

# Religious Education Program Resources

Grade Nine

# Course Descriptions

## Grade 9 Discipleship and Culture, HRE10

### Open

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#### *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

Scripture	Profession of Faith	Christian Moral Development	Prayer and Sacramental Life	Family Life
<ul style="list-style-type: none"><li>● Hebrew Scriptures</li><li>● Covenant Relationship</li><li>● Structure of Bible</li><li>● Literary Types</li><li>● Inerrancy</li><li>● Inspiration</li><li>● Human Dignity</li></ul>	<ul style="list-style-type: none"><li>● Paschal Mystery</li><li>● Discipleship</li><li>● Human Dignity, Self Esteem, &amp; Relationships</li></ul>	<ul style="list-style-type: none"><li>● Social Teaching of the Church</li><li>● The Moral Life &amp; Discernment</li><li>● Culture and the Moral Life</li></ul>	<ul style="list-style-type: none"><li>● Prayer Forms</li><li>● Traditional Prayers of the Church</li><li>● Nature of Sacraments and Sacramentality</li><li>● Sacraments of Initiation</li><li>● Spirituality</li></ul>	<ul style="list-style-type: none"><li>● Meaning of Chastity and Healthy Relationships</li><li>● Fidelity and Types of Love</li><li>● Sexuality and Human Dignity</li></ul>

**Catholic Social Teaching:** Human Dignity Rights & Responsibilities

# The Writing Team

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## **Unit Writers**

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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

Unit 1	Creation and Covenant
Unit 2	Slavery to Freedom
Unit 3	Justice and Wisdom
Unit 4	Encountering God
Unit 5	Building the Reign of God

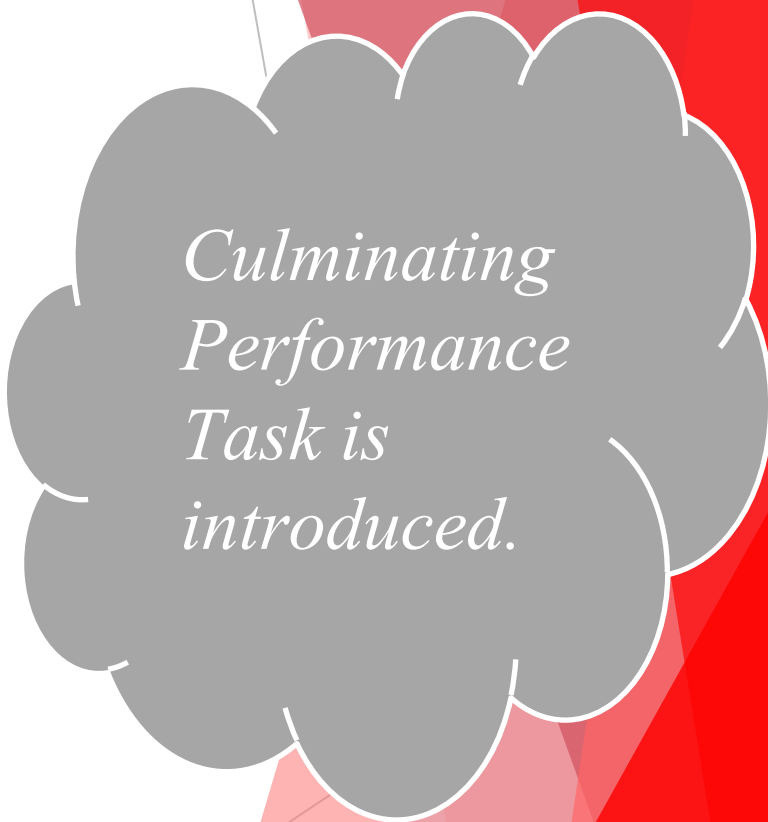
*Expectations from the 6 strands are clustered thematically into 5 units of study. Units vary in length*

# 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.



*Culminating  
Performance  
Task is  
introduced.*

# 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.

*The summative task invites students to imagine a current day Moses and how they answer God's call to serve the needs of our world.*

