Grade 10 Religious Education

HRE 2O Christ and Culture
Grade 10

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

- Scripture and Jesus
- Profession of Faith
- Prayer and Sacramental Life
- Family Life
- Christian Moral Development
**Course Code**: HRE20

**Unit Title**: SCRIPTURE AND JESUS

### Topic Title

**TOPIC 1: The Bible**

- **Guiding Question(s):** What can you discover about the Christian Scriptures?
- **Teacher Prompt(s):** What are the major sections of the Bible? How are we to understand the Bible? Which ‘books’

**Learning Focus**
The New Testament (Christian Scriptures) reveal to us the person and teachings of Jesus

<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Specific Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1. Core Teachings: Identify the Christian Scriptures as the primary source of knowledge about Jesus; [CCC nos. 80-81; 103-104; 120-127;]</td>
<td>SC1.1 demonstrate an understanding of the major sections of the Bible (e.g., Hebrew Scriptures-Pentateuch, Wisdom, Prophets; Christian Scriptures—Gospels, Acts, St Paul’s Letters, Catholic Letters, Revelation)</td>
</tr>
<tr>
<td>OCSGTE’s</td>
<td>Catholic Social Teachings</td>
</tr>
<tr>
<td>CGE1e - 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**
(for teacher reference – can be adapted for student use)

**Materials**


**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

---

**Can be used for students**

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

**Overall & Specific Expectations**

**OCSGTE and Catholic Social Teaching**

**Background Information for Teacher**

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

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

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

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