 2232; 2239]</td>
<td><strong>FL2.2</strong> express ways in which the sacred gift of human sexuality and life itself can be protected from conception until natural death (including a description and moral assessment of relevant cultural issues such as sexuality, family planning, reproductive and genetic technologies, and the impact of STIs on human life and relationships) [CCC nos. 2331-2400]</td>
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<td>A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good</td>
<td>Rights and Responsibilities</td>
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**Evidence of Learning**

**CM3.2**
I can use the criteria of object, circumstances, and intention to address a variety of moral issues.
I can explain why the sacred gift of human life should be protected from conception until natural death.

**Background**

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:
- *101 Dilemmas for the Armchair Philosopher* [Quid Publishing]

**Materials**

- YouCat [Ignatius Press]
- Thesaurus (for activity in Appendix 7)

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bf](https://www.youtube.com/watch?v=ULb9xZuj1bf).

*SCRIPTURE VERSE FOR JOURNAL:* Deuteronomy 30:19-20


*OPENING PRAYER FOR CLASS (individually or as a group):*

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.

**During: Action – Working on it (four 75 minute periods)**

**See, Judge:**

1) Students will read and summarize (perhaps with a chart or other graphic organizer) the following sections of the YouCat: #291-294, to become familiar with how moral acts (acts we do using our reason and free will) can be objectively judged as good or evil (*note that while we should not judge people, we should judge actions, so that we choose what is good/love, to experience joy in community*)
2) With the criteria of *object, circumstances, and intention* in mind, students may engage in a circle discussion (talking stick protocol), to comment on some of the moral dilemmas presented in this book: *101 Dilemmas for the Armchair Philosopher* [Quid Publishing], or dilemmas based on the examples in CM3.2

A discussion protocol that might be used is as follows:
World Café Discussion Protocol

*Purpose:*
To discuss a topic or various topics, rotating the role of leadership and mixing up a group of people.

*Procedure:*
1. Form three groups of 3 or 4 and sit together at a table.
2. Each group selects a “summarizer”
3. The summarizer’s role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes.
4. The group discusses the topic at hand until time is called. Groups can be discussing the same topic or related topics.
5. The summarizer stays put; the rest of the group rotates to the next table.
6. The summarizer (the one who didn’t move) presents a summary of the conversation recorded from the former group to the new group.
7. Each table selects a new summarizer, who repeats the procedure, until time is called.
8. The process repeats until all participants have had a chance to be the “summarizer”.
9. After the last round, the last group of “summarizers” present to the whole group regarding their summaries.

3) Students may complete some or all of the activities in Appendix A7.

4) Students may watch the following Salt and Light video concerning the moral issue of euthanasia (helpful film, even though some aspects are out of date): *Turning the Tide*

Here is the trailer: [https://www.youtube.com/watch?v=ludssLeBUuI](https://www.youtube.com/watch?v=ludssLeBUuI)

During the film, students will jot down higher order thinking questions they have on the topic (here are questions starters that can be used with students to ensure they are asking higher order questions: [https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf](https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf))

After the film, students may share and respond to their higher order questions (talking stick protocol).

Students might also read parts of the following article from *priestsforlife*, and then formulate and share their views on the topic, as they are comfortable (continue talking stick protocol): [http://www.priestsforlife.org/euthanasia/euthanasiaqanda.htm](http://www.priestsforlife.org/euthanasia/euthanasiaqanda.htm)

*Note: the teacher might help students at this point to see that many of the “life” moral questions (euthanasia, abortion, etc.) can have good intention, but are always “not good” according to the object of the act. No circumstances or good intention can make euthanasia or abortion morally good.*

5) Students may also discuss (continue talking stick protocol) why it is that our culture tends to avoid looking at the “object” of human actions (what is actually done), knowing that many “life” moral issues boil down to actions being “not good” by object, though intention is possibly good (e.g., abortion, euthanasia, etc.)

**After:** Consolidate, Debrief, Reflect and Connect *(5-10 minutes)*

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or
changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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<td><strong>TOPIC 8: A Call to Action, to offer moral support</strong></td>
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<td><strong>Guiding Question(s):</strong></td>
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<td>How do we develop strategies to help us continually affirm the dignity of all human life?</td>
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<td><strong>Teacher Prompt(s):</strong></td>
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<td><strong>CM3.3</strong></td>
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<td>How does a Catholic understanding of human dignity inspire equity and inclusion in our school?</td>
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<tr>
<td>How should we respond to unjust discrimination?</td>
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<tr>
<td>Look at the Canadian Bishops’ response to the issue of residential schools, Walking Forward Together. What can we do to help with the call to action?</td>
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<tr>
<td>What effect did the treatment of British home children have on Canadian society?</td>
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<td><strong>Learning Focus</strong></td>
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<td><strong>CM3.3</strong> explore how human dignity rooted in God, leads to turning away from unjust discrimination based on race, creed, sexual orientation, ability, mental health, etc.</td>
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<td>A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.</td>
<td>Preferential Option for and with People who are Poor</td>
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<td><strong>CM3.3</strong></td>
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<td>I can explain how human dignity, rooted in God, leads to turning away from unjust discrimination.</td>
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<td>● CCCB response to the issue of residential schools: <em>A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission (On Adopting and Implementing the United Nations Declaration on the Rights of Indigenous Peoples)</em></td>
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TOPIC Activities and Process

Before: Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry*: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL**: Micah 6:8
[https://www.biblegateway.com/passage/?search=micah+6%3A8&version=NRSVC]

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer*: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother.
Amen.

During: Action – Working on it (one 75 minute period)

**See, Judge, Act:**

As an extension of examining moral actions, sin and reconciliation during this unit, students will look at the Canadian Bishops’ response to the issue of residential schools: *A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission (On Adopting and Implementing the United Nations Declaration on the Rights of Indigenous Peoples)*.

In advance, the teacher might read and highlight key sections of the document that are suitable for the particular class: [http://www.cccb.ca/site/images/stories/pdf/catholic%20response%20call%20to%20action%2048.pdf](http://www.cccb.ca/site/images/stories/pdf/catholic%20response%20call%20to%20action%2048.pdf)

To support understanding of the highlighted sections of the document, students may also benefit from several of the good resources available on the CARFLEO site (e.g., from Sr. Priscilla Solomon’s 2017 keynote presentation, available here: [https://carfleo.com/2017/03/24/sr-priscilla-solomon/](https://carfleo.com/2017/03/24/sr-priscilla-solomon/)).

After students read and discuss in a large group the material they have reviewed (talking stick protocol), they will together develop key ideas and strategies which they think they may be able to “act on” (at least in the future, preferably now) to address the moral situations/imperatives raised by this important Canadian moral situation.

Students may ask themselves and share their response (talking stick protocol continued) to this question: “What can we do to help with the “Call to Action”?” (e.g., students may be introduced to, or volunteer to support “Orange Shirt Day”: [http://www.orangeshirtday.org/](http://www.orangeshirtday.org/)).

From the Eastern Ontario Catholic Curriculum Corporation, many resources exist to begin to address this moral situation (here is a sample: [http://www.eoccc.org/uploads/4/6/7/0/46705249/aboriginal Voices_grade_12__rev_2016_.pdf](http://www.eoccc.org/uploads/4/6/7/0/46705249/aboriginal Voices_grade_12__rev_2016_.pdf)).

The following resources in this document may also assist teachers in further developing related lessons and activities:
**Appendix E**

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

- **Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

- **Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

- **Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

- **Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
COURSE: HRE4O  
UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

**TOPIC 9: A Call to weekly Mass, to grow in moral goodness**

**Guiding Question(s):**
How is the Eucharist the focus of our prayer life each week?

**Teacher Prompt(s):**
PS1.1
What does God want for us at Sunday Mass?
How might we prepare ourselves to attend Sunday Mass?

**Learning Focus**
PS1.
We are learning about how prayer bonds people with God, culminating in the Eucharist, so that we can positively impact modern culture.