# 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

The Road to Emmaus		
<b>Video or Podcast</b> Using either format, students will creatively represent their personal narrative and show how it corresponds to student-selected Biblical stories/figures and contemporary world issues (resource management, equity, Aboriginal education)	<b>Interior Monologue</b> Students will write an Interior Monologue that expresses their thoughts and feelings about their personal narrative and show how it corresponds to student-selected Biblical stories/figures (resource management, equity, Aboriginal education) journey. This is a form of creative writing that allows you to express your distinctive voice and personality. Once this is written, students will record an audio/video version of their dramatic reading or present it to the class.	<b>Personal Interview Using Audacity</b> Students will assume the dual roles of interviewer and interviewee. Using Audacity students will alter their voices and act as the interviewer, then consecutively answer each question as themselves. Students must create ten questions that someone might ask them regarding their personal narrative and how it corresponds to student-selected Biblical narratives and contemporary world issues (resource management, equity, Aboriginal education).
<b>Travel Brochure</b> Students will create a Brochure that will highlight significant places, time periods and/or events depicting their personal narrative and its biblical and real-world connections. Students are encouraged to include images, graphics, charts and other visual effects in addition to text.	Possible choices: Sculpture/Painting/Poetry Comic Book/Children's Book 	<b>Webpage or Blog</b> Students produce a web page or blog based on various aspects of their personal narrative and its relationship to the biblical narrative and contemporary society and issues. Students may include photos, comments, short monologues, chats, and anything else that is included in a web page or a blog. The purpose is to provide a virtual space that would allow people to access information about this experience from a personal perspective.
<b>Poster or Billboard</b> Using a Bristol board, students create a Poster or Billboard that would catch the attention of a passerby on the street or a passenger on a bus. This poster or billboard must depict their personal narrative and its biblical and real-world connections. Visual appeal, organization and purpose must be taken into consideration in order to create an effective product. Students will incorporate a Wordle or other presentation of central themes and concepts	<b>Feature News Article</b> Students plan and write a feature news article that might be found in a weekend edition of the newspaper or magazine. The article will contain a biography of key events, people, places in the student's life and include insights about their personal journey and its biblical and real world connections. Students are encouraged to enhance the text with photos, images, authentic text features.	<b>Visual Essay Using Photo Story</b> Using Photo Story – a free web download – or other multimedia format, students create a visual essay that chronicles their personal narrative and its biblical and real-world connections. Visually, students will convey these narratives through images, phrases, and music. It is important that students create a visual essay and not simply create a slideshow of their experiences. By the end of the Visual Essay, the student's position or opinion must be evident and fully developed.
<b>Grade 9 Religion CPT: Choice Board – Choose 1</b> <small>As Developed by Christine Cocentino and Cathy Furfaro, YCD 88</small>		

# Technology

Many lessons provide a suggestion for incorporating 21<sup>st</sup> 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 – 21<sup>st</sup> C Style

Commandment	In Your Own Words	Value or Belief
You shall have no other gods before Me		
You shall not take the name of the LORD your God in vain.		
Remember the Sabbath day, to keep it holy.		
Honour your father and your mother.		
You shall not kill.		
You shall not commit adultery.		

## 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.

Plague	Sin	Action
Climate Change (Global warming)	Greed, Laziness, Consumerism	Over consumption of Fossil Fuels

*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.



# Lesson Highlights

## 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:

The Patron Saint of Your School	Pope Benedict XVI	Jean Vanier
Saint Teresa of Calcutta	Saint Kateri Tekakwitha	St. Padre Pio
Dorothy Day	St. Francis of Assisi	St. Maximilian Kolbe
Archbishop Oscar Romero	St. Claire of Assisi	St. Augustine of Hippo
Saint Pope John Paul II	St. Martin de Porres	St. Thomas Aquinas

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 21<sup>st</sup> 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 "beatitude."
- ❑ You may wish to incorporate a contemporary song which speaks to the beatitude