

12

Grade



CHURCH AND CULTURE

Grade 12 – OPEN
Ontario Catholic Secondary
Religious Education Resource

**ONTARIO CATHOLIC SECONDARY
CURRICULUM RESOURCES**

FOR

**RELIGIOUS
EDUCATION**

Grade 12 - OPEN



**Institute for Catholic Education
2018**

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**Ontario Catholic Secondary Curriculum Resources for Religious Education,
Grade 12 Open**

On behalf of:
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Grade 12 Religious Education

HRE 40

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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)

General Directory for Catechesis (1997)

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,
General Directory for Catechesis (1997)

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)

Family catechesis precedes... accompanies and enriches all forms of catechesis. (226)
General Directory for Catechesis (1997)

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.

¹ Adapted from *Family Life Education for Secondary Students: A Message to the Catholic Education Community*, a publication of the Assembly of Catholic Bishops of Ontario, 1996, pp. 4-6.

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,
The Religious Dimension of Education in a Catholic School (1988)

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.

Grade 12 Church and Culture, HRE 40

Open

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

Overall Expectations	Big Ideas	Guiding Questions
Scripture		
<p>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]</p>	<p>Jesus is God’s fullest self-revelation, fulfilling the law and the prophets.</p> <p>The early Christian community as described in the Acts of the Apostles, gives a framework for living lives as Christians today.</p>	<p>How has the Exodus story deepened our understanding of God’s self-revelation?</p> <p>What are some strategies to honour the Sabbath today?</p> <p>How are prophetic voices relevant today?</p>
<p>SC2. Understanding Sacred Texts: 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]</p>	<p>Our relationship with God and neighbour deepens as we more fully experience and live by God’s Word.</p>	<p>How are the Ten Commandments relevant today?</p> <p>How can different translations and editions of Scripture assist us in knowing God more deeply?</p> <p>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?</p>
<p>SC3. Scripture Today and Contemporary Culture: Apply Scripture to an analysis and critique of contemporary society. [CCC nos. 688; 1324; 2234-2246]</p>	<p>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.</p>	<p>How does the ethical impact of the Gospel transform lives today?</p>
Profession of Faith		
<p>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]</p> <p>PF2. Faith Seeking Understanding: Explore the Church’s understanding of the Creed and the role of Mary; [CCC nos. 355-373; 484-498]</p>	<p>Jesus established the Church, in which the Lord offers to all people mercy, truth, justice, and ultimately eternal life in God’s saving love.</p> <p>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.</p>	<p>How have Christians come to understand that Jesus is the Incarnation of God?</p> <p>How is the traditional understanding of the Church [one, holy, catholic and apostolic] relevant today?</p> <p>How are the creeds a guide for our understanding of what it means to be Christian?</p> <p>How is Mary understood in Catholic tradition?</p>
<p>PF3: Faith Lived: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live. [CCC nos. 1928-1942]</p>	<p>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.</p>	<p>How does Catholic social teaching help us live out our identity in Christ?</p>
Christian Moral Development		
<p>CM1. Foundations: Examine the human search for truth and happiness; [CCC nos. 1803-1829]</p>	<p>Being thankful for God’s gifts enables us to discern what is good in the pursuit of happiness.</p>	<p>How do the theological and cardinal virtues help us develop good habits as Christians?</p>

	The theological and cardinal virtues help us embrace the good in life.	How does our understanding of good and evil shape our worldview and influence our daily actions?
CM2. Seeking Understanding: Apply a contemporary Catholic understanding of conscience to the process of conscience formation and moral decision-making; [CCC nos. 1749-1761]	Conscience formation takes time to develop and mature. Authentic reconciliation provides us with a framework for living as Christian.	What are some useful tools in making moral decisions? How do we develop strategies to help us continually affirm the dignity of all human life?
CM3: The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching. [CCC nos. 1730-1734]	The basic principles of Catholic moral teaching give us the tools we need in life to follow the teachings of Jesus.	How can we direct our God-given talents in morally responsible ways?
Prayer and Sacramental Life		
PS1. Prayer: 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]	Full and active participation at the weekly celebration at Sunday mass supports our spiritual life and builds a strong Christian community.	How is the Eucharist the focus of our prayer life each week? In what ways does prayer support and strengthen our relationship with God and with each other? How does the sacrament of Matrimony show us the nature of the Holy Trinity's love?
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]	The sacred covenant of Marriage is a self-giving and life-giving bond between one man and one woman, open to new human life.	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?
PS3: Living out Prayer and Sacrament: Explore an understanding of how prayerful discernment of one's vocation (<i>e.g., marriage, priesthood, single life, religious life</i>) can be found in service to the community using one's God-given talents. [CCC nos. 914-933]	Loving service of the common good and of God, with particular care offered to the socially marginalized helps us live out our vocation.	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?
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 than that of contemporary secular culture? How does upholding Matrimony as the proper place for sexually intimate expressions of human love
FL2: Growing in Commitment: Demonstrate an understanding	The shared journey of human growth has many dimensions that	

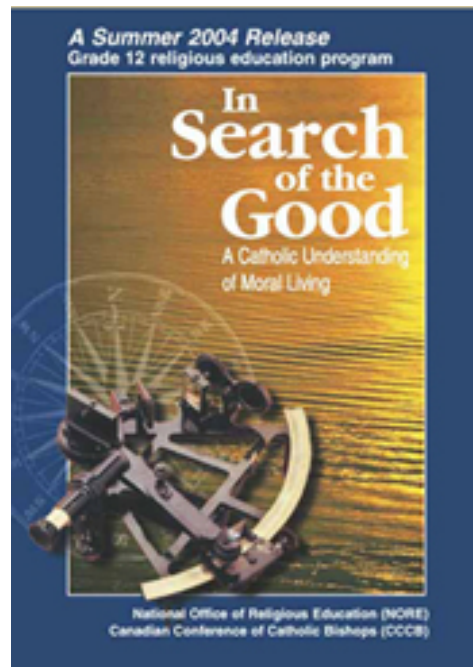
of how growth and development happens in lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture; [CCC nos. 2207 ; 2215 ; 2221 ; 2232 ; 2239]	take shape in the context of family life commitments, in which family members find their joy and fulfillment in bringing about the Kingdom of God through their mutual love.	promote the dignity of the human person? How does an understanding of the Church's teaching support life from conception until natural death?
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.	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?
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?
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.	How can we know if sources are reliable ones for Catholic teachings?
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.	How can applications of the results of research be communicated effectively, after sufficient theological reflection, consideration, and evaluation?
RI4. Communicating and Reflecting: Communicate the results of research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills	Reflecting on (with theological reflection), evaluating, communicating, and applying research results and conclusions, are all important next steps in research and inquiry.	How do we apply the results of research investigations, with a holistic approach to the value and dignity of every human person?

OVERVIEW OF THE SUPPLEMENT

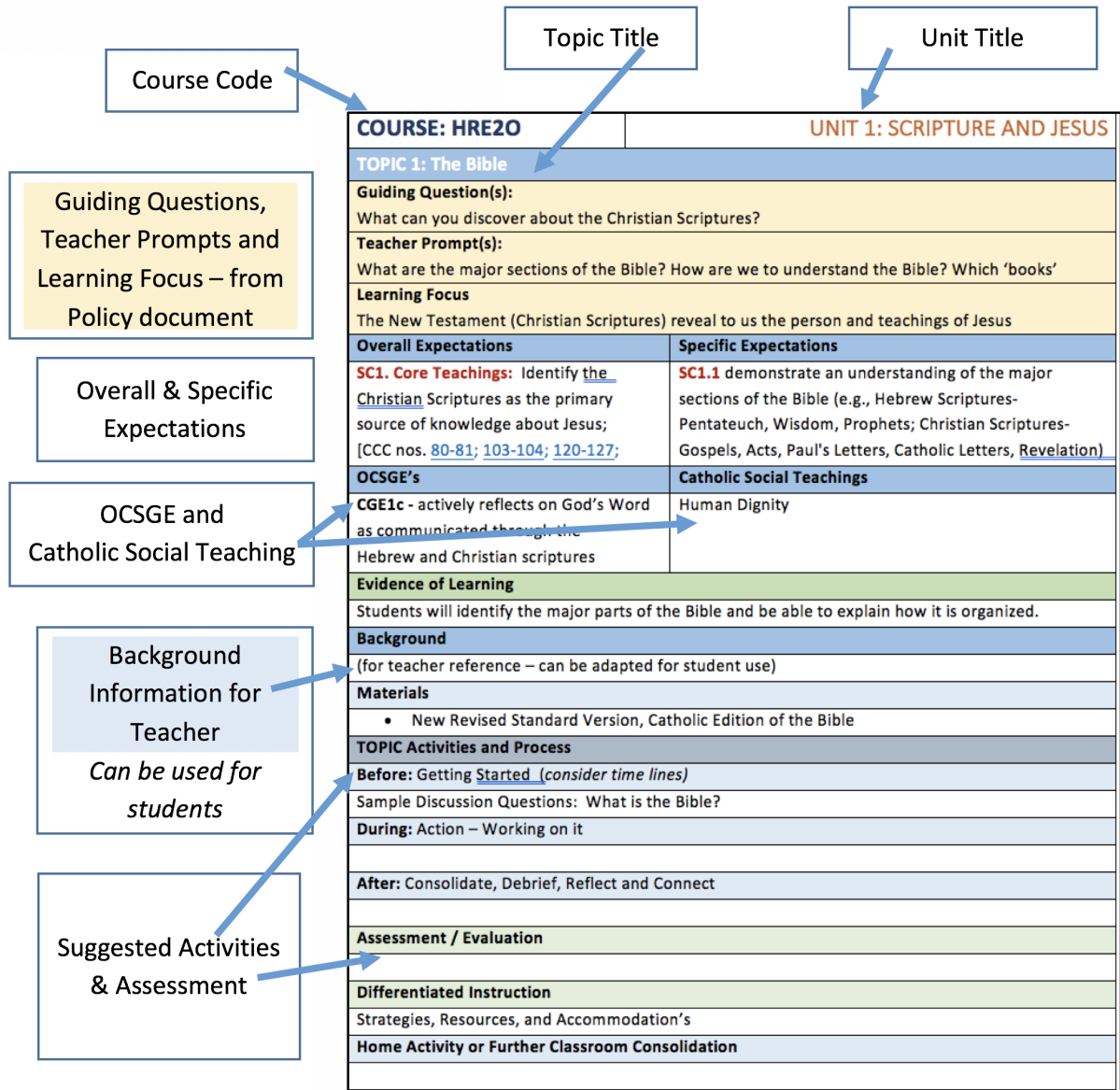
For the Instructors, the main resource should be the textbook: ***In Search of the Good: A Catholic Understanding of Moral Living***

This Grade 12 textbook was written and produced by the National Office of Religious Education of the Canadian Conference of Catholic Bishops, Ottawa, Canada.

ISBN: 9780889974951



Features of the Resource



COURSE: HRE40

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 than 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.

Overall 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

FL2. CREATED SEXUAL: 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

Specific Expectations

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]

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

An effective communicator who speaks, writes, and listens honestly and

Catholic Social Teachings

Call to Family, Community and Participation

sensitively, responding critically in light of gospel values	
Evidence of Learning	
<p>FL1.2 I can describe ways of maintaining and nurturing friendships; I can evaluate friendships that are rooted in Christ.</p> <p>FL2.3 I can describe ways growth and development happen in our lives.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • Kagan Cooperative Learning book 	
Materials	
<ul style="list-style-type: none"> • Booklets of questions, as described in activity (https://conversationstartersworld.com/questions-to-get-to-know-someone/) • Bibles • YouTube 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Matthew 5:46-48 https://www.biblegateway.com/passage/?search=Matthew+5%3A46-48&version=NRSVCE</p> <p>OPENING PRAYER FOR THE COURSE (offered as a class):</p> <p>e.g., A Prayer before Study (<i>adapted from St. Thomas Aquinas</i>): https://www.youtube.com/watch?v=KiFkXM0DiIM 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.</p>	

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>

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*), 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-to-get-to-know-someone/>

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

- 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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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

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

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.

Specific Expectations

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

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

Call to Family, Community and Participation

Evidence of Learning

FL1.3

I can describe stages of human growth with examples of cognitive, emotional, social, spiritual, moral, and faith development.

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:

- “Think Literacy” document: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/>

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>).

SCRIPTURE VERSE FOR JOURNAL: Exodus 40:38

<https://www.biblegateway.com/passage/?search=Exodus+40:38&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 (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.)

- 1) <http://martyrs-shrine.com/visit-us/pilgrim-route-to-martyrs-shrine/>

- 2) <https://sites.google.com/site/2016crossofvictorypilgrimage/>
- 3) <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/studentssuccess/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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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

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

Specific Expectations

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

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

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

RI.1.3

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/>)

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>).

SCRIPTURE VERSE FOR JOURNAL: Matthew 7:7

<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=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)

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)

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>

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=hP3P3jL2hwI>

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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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

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

Specific Expectations

RI2.2 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)

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

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>).

SCRIPTURE VERSE FOR JOURNAL: Proverbs 4:1-9

<https://www.biblegateway.com/passage/?search=proverbs+4%3A+1-9&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 (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:

- a. YouCat [Ignatius Press]: <http://youcat.org/>

- b. DoCat [Ignatius Press]: <http://youcat.org/about-docat/>
- c. DoCat study guide [Ignatius Press]
- d. YOU study program: <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
- f. Catholic Youth Bible [St. Mary's Press]
- g. YouCat Bible [Ignatius Press]
- h. Decision Point [Dynamic Catholic]
- i. Truth and Life Dramatized Audio Bible: New Testament – *Catholic NRSV version available*: <https://www.lighthousecatholicmedia.org/store/title/truth-and-life-dramatized-audio-bible>
- j. The Action Bible: <http://www.theactionbible.com/>
- k. Word of Promise Audio Bible (MP4 format, etc.) – *only King James available (Protestant Bible)*: <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)
- m. Handbook of Christian Apologetics [Intervarsity Press]
- n. 101 Dilemmas for the Armchair Philosopher [Quid Publishing] (for debates)
- o. Love and Mercy: The Story of Salvation – Teacher's Guide [Sophia Institute for Teachers]
- p. Reason to Believe [Ron Tesoriero] (for miracles discussions)
- q. The Pivotal Players Study Program with DVDs [Word on Fire] (e.g., for saints assignments)
- r. The Seven Sacraments: The Foundation of Christian Living - High School Edition [Sophia Institute for Teachers]
- s. The Beatitudes: Living the Life of Christ – Teacher's Guide [Sophia Institute for Teachers]
- t. The Beatitudes: Sacred Art and Catechesis [Sophia Institute for Teachers]
- u. Jesus and the Church: One, Holy, Catholic, Apostolic [Ave Maria Press]
- v. Jesus Christ: Source of Our Salvation [Ave Maria Press]
- w. Jesus Christ: God's Revelation to the World [Ave Maria Press]
- x. Chosen: This is Your Catholic Faith Starter Pack [Ascension Press]
- y. Sister Wendy on the Art of Mary (Sister Wendy Beckett)
- z. Redemptoris Missio (Pope John Paul II)
- aa. What's Your Decision: How to Make Choices with Confidence and Clarity (Jesuits Michael Sparough, Tim Hipskind, and Jim Manney)
- bb. Becoming Human (Jean Vanier)
- cc. God In The Dock: Essays on Theology and Ethics (C.S. Lewis)
- dd. The Problem of Pain (C.S. Lewis)
- ee. The Four Loves (C.S. Lewis)
- ff. Why go to Mass (Bishop Michael Evans)
- gg. A Letter to the Catholic High School Students of Ontario [ACBO] (online or hard copy)
- hh. Pastoral Letter: Living and Working in Ontario [ACBO]
- ii. Catholic Book of Worship [CCCB] – recent edition
- jj. CCCB 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)*
- kk. Humanae Vitae: http://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae.html

- II. Truth and Reconciliation Commission of Canada: Calls to Action:
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- mm. From the Catholic Curriculum Corporation:
- <http://catholiccurriculumcorp.org/called-to-change-the-world/> (*Called to Change the World*)
 - <http://catholiccurriculumcorp.org/leprosy-in-the-world-today-answering-the-call-to-care/> (*Leprosy in the World Today – Answering the Call to Care*)
 - <http://catholiccurriculumcorp.org/equity-and-inclusion-from-the-lens-of-the-catholic-social-teachings/> (*Equity and Inclusion from the Lens of Catholic Social Teaching*)
- nn. www.vatican.va
- oo. <http://ascensionpresents.com/>
- pp. <https://www.wordonfire.org/>
- qq. <http://bustedhalo.com/>
- rr. <http://www.godtube.com/>
- ss. *etc.*

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?)