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<tr>
<td><strong>PS1. Prayer:</strong> Explain how various forms and expressions of prayer bond people with God, and how the rhythm of community prayer, culminating in the Eucharist, positively impacts the Church and modern culture [CCC nos.1324-1327; 2559-2565]</td>
<td><strong>PS1.1</strong> demonstrate an understanding of the importance and good effects of weekly Mass attendance as a Church community on the Lord’s Day [CCC nos. 1324-1327; 2174-2188], and how to prepare oneself well for weekly Mass (e.g., daily prayer from the heart; examination of conscience; possibly the Sacrament of Reconciliation [at least yearly]; good works in the community; etc.) [CCC nos. 1384-1390; 1435; 1776-1785]</td>
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**OCSGE’s**
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

**Catholic Social Teachings**
Rights and Responsibilities

**Evidence of Learning**

**PS1.1**
I can describe the importance and good effects of weekly Mass attendance.

**PS1.1**
I can explain how to prepare well for weekly Mass.

**Background**
This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:
- *Why Go to Mass?* (Bishop Michael Evans)
Materials

- Internet access

TOPIC Activities and Process

Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Leviticus 23:3
[https://www.biblegateway.com/passage/?search=leviticus+23%3A3&version=NRSVCE](https://www.biblegateway.com/passage/?search=leviticus+23%3A3&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

During: Action – Working on it (one 75 minute period)

**See:**

Students will more deeply explore the meaning, importance, and good effects of weekly Mass attendance. The following resources and discussion approach may assist teachers in approaching this subject:

**Discussion Question** (talking stick protocol) for each video: “Based on this video, what are some good reasons to go to Mass?”

1) **Young Catholic Minute: Why go to Mass on Sundays?** [https://www.youtube.com/watch?v=fc8g2m1XYPO](https://www.youtube.com/watch?v=fc8g2m1XYPO)

2) **Pope Francis explains power of Eucharist:** [https://www.youtube.com/watch?v=VEnU12jPfjg](https://www.youtube.com/watch?v=VEnU12jPfjg)

3) **Christopher Stefanick: What do you get out of Mass?** [https://www.youtube.com/watch?v=xbBNXStsio](https://www.youtube.com/watch?v=xbBNXStsio)

4) **Fr. Mike Schmitz - A Roman Catholic Teaching Mass (2 Periods – just using part of the video may be helpful):** [https://www.youtube.com/watch?v=VCtZmUrFkqk](https://www.youtube.com/watch?v=VCtZmUrFkqk)

As a follow-up to the discussion, the class may learn how to use online Daily Mass Readings, as shown in the following resource, so they can think about and pray the readings before Sunday Mass:
[http://www.usccb.org/bible/readings/081517.cfm](http://www.usccb.org/bible/readings/081517.cfm)

Finally, students will watch the following “10 Good Reasons to Go to Mass”, and then develop their own “10 Good Reasons to Go to Mass” (perhaps in slideshow format, with music, in pairs – with five reasons offered from each student): [https://www.youtube.com/watch?v=Tztwl0I8Yk](https://www.youtube.com/watch?v=Tztwl0I8Yk)
**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in *Appendix E: Learning Skills Mini-Lesson Ideas*.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### TOPIC 10: “The Way” of Intercession, to support others

#### Guiding Question(s):
In what ways does prayer support and strengthen our relationship with God and with each other?

#### Teacher Prompt(s):
Why do Catholics sometimes pray with saints and seemingly not directly to God? Why would God empower angels and saints to have intercessory power between God and ourselves?

#### Learning Focus
**PS1.**
We are learning about how prayer bonds people with God, so that we can positively impact modern culture.

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<td><strong>PS1.3</strong> show an understanding of prayer of intercession (with examples from the Old Testament [1 Kings 2.12-20; 2 Maccabees 12.38-46] and the New Testament [James 5:13-20]); also, explain why Church members ask saints and the Virgin Mary to pray for them, and why we should pray for each other [CCC nos. 956; 2634-2638]</td>
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#### OCSGE’s
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

#### Catholic Social Teachings
Preferential Option for and with People who are Poor

### Evidence of Learning

**PS1.3**
I can explain the meaning of prayers of intercession.

**PS1.3**
I can explain why Church members ask saints and the Virgin Mary to pray for them.

**PS1.3**
I can explain why we should pray for each other.

### Background
This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:
- Catechism of the Catholic Church (online and hard copies for students to use)
**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bf](https://www.youtube.com/watch?v=ULb9xZuj1bf).

*SCRIPTURE VERSE FOR JOURNAL:* Nehemiah 1:4-11
[https://www.biblegateway.com/passage/?search=nehemiah+1%3A4-11&version=NRSVCE](https://www.biblegateway.com/passage/?search=nehemiah+1%3A4-11&version=NRSVCE)

*OPENING PRAYER FOR CLASS (individually or as a group):*

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

**During: Action – Working on it (one 75 minute period)**

**See, Judge:**

Students will learn about examples that reveal that God chooses to allow people to “intercede” for others, through prayer and sacrifices. To get a sense of the meaning of intercession, students may do the following (jot notes using a graphic organizer may support student learning):

1) Read Scripture stories from the *Bible* to discover the biblical figures who offer prayers of intercession which God accepts, and how that intercession takes place: *(from the Old Testament [1 Kings 2.12-20; 2 Maccabees 12.38-46] and the New Testament [James 5:13-20])*

2) Explore modern day examples of miracles due to intercession (e.g., Pope St. John Paul II interceding miraculously for Sr. Marie Simon Pierre): [https://www.youtube.com/watch?v=yhvCzG01j1w](https://www.youtube.com/watch?v=yhvCzG01j1w)

3) Use the Catechism to understand the importance of praying for others: (CCC 2634-2636)

4) Research Patron Saints, for of all kinds of maladies and concerns, including stories and testimonies about the effectiveness of their intercession: [https://en.wikipedia.org/wiki/List_of_patron_saints_by_occupation_and_activity](https://en.wikipedia.org/wiki/List_of_patron_saints_by_occupation_and_activity)

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).
## Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

## Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

### Strategies
- Read Aloud
- Prompts
- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
- Visual/Graphic Organizer
- Internet/Technologies
- Multimedia Presentations

### Resources
- Laptop
- Chart Paper
- Textbook
- Video
- PowerPoint
- Handouts
- Notes

### Accommodations
- Computers
- Reduced Questioning
- Chunking of Information
- Extra Time
- Graphic Organizers
- Handouts
- Assistive Technology

## Home Activity or Further Classroom Consolidation

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## COURSE: HRE4O
### UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

### TOPIC 11: “The Way” of Beauty: beauty drawing people into faith, truth, and goodness, contributing to community happiness

#### Guiding Question(s):
How does our understanding of good and evil shape our worldview and influence our daily actions?

#### Teacher Prompt(s):

**CM1.1**
Do people have the power to be happy? Explain.
Why is it important to be thankful to God?

What are the differences between happiness and excitement?
The Beatitudes can be understood as a path to be ‘happy’ or ‘blessed’... how can we be poor and happy?
The Eucharistic celebration is a meal of thanksgiving. How can giving thanks daily to God prepare us for the meal of thanksgiving?

#### Learning Focus
**CM1.**
We are learning about the human search for truth and happiness, so that we can positively impact modern culture.

#### Overall Expectations

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<td>Examine the human search for truth and happiness [CCC nos. 1803-1829]</td>
<td><strong>CM1.1</strong> discuss the importance of being thankful for God’s gifts which enable us to discern and choose what is good in the pursuit of community happiness [CCC nos. 1730-1748; 1776-1805; 1950-1986]</td>
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#### OCSGE’s

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#### Evidence of Learning

**CM1.1**
I can describe how being thankful for God’s gifts (e.g., beauty) helps us pursue happiness and choose what is good.

