

- Does the student apply knowledge and concepts in familiar contexts?
- Does the student apply knowledge and concepts in new contexts?

Whenever possible, it is important to spend time with students individually, or in small groups, to review completed work. Discussion of completed activities provides an excellent opportunity for assessing students' understanding of concepts and their progress during the school year.

SAMPLE DEMONSTRATIONS
Theme One: Created and Loved by God

Key Expectations	Sample Demonstrations/Activities
<ul style="list-style-type: none"> • recognize and appreciate that God loves each one of us forever and is always ready to forgive us when we fail (Topics 1 and 2) 	<ul style="list-style-type: none"> • contribution to class discussion of God's love and the gift of other people in their lives • contribution to class discussion of the need for forgiveness from people we have harmed and from God • written response to a story about a boy who did something wrong
<ul style="list-style-type: none"> • examine the concept of respect and recognize the uniqueness of each person in the class (Topic 3) 	<ul style="list-style-type: none"> • contribution to class discussion of the meaning of respect and the need to appreciate the uniqueness of each person • written response to a self-description inventory (BLM #2)
<ul style="list-style-type: none"> • identify some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development (Topic 4) 	<ul style="list-style-type: none"> • contribution to class review of the stages of human development • contribution to class discussion of the five dimensions of human development
<ul style="list-style-type: none"> • understand their role, and the limits of their role, in helping others who may need mental health support. • demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent stigma. (Topic 4) 	<ul style="list-style-type: none"> • identification in helping others and the limits to helping others who may need mental health support • participation in a class discussion about how attitudes and language can contribute to stigma in relation to mental health
<ul style="list-style-type: none"> • recognize and appreciate the importance of support and prayer at the time of a death (Topic 5) 	<ul style="list-style-type: none"> • contribution to class discussion of a story about a death and about some of the ways to show sympathy and support within the Catholic tradition

<ul style="list-style-type: none"> recognize and appreciate that people, both living and dead, can have a lasting positive influence on others (Topic 6) 	<ul style="list-style-type: none"> written interview with a relative or close family friend about the people who influenced this person's life (BLM #8) contribution to class discussion about the ways in which people are connected to each other through the influence they have on the lives of others written response to questions about Theme One (BLM #9)
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SAMPLE DEMONSTRATIONS

Theme Two: Living in Relationship

Key Expectations	Sample Demonstrations/Activities
<ul style="list-style-type: none"> Identify some unique and shared characteristics of families (Topic 1) 	<ul style="list-style-type: none"> written response to questions about their families (BLM #11) contribution to class discussion of some of the ways in which families are unique and alike creation of a family coat of arms, using symbols that represent significant characteristics of their families (BLM #13)
<ul style="list-style-type: none"> recognize and appreciate family rules as a sign of family love (Topic 2) 	<ul style="list-style-type: none"> contribution to class discussion of the purpose of rules, some examples of family rules, and the goals of family rules written response with examples of important rules in their families (BLM #14)
<ul style="list-style-type: none"> recognize some of the feelings that occur as a result of changes in the family and the need for support and co-operation with the family (Topic 3) 	<ul style="list-style-type: none"> contribution to class discussion of a variety of family changes, the effect on family members, and the need for co-operation, support, and communication within the family written response to a task involving words that describe feelings (BLM #16)
<ul style="list-style-type: none"> identify and describe some of the qualities that are valued in friendships (Topic 4) 	<ul style="list-style-type: none"> contribution to class discussion of the qualities of true friendship creation of an advertising billboard promoting the importance of friendship
<ul style="list-style-type: none"> describe the consequences of possible solutions to common friendship difficulties (Topic 5) 	<ul style="list-style-type: none"> contribution to class discussion of role plays about friendship problems written response to scenarios involving friendship difficulties (BLM #18)

<ul style="list-style-type: none"> recognize the responsibility to support peers who are being mistreated (Topic 6) 	<ul style="list-style-type: none"> contribution to class discussion of a story about bullying and of the responsibility to stand up for others written response to questions about Theme Two (BLM #20)
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SAMPLE DEMONSTRATIONS

Theme Three: Created Sexual: Male and Female

Key Expectations	Sample Demonstrations/Activities
<ul style="list-style-type: none"> identify the major body systems, the unique characteristics of the reproductive system, and the major parts of the male and female reproductive systems (Topics 1 and 2) 	<ul style="list-style-type: none"> contribution to class discussion of the major body systems, the characteristics of the reproductive system, and the major parts of the male and female reproductive systems written response to questions about the male and female reproductive system (BLM #23)
<ul style="list-style-type: none"> identify the main features of male and female fertility, and recognize the power and responsibility of human fertility (Topic 3) 	<ul style="list-style-type: none"> contribution to class discussion of the meaning of fertility and the main features of male and female fertility written response to questions about female and male fertility (BLM #24)
<ul style="list-style-type: none"> identify the physical changes of puberty for girls and boys, and recognize the wide range of ages for these physical changes (Topic 4) 	<ul style="list-style-type: none"> contribution to class discussion of the onset of puberty, the changes of puberty for girls and boys, and the range of ages for these changes written response to questions about the physical changes of puberty (BLM #25)
<ul style="list-style-type: none"> identify some of the social and emotional changes related to puberty (Topic 5) 	<ul style="list-style-type: none"> contribution to class discussion of scenarios about growing up, respect for the gift of sexuality, and modesty written response to questions about Theme Three (BLM #26)