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40	UNIT 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying
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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.

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]	CM2.3 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

OCSGE’s	Catholic Social Teachings
A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good	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 Almosawi and Alejandro Giraldo)
- 101 Dilemmas for the Armchair Philosopher [Quid Publishing]

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: Isaiah 1:18

<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=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 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 debates (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/>

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=Dz4GlecaA-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?”

“Do the fallacies 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.

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

Specific 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]

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

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

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

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: Psalm 14:1

<https://www.biblegateway.com/passage/?search=Psalm+14%3A1&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 (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:

<https://carfleo.com/2017/03/08/responding-to-challenges-about-gods-existence/>

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>

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology

- Multimedia Presentations

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

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.

Overall Expectations

PS1. PRAYER: 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]

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

Specific Expectations

PS1.1 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]

PS1.2 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]

	RI.1.2 identify key concepts and connections (e.g., through discussion, brainstorming, use of visual organizers) related to selected topics.
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	Care for God's Creation
Evidence of Learning	
<p>PS1.1 I can explain how to prepare oneself well for weekly Mass (e.g., daily prayer from the heart).</p> <p>PS1.1 I can explain the importance of weekly Mass attendance.</p> <p>PS1.2 I can identify the three traditional expressions of prayer.</p> <p>PS1.2 I can identify the five traditional forms of prayer.</p> <p>RI1.2 I can identify key concepts and connections related to prayer.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • Catechism of the Catholic Church 	
Materials	
<ul style="list-style-type: none"> • Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<i>Illuminated Scripture Journal Entry:</i> 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: Jeremiah 29:12

<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=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*)

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>

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=Gx-s6zY9vP4>)

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>)

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=mIl-XY9t_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?
- 5) How do you think a prayer strategy could impact a marriage? Family? Work? School? Friends?

- 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 Eastern 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>

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 1: FIRST STEPS IN FAITH: “The Way” of
Connecting, Exploring, Praying**

TOPIC 8: School Chapel Tour (God’s support along “the Way”)

Guiding Question(s):

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

Teacher Prompt(s):

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	Specific Expectations
<p>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]</p> <p>SC3. SCRIPTURE TODAY: Apply Scripture to an analysis and critique of contemporary society [CCC nos. 688; 1324; 2234-2246]</p> <p>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]</p>	<p>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]</p> <p>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]</p> <p>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]</p> <p>PS2.2 articulate the Church’s teaching on valid marriages and annulments [CCC nos. 1601-1658; 2382- 2386]</p>
OCSGE’s	Catholic Social Teachings
<p>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</p>	<p>Rights and Responsibilities</p>
Evidence of Learning	
<p>SC2.1 I can explain the purpose and structure of the Bible, the Lectionary, the Ordo and the Roman Missal.</p> <p>SC2.1 I can compare the Bible, the Lectionary, the Ordo and the Roman Missal.</p> <p>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.</p> <p>SC3.1 I can explain, using the New Testament, how Jesus remains with us on earth.</p> <p>PS2.2 I can explain the Church’s teaching on marriage as a sign of God’s love.</p>	

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>).

SCRIPTURE VERSE FOR JOURNAL: Matthew 16:18-19

<https://www.biblegateway.com/passage/?search=matthew+16%3A18-19&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:

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=tVSrfRStlZk>
https://www.youtube.com/watch?v=7zF7n0dCo_4
<https://www.youtube.com/watch?v=KzUmP3aBviE>
- b. Information/structure of the Lectionary:
<http://catholic-resources.org/Lectionary/Overview.htm>
- c. Information/structure of the Ordo: <http://www.aquinasandmore.com/catholic-articles/about-catholic-ordos/article/187>
- d. Information/structure of the Roman Missal: <http://www.usccb.org/prayer-and-worship/the-mass/roman-missal/>

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:

<https://catholicproductions.com/products/the-origin-of-the-bible-human-invention-or-divine-intervention?variant=16598354625>

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=q904xIwxnSc&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.

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**.

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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.

Overall Expectations

CM1. FOUNDATIONS: Examine the human search for truth and happiness [CCC nos. 1803-1829]

Specific Expectations

CM1.1 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]

OCSGE’s

A caring family member who attends to family, school, parish, and the community

Catholic Social Teachings

Rights and Responsibilities

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>

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=ULb9xZuj1bE>).

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=kS-WOSbLBwI> (DPCDSB – Cardinal Leger Secondary School)

<https://www.youtube.com/watch?v=zvIO2N0aoA8&list=PLWAPuPU4dfGpnM96ogPPvGq1XANVoS7XW> (BGCDSB)

Discerning Believer: <https://www.youtube.com/watch?v=cOzFR4X5Ud8>

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=vWYTec5kyl4>

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=-MfMXM93EIO>

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 the Chaplaincy leader include using the “Harkness Table” discussion strategy (<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>

**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/>

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
- 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: HRE40

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

Guiding Question(s):

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

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

Overall 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

Specific Expectations

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

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

Catholic Social Teachings

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-docat/>

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: 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=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 find ways to understand the kind of love that saints have, by supporting and build 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=ceOn2UZl3wQ>

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=afCIM91uQFU>

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.

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart paper ● Text book ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced questioning ● Chunking of information ● Extra time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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

Specific Expectations

PF2. FAITH SEEKING UNDERSTANDING:
Explore the Church’s understanding of the Creed and the role of Mary [CCC nos. 355-373; 484-498]

PF2.1 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]

PF3. FAITH LIVED: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live [CCC nos. 1730-1734]

PF 2.2 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]

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	Catholic Social Teachings
A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential	Rights and Responsibilities
Evidence of Learning	
<p>PF2.1 I can define the meaning of the terms of the Creed.</p> <p>PF2.2 I can define the meaning of Christian terms, as understood in the Catholic tradition.</p> <p>PF3.1 I can define key terms in Catholic social teaching.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students together from acting to thinking and vice versa (i.e. ‘active contemplation’ in Christian community).</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • Online Catechism of the Catholic Church 	
Materials	
<ul style="list-style-type: none"> • Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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):</p> <p>https://www.youtube.com/watch?v=ULb9xZuj1bE).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Hosea 4:6 https://www.biblegateway.com/passage/?search=hosea+4%3A6&version=NRSVCE</p>	

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 (*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; the last judgement; 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>

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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 1: FIRST STEPS IN FAITH: “The Way” of Connecting, Exploring, Praying

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	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	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>).

SCRIPTURE VERSE FOR JOURNAL: 1 Kings 3:16-28

<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>

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):

<http://listverse.com/2011/04/18/10-more-moral-dilemmas/>
www.mrrydalch.com/uploads/5/5/9/9/559987/ethical_dilemma_scenarios.doc
<http://psychopixi.com/uncategorized/25-moral-dilemmas/>

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>) 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=kBdfcR-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]

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

**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

Guiding Question(s):

How has the Exodus story deepened our understanding of God's self-revelation?

Teacher Prompt(s):

SC1.1

How do the commandments guide us to a life freed from the slavery of sin?

Learning Focus

SC1.

We are learning about the Old Testament, so that we can see how Jesus is the fulfillment of the Old Testament.

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]

SC1.1 discuss the self-revelation of God as liberator, as seen through the Book of Exodus [CCC no. 2057]

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

Dignity of the Human Person

Evidence of Learning

SC1.1

I can explain how God is a liberator, based on the Book of Exodus.

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:

- *Word of Promise* audio Bible

Materials

- Internet access
- 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>).

SCRIPTURE VERSE FOR JOURNAL: Galatians 5:1

<https://www.biblegateway.com/passage/?search=Galatians+5%3A1&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)

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:

1) https://www.aa.org/pages/en_US/sister-mary-ignatia-1889-1966

2) <http://www.aa.org.au/members/twelve-steps.php>

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

<http://www.nacr.org/living-free/chapter-2-the-twelve-steps-and-their-relationship-to-christianity>

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”.
- c. 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

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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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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]

S1.2 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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Hebrews 1:1-3

<https://www.biblegateway.com/passage/?search=Hebrews+1%3A1-3&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)

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).

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

- 1) <https://www.bibletools.org/index.cfm/fuseaction/Topical.show/RTD/cgg/ID/16175/Davids-Prophecies-Christ's-Crucifixion.htm> (King David - prophecy in Psalm 22 concerning the crucifixion of Jesus)

- 2) <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> (Isaiah’s prophecy concerning the Messiah of Israel – Isaiah 53)
- 4) <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> (Amos’ prophecy concerning Israel’s guilt and punishment – Amos 3)
- 6) <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> (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=frRqgud0XZQ>

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=dA8dT6yMKZo>

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

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: HRE40

**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

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

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]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>
- *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]

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: 2 John 1:6

<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>

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):

<http://www.catholicstand.com/biblical-typology-the-best-method-to-read-scripture/>

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/exodus/20.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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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

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

Specific 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]

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

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

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: John 1:1-14

<https://www.biblegateway.com/passage/?search=john+1%3A1-14&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)

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>

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=vHThExRGa5I>

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/question 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). Explain.
- 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? Explain.
- 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? Explain.
- 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? Explain.
- 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=I6XMn-yH71E>

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=qlqVvqBhR_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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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.

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

PF1.3 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]

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>

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: John 20:24-28

<https://www.biblegateway.com/passage/?search=John+20%3A24-28&version=NRSVCE>

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

e.g., *A Student’s Prayer:* <https://www.youtube.com/watch?v=0ApcVdSX96U>

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=AzQgxwmc-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=zerx8wYZNns>)

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=rhe8KhSxWGo>), 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=nfMaY1JjXiE>

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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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.

Overall 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]

Specific Expectations

SC2.4 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]

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>).

SCRIPTURE VERSE FOR JOURNAL: Revelation 7:13-17

<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>

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>

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>

Akiane Kramarik:

<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.

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

**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 than 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

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

Specific Expectations

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

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

Catholic Social Teachings

Call to Family, Community and Participation

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=ioF5w-aJaqE>

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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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

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

Catholic Social Teachings

Preferential Option for and with People who are Poor

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Acts 6:1-7

<https://www.biblegateway.com/passage/?search=acts+6%3A1-7&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 (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, students may watch the Epic “Catholics Come Home” video:

https://www.youtube.com/watch?v=Z_E6Lw09z2Y), then viewing “10 Reasons why we love being Catholic”:

<https://www.youtube.com/watch?v=fxoorJinCsE>,

and then reading several online articles (and blogs), such as these:

- 1) <http://catholicerald.co.uk/news/2011/05/06/what-the-church-has-given-the-world/>
- 2) <http://www.aggiecatholicblog.org/2016/10/what-the-world-would-look-like-without-the-catholic-church/>
- 3) <http://www.deseretnews.com/article/700210479/Commentary-History-shows-contributions-of-Catholic-Church-to-Western-civilization.html>

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>
- 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.
<https://www.ncronline.org/blogs/francis-chronicles/catholics-must-be-active-politics-no-matter-how-dirty-pope-says>

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=PLzSzRTbc2lWKe2jqQpK3ker4U2TzHq9JF
(*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=PLIhOQAHA7kICicXDLtHYnprwmmwsnAGSU>

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
- 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: HRE40

UNIT 3: "THE WAY" OF BEING CHURCH: One, Holy, Catholic, and Apostolic

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.

Overall Expectations

PF2. Faith Seeking Understanding:

Explore the Church's understanding of the Creed and the role of Mary [CCC nos. 355-373; 484-498]

Specific Expectations

PF 2.3 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]

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:

- Sister Wendy on the Art of Mary (Sister Wendy Beckett)

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: Luke 1:39-56

<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 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>

4. Mary, The Assumption

<https://www.youtube.com/watch?v=ayz15mdkh5o>

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:

<http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade>

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>

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/>

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>

2) Sister Act: Hail Holy Queen

<https://www.youtube.com/watch?v=hWUp6EIRayE>

3) Pentatonix: Mary did you Know?

<https://www.youtube.com/watch?v=ifCWN5pJGIE>

(note that there is debate about the theology in this song: <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

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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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

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

PS3.3 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]

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

PS3.3

I can identify various forms of service for young people as they search out their vocation.

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Jeremiah 29:11

<https://www.biblegateway.com/passage/?search=jeremiah+29%3A11&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 (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:

<http://www.ignatianspirituality.com/making-good-decisions/an-approach-to-good-choices/an-ignatian-framework-for-making-a-decision>

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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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: HRE40

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

Specific 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]

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

Catholic Social Teachings

A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential	Call to Family, Community and Participation
Evidence of Learning	
<p>PF1.2</p> <p>I can explain the nature of the Church as “One”.</p> <p>PF3.1</p> <p>I can define key tenets in Catholic social teaching (solidarity).</p>	
Background	
<p>This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.</p> <p>Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • <i>Jesus and the Church: One, Holy, Catholic, Apostolic</i> [Ave Maria Press] 	
Materials	
<ul style="list-style-type: none"> • Internet access • Library research resources 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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):</p> <p>https://www.youtube.com/watch?v=ULb9xZuj1bE).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Ephesians 4:4-6 https://www.biblegateway.com/passage/?search=ephesians+4%3A4-6&version=NRSVCE</p> <p>OPENING PRAYER FOR CLASS (individually or as a group):</p> <p>e.g., <i>A Student’s Prayer:</i> https://www.youtube.com/watch?v=0ApcVdSX96U</p> <p>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.</p>	

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>

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]

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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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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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
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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	Specific Expectations
<p>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]</p> <p>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]</p>	<p>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]</p> <p>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]</p>

OCSGE’s	Catholic Social Teachings
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A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential	Dignity of the Human Person
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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>).