#### Background

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

#### Materials

- Internet access (e.g., computer lab, if available)
### TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** 1 Peter 3:3-4  
[https://www.biblegateway.com/passage/?search=1+peter+3%3A3-4&version=NRSVCE](https://www.biblegateway.com/passage/?search=1+peter+3%3A3-4&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (two 75 minute periods)**

**See, Judge, Act:**

Students will discuss (think/pair/share – large group share) the following statements, to see the relationship between goodness, truth, and beauty.

- a) *Everything that is good is true and beautiful*
- b) *Everything that is true is good and beautiful*
- c) *Everything that is beautiful contains truth and goodness*

Students will examine and discuss (think/pair/share – large group share) how goodness and truth are found in the following two beautiful musical performances:

1. Hallelujah (Pentatonix): [https://www.youtube.com/watch?v=haFHrfmfHbc](https://www.youtube.com/watch?v=haFHrfmfHbc)
2. X-Factor Gospel Choir:  
   [https://www.youtube.com/watch?v=PwTsUMqT_RQ](https://www.youtube.com/watch?v=PwTsUMqT_RQ)

In a computer lab, students will use the following online sites (or similar sites), browse through many artists (e.g., click on their names), and select and copy/paste their *Top 5 modern Christian art images* into a document, and be prepared to show the image and share why they appreciate the artwork as it expresses Christian Faith (a modified “gallery walk” can be used with groups of students, in which students walk to each other’s computer screens and listen to the student who selected the art present):  

[https://fineartamerica.com/art/paintings/contemporary+christian+art](https://fineartamerica.com/art/paintings/contemporary+christian+art)  
[https://www.lifeposters.org/christian-posters/](https://www.lifeposters.org/christian-posters/)  

Students will then discuss (talking stick protocol) why Christians should be grateful for the wealth of Christian art and imagery available to them, and how that art contributes to community happiness.
Students may then assess the quality and amount of Christian imagery in the school that communicates aspects of faith (a class walks through the school). Perhaps with administrative support, the class might select and put up a purchased or class-made piece of Christian art, to celebrate and share faith and build up a school culture of happiness, goodness, truth, and beauty.

Optionally, students may then discuss view the DVD and work through provided worksheets in the following resource:
“The Pivotal Players” DVD/Worksheets – Michelangelo
http://pivotalplayers.wordonfire.org/

**Connect Faith to Culture:**

Students will view the following video from Ascension Press (an extension of the topic), and discuss the following question that many teens have:
*Can tattoos be beautiful and what does God think of tattoos?*
https://www.youtube.com/watch?v=PpGNzlwSrSs

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**
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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed*: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
COURSE: HRE4O

UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

TOPIC 12: “The Way” of virtuously engaging with contemporary culture and various cultures

Guiding Question(s):

How does Catholic social teaching help us live out our identity in Christ?

Teacher Prompt(s):

**PF3.2**

How can I live out Catholic social teaching?

Which of the Ontario Catholic School Graduate Expectations is most directly related to living out Catholic social teaching? Explain.

Using the ACBO “A Letter to the Catholic High School Students of Ontario”, discuss the question, “How might you use those same gifts and talents to help others?”

Learning Focus

**PF3.**

We are learning how Catholic social teaching challenges and engages Christians and society, so that we can positively impact modern culture.

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<td><strong>PF3. Faith Lived:</strong> Convey how Catholic social teaching challenges and engages Christians and the societies in which we live [CCC nos. 1928-1942]</td>
<td><strong>PF 3.2</strong> outline some social, political, and economic structures in our culture in light of the Church’s social teachings, and express how we can shape social, political, and economic structures to build up the Kingdom of God (with opportunity for students to practice living out the Church’s social teachings) [CCC nos. 2234-2246]</td>
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**OCSGE’s**

**Catholic Social Teachings**

A caring family member who attends to family, school, parish, and the community

Rights and Responsibilities

**Evidence of Learning**

**PF3.2**

I can describe how we can shape social, political, and economic structures to build up God’s Kingdom.

**Background**

This unit emphasizes the benefits of virtuous living, while providing a Christian assessment of the problem of evil. This unit will engage students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences.

Lessons are ordered to move students to ask and explore the “tough questions” in morality that are foundational in the areas of philosophy and religious studies, supporting students as they see, judge, and act.

Good support resources to have for this lesson include the following:

- *A Letter to the Catholic High School Students of Ontario* [ACBO] (online or hard copy)
- *In Search of the Good* student textbook [CCCB]

**Materials**

- Internet access
### TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Psalm 96:3  
[https://www.biblegateway.com/passage/?search=psalm+96%3A3&version=NRSVCE](https://www.biblegateway.com/passage/?search=psalm+96%3A3&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)  
Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

**During: Action – Working on it (one 75 minute period)**

**See, Judge:**

Students will discuss (talking stick protocol) the following: “What is the importance of the people of God (the Church) engaging in contemporary culture (e.g., in social media), being motivated by faith, not losing their faith while in that culture, and being welcoming to multicultural expressions of faith?”

The following resources may help take that dialogue further: students may think/pair/share about the value of these kinds of engagements between faith and culture - “Are these encounters with contemporary culture a responsibility of Christians (i.e. Catholic social teaching)?”:

“The Voice” T.V. show in Italy:  
[https://www.youtube.com/watch?v=TpaQYSd75Ak](https://www.youtube.com/watch?v=TpaQYSd75Ak)

Asian Catholics embrace their culture:  
[https://www.youtube.com/watch?v=2KlxYOJqW0I](https://www.youtube.com/watch?v=2KlxYOJqW0I)

Next, using the ACBO *A Letter to the Catholic High School Students of Ontario*, and using a modified jigsaw strategy (with each student making jot notes and sharing their key points during the jigsaw, including quotes from the ACBO document), students will respond to this question: “How might students at our school engage with contemporary culture, and use their gifts and talents to help others, and to invite them to know God by word and action?”  
[http://acbo.on.ca/download/letter-catholic-high-school-students-ontario/](http://acbo.on.ca/download/letter-catholic-high-school-students-ontario/)

**Connection to “In Search of the Good” Program:**

Students may complete some or part of Chapter 18 from the following resource (OECTA Grade 12 Open Religious Education):
### After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas.**

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### Home Activity or Further Classroom Consolidation

**Illuminated Scripture Journal Entry completed:** students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
COURSE: HRE4O

UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship

TOPIC 1: The Four Loves

Guiding Question(s):
What supports does the Church offer for families, with a Christ-like love?

Teacher Prompt(s):

FL1.1
What does the Church have to say about dating/courtship/engagement?
What is the purpose of dating?

FL3.1
How do we love people differently?
Discuss how the love within our families can help us as we live in our community?

Learning Focus
FL1.
We are learning how the Church seeks to nurture family life, so that we can also nurture family life.

FL3.
We are learning about the kinds of love that people experience, so we can prepare for the sacrament of marriage and family life.

Overall Expectations | Specific Expectations
--- | ---
**FL1. Living in Relationship:** Explore how the Church seeks to nurture family life and to build up the Kingdom of God through supporting what is good in modern culture, and challenging what is not good in modern culture [CCC nos. 2201-2213] | **FL1.1** demonstrate an understanding of ways of forming healthy and loving intimate relationships as long-range preparation for marriage and parenthood [CCC no. 1632]

**FL3. Created Sexual:** Explain the kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society [CCC nos. 2360-2379] | **FL3.1** differentiate the kinds of love that humans can experience in relationships (agape, philia, eros, storge) and how those forms of love positively shape the community (Deus Caritas Est; C.S. Lewis The Four Loves) [CCC nos. 1644; 2347; 2745]

OCSGE’s | Catholic Social Teachings
--- | ---
A caring family member who attends to family, school, parish, and the community | Dignity of the Human Person

Evidence of Learning

FL1.1
I can describe ways of forming healthy and loving intimate relationships.

FL3.1
I can differentiate the kinds of love that humans can experience in relationships.
## Background
This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.

