Religious Education Program Resources

Grade Nine

Institute for Catholic Education
Grade 9 Discipleship and Culture, HRE1O
Open

Course Description

This course engages students in the examination the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year, and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

Prerequisite: None
## Scope and Sequence - Grade 9

<table>
<thead>
<tr>
<th>Scripture</th>
<th>Profession of Faith</th>
<th>Christian Moral Development</th>
<th>Prayer and Sacramental Life</th>
<th>Family Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Hebrew Scriptures</td>
<td>● Paschal Mystery</td>
<td>● Social Teaching of the Church</td>
<td>● Prayer Forms</td>
<td>● Meaning of Chastity and Healthy Relationships</td>
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<td>● Covenant Relationship</td>
<td>● Discipleship</td>
<td>● The Moral Life &amp; Discernment</td>
<td>● Traditional Prayers of the Church</td>
<td>● Fidelity and Types of Love</td>
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<tr>
<td>● Structure of Bible</td>
<td>● Human Dignity, Self Esteem, &amp; Relationships</td>
<td>● Culture and the Moral Life</td>
<td>● Nature of Sacraments and Sacramentality</td>
<td>● Sexuality and Human Dignity</td>
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<td>● Literary Types</td>
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<td>● Sacraments of Initiation</td>
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<td>● Inerrancy</td>
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<td>● Spirituality</td>
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<td>● Inspiration</td>
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<td>● Human Dignity</td>
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**Catholic Social Teaching:**  Human Dignity  Rights & Responsibilities
The Writing Team

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Detailed Lesson Plans with Resources

- Detailed 3 part lesson plans (Before, During, After)
- Not textbook dependent
- Suggestions for information and activity handouts for students
- Suggests video links (hyperlinks)
- Differentiated Instruction suggestions
- Ontario Catholic Graduate Expectations, Catholic Social Teaching
- Teacher Background Information
- Visual Prompts (in progress)
Teaching Strategies

We sought to incorporate:
• 21C learning tools
• Fullan’s 6 C’s
• Marzano’s High Yield strategies
• Student Inquiry

At the forefront of our planning was student engagement
## 5 Units of Study

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
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<tr>
<td>Unit 1</td>
<td>Creation and Covenant</td>
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<td>Unit 2</td>
<td>Slavery to Freedom</td>
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<tr>
<td>Unit 3</td>
<td>Justice and Wisdom</td>
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<tr>
<td>Unit 4</td>
<td>Encountering God</td>
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<tr>
<td>Unit 5</td>
<td>Building the Reign of God</td>
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Expectations from the 6 strands are clustered thematically into 5 units of study. Units vary in length.
Unit 1: Creation and Covenant

Students explore key features and literary forms of the bible, how to navigate scripture, and our understanding of the concept of truth of the Bible.

Creation is presented as part of a pattern of Creation, De-Creation (Sin) and Re-Creation. Re-Creation is considered in light of the main covenants of the Old Testament, spanning from Noah to King David.
Unit 2: Slavery to Freedom

Focuses on the Exodus Story and the Sinai Covenant as an entry point in the discussion of ways we experience or witness oppression in our current age.

Students analyze the key elements of the Story of Moses, Passover and the connection to Eucharist.

Students explore the Decalogue as essential for our ultimate freedom as human persons created and loved by God.
Unit 3: Justice and Wisdom

Explores the prophets as sources of wisdom. Students learn of the sacredness of each person, our bodies and the gift of sexuality. Catholic morality and decision making models are highlighted.

Discussions focus on the sacramental life of the Church as a means to living lives oriented to building justice in our world. Students learn that the Sacraments, particularly the Eucharist, help us to feel Christ’s presence.

In the summative task, students write a prayer and express through:
• Slam Poetry
• Interior monologue
• Drama / Dance
Unit 4: Encountering God

Students explore Biblical narratives which present the human encounter with God.

Students analyze the Paschal Mystery as the definitive encounter with God, in the person of Jesus.

Students explore the foundations of early Christianity, the continuation of the Church and the vital role it plays in bringing the love of Christ to all.

The summative task invites learners to show how they use their gifts and talents in service to their community. Several options are provided.
Unit 5: Building the Reign of God

Focus is on the story of Salvation as revealed in scripture, the lives of saints, and the Teachings and Tradition of the Church.

Students explore the call of Baptism that makes us part of a Faith Community.

Students discuss how we are a Beatitude People called to build the reign of God on earth.

Students consider how prayer, and the Sacraments help us to receive and sustain the grace needed to build the kingdom of God.

The summative task asks students to consolidate their learning by creating a webpage or a Parish Bulletin.
Assessment and Evaluation

Assessment of / as / for learning opportunities and tools are provided at logical points within each unit.

Reflect best practices outlined in *Growing Success*

CPT Inquiry project, connected to the Road to Emmaus story and the theme of journey, allows students to build on their learning in each unit.