SCRIPTURE VERSE FOR JOURNAL: 1 Peter 1:14-16
<https://www.biblegateway.com/passage/?search=1+peter+1%3A14-16&version=NRSVCE>

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

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

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: HRE40

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

Catholic Social Teachings

A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential

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>.

SCRIPTURE VERSE FOR JOURNAL: Ephesians 5:25-30

<https://www.biblegateway.com/passage/?search=ephesians+5%3A25-30&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 (*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 right 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](#).

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: HRE40

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	Specific Expectations
<p>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]</p> <p>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]</p>	<p>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]</p> <p>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]</p>

OCSGE's	Catholic Social Teachings
A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential	Call to Family, Community and Participation
Evidence of Learning	
<p>SC1.3 I can summarize values and lifestyles of the early Church community.</p> <p>PF1.2 I can explain the nature of the Church as “Apostolic”.</p>	
Background	
<p>This unit helps students explore the nature, service and global impact of the Church, connecting faith to culture.</p> <p>Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • <i>Jesus and the Church: One, Holy, Catholic, Apostolic</i> [Ave Maria Press] 	
Materials	
<ul style="list-style-type: none"> • Internet access • Library research resources 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Acts 2:37-42 https://www.biblegateway.com/passage/?search=acts+2%3A37-42&version=NRSVCE</p> <p>OPENING PRAYER FOR CLASS (individually or as a group):</p> <p>e.g., <i>A Student’s Prayer:</i> 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.</p>	

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 bottom vertical 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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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

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]

Specific Expectations

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

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

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 [CCCB]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Acts 2:43-47

<https://www.biblegateway.com/passage/?search=acts+2%3A43-47&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 (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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

** 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](#).

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: HRE40

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	Specific Expectations
<p>RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research</p> <p>RI2. Investigating: Create research plans, and locate/select information relevant to chosen topics, using appropriate research and inquiry methods</p>	<p>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.)</p> <p>RI2.2 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)</p> <p>RI2.3 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</p>

	teaching on marriage impact the lives of young adults?” may have human dignity, natural law, and chastity as subtopics)
OCSGE’s	Catholic Social Teachings
An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values	Dignity of the Human Person
Evidence of Learning	
<p>RI1.1</p> <p>I can explore/identify topics connecting Church and culture.</p> <p>RI2.2</p> <p>I can locate and select information from primary and secondary sources.</p> <p>RI2.3</p> <p>I can formulate a research question and identify potential subtopics to focus my research.</p>	
Background	
<p>This unit helps students explore the nature, service, and global impact of the Church, connecting faith to culture.</p> <p>Lessons are ordered to move students through spiritual experiences of reflection, prayerful consideration, spiritual learning, and living faith daily.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> Digital or hard copy of the Grade 12 Rich Culminating Performance Task, available through the Catholic Curriculum Corporation: http://catholiccurriculumcorp.org/rich-performance-tasks-for-secondary-religion-courses/ 	
Materials	
<ul style="list-style-type: none"> Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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):</p> <p>https://www.youtube.com/watch?v=ULb9xZuj1bE).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Deuteronomy 4:29-31</p> <p>https://www.biblegateway.com/passage/?search=deuteronomy+4%3A29-31&version=NRSVCE</p>	

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 (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:

<http://catholiccurriculumcorp.org/rich-performance-tasks-for-secondary-religion-courses/>

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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

CM1. Foundations: Examine the human search for truth and happiness [CCC nos. 1803-1829]

Specific Expectations

CM1.1 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]

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

CM1.1

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Psalm 4:7

<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>

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: <http://www.pursuit-of-happiness.org/history-of-happiness/thomas-aquinas/>
(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:

<http://gamestorming.com/fishbowl/>

<https://www.youtube.com/watch?v=xkWI9b0FZSE>

(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):

- 1) Fr. Mike Schmitz YouTube video – Cure for Entitlement <http://ascensionpresents.com/video/the-cure-for-entitlement/>
- 2) Fr. Mike Schmitz YouTube video – How to Avoid Being Ungrateful <http://ascensionpresents.com/video/how-to-avoid-being-ungrateful/>
- 3) Bishop Barron - Using Christian Art to Discover Happiness <https://www.youtube.com/watch?v=tQ1VCDfEkkk>
- 4) Bishop Barron – The Key to Joy <https://www.youtube.com/watch?v=N4Bb4UDypi0>
- 5) Dr. Robert Holden – The Happiness Project <https://www.youtube.com/watch?v=IBPKtrPCDIo>

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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

CM1. Foundations: Examine the human search for truth and happiness [CCC nos. 1803-1829]

Specific Expectations

CM1.2 investigate and summarize why God does not cause, but permits some evil - particularly suffering and death [CCC nos. 309-324]

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

CM1.2

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: John 16:22

<https://www.biblegateway.com/passage/?search=John+16%3A22&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)

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>

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>

(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>

- 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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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

Specific Expectations

CM1. Foundations: Examine the human search for truth and happiness [CCC nos. 1803-1829]

CM1.3 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]

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

Rights and Responsibilities

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]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

Materials

- Chart paper
- Markers
- YouCat [Ignatius Press]
- The film “Soul Surfer” (2011); here is the trailer: <https://www.youtube.com/watch?v=KlpD6dr7Qw>
- *In Search of the Good* student textbook [CCCB]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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: Philippians 4:8

<https://www.biblegateway.com/passage/?search=philippians+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>

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):
- How did God bring good out of evil throughout the film? Explain.
 - What virtues are seen in the main characters of the film? Explain.
 - What vices are seen in the main characters of the film? Explain.
 - 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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

UNIT 4: "THE WAY" OF DIGNITY: Virtuous Living

TOPIC 4: "The Way" of Reconciliation

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

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

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
- *In Search of the Good* student textbook [CCCB]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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: Psalm 51

<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>

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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations ● 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall 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]

Specific Expectations

CM2.3 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

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]
- OECTA Grade 12 Open Religious Education document:
<http://religionseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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>).

SCRIPTURE VERSE FOR JOURNAL: Romans 13:1-7

<https://www.biblegateway.com/passage/?search=romans+13%3A1-7&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 (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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

UNIT 4: “THE WAY” OF DIGNITY: Virtuous Living

TOPIC 6: “The Way” of Awareness, “The Way” of Life

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.

Overall Expectations

CM3. The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church’s moral teaching [CCC nos. 1730- 1734]

Specific Expectations

CM3.1 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

OCSGE’s

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

Catholic Social Teachings

Dignity of the Human Person

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:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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: Isaiah 49:13-16

<https://www.biblegateway.com/passage/?search=isaiah+49%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>

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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.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

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

Resources

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

Accommodations

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

<ul style="list-style-type: none"> • Multimedia Presentations 		
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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 be 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.

Overall Expectations

CM3. The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church's moral teaching [CCC nos. 1730- 1734]

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]

Specific Expectations

CM3.2 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]

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]

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

Rights and Responsibilities

Evidence of Learning

CM3.2

I can use the criteria of object, circumstances, and intention to address a variety of moral issues.

FL2.2

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Deuteronomy 30:19-20

<https://www.biblegateway.com/passage/?search=deuteronomy+30%3A19-20&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 (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=ludsseHIUBI>

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>)

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>

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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 8: A Call to Action, to offer moral support

Guiding Question(s):

How do we develop strategies to help us continually affirm the dignity of all human life?

Teacher Prompt(s):

CM3.3

How does a Catholic understanding of human dignity inspire equity and inclusion in our school?

How should we respond to unjust discrimination?

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?

What effect did the treatment of British home children have on Canadian society?

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.

Overall Expectations

CM3. The Moral Life: Evaluate contemporary ethical and moral issues in light of the Church’s moral teaching [CCC nos. 1730- 1734]

Specific Expectations

CM3.3 explore how human dignity rooted in God, leads to turning away from unjust discrimination based on race, creed, sexual orientation, ability, mental health, etc.

OCSGE’s

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

Catholic Social Teachings

Preferential Option for and with People who are Poor

Evidence of Learning

CM3.3

I can explain how human dignity, rooted in God, leads to turning away from unjust discrimination.

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:

- CCCB 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)*

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: Micah 6:8

<https://www.biblegateway.com/passage/?search=micah+6%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>

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>

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/>).

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/>).

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).

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](#).

Strategies <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	Resources <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	Accommodations <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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.		
Overall Expectations	Specific Expectations	
<p>PS1. Prayer: 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]</p>	<p>PS1.1 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]</p>	
OCSGE's	Catholic Social Teachings	
<p>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</p>	<p>Rights and Responsibilities</p>	
Evidence of Learning		
<p>PS1.1 I can describe the importance and good effects of weekly Mass attendance.</p> <p>PS1.1 I can explain how to prepare well for weekly Mass.</p>		
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>).

SCRIPTURE VERSE FOR JOURNAL: Leviticus 23:3

<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>

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=fc8g2m1XYP0>
- 2) Pope Francis explains power of Eucharist: <https://www.youtube.com/watch?v=VEuU12jPVfg>
- 3) Christopher Stefanick: What do you get out of Mass? <https://www.youtube.com/watch?v=xbBNX5tsiuo>
- 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=VCtZmLrFkqk>

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>

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=Tztwl10l8Yk>

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 <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	Resources <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	Accommodations <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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.

Overall Expectations

Specific Expectations

PS1. Prayer: 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]

PS1.3 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]

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

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)

Materials

- Bible
- Catechism of the Catholic Church
- 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: Nehemiah 1:4-11

<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>

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>
- 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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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

CM1. Foundations: Examine the human search for truth and happiness [CCC nos. 1803-1829]

Specific Expectations

CM1.1 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]

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

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:

- “The Pivotal Players” DVD/Worksheets – Michelangelo [Word on Fire]: <http://pivotalplayers.wordonfire.org/>

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>).

SCRIPTURE VERSE FOR JOURNAL: 1 Peter 3:3-4

<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>

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.

- Everything that is good is true and beautiful*
- Everything that is true is good and beautiful*
- 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>

2. X-Factor Gospel Choir:

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://www.lifeposters.org/christian-posters/>

<http://christianmodernart.com/>

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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

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

PF 3.2 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]

OCSGE’s

A caring family member who attends to family, school, parish, and the community

Catholic Social Teachings

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]
- OECTA Grade 12 Open Religious Education document:
<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf>

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: Psalm 96:3

<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>

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>

Asian Catholics embrace their culture:

<https://www.youtube.com/watch?v=2KJxYOJqW0I>

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/>

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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.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

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**.

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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
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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?
 What are some of the strategies for dating in the Knights of Columbus guide – “Dating A Practical Catholic Guide” - <http://www.kofc.org/un/en/resources/cis/cis311.pdf> - that resonate with you?

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
<p>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]</p> <p>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]</p>	<p>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]</p> <p>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]</p>

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>).

SCRIPTURE VERSE FOR JOURNAL: John 21:15-19

<https://www.biblegateway.com/passage/?search=john+21%3A15-19&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 (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)

(<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/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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

UNIT 5: "THE WAY" OF THE FAMILY: Love and Relationship

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

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]

Specific Expectations

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	
<p>FL2.1</p> <p>I can explain the importance of personal integration of sexuality and the virtue of chastity in relationships and marriage.</p> <p>FL2.2</p> <p>I can explain ways in which the sacred gift of human life, including sexuality, can be protected and nurtured.</p> <p>FL2.3</p> <p>I can demonstrate understanding of the sacredness of the gifts of family life.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students out of themselves to deepen understanding of “the other” in love, marriage, family, and community.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> ● Ted Talk - Skills for Healthy Romantic Relationships Joanne Davila TEDxSBU ... ● The Catechism of the Catholic Church (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) ● YouCat [Ignatius Press] 	
Materials	
<ul style="list-style-type: none"> ● Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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):</p> <p>https://www.youtube.com/watch?v=ULb9xZuj1bE.</p>	

SCRIPTURE VERSE FOR JOURNAL: 1 Corinthians 7:8-9

<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>

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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40	UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship	
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.		
Overall Expectations	Specific Expectations	
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]	PS2.4 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]	
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		
PS2.4 I can summarize how sacramental marriage is a sacred covenant relationship between one man and one woman.		
Background		
<p>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.</p> <p>Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • <i>Love and Mercy: The Story of Salvation – Teacher’s Guide</i> [Sophia Institute for Teachers] 		
Materials		
<ul style="list-style-type: none"> • 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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Genesis 2:22-24

<https://www.biblegateway.com/passage/?search=genesis+2%3A22-24&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 (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>

[https://en.wikipedia.org/wiki/Covenant_\(biblical\)](https://en.wikipedia.org/wiki/Covenant_(biblical))

<http://www.catholicbible101.com/covenantsinthebible.htm>

Students will have an understanding of the following with their covenant chart:

- Covenant Mediator (e.g., Moses);
- Covenant Promise (e.g., promise to set the Israelites free from Egypt to inherit a Promised Land);
- 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](#).

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.

TOPIC 4: "The Way" to Marriage: Engagement

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

Specific Expectations

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]

FL3. Created Sexual: Explain the kinds of love that people experience, with an

PS2.1 discuss the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life [CCC nos. 1641-1654]

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

<p>emphasis on preparation for the sacrament of marriage and family life - the foundation of society [CCC nos. 2360-2379]</p>	<p>PS2.3 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] FL3.3 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]</p>
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OCSGE's	Catholic Social Teachings
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<p>A caring family member who attends to family, school, parish, and the community</p>	<p>Call to Family, Community and Participation</p>
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Evidence of Learning

<p>PS2.1</p> <p>I can explain the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life.</p> <p>PS2.2</p> <p>I can describe the Church's teaching on valid marriages.</p> <p>PS2.3</p> <p>I can describe some the characteristics of the intimate nature of sacramental marriage (e.g., marital fidelity, openness to new life, natural family planning).</p> <p>FL3.3</p> <p>I can describe a Catholic understanding of the impact and challenge of secularism on families in modern culture.</p>

Background

<p>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.</p> <p>Lessons are ordered to move students out of themselves to deepen understanding of "the other" in love, marriage, family, and community.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> Engaged Encounter materials from the local diocese

Materials

<ul style="list-style-type: none"> 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: Matthew 19:4-6

<https://www.biblegateway.com/passage/?search=matthew+19%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=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)

Video #1: Engaged Encounter

<https://www.youtube.com/watch?v=DNQAohqZQcw>

Video #2: Engaged Encounter

<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>):

- 1) Resolving Conflict/Building Relationship video (That Catholic Couple):

<https://www.youtube.com/watch?v=un32wl6cyGU>

- 2) Forgiveness (Fr. Mike Schmitz):

<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://www.catholicfinanciallife.org/FinancialPlanning/financialcalculators/Financial-Tools-and-Calculators1.htm>

<https://compass1.org/resources/spending-plans/>

<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=YK5-5gf9IQs>

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](#).