Good support resources to have for this lesson include the following:

- The Four Loves (C.S. Lewis)
- School Wi-Fi

## Materials

- Internet access

## TOPIC Activities and Process

### Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** John 21:15-19

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.

My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.

### During: Action – Working on it (one 75 minute period)

**Love:**

Students will view the following video (story doodle) that summarizes The Four Loves as articulated by C.S. Lewis. A blank page divided into quadrants will serve as a graphic organizer for students’ thoughts (key points from each form of love recorded in the quadrants):

[The Four Loves ('Storge' or 'Affection') by C.S. Lewis Doodle - YouTube](https://www.youtube.com/watch?v=m4hl638mskQ)

Upon completion of the video the class may use the following discussion protocol to define and more deeply understand each of the four loves:

**Merry Go Round**
Students are divided into groups of three. Each student takes a very quick turn sharing with the team a definition/explanation for one of the four loves. Group members will jot in the appropriate section of their graphic organizer any additions offered by their group members that give them a fuller understanding for that particular form of love. Responses should be quick 1–2 points maximum in order to keep it going quickly and keep thoughts concise. The process is repeated for each of the four forms of love.

Then, the groups will be allotted time to prepare their own unique “one-minute four loves story-doodle” presentation: e.g., two students will be prepared to draw while the third student reads a prepared script about one of the kinds of love (pairs of students will only choose one form of love to prepare their one minute story-doodle, so that repetition is somewhat avoided). The teacher can circulate the room and continue “understanding checks”.

Students’ presentations may be shared in class (e.g., randomly selected groups). Note that students may need some written or online material to assist them; here are some online samples and starting points (especially for students who are able to access Wi-Fi at school, and bring their own devices).

https://www.logicallyfaithful.com/cs-lewiss-the-four-loves-a-humble-review/
https://en.wikipedia.org/wiki/The_Four_Loves
https://en.wikipedia.org/wiki/Agape
https://en.wikipedia.org/wiki/Eros_(concept)
https://en.wikipedia.org/wiki/Philia
https://en.wikipedia.org/wiki/Storge

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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TOPIC 2: A Catholic “way” of understanding relationships and Eros love

Guiding Question(s):
How does upholding Matrimony as the proper place for sexually intimate expressions of human love promote the dignity of the human person?

Teacher Prompt(s):
FL2.1
Why is chastity so important in relationships?
What Catholic social media sites would you visit to get current information about sexuality?

FL2.2
What impact can in vitro fertilization have on a marriage?
Determine some of the factors that cause STIs and how that might impact a relationship.

FL2.3
Why is family life sacred?
What sources would you use to get current information about the Church’s teachings on welcoming children into our world?

Learning Focus

FL2.
We are learning how the Church supports growth that happens in the lives of individuals and families today, so that we can support that growth.

Overall Expectations | Specific Expectations
---|---
**FL2. Growing in Commitment:** Demonstrate an understanding of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture [CCC nos. 2207; 2215; 2221; 2232; 2239] | FL2.1 explain the importance of personal integration of sexuality and the virtue of chastity in relationships and marriage [CCC nos. 2337-2359]

**FL2.2** express ways in which the sacred gift of human sexuality and life itself can be protected from conception until natural death (including a description and moral assessment of relevant cultural issues such as sexuality, family planning, reproductive and genetic technologies, and the impact of STIs on human life and relationships) [CCC nos. 2331-2400]

**FL2.3** demonstrate an understanding of the sacredness of the gifts of human procreation, welcoming children into the world, and the experience of family life, parenting, and educating children [CCC nos. 2201-2206]

OCSGE’s | Catholic Social Teachings
---|---
A caring family member who attends to family, school, parish, and the community | Dignity of the Human Person
Evidence of Learning

**FL2.1**
I can explain the importance of personal integration of sexuality and the virtue of chastity in relationships and marriage.

**FL2.2**
I can explain ways in which the sacred gift of human life, including sexuality, can be protected and nurtured.

**FL2.3**
I can demonstrate understanding of the sacredness of the gifts of family life.

Background

This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of “the other” in love, marriage, family, and community.

Good support resources to have for this lesson include the following:

- Ted Talk - [Skills for Healthy Romantic Relationships | Joanne Davila | TEDxSBU ...](https://www.youtube.com/watch?v=gh5VhaicC6g)
- The Catechism of the Catholic Church ([http://www.vatican.va/archive/ENG0015/_INDEX.HTM](http://www.vatican.va/archive/ENG0015/_INDEX.HTM))
- Humanae Vitae ([http://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae.html](http://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae.html))
- YouCat [Ignatius Press]

Materials

- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** 1 Corinthians 7:8-9
[https://www.biblegateway.com/passage/?search=1+Corinthians+7%3A8-9&version=NRSVCE](https://www.biblegateway.com/passage/?search=1+Corinthians+7%3A8-9&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApCVdSX96U](https://www.youtube.com/watch?v=0ApCVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown.

Give me, O Lord, the vision to see the path You set before me.

Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.
During: Action – Working on it *(five 75 minute periods)*

**Love, Marriage, Family, Community:**

Students will complete the lesson, outlined in Appendix B5, concerning the intimacy and relationships. *(This lesson may serve a diagnostic purpose, regarding students views on intimacy and relationships)*

Students will complete the lesson, outlined in Appendix B6, concerning the sacredness of human life, especially as it connects to *eros* love, and a Catholic understanding of good expressions of that form of love.

After: Consolidate, Debrief, Reflect and Connect *(5-10 minutes)*

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

*Differentiation of Content:* groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

*Differentiation of Process:* provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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*Learning Skills Needs:* students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

**Strategies**
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- Textbook
- Independent Reading
- Visual Stimuli/Symbols
- Note-making
- Discussion
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- Internet/Technologies
- Multimedia Presentations

**Resources**
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- Chart Paper
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## TOPIC 3: The Marriage Covenant

### Guiding Question(s):
How does upholding Matrimony as the proper place for sexually intimate expressions of human love promote the dignity of the human person?

### Teacher Prompt(s):
PS2.4

Why does God care how people make their vows to each other in marriage?

What is a covenant, and why is marriage a covenant?

### Learning Focus
PS2.

We are learning how marriage is a sign of God’s love in the world, so that we can support the positive effects of marriage in society.

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<td><strong>PS2.4</strong> summarize, in the context of the covenants God has made with God’s beloved people (cf. Adam/Eve, Noah, Abraham, Moses, David, the prophets, Jesus), how sacramental marriage is a sacred covenant relationship between one man and one woman [CCC nos. 56-73; 1611-1617]</td>
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**OCSGE’s**

| Caring family member who attends to family, school, parish, and the community |

### Catholic Social Teachings

| Dignity of the Human Person |

### Evidence of Learning

**PS2.4**

I can summarize how sacramental marriage is a sacred covenant relationship between one man and one woman.

### Background

This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.

Good support resources to have for this lesson include the following:


### Materials

- YouCat [Ignatius Press]
- Internet access

### TOPIC Activities and Process

**Before:** Getting Started (5-10 minutes – Bell Work)

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the
activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zZuj1bE](https://www.youtube.com/watch?v=ULb9zZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Genesis 2:22-24  

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApCvDSX96U](https://www.youtube.com/watch?v=0ApCvDSX96U)  
Loving Father, I stand before You in the midst of confusion and complexities of life.  
My future sometimes seems distant and unknown.  
Give me, O Lord, the vision to see the path You set before me.  
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.  
I ask this through Jesus, Your Son and my Brother.  
Amen.