Rich tasks within the units allow students to develop knowledge and skills that will be showcased in their CPT.
Assessment and Evaluation

Evidence of learning is identified in the form of “I Can” or “Students will” statements
Rubrics have been provided, as needed
Prompts for teachers re co-constructing success-criteria with students
Suggested accommodations for students with an IEP
Quizzes, tests, or exams may be formulated at Board or School level
Culminating Performance Task

This is an inquiry project. Students select one of the tasks from the choice board as a means to showcase their learning.

- Video/podcast
- Interior Monologue
- Personal Interview
- Travel Brochure
- Webpage / Blog
- Poster or Billboard
- Feature News Article
- Visual Essay
- U pick
Technology

Many lessons provide a suggestion for incorporating 21st Century technology.

Generally a low tech option is also suggested.

Focus was on no cost tools and apps such as those available in the Google Suite.
Lesson Highlights

The Ten Commandments – 21st C Style

<table>
<thead>
<tr>
<th>Commandment</th>
<th>In Your Own Words</th>
<th>Value or Belief</th>
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</thead>
<tbody>
<tr>
<td>You shall have no other gods before Me</td>
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<tr>
<td>You shall not take the name of the LORD your God in vain.</td>
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<td>Remember the Sabbath day, to keep it holy.</td>
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<tr>
<td>Honour your father and your mother.</td>
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<td>You shall not kill.</td>
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<tr>
<td>You shall not commit adultery.</td>
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Plagues in our Contemporary World

Think of 5 things that are plagues in the world today. Next, consider the sins and the actions that have brought this plague into the world. The first one has been done for you.

<table>
<thead>
<tr>
<th>Plague</th>
<th>Sin</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Change</td>
<td>Greed, Laziness, Consumerism</td>
<td>Over consumption of Fossil Fuels</td>
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Hope: A virtue which keeps us searching for true happiness and which sustains us in difficult times. Consider one of the plagues above. What gives you hope for the future?

Group Assignment

- With your group, select one of the contemporary plagues that the majority of you have identified on your charts.
- Research the issue and find out what actions are being taken to alleviate the impact of this plague. Look for the helpers. Who are they? What are they doing?
- Create a public service announcement (PSA) in the form of a radio commercial, a video, or an advertisement in magazine.
- Be sure to share signs of hope, include information on the progress that is being made.
Unit 3: Topic 01-03: History of Salvation From Joshua to Jesus
Movie Trailer Assignment

In our Religion Class, we have been learning about people who have played a role in the History of our faith. In your groups, you will select one of the following Religious Historical Figures:

- Joshua
- Samuel
- Saul
- David
- Solomon
- Elijah

Your group will:

1. Research information about the historical figure using the Bible as your primary source.

2. Use the information you gathered to create a Movie Trailer using iMovie on the class iPads.

Your movie trailer must provide a biography of the person and explain how he/she contributed to Salvation History.

Christ Among Us

In this activity you will be asked to identify a “Christ figure” in your life. This may be a relative, teacher, or friend. The “Christ figure” may also be a person in our world, or our history, who lives/lived a Christ-centred life.

Some suggestions are:

<table>
<thead>
<tr>
<th>The Patron Saint of Your School</th>
<th>Pope Benedict XVI</th>
<th>Jean Vanier</th>
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</thead>
<tbody>
<tr>
<td>Saint Teresa of Calcutta</td>
<td>Saint Katari Tekskwita</td>
<td>St. Pater Pio</td>
</tr>
<tr>
<td>Dorothy Day</td>
<td>St. Francis of Assisi</td>
<td>St. Maximilian Kolbe</td>
</tr>
<tr>
<td>Archbishop Oscar Romero</td>
<td>St. Claire of Assisi</td>
<td>St. Augustine of Hippo</td>
</tr>
<tr>
<td>Saint Pope John Paul II</td>
<td>St. Martin de Porres</td>
<td>St. Thomas Aquinas</td>
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You are invited to create a poster, or multimedia presentation that presents the life and work of this person. Your final product, for example, could be a “Gracebook” (Facebook) page for the person you have chosen. (See attached Sample from the life of St. Paul.)
Lesson Highlights

Beatitude Assignment
Create a 2 minute skit or audio-visual presentation explaining your Beatitude and demonstrating what it means to the people of God in the 21st Century.

Purpose
- demonstrate your understanding of the beatitude
- show how we live this beatitude in today’s world.
- explain how this beatitude will help us build God’s Kingdom

Criteria
- Rewrite the beatitude in your own words and incorporate this into your presentation
- Outline at least one 21st scenario where the beatitude can be applied
- Highlight specific actions or behaviours which are in harmony with this beatitude
- You may wish show “bad-attitudes” which contrast with your “beatitudes.”
- You may wish to incorporate a contemporary song which speaks to the beatitude