Strategies	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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.

Overall Expectations

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]

Specific Expectations

PS2.1 discuss the four conditions that are necessary for a sacramental marriage: freedom, fidelity, permanence, and openness to new life [CCC nos. 1641-1654]

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

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Catholic Social Teachings

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>).

SCRIPTURE VERSE FOR JOURNAL: Ruth 4:13-17

<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>

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/>

<http://www.foryourmarriage.org/catholic-marriage/planning-a-catholic-wedding/>

<http://catholicweddinghelp.com/wedding-planning/wedding-planning.htm>

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
all 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
all 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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

UNIT 5: “THE WAY” OF THE FAMILY: Love and Relationship

TOPIC 6: “The Way” of Biblical Family Values and the Challenge of Secularism

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

Specific Expectations

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]

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]

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

FL3.3 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]

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	
<p>PS2.2 I can describe the Church’s teaching on valid marriages.</p> <p>FL3.3 I can describe a Catholic understanding of the impact and challenge of secularism on families in modern culture.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • OECTA Grade 12 Open Religious Education document: http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.pdf 	
Materials	
<ul style="list-style-type: none"> • Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Proverbs 22:6 https://www.biblegateway.com/passage/?search=proverbs+22%3A6&version=NRSVCE</p> <p>OPENING PRAYER FOR CLASS (individually or as a group):</p> <p>e.g., <i>A Student’s Prayer:</i> 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.</p>	

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/>

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=6Y1pOVljX9M>

b) Globe and Mail article (2016 Census)

<https://www.theglobeandmail.com/news/national/census-2016-statscan/article35861448/>

c) Dave Rubin interviewing Bishop Robert Barron

<https://www.youtube.com/watch?v=IT3ENJkW70>

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 or 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):

<http://religiouseducation.rccdsb.edu.on.ca/wp-content/uploads/sites/26/2010/06/OECTA-RelEdGr12.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

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: 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.

Overall 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]

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]

Specific Expectations

FL1.2 describe ways of maintaining and nurturing friendships and platonic relationships, especially friendships rooted in Christ [CCC no. 1829]

FL2.1 explain the importance of personal integration of sexuality and the virtue of chastity in relationships and marriage [CCC nos. 2337-2359]

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	
<p>FL1.2</p> <p>I can describe ways of maintaining and nurturing friendships and platonic relationships, especially friendships rooted in Christ</p> <p>FL2.1</p> <p>I can explain the importance of personal integration of sexuality and the virtue of chastity in relationships.</p>	
Background	
<p>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.</p> <p>Lessons are ordered to move students out of themselves to deepen understanding of ‘the other’ in love, marriage, family, and community.</p> <p>Good support resources to have for this lesson include the following:</p> <ul style="list-style-type: none"> • Bibles 	
Materials	
<ul style="list-style-type: none"> • Bibles • Internet access 	
TOPIC Activities and Process	
Before: Getting Started (5-10 minutes – Bell Work)	
<p><i>Illuminated Scripture Journal Entry:</i> 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):</p> <p>https://www.youtube.com/watch?v=ULb9xZuj1bE).</p> <p>SCRIPTURE VERSE FOR JOURNAL: Ephesians 6:1-3</p> <p>https://www.biblegateway.com/passage/?search=ephesians+6%3A1-3&version=NRSVCE</p>	

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 (*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: <http://www.usccb.org/issues-and-action/marriage-and-family/parents-and-parenting/>

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

Psalms 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”? Explain. *Think/Pair/Share*
<https://www.youtube.com/watch?v=KaiGpHwDGIQ> (Picking Godly friends)
2. If you were a parent, would you want your child to understand the meaning and importance of chastity? Explain. *Think/Pair/Share*
<https://www.youtube.com/watch?v=UOKIBs9Tdjc> (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

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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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 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?

What are some of the strategies for dating in the Knights of Columbus guide – “Dating A Practical Catholic Guide” - <http://www.kofc.org/un/en/resources/cis/cis311.pdf> - that resonate with you?

Learning Focus

FL1.

We are learning how the Church seeks to nurture family life, so that we can also nurture 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]

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

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>).

SCRIPTURE VERSE FOR JOURNAL: Psalm 103:17

<https://www.biblegateway.com/passage/?search=psalm+103%3A17&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 (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? Explain.”

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

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	Resources	Accommodations
<ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<ul style="list-style-type: none"> ● 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: HRE40

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?

What are some of the strategies for dating in the Knights of Columbus guide – “Dating A Practical Catholic Guide” - <http://www.kofc.org/un/en/resources/cis/cis311.pdf> - that resonate with you?

Learning Focus

FL1.

We are learning how the Church seeks to nurture family life, so that we can also nurture 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]

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

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=ULb9xZuj1bE>).

SCRIPTURE VERSE FOR JOURNAL: Ephesians 2:9

<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>

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/if “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

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):
https://www.outreach.com/media/cms/2010/10_promo_host_movie_upd/FTG_Discussion_Questions.pdf

The trailer is here:

<https://www.youtube.com/watch?v=itVJqyhk97U>

** 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](#).

<p>Strategies</p> <ul style="list-style-type: none"> ● Read Aloud ● Prompts ● Textbook ● Independent Reading ● Visual Stimuli/Symbols ● Note-making ● Discussion ● Visual/Graphic Organizer ● Internet/Technologies ● Multimedia Presentations 	<p>Resources</p> <ul style="list-style-type: none"> ● Laptop ● Chart Paper ● Textbook ● Video ● PowerPoint ● Handouts ● Notes 	<p>Accommodations</p> <ul style="list-style-type: none"> ● Computers ● Reduced Questioning ● Chunking of Information ● Extra Time ● Graphic Organizers ● Handouts ● Assistive Technology
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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.

Appendix A1

Activity Sheet (adapted from: www.start.ca/users/chesswiz/EI%20Camino%20de%20Santiago.doc)

This activity is part of a fuller lesson idea summary as in the [Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

El Camino de Santiago: “The Way of St. James”

Activity Summary:

Students will increase knowledge about the Way of St. James and make comparisons to the “journey” or “camino” the class will make together through completing the course, as they discover, debate, discuss, and hopefully reach out to the community throughout the course. After or during the film, students will answer at least **2** of the questions offered below (and Questions 6 & 7), and be prepared to summarize their responses to verbally share with classmates in a large group discussion. Question 6 has online references and an optional short video on Jean Vanier, which should likely be viewed just after the film.

Before the film begins, a history of the camino can be offered to students (see notes below). Some websites that describe the camino and offer support to people who actually want to walk the Way of St. James are here:

<http://www.americanpilgrims.org/history>

https://caminoways.com/?gclid=EAlaIqobChMI7NvftaPh1QIVAy9pCh3NcgxBEAAYASAAEgJ6ivD_BwE

After the film and discussion of questions ends, students can brainstorm ways of “doing a camino” more locally (e.g. “walking humbly” [Micah 6:8], actually walking, to a local Society of St. Vincent de Paul store or food bank to help serve in ways that are needed; to walk to a local Catholic Church to make a connection to the chapel tour lesson summary in Unit #1; to walk to a local Catholic elementary school to share faith in a creatively planned way).

History of the Camino:

Christian legend says that the Apostles divided the world into missionary zones, and that the task of bringing the Good News to what is now known as Spain was given to St. James (“*Santiago*”).

Since the 9th century, pious legend has held that *an ancient tomb* on the site of today’s “Cathedral of St. James of Compostela” holds the remains of St. James and two of his disciples.

When miracles began to be associated with the site, people began to make *pilgrimages* (“*el camino de Santiago*”) to visit the legendary tomb of St. James. These pilgrims (“*peregrini*”) start out in France (and other starting points in Europe), and can go for more or less than 800 km., especially across the north of Spain to the city of Santiago de Compostela.

The shell of the scallop which is common in the area has become a symbol of the pilgrimage: the many rays on the shell, all leading to a common point, represent the many routes the pilgrims take to end up

in the same place, where they are transformed by the joy of receiving God's blessings along the journey. From Santiago de Compostela, pilgrims return home to share that joy.

In the film "The Way," we follow a grouchy elderly eye-doctor named Thomas Avery, who learns that his son Daniel has died just as he was about to set out on the "camino". Tom flies off to Spain to collect his son's ashes; there, on the border between France and Spain, he decides to complete the walk for his son. This is especially significant because the relationship between the adventurous Daniel and his cautious father had become strained and distant.

As he treks through the Spanish countryside, Tom leaves some of Daniel's ashes at places along the path. In the course of his journey, he meets three other characters, each of whom has also been wounded in some way. They stick together, and slowly come to terms with their lives, so that by the time they reach the tomb of St. James they have found healing and peace.

Questions to Ponder/Explore: After the film, and after the questions have been explained/understood as a class, answer 2 of these questions *and Questions 6 & 7*, and be prepared to summarize your responses to verbally share with classmates.

1. Many have spoken of religion as a trip and as a journey. In what ways is Thomas on a trip? In what ways is he on a journey? Which of the two – trip, or journey – seems more important in the film? What does this say to you about your own life? Are we on a journey in this religious education course, and can we expect to find joy on our "camino"?
2. The early Christians referred to their common faith in Jesus' Good News as "the Way." Christians were referred to as followers of "the Way". They saw themselves as a community of pilgrims, on a journey of love, compassion, service, justice, and peace. In what ways and in what people do you see this "pilgrim Church" in the film? How are we called to serve today and this semester as pilgrims of love, compassion, service, justice, and peace?
3. At the start of his "camino," Tom wants to make his journey alone; in the end, he becomes very close to three most unlikely companions. What do you think the film is trying to tell you about our journey in life? Are we called to reach out to strangers? How can we help people we meet have a sense of community and belonging?
4. At the start of Tom's "camino," the French policeman asks: "Do you know why you are walking the way?" The same question is asked at the end of the journey: "Why did you walk the 'camino'?" How would you answer this question for yourself at the outset of your "camino" through this course? How do you think you will answer it at the end of this course?
5. Emilio Estevez, who plays the role of Daniel (and also directed and produced the film), said in an interview: "... ultimately the movie is about our spirituality and reconnecting ... we are told we are so much more connected now by our devices, whether it's a smart phone, computers, or all of these gadgets that we have; I push back against that because I believe we are more disconnected now. This movie is about community, about connection." Do you agree or disagree with this view of modern technology and its effect on community connections? Why or why not?
6. *Connection to our "class camino":* Acclaimed as "a Canadian who inspires the world" (Maclean's Magazine) and a "nation builder" (The Globe and Mail), Jean Vanier is the founder of the

international movement of L'Arche communities, where people who have developmental disabilities and the friends who assist them create homes and share life together. Jean is a noteworthy promoter of a Christian vision of journeying together in this life:

(http://www.larche.ca:8080/en_CA/jean-vanier/biography).

After viewing this short YouTube clip (shown after the film:

https://www.youtube.com/watch?v=k_xDRTXb-o), do you have the sense that our journey together should be just for us, or should we be reaching out together to others, particularly the most vulnerable? Is family life, life at school, and life in the classroom a “camino” or journey of faith? For a journey to be a “camino of faith”, what is required in your view?

As you think back to the first day of the course (Speed Meeting), and recall how you shared your viewpoint on St. Paul’s word in letter to the Romans (Romans 15:7) – *“Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.”*, do you think it’s important on any camino to promote a culture of welcome, inclusion, and care? Explain.

7. What is the preferential option for the poor, as the Canadian Catholic organization, *Development and Peace*, describes (<https://www.devp.org/en/cst/preferential-option>), and how can this idea be lived in our journey/camino throughout this course? How could promoting the good work of *Development and Peace* be integrated into the journey the class has together this semester (<https://www.devp.org/en>)?

Reference: users.start.ca/users/chesswiz/EI%20Camino%20de%20Santiago.doc

Appendix A2

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

Prayer

Activity Summary:

Students will identify a variety of prayer forms and compose a prayer based on new understanding of those prayer forms.

Step One:

1. Together pray a common formal prayer (Hail Mary, Our Father).
2. Post a copy of the prayer, or handout, and ask students to try to determine what they are actually praying when they speak each line.

Step Two:

1. Post the summary of the different forms of prayer:
Adoration: praising God as an expression of love
Contrition: expressing sorrow for sins against God
Thanksgiving: expressing gratitude to God for blessings
Supplication: asking God to fulfill our needs.
2. Students use this summary to complete the “Prayers Analysis Task” below, in teams (they use highlighters or shorthand to identify the different forms found in their prayer).
3. Students share their findings with the class.

Step Three:

- 1) Have students record these notes on the forms of prayer (ACTS):

**Here’s a good way to remember why we pray to God: The Christian who lives well ACTS well.
We pray:**

- *In Adoration of Him.*
 - *With Contrition (sorrow) for our sins.*
 - *In Thanksgiving for His blessings (especially the little things we take for granted).*
 - *In Supplication (in other words, in “petition,” in our requests for ourselves and others).*
- 2) Students then write their own prayer that contains several different forms (see the “Prayer Writing Task” below).
 - 3) Students share their prayers with classmates, indicating where the various forms are located.

Prayer Analysis Task

Read the prayer and identify the different elements (ACTS)

1. Each Teammate has a different colour highlighter or pencil crayon.
2. Identify which colour represents which element of prayer by highlighting
3. Read your prayer and highlight any part that is your element (ACTS)

ACTS:

- In **Adoration** of Him.
- With **Contrition** (sorrow) for our sins.
- In **Thanksgiving** for His blessings (especially the little things we take for granted).
- In **Supplication** (in other words, in “petition,” in our requests for ourselves and others).

Example:

Oh my God
I feel heartily sorry for having offended you,
and I regret all my sins,
because of Your Justice,
but most of all because they offend You,
my God, who are All-Good and Deserving of all my Love.
I firmly resolve, with the help of your Grace,
to sin no more and to avoid the near occasion of sin.

In Jesus Christ's name I pray,
who lives and reigns with the Father and the Holy Spirit
One God
forever and ever.

Amen

Read the prayers that follow, or choose other prayers (especially from the Catholic Tradition) and identify the different elements (ACTS):

Family Prayer

Gracious Lord

Thank you for our loving home

for it is not the bricks and mortar that make it so

but my wonderful family.

Lord I pray for those less fortunate than me

and hope that you will grant your blessing on them.

I pray also that you will continue to protect and keep my family in your care for evermore.

Thank you Lord for your grace.

An Iroquois Prayer of Thanksgiving

We return thanks to our mother, the earth, which sustains us.

We return thanks to the rivers and streams, which supply us with water.

We return thanks to all herbs, which furnish medicines for the cure of our diseases.

We return thanks to the corn, and to her sisters, the beans and squash, which give us life.

We return thanks to the bushes and trees, which provide us with fruit.

We return thanks to the wind, which, moving the air, has banished diseases.