**During: Action – Working on it (one 75 minute period)**

**Marriage:**

The following textbook resource (pp.1-18) uses artwork and Scripture to show how Matrimony is rooted in covenant, as shown throughout the story of salvation:  
*Love and Mercy: The Story of Salvation – Teacher’s Guide* [Sophia Institute for Teachers]

From this resource (pp.13-16), or using Appendix A11, or using another chart template developed by the teacher (depending on how many covenants the teacher wants to address), students will record what Christians throughout the ages have noticed - up to 7 major covenants that God makes with God’s people from the Old Testament up to and including the New Covenant made with us in Jesus. Here are some examples of people (from other online sources) seeing some of those covenants in Scripture.

[http://themariancatholic.blogspot.ca/2015/02/7-covenants-story-of-bible.html](http://themariancatholic.blogspot.ca/2015/02/7-covenants-story-of-bible.html)  

Students will have an understanding of the following with their covenant chart:

a) Covenant Mediator (e.g., Moses);  
b) Covenant Promise (e.g., promise to set the Israelites free from Egypt to inherit a Promised Land);  
c) Covenant Sign (e.g., Passover & Law);  
d) Covenant Form (One Holy Nation).

- The 7 Covenant Mediators in the chart can be shown in this order: Adam/Noah/Abraham/Moses/David/the Prophets/Jesus  
- The 7 Covenant Promises in that same order would be: promise of marriage/promise to save family life/promise to be father and mother (Sarah) of many nations/promise to set the Israelites free from Egypt to inherit a Promised Land/promise to establish an everlasting throne and kingdom/promise to restore the kingdom shattered by sin/promise of resurrection and everlasting life in God’s kingdom  
- The 7 Covenant Signs in that same order would be: the Sabbath/the rainbow/the circumcision/the Passover & Law/the Throne and Temple/the restored Throne and Temple/the Eucharist
The 7 Covenant Forms in that same order would be: One Holy Couple/One Holy Family/One Holy Tribe/One Holy Nation/One Holy Kingdom/One Redeemed Kingdom/One Holy Catholic Apostolic Church

With the covenant understanding of God’s action in history, students will think/pair/share about how marriage in the Catholic Church is a covenant, in which God is involved, and determine the following (recording their thinking on the back of their covenant chart):

a) Who are the mediators of sacramental (covenantal) marriage? - e.g., man/woman in the presence of God’s representative within the Christian community

b) What is the promise within a sacramental (covenantal) marriage? – e.g., all “four loves”; freedom; fidelity; permanence; fruitfulness

c) What signs are used in a sacramental (covenantal) marriage? – e.g., blessed rings

d) What covenant form is seen? - e.g., One Holy Couple within One Holy Catholic Apostolic Church

In the context of covenant, students will be paired up to read and summarize in their own words The Sacraments of Communion and Mission questions in the YouCat, each pair receiving one or more of the questions from Questions #248-268. Students will then trade partners with another student pair, explain their summary, and add the key points of the new partner’s summary to their own summary (jigsaw or snowball discussion protocols might be used).

Alternatively, summaries may be shared and recorded in a speed meeting format, similar to that in Unit 1 (inside/outside circle discussion protocol). The teacher may then develop, with student input, a list of key points on chart paper/chalkboard, which the students may record.

With this preparation, students may then create a digital collage, perhaps with a new partner in a computer lab, which shows how marriage is a covenant (using covenant images and symbols from the Internet). Mini-presentations of the collages may follow (practising non-linguistic representation of concepts – Marzano high yield strategy - is beneficial preparation for the Rich Culminating Performance Task).

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

Differentiation of Process: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners
**Differentiation of Environment**: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs**: students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed*: students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## Guiding Question(s):
How does upholding Matrimony as the proper place for sexually intimate expressions of human love promote the dignity of the human person?

## Teacher Prompt(s):

### PS2.1
What is a sacrament?
What is necessary for a marriage to be a sacrament?
Why is a sacramental marriage desirable for a man and woman called to marriage?

### PS2.2
Why does the Church insist that Catholic weddings be celebrated in the parish and not on the beach?
What is an annulment?
What kind of marriage preparation is needed to get married in our local parish?

### PS2.3
Why does the Catholic Church teach that married couples are to be open to the possibility of new life?
How does Natural Family Planning fit into God’s desire for married couples?

### FL3.3
How can Christian family life survive in our modern culture?
What supports are there for young people contemplating marriage and family within our faith context?

## Learning Focus

### PS2.
We are learning how marriage is a sign of God’s love in the world, so that we can support the positive effects of marriage in society.

### FL3.
We are learning about the kinds of love that people experience, so we can prepare for the sacrament of marriage and family life.

## Overall Expectations

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<td><strong>PS2. Sacrament:</strong> Review how marriage is a sign of God’s love in the world and what the positive effect of marriage is on society [CCC nos. 1611-1617; 1625-1654]</td>
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<td><strong>FL3. Created Sexual:</strong> Explain the kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society [CCC nos. 2360-2379]</td>
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<td><strong>PS2.1</strong> discuss the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life [CCC nos. 1641-1654]</td>
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<td><strong>PS2.2</strong> articulate the Church’s teaching on valid marriages and annulments [CCC nos. 1601-1658; 2382-2386]</td>
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<td><strong>PS2.3</strong> describe some of the characteristics of the conjugal nature of sacramental marriage (e.g., marital fidelity, openness to new life, natural family planning, etc.) [CCC nos. 56-73; 1611-1617]</td>
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<td><strong>FL3.3</strong> through the Catholic lens, describe the impact and challenge of secularism on the understanding of family in modern culture (e.g., decline in size, divorce, definition of what constitutes family, role of...</td>
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OCSGE’s | Catholic Social Teachings
---|---
A caring family member who attends to family, school, parish, and the community | Call to Family, Community and Participation

**Evidence of Learning**

**PS2.1**
I can explain the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life.

**PS2.2**
I can describe the Church’s teaching on valid marriages.

**PS2.3**
I can describe some of the characteristics of the intimate nature of sacramental marriage (e.g., marital fidelity, openness to new life, natural family planning).

**FL3.3**
I can describe a Catholic understanding of the impact and challenge of secularism on families in modern culture.

**Background**
This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of “the other” in love, marriage, family, and community.

Good support resources to have for this lesson include the following:
- Engaged Encounter materials from the local diocese

**Materials**
- Internet access

**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Matthew 19:4-6
[https://www.biblegateway.com/passage/?search=matthew+19%3A4-6&version=NRSVCE](https://www.biblegateway.com/passage/?search=matthew+19%3A4-6&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

*A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)*
Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

**During: Action – Working on it (three 75 minute periods)**

**Marriage:**

Students will view the following two Engaged Encounter videos to gain familiarity with the meaning of the process. Students may describe and share what they think the most important parts of the videos are (and record with two separate graphic organizers – e.g., Describing Wheel: [https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf](https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf))

**Video #1: Engaged Encounter**  
[https://www.youtube.com/watch?v=DNQAohqZQcw](https://www.youtube.com/watch?v=DNQAohqZQcw)

**Video #2: Engaged Encounter**  
[https://www.youtube.com/watch?v=AX4AV1zD7Eo](https://www.youtube.com/watch?v=AX4AV1zD7Eo)

Students will learn about some of the “practical aspects of married life” addressed in *Engaged Encounter* events, offered to couples who are preparing for the Sacrament of Marriage (Matrimony), again recording in a graphic organizer offered by the teacher (a KWL chart may be effective here [https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf](https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)):

1) Resolving Conflict/Building Relationship video (That Catholic Couple):  
[https://www.youtube.com/watch?v=un32wl6cyGU](https://www.youtube.com/watch?v=un32wl6cyGU)

2) Forgiveness (Fr. Mike Schmitz):  
[https://www.youtube.com/watch?v=ZoyoFEmk3Vk](https://www.youtube.com/watch?v=ZoyoFEmk3Vk)

3) Managing money together: *(connection possible here to financial literacy)*

Students might visit these online sites (or similar sites), and review aspects of financial planning they may need to learn more about in the future, asking themselves using jot notes, “What areas of financial planning important for married life do you not currently understand, and what steps could you take to learn more?”, followed by class discussion (talking stick protocol):


[https://compass1.org/resources/spending-plans/](https://compass1.org/resources/spending-plans/)

[http://www.lincolndiocese.org/ee#finances](http://www.lincolndiocese.org/ee#finances)

Students may then watch the following film, and be prepared (with several written paragraphs) to discuss what they think is the most important message from the film (and why), regarding preparation for marriage: *FireProof* - the trailer is here: [https://www.youtube.com/watch?v=YK5-5qf9lQs](https://www.youtube.com/watch?v=YK5-5qf9lQs)

Students may then view the following two short films on Catholic Marriage and Natural Family Planning:

- “*When Two Become One*”  
  Running time: 25 minutes.
- “*Plan Your Family Naturally*”  
  Running time: 22 minutes.
Trailers and information are here:
https://www.youtube.com/watch?v=7Stz-uv4Dow
https://www.youtube.com/watch?v=aN2K9U-V8Tg

For each film, students will use a full sheet of unlined paper, with a sketched Venn Diagram on the sheet (resembling overlapping wedding rings).

In the left circle, students will write the title “Catholic View of Marriage”; in the right circle, students will write the title “Secular View of Marriage”; in the overlap, students will write “in common”.

Students will individually record what they learn from each video (concerning Marriage or NFP) in the left circle. Based on experience on living in an increasingly secular culture, students will record views on marriage that they think are unique to the culture, but not part of the Christian vision of marriage. Finally, students will note elements in the overlapping section “in common”, with secular understandings of marriage that are in harmony with the Christian vision of marriage.

Venn Diagrams will be shared; a version of the Snowball Technique may be used here (https://www.teachingchannel.org/videos/snowball-technique-teaching), in which student will add to their Venn Diagrams based on information gained in pairs, then in fours, then in eights, until a full class discussion is begun through the eventual construction of a Class Venn Diagram composed of students’ input, to be recorded by students.

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

Differentiation of Content: groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

Differentiation of Process: provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

Differentiation of Product: written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

Differentiation of Environment: change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

Learning Skills Needs: students who need support with particular learning skills may benefit from the provided resources and ideas in Appendix E: Learning Skills Mini-Lesson Ideas.
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**Home Activity or Further Classroom Consolidation**  
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**COURSE: HRE4O**

**UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship**

**TOPIC 5: “The Way” of Marriage**

**Guiding Question(s):**
How does upholding Matrimony as the proper place for sexually intimate expressions of human love promote the dignity of the human person?

**Teacher Prompt(s):**

**PS2.1**
What is a sacrament?
What is necessary for a marriage to be a sacrament?
Why is a sacramental marriage desirable for a man and woman called to marriage?

**PS2.2**
Why does the Church insist that Catholic weddings be celebrated in the parish and not on the beach?
What is an annulment?
What kind of marriage preparation is needed to get married in our local parish?

**Learning Focus**

**PS2.**
We are learning how marriage is a sign of God’s love in the world, so that we can support the positive effects of marriage in society.

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**OCSGE’s**

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Call to Family, Community and Participation

**Evidence of Learning**

**PS2.1**
I can explain the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life.

**PS2.2**
I can describe the Church’s teaching on valid marriages.

**Background**
This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life. Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.
Good support resources to have for this lesson include the following:

- Optional preparation materials for a “practice wedding”: flowers/music/etc.

**Materials**

- Catholic hymn book (e.g., Catholic Book of Worship)
- Bibles
- *In Search of the Good* student textbooks [CCCB]

**TOPIC Activities and Process**

**Before:** Getting Started *(5-10 minutes – Bell Work)*

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Ruth 4:13-17
[https://www.biblegateway.com/passage/?search=ruth+4%3A13-17&version=NRSVCE](https://www.biblegateway.com/passage/?search=ruth+4%3A13-17&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.
I ask this through Jesus, Your Son and my Brother.
Amen.

**During:** Action – Working on it *(four 75 minute periods)*

**Marriage:**

Students, as a class, will help to plan and have a “practice wedding” ceremony. Two students will be “husband and wife”; one student will be the “priest or deacon”; (musicians, maid of honour, etc. may be part of the “practice wedding” ceremony).

*Appendix B7* has a lesson to prepare students for the “practice wedding” (from a Catholic perspective). The students who will actually have a “practice wedding” ceremony might work together on the preparations, and use their developed materials for the “practice wedding”. *(It may be interesting for other students to hear from this couple how they interacted/negotiated, if they didn’t agree at first on certain aspects of wedding preparation – e.g., interview discussion protocol, with couple interviewed).*

*Appendix A12* has a “Timing Schedule for Wedding Preparation”, which may help students begin to learn about how long it takes to plan a wedding. After completion of Appendix B7 materials, students in groups of three might discuss and complete the chart based on what they have learned about wedding preparation to this point (with teacher feedback - e.g., being in discussion with students as they complete the chart).

Internet sites that may offer support to students with wedding planning (including the timing schedule), include the following:
[https://todayscatholic.org/a-catholic-wedding-checklist/](https://todayscatholic.org/a-catholic-wedding-checklist/)
Groups might offer brief presentations of their timing schedule chart to the class, indicating “points of immediate agreement”, and “points of difference”, given what group members shared concerning timings.

Next, students may individually or in pairs use the *In Search of the Good* textbook (pp.320-328), reading and making summary jot notes (e.g., answering guiding questions), about Matrimony including reviewing the wedding vows and the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life.

Note that some changes have been made to wedding vows in the Rite of Marriage (2017), and should be made known/discussed, especially before use in the “practice wedding”. Students might highlight, with four different colours, the parts of the text in the new vows below that show acknowledgement of **freedom**, **fidelity**, **permanence**, and **openness to new life**. *(Students might also then engage in large group discussion [talking stick discussion protocol] about how these four essential aspects of Matrimony are found or not found in a secular understanding of marriage):*

There are two options – they can either be spoken directly by the groom and by the bride OR Option C below:

**Option A:**

The groom says:

*I, N., take you, N., to be my wife.  
I promise to be faithful to you,  
in good times and in bad,  
in sickness and in health,  
to love you and to honour you  
al the days of my life.*

The bride then says:

*I, N., take you, N., to be my husband.  
I promise to be faithful to you,  
in good times and in bad,  
in sickness and in health,  
to love you and to honour you  
al the days of my life.*

Or:

**Option B:**

*I, N., take you, N., for my lawful wife,  
to have and to hold, from this day forward,  
for better, for worse,  
for richer, for poorer,*
in sickness and in health,  
to love and to cherish  
until death do us part.

The bride then says:

I, N., take you, N., for my lawful husband,  
to have and to hold, from this day forward,  
for better, for worse,  
for richer, for poorer,  
in sickness and in health,  
to love and to cherish  
until death do us part.

Option C:

For pastoral reasons (in consultation with the Pastor or his designate) the consent may be obtained through questioning by the minister. The groom and bride respond “I do” at the end of the questions.

With this preparation, students will be mostly ready for the “practice wedding”, which would be better suited for the classroom (learning experience) than the chapel.

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## GUIDING QUESTION(S):
How does contemporary culture support/not support/challenge the integrity of family life?

## TEACHER PROMPT(S):
**PS2.2**
Why does the Church insist that Catholic weddings be celebrated in the parish and not on the beach?
What is an annulment?
What kind of marriage preparation is needed to get married in our local parish?

**FL3.3**
How can Christian family life survive in our modern culture?
What supports are there for young people contemplating marriage and family within our faith context?

## LEARNING FOCUS
**PS2.**
We are learning how marriage is a sign of God’s love in the world, so that we can support the positive effects of marriage in society.

**FL3.**
We are learning about the kinds of love that people experience, so we can prepare for the sacrament of marriage and family life.