We return thanks to the moon and the stars, which have given us their light when the sun was gone.

We return thanks to our grandfather ... who has given to us his rain.

We return thanks to the sun, that he has looked upon the earth with a beneficent eye.

Lastly, we return thanks to the Great Spirit, in whom is embodied all goodness,

and who directs all things for the good of his children.

Prayer for Strength in Weakness

Lord Jesus Christ, King of kings, you have power over life and death.

You know even things that are uncertain and obscure,

and our very thoughts and feelings are not hidden from you.

Cleanse me from my secret faults; and I have done wrong and you saw it.

You know how weak I am, both in soul and in body.

Give me strength, O Lord, in my frailty and sustain me in my sufferings.

Grant me a prudent judgement, dear Lord, and let me always be mindful of your blessings.

Let me retain until the end your grace that has protected me till now.

Attributed to: St Ephrem of Syria, Deacon, Poet and Doctor

Prayer for Peace

O God, source of all holy desires,

right counsels and just works,

grant us that peace which the world cannot give,

so that we may be obedient to your commands

and under your protection enjoy peace in our days

and freedom from fear of our enemies.

We ask this through Christ our Lord.

Amen.

Prayer for Healing

Lord, You invite all who are burdened to come to you.

Allow Your healing Hand to heal me.

Touch my soul with Your compassion for others;
touch my heart with Your courage and infinite Love for all;

touch my mind with Your Wisdom,
and may my mouth always proclaim Your praise.

Teach me to reach out to You in all my needs,
and help me to lead others to You by my example.

Most loving Heart of Jesus,
bring me health in body and spirit that I may serve You with all my strength.

Touch gently this life which you have created,
now and forever.

Amen.

Prayer for the Dignity of Human Life

Lord and giver of all life,

help us to value each person,

created in love by you.

In your mercy,

guide and assist our efforts to promote the dignity and value of all human life,

born and unborn.

We ask this through Christ our Lord.

Amen.

Our Father

Our Father, Who art in Heaven,

Hallowed be Thy name;

Thy Kingdom come, Thy will be done on earth as it is in Heaven.

Give us this day our daily bread;

and forgive us our trespasses as we forgive those who trespass against us;

and lead us not into temptation,

but deliver us from evil.

Amen.

Prayer For Animals

God Our Heavenly Father, You created the world to serve humanity's needs and to lead them to You.

By our own fault we have lost the beautiful relationship which we once had with all Your creation.

Help us to see that by restoring our relationship with You we will also restore it with all Your creation.

Give us the grace to see all animals as gifts from You and to treat them with respect for they are Your creation.

We pray for all animals who are suffering as a result of our neglect.

May the order You originally established be once again restored to the whole world through the intercession of the Glorious Virgin Mary, the prayers of Saint Francis of Assisi and the merits of Your Son, Our Lord Jesus Christ Who lives and reigns with You now and forever.

Amen.

Attributed in part to: Saint Francis of Assisi

Prayer Writing Task

Name: _____

The purpose of this assignment is to create and share a prayer in the form of your choice, to explain how prayer is useful for humans (e.g., to draw near to God in our hearts, in preparation for weekly Mass), and to create a symbol for your prayer. Using symbols can be helpful in expressing hidden and deeper meanings, especially in matters of faith, and symbolic artefacts are used in the course Rich Culminating Performance Task (for which this task is preparation).

Students will use a variety of prayer forms to enrich and express personal and communal spirituality, demonstrate a knowledge of the connections between a life of prayer and the challenge of the Christian call to be loving in contemporary culture, and understand the role of sign and symbol in sacramental expression.

The steps:

1. Choose a topic to write about (which can be connected to prayer).
2. Design your prayer, for submission (be sure to use elements of the ACTS structure).
3. On a separate piece of paper, answer the questions below.

Questions:

- a. Define prayer and explain the purpose for praying, as you understand.
 - b. What is the type of prayer that might be helpful for you (now or someday)? Why?
 - c. How might this form of prayer help others connect with God (give examples)? Why is prayer useful?
 - d. Why are there so many different ways to pray?
 - e. How can prayer help create a better, more loving society? (e.g., think about the relation between prayer, stress, and happiness)
4. Create your prayer symbol. This is a visual representation (drawing, picture, collage, PowerPoint) of your prayer, that helps express what your prayer is about (try to use images and symbols that are not obvious – e.g., something different than a heart to represent love)
 5. Submit your prayer to the teacher for assessment.

Note: If the teacher wants to co-create success criteria, with the students, the following rubric may be of support (depending on how the lesson is developed, and the expectations to be evaluated):

PRAYER WRITING TASK

NAME: _____

Criteria	Level and Comments
<p>Knowledge Student can define and describe prayer, and show understanding of how certain forms of prayer may be helpful personally</p>	
<p>Thinking Student’s description of how prayer is useful, and why there are so many forms of prayer</p>	
<p>Communication Student’s ability to effectively communicate their prayer, including through a prayer symbol</p>	
<p>Application Student’s description of the relation between prayer and society (e.g., how it prepares people for weekly Mass)</p>	

Appendix A3

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

Prophetic Voices (Biblical and Today)

Activity Summary:

Students will identify the characteristics of biblical prophets and apply these characteristics to a variety of people today.

Step One:

1. Display the images and stories of three modern-day prophetic voices in our culture (e.g., Pope Francis, Shane Claiborne, Leah Darrow) and ask the students what these people have in common (mind-map may be used). Next add three more images and stories of biblical prophets (e.g., Deborah, Isaiah, Jeremiah) and repeat, followed by discussion (e.g., talking stick discussion protocol). Ask what all six have in common, and have students create a summary in their notes.
2. Discuss (talking stick discussion protocol): What is meant by prophets and prophesy in our use of these terms today? How are ideas of prophecy portrayed in the media today?

Step Two:

1. Handout (or copy) the criteria for “The Prophetic Call”, below, entitled “The Prophetic Call: Characteristics of a Prophet’s call”
2. In teams, students can highlight any unfamiliar terms and ask for clarification.
3. Teams or individuals should record the name of a person under each characteristic that they feel meets that criterion.
4. Student share their responses with the class.

Step Three:

1. Discuss and clarify any problematic terms and how the biblical idea of prophecy differs from our modern understanding (e.g., Do all people who claim to be a prophetic voice actually speak for God today? How can we know who speaks on God’s behalf today? (e.g., the pope as he is given the authority of St. Peter?))
2. Together, apply the “characteristics of a prophet’s call” to prophets discussed in Step One, and discuss which/how characteristics apply.
3. Complete the task below, entitled “**Prophetic voices: Jesus and St. Paul**”.

4. If the teacher wants to evaluate, the “**Modern Day Prophets Assignment**” below may be adapted/used; note that the “**Modern-Day Prophetic Voices List**” below may help students with their work.

The Prophetic Call: *Characteristics of a Prophet's call*

1. Prophets are people who *speak on God's behalf*.
2. Prophets are *critics who* see injustices and suffering in the world and are deeply moved to *cry out against these injustices*.
3. Prophets always *defend the poor and voiceless persons in society*.
4. Prophets *obey only God*, and are not influenced by power, personal glory or possessions.
5. Prophets have *enormous courage and conviction* in speaking out against oppressive situations in their world.
6. Prophets have vision and are *the conscience of the community*. Traditionally God sent prophets to be the conscience of the King so that the King would be able to lead the people more towards God's way of life.
7. Prophets are always *persecuted and are mocked* as being out of touch with reality. Prophets often suffer the same “fate” as the people they defend.

Prophetic voices: Jesus and St. Paul

Read the following passages about both Jesus and Saint Paul.

Using a T-Chart, compare these passages to the criteria in *The Prophetic Call: Characteristics of a Prophetic Call* to show that both Jesus and St. Paul meet these criteria. Students may also discuss, based on previous knowledge, how Jesus is different than Paul, in that Jesus is not merely a prophetic voice, but is also God in the flesh.

1.	St Paul:	Acts 9.23-25	Acts 25.1-5	Acts 23.12-22
	Jesus:	Luke 22.63-65	John 19.1-3	
2.	St Paul:	Romans 2.1-4	1 Corinthians 10.23-33	
	Jesus:	Luke 19.45-48	Luke 12.54-59	Luke 18.9-14 John 7.14-45
3.	St Paul:	Acts 16.16-40		
	Jesus:	Luke 22.66-71		
4.	St Paul:	Acts 16.6-10	Romans 1.8-10	
	Jesus:	Luke 4.5-8	Luke 22.39-43	John 17.1-5
5.	St Paul:	Ephesians 6.1-9		
	Jesus:	Mark 2.15-17	Mark 10.13-16	Luke 6.20
		John 8.2-11		
6.	St Paul:	1 Corinthians 5.1-5		
	Jesus:	Luke 10.25-37	Luke 19.45-46	Matthew 5.27-32
7.	St Paul:	Acts 7.54-8.1	Acts 9.1-19	Acts 13.44-52
	Jesus:	John 5.16-23		

Modern-Day Prophetic Voices List

Note that whether or not these are prophetic voices can be debated (in connection with tasks/assignments that this list assists):

Michael Moore
Oscar Romero
Dorothy Day
Naomi Klein
David Suzuki
Malala Yousafzai
The Dalai Lama
Martin Luther King Jr.
Craig Kielburger
Ralph Nader
Tony Clarke
Desmond Tutu
Thomas Merton
Jean Vanier
Deepak Chopra
Pier Giorgio Frassati
Martin Luther King
Archbishop Oscar Romero
Cat Stevens / Yousef Islam
Scarboro Foreign Mission Society
Erin Brockovich
Nelson Mandela
Rev. Jesse Jackson
Jimmy Carter
Rachel Corrie
Mother Teresa
Princess Diana
Lester B. Pearson
Yasir Arafat
Kofi Annan (U.N.)
Oscar Arias Sanchez (Costa Rica)
Green Peace
Development & Peace
Doctors Without Borders
Amnesty International
Adbusters
Glencree Centre for Peace and Reconciliation
Mary Jo Leddy
Gord Downie
Shane Claiborne
Bono
Pope Francis
... others?

Modern Day Prophets Assignment

Name:

Your task is to research and present information on three prophets (a religious figure: biblical or saint; a modern day “prophet”; and someone you know), not discussed in class, and who all meet the criteria of the prophetic call. Your presentation should be in some form of contemporary media (newspaper article, magazine, poster, advertisement, story, TV show). For each person it should include:

- **A picture of the person**
- **A description of how this person meets *at least two* of the criteria found in the *Characteristics of a Prophetic Call***
- **The positive impact they have on their society (political, ethical, or social)**
- **Citations of all sources used**

Students may need two class periods to work on this assignment: the first day to conduct research in the library, and the second day to use this research to form a media presentation.

Category and Description of Expectations	Level and Comments			
	4 = Student exceeds expectations	3 = Student meets expectations	2 = Student meets some expectations	1 = Student meets few expectations
Knowledge:	Student shows a great understanding of the characteristics using accurate and relevant research about their prophets	Student shows an understanding of the characteristics using some accurate and relevant research about their prophets	Student shows some understanding of the characteristics using some accurate research about their prophets	Student shows a limited understanding of the characteristics using some research about their prophets
Thinking:	Student describes, with a high degree of effectiveness, how each prophet meets two of the characteristics	Student accurately describes how each prophet meets two of the characteristics	Student describes, with some effectiveness, how each prophet meets two of the characteristics	Student describes, with limited effectiveness, how each prophet meets two of the characteristics
Communication:	Student uses an appropriate form of media, including a picture, to very effectively communicate how their individuals of study are prophets	Student uses an appropriate form of media, including a picture, to effectively communicate how their individuals of study are prophets	Student uses a form of media, including a picture, to communicate with some effectiveness how their individuals of study are prophets	Student uses a form of media, including a picture, to communicate with limited effectiveness how their individuals of study are prophets
	Student properly cites all information gathered and includes a properly formatted bibliography	Student properly cites most information gathered and includes a properly formatted bibliography	Student properly cites some information gathered and includes a bibliography	Student properly cites some information gathered
Application:	Student explains, with a high degree of effectiveness, how their prophets have an impact on society	Student effectively explains how their prophets have an impact on society	Student explains, with some effectiveness, how their prophets have an impact on society	Student explains, with limited effectiveness, how their prophets have an impact on society

Appendix A4

Activity Sheet: The Saint Walk

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart](#)

Purpose: This “Saint Walk” will help students practise higher order thinking by ranking the importance of actions of a chosen saint (or an inspirational Christian with saintly qualities – *see teacher for approval for this option*). As well, this task will help students prepare for the Rich Culminating Performance Task connections, since students must deepen their understanding of course concepts, by connecting faith with contemporary culture, and by helping students consider the meaning of “building the Kingdom of God”.

Activity: Each student will prepare a **3-4 minute oral presentation** which shows deep understanding of the life of a saint (done using research resources provided by the teacher, depending on current library resources). When presenting, students will share with the teacher “in character”, as that saint, perhaps as the teacher and student walk through the school hallways together in conversation at a convenient time during the school day, or perhaps simply in the classroom.

As the student answers the questions below about their saint (while in character), there should be *use of multiple course concepts in the explanation of the thought of the saint (e.g., the importance and meaning of prayer)*. The student’s verbal presentation will include a connection to contemporary culture (*e.g. how the saint’s thought and actions have impacted culture in a way that we may still see/experience today*).

Requirements: This verbal presentation is to be prepared in 1st person, as the saint (*i.e. in character*). The student may first develop an outline or general plan regarding how they will answer the questions below, that is approved by the teacher (*to be done several days before a scheduled “saint walk”, with teacher support*). Paying attention to the attached rubric (depending on how the lesson is developed, and the expectations to be evaluated), **students will respond to the following three questions** in the development of their oral presentation, trying if possible to minimize “reading notes” during the saint walk:

1. ***What did you do in your lifetime that led to you becoming a saint, with a heart of love? Explain with details. (Knowledge and Understanding)***
2. ***Of all the good acts you did in your life, which acts could be considered your most important areas of contribution to building God’s kingdom? Explain and justify with details. (Thinking – Evaluation in Bloom’s Revised Taxonomy)***
3. ***Where do we see your impact today (e.g., Are you a patron saint in the life of the church? Do people strive to imitate your good works?) Explain with details. (Application)***

Note: after the 3-4 minute oral presentation, the student may respond to questions from the teacher for 1-2 minutes about their saint (according to developed learning goals/success criteria for the task) – a total of 5 minutes on a saint walk.