## OVERALL EXPECTATIONS

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<tr>
<td><strong>PS2. Sacrament:</strong> Review how marriage is a sign of God’s love in the world and what the positive effect of marriage is on society [CCC nos. 1611-1617; 1625-1654]</td>
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<tr>
<td><strong>FL3. Created Sexual:</strong> Explain the kinds of love that people experience, with an emphasis on preparation for the sacrament of marriage and family life - the foundation of society [CCC nos. 2360-2379]</td>
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<td><strong>PS2.2</strong> articulate the Church’s teaching on valid marriages and annulments [CCC nos. 1601-1658; 2382-2386]</td>
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<td><strong>FL3.3</strong> through the Catholic lens, describe the impact and challenge of secularism on the understanding of family in modern culture (e.g., decline in size, divorce, definition of what constitutes family, role of family members, bereavement in families, mental illness, economic issues) [CCC nos. 2360-2400]</td>
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## OCSGE’s
A caring family member who attends to family, school, parish, and the community

## CATHOLIC SOCIAL TEACHINGS
Call to Family, Community and Participation

## EVIDENCE OF LEARNING
**PS2.2**
I can describe the Church’s teaching on valid marriages.

**FL3.3**
I can describe a Catholic understanding of the impact and challenge of secularism on families in modern culture.
### Background

This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.

Good support resources to have for this lesson include the following:

- OECTA Grade 12 Open Religious Education document:

### Materials

- Internet access

### TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry*: students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1bE](https://www.youtube.com/watch?v=ULb9xZuj1bE).

**SCRIPTURE VERSE FOR JOURNAL**: Proverbs 22:6
[https://www.biblegateway.com/passage/?search=proverbs+22%3A6&version=NRSVCE](https://www.biblegateway.com/passage/?search=proverbs+22%3A6&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

- e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)

  Loving Father, I stand before You in the midst of confusion and complexities of life.

  My future sometimes seems distant and unknown.

  Give me, O Lord, the vision to see the path You set before me.

  Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

  I ask this through Jesus, Your Son and my Brother.

  Amen.

**During: Action – Working on it (one 75 minute period)**

**Family:**

Students will individually choose their “Top Three” family values Bible quotes, and be prepared to share their quotes and reasons for selection with the class (talking stick discussion protocol): [http://www.biblestudytools.com/topical-verses/family-bible-verses/](http://www.biblestudytools.com/topical-verses/family-bible-verses/)

 Students will then share their opinions (pairs, then large group discussion – continue talking stick protocol) regarding these questions:

1. “How are secular family values similar to/different than biblical family values?”
2. “How can we live in a secular culture and promote/live biblical family values?”

Students may then view parts or all of the following online video clips, and read parts or all of the following article during the lesson:

- a) Biblical Family Values (Bishop Barron) [https://www.youtube.com/watch?v=6Y1pOVIjX9M](https://www.youtube.com/watch?v=6Y1pOVIjX9M)
b)  Globe and Mail article (2016 Census)

c)  Dave Rubin interviewing Bishop Robert Barron
https://www.youtube.com/watch?v=IT3ENJakW70

To consolidate knowledge throughout the lesson, students may complete several “One-Minute-Notes”, in which the teacher leads the following Ask/Write/Share format:

1. Ask

After five to ten minutes (depending on the students’ attention spans) of listening, watching, or reading new input, ask students the following: “What are the most important points you have learned in the last ___ minutes?”

2. Write

Set a timer for one minute as students write down their notes or draw a picture on index cards, scratch paper, or in notebooks.

3. Share

Elicit responses from the students. Correct any misunderstandings of confusions.

**Connection to “In Search of the Good” Program:**

Students may complete some or part of Chapters 16 & 17 from the following resource (OECTA Grade 12 Open Religious Education):


**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

**Differentiated Instruction**

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
### COURSE: HRE40

#### UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship

#### TOPIC 7: “The Way” of parenting

**Guiding Question(s):**
What supports does the Church offer for families, with a Christ-like love?

**Teacher Prompt(s):**

**FL1.2**
How are friendships maintained in a Christian way?
How might the information from the Chastity Project (www.chastityproject.com) assist you in nurturing deep friendships?

**FL2.1**
Why is chastity so important in relationships?
What Catholic social media sites would you visit to get current information about sexuality?

**Learning Focus**

**FL1.**
We are learning how the Church seeks to nurture family life, so that we can also nurture family life.

**FL2.**
We are learning how the Church supports growth that happens in the lives of individuals and families today, so that we can support that growth.

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<td><strong>FL1.2</strong> describe ways of maintaining and nurturing friendships and platonic relationships, especially friendships rooted in Christ [CCC no. 1829]</td>
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<td><strong>FL2. Growing in Commitment:</strong> Demonstrate an understanding of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture [CCC nos. 2207; 2215; 2221; 2232; 2239]</td>
<td><strong>FL2.1</strong> explain the importance of personal integration of sexuality and the virtue of chastity in relationships and marriage [CCC nos. 2337-2359]</td>
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## Evidence of Learning

**FL1.2**
I can describe ways of maintaining and nurturing friendships and platonic relationships, especially friendships rooted in Christ

**FL2.1**
I can explain the importance of personal integration of sexuality and the virtue of chastity in relationships.

## Background
This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.

Good support resources to have for this lesson include the following:
- Bibles

## Materials
- Bibles
- Internet access

## TOPIC Activities and Process

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illustrated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9zUj1bE](https://www.youtube.com/watch?v=ULb9zUj1bE).

**SCRIPTURE VERSE FOR JOURNAL:** Ephesians 6:1-3

**OPENING PRAYER FOR CLASS (individually or as a group):**

e.g., A Student’s Prayer: [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
Loving Father, I stand before You in the midst of confusion and complexities of life.
My future sometimes seems distant and unknown.
Give me, O Lord, the vision to see the path You set before me.
Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others.

I ask this through Jesus, Your Son and my Brother.

Amen.
During: Action – Working on it (one 75 minute period)

Family:

Using the online material below (or other materials provided by Catholic bishops), students in pairs will discern which resources they might find to be helpful as a parent (listing their Top 3 resources, with an explanation as to why the resource could be helpful). Here is a sample resource site that students can use:

Note that the teacher might request pamphlets and other resources made available through the diocesan chancery office, so that students have more than just online resources for their use.

Students will prepare to offer their findings to at least another student pair.

Students will then, in new pairs, use their Bibles to locate and record what the Bible says about choosing friends. Some verses that can be given to pairs include the following 15 verses (see below). Student pairs will decide on their Top 3 Bible verses, with explanation, and prepare to offer their findings to at least another student pair.

Proverbs 11:14
Proverbs 12:26
Proverbs 13:20
Proverbs 17:17
Proverbs 18:24
Proverbs 22:24-25
Proverbs 27:6
Proverbs 27:9
Proverbs 27:17
Ecclesiastes 4:9
Psalm 26:4-5
1 Thessalonians 5:11
1 Corinthians 5:11
1 Corinthians 15:33
John 15:13

Students, in new pairs, may then view the video clips listed below and think/pair/share in preparation for a large group discussion (talking stick protocol with pairs), regarding these two questions:

1. If you were a parent, would you want your child to have “faith friends”? Think/Pair/Share
   https://www.youtube.com/watch?v=KaiGpHwDGIG (Picking Godly friends)

2. If you were a parent, would you want your child to understand the meaning and importance of chastity? Think/Pair/Share
   https://www.youtube.com/watch?v=UOKfbs9TdqC (Jason Evert)

After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

Illuminated Scripture Journal Entry continued: students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or
changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom's Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

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**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in **Appendix E: Learning Skills Mini-Lesson Ideas**.