SAMPLE RUBRIC FOR THE SAINT WALK (depending on how the lesson/task is developed with learning goals/success criteria, and the expectations to be evaluated)

Criteria	Level One (50–59%)	Level Two (60–69%)	Level Three (70–79%)	Level Four (80–100%)
<p>Knowledge</p> <p>The students demonstrates knowledge of a saint’s significant life experiences</p> <p>The student demonstrates understanding of a saint’s significant life experiences</p>	<p>Demonstrates limited knowledge of a saint’s significant life experiences, that developed a heart of love in that saint</p> <p>Demonstrates limited relevant details and understanding of a saint’s significant life experiences</p>	<p>Demonstrates some knowledge of a saint’s significant life experiences, that developed a heart of love in that saint</p> <p>Demonstrates some relevant details and understanding of a saint’s significant life experiences</p>	<p>Demonstrates considerable knowledge of a saint’s significant life experiences, that developed a heart of love in that saint</p> <p>Demonstrates considerable relevant details and understanding of a saint’s significant life experiences</p>	<p>Demonstrates thorough knowledge of a saint’s significant life experiences, that developed a heart of love in that saint</p> <p>Demonstrates thorough relevant details and understanding of a saint’s significant life experiences</p>
<p>Thinking</p> <p>While ranking the most important contributions of the saint, the student uses processing skills (selecting, analyzing, evaluating, and synthesizing) to make unique/deep connections between concepts learned</p>	<p>Demonstrates insights that are obvious, in ranking the most important areas of contribution of the saint, in building the Kingdom of God</p>	<p>Demonstrates insights that are somewhat obvious, in ranking the most important areas of contribution of the saint, in building the Kingdom of God</p>	<p>Demonstrates insights that are not obvious, in ranking the most important areas of contribution of the saint, in building the Kingdom of God</p>	<p>Demonstrates insights that are not obvious, and are unique and “hard to see”, in ranking the most important areas of contribution of the saint, in building the Kingdom of God</p>
<p>Communication</p> <p>Expresses and organizes ideas and information</p> <p>Demonstrates an understanding of the audience and purpose</p> <p>Uses oral communication skills (eye contact; voice projection; pauses; awareness of pace; appropriate hand gestures; etc.)</p>	<p>Expresses and organizes ideas and information with limited effectiveness</p> <p>Demonstrates a limited understanding of the audience and the purpose</p> <p>Uses oral communication skills with limited effectiveness</p>	<p>Expresses and organizes ideas and information some effectiveness</p> <p>Demonstrates some understanding of the audience and the purpose</p> <p>Uses oral communication skills with some effectiveness</p>	<p>Expresses and organizes ideas and information with considerable effectiveness</p> <p>Demonstrates a considerable understanding of the audience and the purpose</p> <p>Uses oral communication skills with considerable effectiveness</p>	<p>Expresses and organizes ideas and information with a high degree of effectiveness</p> <p>Demonstrates a thorough understanding of the audience and the purpose</p> <p>Uses oral communication skills with a high degree of effectiveness</p>
<p>Application</p> <p>Transfers knowledge and understanding to make connections between the life of a saint and the impact that the saint has today.</p>	<p>Transfers knowledge and understanding to make limited connections between the life of a saint and the impact that the saint has today.</p>	<p>Transfers knowledge and understanding to make some connections between the life of a saint and the impact that the saint has today.</p>	<p>Transfers knowledge and understanding to make effective connections between the life of a saint and the impact that the saint has today.</p>	<p>Transfers knowledge and understanding to make very effective connections between the life a saint and the impact that the saint has today.</p>

Appendix A5

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart](#)

SIN AND RECONCILIATION

TYPES OF SIN

Activity Summary:

Students will understand the relationship between sin and reconciliation, being able to identify and categorize sin, and learning to apply steps to reconciling after sin.

Step One:

1. Individually, students record as many sins as they can (general names for sins, without being vulgar).
2. In pairs, they compare lists and categorize the sins as they see fit, once they review various ways to categorize.

Students can categorize sin in a variety of ways:

- Who is involved? individual (mortal and venial) and social (institutional and systemic) [review perhaps from previous grades]
 - Who does it harm? sins against God, neighbor, or self?
 - How is it done? thoughts, word, deed, or omission [review perhaps from previous grades]?
3. Some students are called upon to share some of their categories, as they are ready.

Step Two:

1. View the PowerPoint on the different types of sin (teachers might adapt the enclosed PowerPoint, entitled “**Sin Venns**”).
2. In teams of four students use their Venn diagrams and definition notes from the slideshow to categorize a variety of sins in different ways.
 - a. Three students each use a different Venn diagram while the fourth student slowly reads from the list of sins in the slideshow (and/or from the list students created earlier).
 - b. As the student reads the other three write the sin into the categories they think are correct.
 - c. If a student is unsure, they ask their team to pause and discuss where the sin fits on their diagram.
 - d. If the group is unfamiliar with a term, the reader will circle or highlight the term (for clarification later).

3. Students from the group of four will split into small groups of two-three (depending on numbers). They will meet with another individual(s) who had the same role (who is involved? Who does it harm? How is it done?).

Here they will compare diagrams and discuss and highlight any differences. Readers will discuss unknown terms and share their thoughts and ask the teacher if they are still uncertain.

4. Students will meet back with their original groups. The reader will explain any previously unknown terms, and the team will also categorize these. Each student will share any differences they had from their previous meeting.

Step Three:

1. The teacher will ask random groups to share their full classification of different sins (e.g., poverty may be systemic, institutional, against God and neighbor, and done through deeds and omissions).
2. Group discussion may follow on this question: "Does all institutional sin begin with personal sin?"
3. Group discussion may follow on how various sins injure various people.
4. The class will continue with the process of reconciliation below.

RECONCILIATION

The Process of Reconciliation

Step One:

1. Students do a “quick write” for three minutes or less:
 - a. Using fictional character names, think of a situation you know about in which one person “wronged” someone else and really regretted it.
 - b. Summarize the details of what happened and answer these two questions:
 - i) How you feel about the details your wrote (you will not need to share this)
 - ii) How did this injury get resolved or is it still unresolved?

Step Two:

1. In teams or individually, students are given some relationship dilemmas (co-construct a list with the class – no names given).
2. They are to record how they would mend the broken relationship, if possible.
3. They then share their responses with the class.

Step Three:

1. Students will view and make notes on the enclosed “**Forgiveness and Reconciliation**” slideshow (or some adaptation of it), becoming familiar with the process of reconciliation (e.g., 3Cs and Forgiveness); the “**YouCat References on Reconciliation**” given below may be of assistance
2. Compare the application of this process to the scenarios from “**Step Two**”.
3. Share findings with the class (compare/contrast).
4. Use the process to help assess the reparation of a real-world issue (e.g., residential schools – case study using a video clip, or a guest speaker if available).

NOTE: In connection to Lesson Idea #8 of Unit 4, students can examine more closely the types of sins committed in the residential school system, and steps needed for reconciliation (Truth and Reconciliation Commission of Canada: Calls to Action):
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

YouCat References on Reconciliation

1491 The sacrament of Penance is a whole consisting in three actions of the penitent and the priest's absolution. The penitent's acts are repentance, confession or disclosure of sins to the priest, and the intention to make reparation and do works of reparation.

1492 Repentance (also called contrition) must be inspired by motives that arise from faith. If repentance arises from love of charity for God, it is called "perfect" contrition; if it is founded on other motives, it is called "imperfect."

1493 One who desires to obtain reconciliation with God and with the Church, must confess to a priest all the unconfessed grave sins he remembers after having carefully examined his conscience. The confession of venial faults, without being necessary in itself, is nevertheless strongly recommended by the Church.

1494 The confessor proposes the performance of certain acts of "satisfaction" or "penance" to be performed by the penitent in order to repair the harm caused by sin and to re-establish habits befitting a disciple of Christ.

Appendix A6

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

CONSISTENT ETHIC OF LIFE

What would you say about the “consistent ethic of life”?

Activity Summary:

Students will understand what a *consistent ethic of life* is, and recognize that all human life is sacred and all life is a gift from God.

Reflection:

Students will read and discuss the following nine points in a large circle group, to help determine and inform their views on a *consistent ethic of life*.

(The following discussion protocol may be helpful: Expense Account. Each person in the group gets 3 tokens [pennies are easy to use]. Each time someone speaks, they put a token in the center of the table. If you don't have any tokens left, you can't speak. When everyone is out of tokens, everyone can retrieve their tokens and start the process over. This method gives everyone a chance to speak, but in a less structured way than the talking stick protocol.)

- Catholics believe that all human life is sacred, made in the image of God. By using the word *all*, we mean from the moment of inception (the very moment of existence of a new human being) to the moment of natural death. The terms "zygote", "pre-embryo", "embryo" and "foetus" can indicate in the vocabulary of biology successive stages of the development of a human being, but all stages are stages of being human (not any other kind of being). Every human being, regardless of stage of development, has a natural God-given right to life, that human beings should not violate.
- The approach Catholics have is known as the *consistent ethic of life* and it impacts many controversial topics, including artificial contraception, abortion, euthanasia and capital punishment in an age when communities have access to prisons. Many people simply don't know why the Catholic Church teaches what it teaches about these controversial topics.
- The distinct spiritual qualities that make us different than animals (reasoning and free will) are not added or taken away at any point in our lives, meaning that we always have these qualities from the moment we come into being. These are spiritual qualities of our soul, which never dies (since there is no evidence that free will and rationality die ... only the body dies).
- Nobody but God has the right to intentionally separate our bodies from our souls (i.e. cause death), since it is God who joined them. For example, if I kick down a sandcastle that I made, there is no justice problem. However, if I kick down another sandcastle without getting permission from the maker of that sandcastle, there is a justice problem. Since we did not make our own ensouled bodies, or other peoples' ensouled bodies, under no circumstances can we

rightfully terminate the life of ourselves or another person (without God's consent). We belong to God, who is the author of life – the only one who can rightfully end human life.

- There is zero evidence that the earliest stages of human life involve cells lacking a spiritual soul. In justice (giving what is owed, according to God's will), only God has the right to "separate" a human body and soul (i.e., cause the death of a human being), since God alone created the spiritual soul (not parents). Unless it can be shown that the earliest stages of human life do not involve a person with spiritual qualities, abortion can never be a morally good choice (i.e. abortion would only be OK if it could be proven that the earliest stages of life are not a human being with a spiritual soul, and this has never been proven).
- On the question of war, soldiers at war cannot intend to kill, only to protect. Sometimes, in the act of protection (a condition of just war), humans lose their lives though this is not desired, which is entirely different than intentionally killing – an undesired secondary effect of protecting a community (see principle of double effect).
- It is always better to avoid capital punishment when prisons can protect a community from a dangerous offender. Goodness is existence that should be present. God made people (even if they offend), and we should help people reform their minds and wills in prison, if they commit serious crimes, since this would be good – making a good mind and good will present in the offender. Capital punishment today involves taking a life which only God has a right to take.
- The *consistent ethic of life* demands that we respect *all* human beings in the way God intended, including respecting those we see as "outside of our understanding of morality". For instance while abortion is always wrong (as shown by object, circumstances, intention of moral acts), so is condemning or demeaning a woman who had an abortion (condemning or demeaning a person is far different than condemning an action). This is also known as the 'both-and approach' for the good – protecting BOTH – AND (i.e. woman and unborn in the case of abortion; criminal and victim in the case of capital punishment).
- The known purpose of sexual union is to unite spouses according to God's design (male and female) and to be open to new life according to God's design. While natural family planning (e.g., symptom-thermal method) respects God's design and allows couples to plan their family sizes in a reasonable way, artificial contraception is opposed to God's design instead substituting human design, which is both a barrier to full union of spouses and to natural openness to new life.

Given that the *consistent ethic of life* is based on sound reasoning, Catholic Tradition, and key passages from Scripture, most notably in Genesis, students will read three of the following passages of their choice and write a short (2-3 sentence) summary as well as suggesting what it says about our understanding of a *consistent ethic of life* (students may share one of their paragraphs in a circle setting):

Genesis 2:7-8
Genesis 38: 6-10

Genesis 2:20-26

Genesis 4:1-16

Genesis 9: 5-17

Appendix A7

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

Activity Summary:

Students will understand the process of moral decision making, and learn to make and use their own model of moral decision making.

Through this activity, students will apply a self-made moral decision-making process to real or hypothetical scenarios. Students can create their own moral-decision making process (possibly using an anagram) based on the examples below (e.g., S.T.O.P. process). Students will use the following, in deciding on their moral decision making process:

- Individually chosen or Universal ethical principles
- Norms and laws
- Conscience
- Faith and Reason
- Reflection
- Other aspects students deem important in making a moral decision

Step One:

1. Individually students list all the steps (as detailed as possible) in making a simple decision (e.g., what to eat for breakfast).
2. In pairs, students compare their steps and categorize them as they see fit.
3. As a class, share the various classifications.
4. Pairs list the steps in making a moral decision (e.g., cancel logging to protect the environment or keep it to protect jobs).
5. Teams of four categorize these steps.
6. As a class share the various classifications.
7. Together record or view the difference between decision and moral decisions, and right (human right) vs right (morally right).

Step Two:

1. In pairs (“sage and scribe” learning strategy), students rotate through stations where they apply a variety of moral-decision making processes to different situations (determined by the class)
2. Individually students record the pieces of each process they liked the best

Step Three:

1. Using the pieces of each process that they like the best, students create their own moral decision-making process that meets the success criteria above, possibly using an anagram (the use of a thesaurus might help in creating an anagram).
2. Students share their individual processes with each other (inside-outside circle as a possible method).
3. Some students can share with the whole class.
4. Possibly students may submit their process as assessment for learning (success criteria to be co-constructed with students).

Step Four: Students will apply their moral decision making process to one of four moral situations (given below, or other situations) and assess how well their model “works”. See “**Moral Decision Making Examples**” below.

Step Five: After applying their moral decision making process to one of the four moral situations, the four moral situations can be analyzed as a large group (teacher-directed) using the Catechism criteria of object, circumstances, and intention to determine if the action is good or not.

Students can then compare (e.g., using T-chart form) what is similar and what is different between their decision making approach/conclusions and the recommended decision resulting from analysis with the Catechism.

Step Six: Students will apply their moral decision making process to a contemporary moral dilemma that young people face today, and assess how well their model “works”. See “**Moral Decision Making Task**” below. (This can become an evaluation by the teacher).

EXAMPLES OF MORAL DECISION MAKING PROCESSES

1) "STOP" METHOD FOR MORAL DECISION MAKING

'S': SEARCH OUT THE FACTS:

- a. Moral Object
- b. Intention
- c. Circumstances

'T' THINK ABOUT:

a. Alternatives			
b. Consequences			

'O' OTHERS:

- a. Consult them. Who would you check with? What would they say?

- b. Consider effect of decisions on them. List all who are affected and what the effects are.

'P' PRAY TO GOD FOR GUIDANCE. Listen to God in Scripture, in Catholic Tradition and WWJD (Gospels). Be practical. What do you believe these sources say?

2) “See, Judge, Act, Evaluate METHOD FOR MORAL DECISION MAKING”

1. See

Who will this decision affect?

Does this decision have anything to do with loving God, loving myself, or loving others?

What specific facts can we cite about this issue or experience?

2. Judge

Analyze all options and evaluate which options would truly be a loving choice.

Judging means calling on our conscience, and considering what the Bible says, what the Church teaches (and our parents too!).

3. Act

Deciding to do the loving thing and then doing it. It is important to ask God to help us put our decisions into action.

4. Evaluate

We must be aware of how that decision has affected our relationships with God, with ourselves and with others.

We must empathize with others, be able to put ourselves into their shoes.

After making the decision, we should evaluate how the decision went – good? bad? Who was affected and how?

3) “International Center for Ethics in Business” METHOD FOR MORAL DECISION MAKING

STEPS OF THE ETHICAL DECISION - MAKING PROCESS

1. Gather the facts
2. Define the ethical issues
3. Identify the affected parties (stakeholders)
4. Identify the consequences
5. Identify the obligations (principles, rights, justice)
6. Consider your character and integrity
7. Think creatively about potential actions
8. Check your “gut”
9. Decide on the proper ethical action and be prepared to deal with opposing arguments.

Moral Decision-Making Examples

Students will apply their moral decision making to one of these situations, and be prepared to share with the class how well their model works in addressing the situation.

- A. Sarah and Tony have been dating for two years. They are both strongly committed to one another and are contemplating engaging in a sexual relationship, even though this goes against the teachings of their religion. What should they do?
- B. Dona's mother is dying. She has an incurable disease and is suffering much pain. During one visit, Dona's mother asks Dona to help her end her suffering. She says that all Dona has to do is push a button on the IV machine and a lethal amount of morphine will be produced. What should Dona do?
- C. Barry came to school today without a lunch and without any money. His family is going through a rough time, and there was no food for him to eat for breakfast or to make a lunch. By 12:30 he is starving and needs to eat. He knows of people who have stolen from the cafeteria and gotten away with it, and he is pretty sure that he can steal some food as well. What should Barry do?
- D. Candace has a religion test tomorrow. She is uneasy about writing it because she has hasn't had any time to study. She has been sick, working, and looking after her baby sister. While her religion teacher is in the hall talking to a colleague, she notices that he has left the folder with the test on his desk. She is pretty sure that she can take a copy without anyone noticing. This will ensure that she passes the test. What should she do?

MORAL DECISION MAKING TASK

(APPLICATION OF YOUR MODEL to a CONTEMPORARY ETHICAL ISSUE THAT YOUNG PEOPLE FACE)

You will apply your moral decision making model to a contemporary ethical issue that young people face today (see *Possible Topics* below). You will lead a presentation in a carousel style that shows analysis of the moral decision making model as it applies to this ethical issue.

For example, if See/Judge/Act/Evaluate model was used, the following analysis would show analysis of the moral decision making model.

STEP 1 - SEE

- Give a detailed introduction that explains the particular ethical issue that affects young people in contemporary culture.
- Explain the competing moral standards you see within this issue (Truth vs. Loyalty, Individual vs. Community, Short-term vs. Long-term goals, Justice vs. Mercy), and why your model of moral decision making will help young people who face this moral issue.

STEP 2 – JUDGE (CULTURE)

- Explain what society says about the issue – what are the cultural norms within our times?
- Include at least two statistics, facts or cultural examples to help show this and explain each.
- Explain what are the social influences that affect society to think this way?

STEP 3 – JUDGE (LEGAL)

- What is the most up to date law on this issue?
- Is it legal or illegal in Canada, and what are the consequences if it is illegal?
- Where does the government stand on this issue and what are they doing about it?

STEP 4 – JUDGE (FAITH)

- What does the Catholic Church have to say about this issue (e.g., using the criteria of object, circumstances, intention to know the moral pathway forward)? Include a citation from a church document (Catechism, Scriptural Passage, encyclical, pastoral letter) and explain its meaning in your own words.

STEP 5 – ACT AND EVALUATE – PERSONAL REFLECTION – TO HAND IN SEPARATELY

- What do you personally believe about this issue affecting young people today?
- Why do you hold this belief? What has influenced your stance on this issue?
- What might the consequences of your choices (when faced with this issue) be?

Possible Topics:

Ethical Issues Young People face in Contemporary Culture

Legalization of Marijuana
Paying back student loans
Sexual morality

Body alterations (piercing, etc.)
Academic Honesty
... others?

Peer Pressure
Vengeance issues (e.g., gossip)

If the teacher wants to co-construct success criteria for task evaluation, according to certain learning goals, the following rubric may help start that process:

NAME:

Moral Decision Making Task Criteria	Level 1 Limited (50-59%)	Level 2 Some (60-69%)	Level 3 Considerable (70-79%)	Level 4 Thorough and Detailed (80-100%)
<p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> o Did you outline facts and figures about the issue that were accurate, detailed and specific? o Did you demonstrate an understanding of what the moral dilemma about the issue actually is? o Were your facts about the issue clear and consistent? o Did you choose appropriate and up-to-date facts? 				
<p><u>Thinking</u></p> <ul style="list-style-type: none"> o Did your decision making model address all aspects of the issue? o Was there analysis of the moral issues that young people face today? o Were your insights obvious or “hard to see”? 				
<p><u>Communication</u></p> <ul style="list-style-type: none"> o Did you write in clear, concise points for the appropriate audience? o Was there organization of ideas that the audience could follow? o Did you show confidence, presence and knowledge throughout your presentation? o Did you use a clear voice throughout? 				

Appendix A9

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#): connected to [Appendix B4](#) lesson plan

What is the DOCAT and How Do I Use It?

POSSIBLE EXPECTATIONS TO LINK (including becoming familiar with the DoCat for research for the Rich Culminating Performance Task):

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)

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

RI2.2: locate and select information relevant to their investigations from a variety of primary sources (e.g. *Interview, 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*)

Students will...

- Understand the purpose of the *DOCAT* and why it was written.
- Practice using the *DOCAT* in their research and familiarize themselves with the main features of the document.

Time	Teaching/Learning Strategies	What the teacher will do	What students will do
Minds On (Elicit and Engage)			
10 minutes	Brainstorm	Ask students to brainstorm with their seating partner a list of sources they could go to if they had a question about what the Church teaches on specific topic? (For example, “What does the Catholic Church teach on the topic of Euthanasia?”). Give students two minutes to brainstorm a list. After the two minutes have passed, invite students to share	Work with their seating partner to write a short list of the various sources they have used in the past to research Church teaching. Share their responses with the whole class.

		<p>their responses and write their answers on the board.</p> <p>After students have shared all of their responses, explain to the class that a resource we are going to explore today is the DOCAT, which was published in 2016. Much like the YOUCAT, it is a summary of the Church’s teaching on the social teachings of the Church.</p>	
10 minutes	Scavenger Hunt	<p>Distribute a copy of the <i>DOCAT</i> to each member of the class. Facilitate an exploration of the main purpose and features of the document by helping them to locate the following features:</p> <ul style="list-style-type: none"> ➤ Read the page together called “About this book” and “The Symbols and their Meaning” ➤ The Table of Contents ➤ Read together Pope Francis’ letter to young people. ➤ Point out where the page numbers are located ➤ Point out where the paragraph numbers are located ➤ Index of Names (pg. 304) ➤ Scripture Index (pg. 307) ➤ Index of Subjects (pg. 308-318) ➤ Abbreviations (pg. 319) 	Locate each of the items the classroom teacher is guiding them through and ask questions to clarify their understanding.
Action (Explore, Explain)			
10 minutes	Teacher Directed (Note)	<p>The teacher will do either of the following:</p> <p>A. Distribute photocopies of the note, “What is the DOCAT?” to the class. (Or a copy could be uploaded to your D2L class folder)</p> <p style="text-align: center;"><i>OR</i></p>	Highlight points of interest in the photocopied note (Option A.), or copy the projected note into their own notebooks (Option B.)and read with the teacher (students in turns).

		<p>B. Project the note on the front screen of the classroom and instruct the class to copy it into their own notes.</p> <p>Read the note to the class, with additional commentary as needed (e.g., about each point under “Dignity of the Human Person”)</p>	<p>Ask questions to clarify their own understanding.</p>
35-40 minutes	GRR Scavenger Hunt Worksheet	<p>The teacher will distribute the Worksheet, “Using the DOCAT – What to Do?” to each student in the class along with individual copies of the DOCAT.</p> <p>Using GRR (<i>Gradual Release of Responsibility</i>), the classroom teacher demonstrates how to locate a passage in the DOCAT by completing the first question on the worksheet.</p> <p>Then the class and the teacher will complete the second example together. The teacher will then assign the remainder of the worksheet to the class to complete with their seating partner.</p> <p>The teacher will circulate among the students as they work to assist students as they progress through the research exercises.</p>	<p>Observe and imitate how the classroom teacher is locating the appropriate passage in the DOCAT.</p> <p>Work with their seating partner to complete the research exercise on the worksheet.</p> <p>Ask for assistance from the classroom teacher if needed.</p>
Consolidation (Elaborate, Evaluate, Extend)			
15 minutes	Evaluate	<p>Facilitate taking up the worksheet with the whole class and correcting errors when needed.</p>	<p>Offer their responses to each question on the worksheet. Make corrections to their own work if needed.</p>
10 minutes	Discussion	<p>To extend student learning, discuss the following questions with the class:</p> <p>A. How might we use the <i>DOCAT</i> in our course work?</p> <p>B. How might we use the <i>DOCAT</i> in our personal lives?</p>	<p>Respond to the teacher’s questions with practical examples of when the <i>DOCAT</i> may be of assistance to them in their research assignments or when making personal moral decisions.</p>

WHAT IS THE DOCAT?

“As you did it to one of the least of these my brethren, you did it to me.”

DOCAT is a summary of the Social Teachings of the Church: “DO” refers to the verb, as in “to do”, whereas “CAT” is a short term for the *Catechism of the Catholic Church*. The DOCAT helps us to answer the question, **“What should I do?”** in living out our faith.

Some of the topics discussed in the DOCAT include:

Dignity of the Human Person

- Rights to Property
- Rights and Dignity of the Poor
- Rights of Workers, Workers Unions and the Dignity of Work
- Necessity of a Living Wage
- Principle of Subsidiarity
- Freedom and Peace
- The Common Good
- Vocational Call

Pope Francis’ message to young people is to become **‘walking, talking social doctrine’**. In other words, that we live our faith sincerely by building healthy, just and peaceful societies in which everyone’s dignity is nurtured.

Using the "DOCAT- What To Do?"

Worksheet

Student Name: _____

Part A: Locate the following paragraphs in the *DOCAT* and fill in the blanks as you read each paragraph.:

- A. #22. Why does the Church have a _____ doctrine? Human beings are profoundly social creatures. Both in heaven and on earth man is _____ on _____.
- B. #52. Of what does the unity of the human person consist? A human being has a _____ and a _____, but these are not separate _____. The human person always consists of a _____ of body and soul. _____ regards the soul as a mere function of the material body; _____, in contrast, overvalues the soul at the expense of the body. The _____ rejects both _____.
- C. #172. Is there such a thing as a "Christian economic model"? _____. The Church is supposed to proclaim the _____ and not enter a competition for the _____ economic model and _____ solutions. The Church's demand that the economy should serve _____ and the _____ is a reasonable demand in keeping with human dignity.
- D. #34. Is Catholic social doctrine a complete system? _____, the Church's social doctrine is not a fully articulated branch of _____ with which to judge complex _____, economic, and _____ situations from outside, so to speak. Rather this social doctrine makes a point of constantly conducting a _____ with political science, _____, the natural _____, technology, and _____. In this way the social doctrine can better understand, reflect on, and interpret man and his connections in social life.
- E. #136. Is there an obligation to work? God created the earth and left it to man as precious _____. As the _____ depicts it, human work is man's _____, _____ response to this gift... Through work, human beings have the privilege of

_____ something to the positive _____ of the world. Thus man in a certain way _____ in God's work of _____.

PART B: Locate the paragraphs in the *DOCAT* that discuss the following topics. You will find the topics listed in the Table of Contents and in the 'Index of Subjects' (pages 308-319) in the *DOCAT*. Then write a summary of the Church's teaching on each topic.

Topic	Paragraph(s) in the <i>DOCAT</i>	Summary of Church Teaching
When does a human being start to be a person?		
Is child labour morally wrong?		
Is being Christian a private matter?		

PART C: Locate the supplementary information on the pages below in the *DOCAT* and answer each question with a detailed summary of the Church's teaching.

1. On pages 84-85 of the *DOCAT* there are seven summaries of the Church's teaching about the nature of the *Human Person*. After reading the selection "From important Church document – Human Person", what themes did you notice are repeated in each Church document?
2. On page 164 the Works of Mercy are listed. List both the spiritual works of mercy and the corporal works of mercy.
3. Read "Digression – What is Poverty" on page 217.
 - A. What definition for poverty does Robert McNamara give us?
 - B. What facts about poverty are given in the reading?

Part D: Rating this Research Resource

1. If you were asked by the Magisterium (pope and bishops) of the Church to give a review of the *DOCAT*, how would you answer the following questions:
 - A) How does the *DOCAT* help you to learn?
 - B) Is there anything that could be improved in the *DOCAT* that would assist your learning?

Using the "DOCAT- What To Do?"
Worksheet

TEACHER ANSWER KEY

Part A: Locate the following paragraphs in the *DOCAT* and fill in the blanks as you read each paragraph.

- A. #22. Why does the Church have a **social doctrine**? Human beings are profoundly social creatures. Both in heaven and on earth man is **dependent** on **community**.
- B. #52. Of what does the unity of the human person consist? A human being has a **body** and a **soul**, but these are not separate **realities**. The human person always consists of a **unity** of body and soul. **Materialism** regards the soul as a mere function of the material body; **spiritualism**, in contrast, overvalues the soul at the expense of the body. The **Church** rejects both **errors**.
- C. #172. Is there such a thing as a "Christian economic model"? _____. The Church is supposed to proclaim the _____ and not enter a competition for the _____ economic model and _____ solutions. The Church's demand that the economy should serve _____ and the _____ is a reasonable demand in keeping with human dignity.
- D. #34. Is Catholic social doctrine a complete system? **No**, the Church's social doctrine is not a fully articulated branch of **theology** with which to judge complex **societal**, economic, and **political** situations from outside, so to speak. Rather this social doctrine makes a point of constantly conducting a **dialogue** with political science, **economics**, the natural **sciences**, technology, and **sociology**. In this way the social doctrine can better understand, reflect on, and interpret man and his connections in social life.
- E. #136. Is there an obligation to work? God created the earth and left it to man as precious **gift**. As the **Bible** depicts it, human work is man's **appropriate, grateful** response to this gift... Through work, human beings have the privilege of **contributing** something to the positive **development** of the world. Thus man in a certain way **participates** in God's work of **creation**.

PART B: Locate the paragraphs in the *DOCAT* that discuss the following topics. You will find the topics listed in the Table of Contents and in the ‘Index of Subjects’ (pages 308-319) in the *DOCAT*. Then write a summary of the Church’s teaching on each topic.