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### Home Activity or Further Classroom Consolidation

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### COURSE: HRE4O

#### UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship

#### TOPIC 8: God’s wisdom in our families

**Guiding Question(s):**
What supports does the Church offer for families, with a Christ-like love?

**Teacher Prompt(s):**

**FL1.1**
What does the Church have to say about dating/courtship/engagement?
What is the purpose of dating?

**Learning Focus**

**FL1.**
We are learning how the Church seeks to nurture family life, so that we can also nurture family life.

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<td><strong>FL1.1</strong> demonstrate an understanding of ways of forming healthy and loving intimate relationships as long-range preparation for marriage and parenthood [CCC no. 1632]</td>
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**OCSGE’s**
A caring family member who attends to family, school, parish, and the community

**Catholic Social Teachings**
Call to Family, Community and Participation

**Evidence of Learning**

**FL1.1**
I can describe ways of forming healthy and loving intimate relationships.

**Background**

This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of “the other” in love, marriage, family, and community.

Good support resources to have for this lesson include the following:
- N/A

**Materials**
- N/A
**TOPIC Activities and Process**

**Before: Getting Started (5-10 minutes – Bell Work)**

*Illuminated Scripture Journal Entry:* students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible): [https://www.youtube.com/watch?v=ULb9xZuj1be](https://www.youtube.com/watch?v=ULb9xZuj1be).

**SCRIPTURE VERSE FOR JOURNAL:** Psalm 103:17  
[https://www.biblegateway.com/passage/?search=psalm+103%3A17&version=NRSVCE](https://www.biblegateway.com/passage/?search=psalm+103%3A17&version=NRSVCE)

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Amen.

**During: Action – Working on it (one 75 minute period)**

**Family:**

With teacher support (e.g. class brainstorm session), students will develop an interview template, with which they will interview their grandparents or an elderly person they know. The focus of the interview will be comparing how family life “used to be” to how family life “is now”.

When students have completed their interviews, they will share their experiences with other students in the class in a speed meeting format, similar to that in Unit 1 (inside/outside circle discussion protocol).

Individually, students will then journal several paragraphs about these two questions:

1) “Are there dimensions of family life that we should strive to preserve, but which have been diminished or lost in contemporary culture?”
2) “How can we preserve or resurrect these diminished or lost family life values and practices?”

With their journal entries, students may contribute to a large group discussion (talking stick discussion protocol) about these two questions.

**After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)**

*Illuminated Scripture Journal Entry continued:* students will again reflect on the Scripture passage from “Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

**Assessment / Evaluation**

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.
**Differentiated Instruction**

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**Home Activity or Further Classroom Consolidation**

*Illuminated Scripture Journal Entry completed:* students will discuss their journal entry at home with family or friends, and again reflect on the Scripture passage from “Before: Getting Started”. Students will add to their journal entry, showing how their reflection may have deepened, based on these new conversations.
## COURSE: HRE4O

### UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship

#### TOPIC 9: The Church community as a family - being and belonging in the Church

**Guiding Question(s):**
What supports does the Church offer for families, with a Christ-like love?

**Teacher Prompt(s):**

- **FL1.1**
  What does the Church have to say about dating/courtship/engagement?

  What is the purpose of dating?


### Learning Focus

- **FL1.**
  We are learning how the Church seeks to nurture family life, so that we can also nurture family life.

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<td><strong>FL1. Living in Relationship:</strong> Explore how the Church seeks to nurture family life and to build up the Kingdom of God through supporting what is good in modern culture, and challenging what is not good in modern culture [CCC nos. 2201-2213]</td>
<td><strong>FL1.1</strong> demonstrate an understanding of ways of forming healthy and loving intimate relationships as long-range preparation for marriage and parenthood [CCC no. 1632]</td>
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### OCSGE’s Cathol Social Teachings

- A caring family member who attends to family, school, parish, and the community
- Call to Family, Community and Participation

### Evidence of Learning

- **FL1.1**
  I can describe ways of forming healthy and loving intimate relationships.

### Background

This unit will help students grow in understanding the graces and challenges of everyday human living, including exploration of who we are, and who we are called to be in relationships, including marriage and family life.

Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.

Good support resources to have for this lesson include the following:

- *Becoming Human* (Jean Vanier)

### Materials

- Internet access
# TOPIC Activities and Process

## Before: Getting Started (5-10 minutes – Bell Work)

**Illuminated Scripture Journal Entry:** students will reflect on the Scripture passage below, connected to a theme in the lesson activities. Students will then choose one word from the Scripture passage that stands out for them, use that one word as a title for their journal entry, and then journal about what the verse means for them (before they do the activity). Students may also “illuminate” the journal (see example of professional “illumination” of Sacred Scripture with the St. John’s Bible: [https://www.youtube.com/watch?v=ULb9x2uj1bE](https://www.youtube.com/watch?v=ULb9x2uj1bE)).

**SCRIPTURE VERSE FOR JOURNAL:** Ephesians 2:9  
[https://www.biblegateway.com/passage/?search=ephesians+2%3A19&version=NRSVCE](https://www.biblegateway.com/passage/?search=ephesians+2%3A19&version=NRSVCE)

**OPENING PRAYER FOR CLASS (individually or as a group):**

- e.g., *A Student’s Prayer:* [https://www.youtube.com/watch?v=0ApcVdSX96U](https://www.youtube.com/watch?v=0ApcVdSX96U)
- Loving Father, I stand before You in the midst of confusion and complexities of life. My future sometimes seems distant and unknown. Give me, O Lord, the vision to see the path You set before me. Grant me the courage to follow Your way, that through the gifts and talents You have given me, I may bring Your life and Your love to others. I ask this through Jesus, Your Son and my Brother. Amen.

## During: Action – Working on it (one 75 minute period)

### Family & Community:

Students will investigate and prayerfully consider the vision of Jean Vanier regarding relationships, family, and community life within the Church, at the service of the larger community. To that end, students may complete the lesson found in **Appendix B8**.

After reviewing this closing video on Jean Vanier, students may reflect and share thoughts on why/when “the life and vision of Jean Vanier regarding the human being, healthy relationships, and the human family” is a good way to introduce and bring to a close our “course camino” together (recalling that Jean Vanier was discussed in Unit 1 Lesson 2): [https://www.youtube.com/watch?v=k_xDRTXb_o](https://www.youtube.com/watch?v=k_xDRTXb_o)

If there is time, the students might want to view the film *Facing the Giants*, and summarize/share (talking stick discussion protocol) regarding the following two questions:

1. What draws people together in healthy relationships in the film?
2. Why is “doing good together with God” greater than “doing good alone”?

Group discussion questions about the film are available here (can be responded to individually by students):  

The trailer is here:  
[https://www.youtube.com/watch?v=ltVlqyhk97U](https://www.youtube.com/watch?v=ltVlqyhk97U)

** At this point in the course, the class may want to update the word wall “concept camino”, if that is being used in class.

## After: Consolidate, Debrief, Reflect and Connect (5-10 minutes)

**Illuminated Scripture Journal Entry continued:** students will again reflect on the Scripture passage from ”Before: Getting Started”, above. Students will add to their journal entry, including how their reflection may have grown or
changed, based on activities completed. Students may share their reflections with the class, using a teacher-selected protocol (e.g., Kagan – Stand up/Hand Up/Pair Up).

### Assessment / Evaluation

Assessment and evaluation are commended to the teacher, including development of assignment rubrics using success criteria co-constructed with students.

### Differentiated Instruction

**Differentiation of Content:** groups of students focus on various levels of Bloom’s Revised Taxonomy - remembering, understanding, applying, analyzing, evaluating, and creating

**Differentiation of Process:** provide text for visual and word learners, discussion opportunities and audio Bible options for auditory learners, and cooperative learning structures (with movement) for kinesthetic learners

**Differentiation of Product:** written summary/report for read and write learners, graphic organizer for visual learners, oral report for auditory learners, constructed symbols of learning for kinesthetic learners

**Differentiation of Environment:** change of setting (e.g., school chapel), change of classroom layout, individual vs. group activity; strategic grouping (e.g., students who have difficulty writing can be partnered with a student with that strength)

**Learning Skills Needs:** students who need support with particular learning skills may benefit from the provided resources and ideas in *Appendix E: Learning Skills Mini-Lesson Ideas.*

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