Topic	Paragraph(s) in the <i>DOCAT</i>	Summary of Church Teaching
When does a human being start to be a person?	71	The Catholic Church argues that human life begins with the fusion of an ovum and a sperm cell. The Church regards the first moment of the embryonic stage of life to be the formation of a complete human being endowed with the dignity that belongs to every human person.
Is child labour morally wrong?	151	The Church teaches that under no circumstances should child labour be tolerated if it harms the children’s intellectual and physical development. The exploitation and enslavement of children is an injustice.
Is being Christian a private matter?	305	Being a disciple of Jesus and developing a relationship with Jesus also means publicly professing faith in him, allowing him to speak to us and impart a mission to us to share the gospel message.

PART C: Locate the supplementary information on the pages below in the *DOCAT* and answer each question with a detailed summary of the Church’s teaching.

- On pages 84-85 of the *DOCAT* there are seven summaries of the Church’s teaching about the nature of the *Human Person*. After reading the selection “From important Church document – Human Person”, what themes did you notice are repeated in each Church document?
 - Human beings possess freedom to choose, which is linked to their capacity to be able to reason
 - Although people differ in their abilities, capacities, talents, health etc., people do share an equal measure of dignity, since all people are made in God’s image and likeness
 - People are called to choose a vocation to live a specific way of life that allows them to share their God-given talents
 - People have rights (e.g., right to life, right to worship God according to their conscience, right to work, right to bodily integrity, etc.)
- On page 164 the Works of Mercy are listed. List both the spiritual works of mercy and the corporal works of mercy.

Spiritual Works of Mercy

- Console the sorrowful
- Admonish the sinner
- Bear wrongs patiently
- Pray for the living and the dead
- Forgive all injuries
- Instruct the ignorant
- Counsel the doubtful

Corporal Works of Mercy

- Welcome the stranger
- Clothe the naked
- Visit the sick
- Give drink to the thirsty
- Bury the dead
- Visit the imprisoned
- Feed the hungry

3. Read “Digression – What is Poverty” on page 217.

A. What definition for poverty does Robert McNamara give us?

Absolute poverty is the ‘conditions of deprivation that fall below any rational definition of human decency’.

Relative poverty considers the living situation of a human being, or the fact that he /she is supplied with few material and immaterial resources, in comparison to the welfare of the society in which he / she lives.

B. What facts about poverty are given in the reading?

- **According to the World Bank, anyone earning less than \$1.25 / day is living in absolute poverty**
- **14.5% (1.29 billion people) of the world’s population lived in absolute poverty in 2011**
- **Other measurements of poverty also include calorie intake, average life expectancy, child mortality rates and the nations birth rate**
- **According to the WHO, people experience relative poverty if they have at their disposal each month less than 60% of the median income of their native land**

Part D: Rating this Research Resource

1. If you were asked by the Magisterium of the Church to give a review of the *DOCAT*, how would you answer the following questions:

- A) How does the *DOCAT* help you to learn? **Student responses will vary.**
- B) Is there anything that could be improved in the *DOCAT* that would assist your learning? **Student responses will vary. (Anticipate that most students will identify that the Subject Index in the back of the *DOCAT* does not always direct them to the citation that most directly answers their research question).**

Appendix A10

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#); connected to [Appendix B4](#) lesson plan

CATHOLIC SOCIAL TEACHING: Life and Dignity of the Human Person

(Support Resources: Catholic Social Teaching: Learning and Living Justice by Michael Pennock; CCC #1928-1942)

POSSIBLE EXPECTATIONS TO LINK:

PF3. FAITH LIVED: Convey how Catholic social teaching challenges and engages Christians and the societies in which we live

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)

LEARNING EXPERIENCE

MINDS ON:

Say the following prayer together (up to three times) and share what word or phrase stands out for each student (modified Lectio Divina) at the end of the last recitation. *Non-Christian students may prefer to listen to the prayer, but are welcome to comment on the words that stand out for them.*

A Prayer for the One in Need

***May the love of God the Father, the Lord Jesus and the Holy Spirit burn within my heart. May I have the eyes to notice those in need. May I develop a keen mind to help understand how to respond to them, and may I have a courageous and compassionate heart to act on their behalf.
Amen.***

ACTIVITY:

PART 1: Reflect on Human Dignity and Social Justice

Students, in turns, will read aloud various statements below about human dignity and social justice (not necessarily in order, but reading the complete point).

The student who reads will have a small “pillow ball” to toss to who they wish after reading the statement (the “pillow ball” should be given to a new person each time – *modified talking stick protocol*). The person who receives the small “pillow ball” will indicate:

- If they agree?
- Why or why not?
- Offer other comments they want to say

Twelve Statements about human dignity and social justice

- 1) If you are the type of person who is affected when you see or read about injustices in the world such as violence, racism, crime, cheating or lying then you instinctively have a strong sense of justice, basic fairness, fundamental human rights and the dignity of people.
- 2) The Catholic Church has a profound message of good news for all people and how they should treat one another. This message is found in the gospel of Jesus Christ. This gospel proclaims that human beings are made in God's image and likeness.

3) Intellect and Free Will

Because of our intellect and free will, we are beings of incomparable worth. We are endowed with a human soul with its two great spiritual powers: intellect and free will, which are made in God's image and therefore compose the core of our human dignity. Animals do not have these powers, and so are not made in God's image in this way.

Free will is the power to perform deliberate actions by one's own responsibility.

Human intellect is the power to reason, enabling us, for example, to pray, to recognize God's commands, and to do good and avoid evil (since we can understand good and evil).

Free will enables us to choose "the good" with the guidance of our conscience and to obey God's law of love. In a perfect world our intellects and wills would wholly be attuned to God's will.

- 4) Catholic teaching on social justice comes from reflecting on what God has revealed to us. Our God is a Trinity of persons. God is communal and social in nature. God is love and each person of the Trinity constantly expresses love to the other persons of the Trinity. We are to reflect God's love here and now, constantly reflecting love to others, especially by caring for their needs (social justice). We are God's family who live in community and we are to be witnesses to Jesus' love in the world by reaching out to others- our brothers and sisters - to build a loving and just world – to build the Kingdom of God.
- 5) Every person – regardless of gender, race, age, nationality, religion, sexual orientation, economic status, etc. – deserves respect, since every person has human dignity (made in the image and likeness of God).
- 6) At every stage in a human's life - from womb to tomb - our lives are precious, worthy of respect, and deserving of protection.
- 7) There is a difference between "rights" and "privileges": one pair of shoes is a right, two pairs is a privilege.
- 8) There is a difference between "equality" and "equity": everyone getting a pair of shoes is equality; everyone getting a pair of shoes that fit is equity.

- 9) When one person interferes with the natural rights of another person (e.g., not offering food to a person in need), a form of slavery and/or oppression results.
- 10) There are many forms of slavery that exist in the world today (e.g., human trafficking).
- 11) Every form of slavery degrades human dignity and is opposed to God's will.
- 12) Injustices should never be responded to with human vengeance. Rather, we should always "love our enemy", even those who cause slavery. We should respect the human dignity of all people, even offenders, as we bring them to justice.

Students will watch this video (7 minutes, on rescuing trafficked girls in Nepal), and indicate which principles of Catholic Social Teachings are being violated: <https://www.youtube.com/watch?v=gKzDtYJR2b4>

Students may also watch this Ted Talk (<https://www.youtube.com/watch?v=WwB6bPgPol4>) and indicate if the following are "human rights" and which of the following human rights are being violated: right to life/ right to liberty/ right to security of the person/ right to food/ right to clothing/ right to shelter/ right to sufficient health care/ right to education/ right to rest and leisure.

Students may wish at this point to discuss (continue modified talking stick protocol) the difference between human "rights" and human "wants", and the responsibility the community has for ensuring human rights are always respected.

This activity is part of a fuller lesson idea summary as in [the Lesson Plan Resources and Ideas Summary Chart \(CTRL click here to return to the lesson\)](#)

Covenant Mediator	Covenant Promise	Covenant Sign	Covenant Form

Appendix B2

[\(click here to see Unit 3 Lesson 3\)](#)

How we can serve in the Church, living faith daily? Circle of Faith in Action

UNIT #3 **TIME:** one 75 minute period of introduction (and time outside of class)

POSSIBLE EXPECTATIONS TO LINK:

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]

PS3.3 identify the various forms of service that the call to ministry can make 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 counsellor, supporter of Development and Peace etc.) [CCC nos 897-913]

WHAT STUDENTS WILL DO:

- Explore and serve some organizations, ministries and activities that serve the needs of the Church community
- Explain how service to this organization can be a calling from God

Part A: Seeking Justice

Individually, students will research 3 social justice organizations (preferably who serve others out of a "faith motivation"). Students will create a chart with headings and add research information to their chart (see "Social Justice Organization: Research Chart" below), using the following seven questions:

For each organization, students will discover:

1. When did the organization start?
2. What is its mission statement and goals?
3. Who are they helping?
4. How do they promote themselves?
5. How do they promote volunteers and what do their volunteers do?
6. What services do they provide?
7. How can service in this organization be a calling from God?

Part B: Living Justice

Using the Organization Information List below (which students will complete), perhaps in connection with 40 hours of community service, students will choose to serve (in collaboration with their teacher/family) in one of the social justice organizations they have researched, or they may find a “justice need” in the school, community or world that interests them, and respond in a committed way to that “justice need”. Through service to others, especially those in most need (preferential option for the poor), students will be putting the “circle of faith” in action (awareness, analysis, action, new awareness).

Organization Information List:

- Name of organization?
- Mission statement/Goal?
- Purpose of organization?
- Connection to service to Christ?
- Who you will be helping (how/when/why)?
- How you will promote your organization (fundraisers, events, etc.)?
- How you will attract volunteers and what volunteers will do within organization?
- Explain what programs you will offer or the services that you will provide?
- Explain how you see your service as a calling from God?
- How does this service help build the Kingdom of God?
- Any other important questions that need to be answered, before serving in this organization?

*** If service is not possible, students might prepare a presentation of how/who they WOULD serve, if they had the opportunity. In this case, students may choose one of the following options to display their intended service:*

- Pamphlet or Newsletter
- Website
- Poster
- Other option approved by teacher

Social Justice Organizations: Sample Research Chart

Name of Organization	Start Date	Mission Statement and Goals	Who are they helping? What do the volunteers do?	How do they promote themselves?	How does they help build the Kingdom of God?	What services do they provide?

**** Note: If the teacher would like to develop a rubric for the task, a sample is offered below in the *Circle of Faith in Action Sample Rubric* (depending on how the lesson is developed, and the expectations to be evaluated)**

Circle of Faith in Action Sample Rubric

Name: _____

	Below Level 1	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> Demonstrates awareness of critical issues <p>(Part A organizations chart is complete and information is correct)</p>	<p>Insufficient understanding</p> <p>R</p>	<p>Limited understanding</p> <p>1- 1 1+</p>	<p>Some understanding</p> <p>2- 2 2+</p>	<p>Considerable understanding</p> <p>3- 3 3+</p>	<p>Comprehensive understanding</p> <p>4- 4 4+</p>
<p>Thinking/Inquiry</p> <ul style="list-style-type: none"> Analyzes and explains chosen issue with insight <p>(name, mission statement, purpose of organization)</p>	<p>Insufficient analysis/insight</p> <p>R</p>	<p>Limited analysis/insight</p> <p>1- 1 1+</p>	<p>Some analysis/insight</p> <p>2- 2 2+</p>	<p>Considerable analysis/insight</p> <p>3- 3 3+</p>	<p>Comprehensive analysis/insight</p> <p>4- 4 4+</p>
<p>Communication</p> <ul style="list-style-type: none"> Clarity in explanation of ideas Use of convention <p>(Brochure/newsletter/website is organized, visually appealing for audience with headings, images)</p>	<p>Insufficient clarity, accuracy</p> <p>R</p>	<p>Limited clarity, accuracy, command</p> <p>1- 1 1+</p>	<p>Some clarity, accuracy, command</p> <p>2- 2 2+</p>	<p>Considerable clarity, accuracy, command</p> <p>3- 3 3+</p>	<p>Comprehensive clarity, accuracy, command</p> <p>4- 4 4+</p>
<p>Application</p> <ul style="list-style-type: none"> Suitable action plan for chosen issue Brings justice to the issue Makes connections to building God’s Kingdom <p>(Programs, services the organization will offer, promotion of organization, attraction and duties of volunteers)</p>	<p>Insufficient plan</p> <p>R</p>	<p>Limited plan</p> <p>1- 1 1+</p>	<p>Some plan</p> <p>2- 2 2+</p>	<p>Considerable plan</p> <p>3- 3 3+</p>	<p>Comprehensive plan</p> <p>4- 4 4+</p>

Comments:

Appendix B3 (Two Part Lesson Plan)

[\(click here to see Unit 3 Lesson 3\)](#)

Pathways and Secondary Religious Education

Grade 12 Lesson Plan - Part #1

UNIT #3

TIME: two 75 minute periods

Introduction to Lesson Plan Outline:

Overall Purpose:

This lesson plan outline helps students build connections between expectations in the Creating Pathways to Success document (2013) and the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016).

Key Concepts/Connections for teachers about policy documents:

1) From *Preface of Creating Pathways to Success (2013)*: <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

“Ontario schools will begin to implement the policy outlined in this document in September 2013. Full implementation will begin in September 2014. Creating Pathways to Success sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society.”

2) From *Guiding Beliefs and Principles of Creating Pathways to Success (2013)*:

“School and community stakeholders work collaboratively to embed education and career/life planning across all subjects, courses, and daily learning activities.”

3) From *p.62 Education and Career/Life Planning through the Religious Education Curriculum of the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016)*:

“Courses in religious education clearly support student learning in the areas of personal and interpersonal development and career choices. When taught that the Christian commitment to justice, peace, and the dignity of all can only help to promote the wellbeing of individuals and society as a whole, the student can evaluate his or her career aspirations in relation to the concepts of Christian vocation and discipleship. As well, the family life strand, by focusing on personhood, relationships, and sexuality complete the students’ self-understanding and in this way complement the career education within the secondary school.”

Note:

- This Lesson Plan Outline is not comprehensive, but rather a starting point and outline for teachers who are seeking to support students in seeing connections between careers and the call of God in their lives.
- More development is needed in this Lesson Plan Outline around meeting the needs of all students. Teachers may refer to the section *Some Considerations for Program Planning in Religious Education* in the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016).

Grade 12 – Social Justice Careers

What do we want students to learn?

Students will be able to integrate and understand that the religious search for meaning can be found in the contemporary world, especially through meditation and reflection.

Students will be able to appreciate work as a participation in the social justice activity of God.

Students will understand how they can commit themselves to community service as an expression of their response to the call to discipleship.

Minds On:

Individually/Whole:

Meditation time: After an opening prayer, and perhaps a Christian Meditation in the tradition of Laurence Freeman (see this website for an example: <http://wccm.org/content/what-meditation>), students will take time to consider and further reflect (perhaps with gentle background music and a differentiated environment that is suitable to spiritual reflection) with the following questions:

If money and opportunity were not an issue, what career would you choose that would make you happy? Why?

Does this career choice serve yourself primarily or other people or both?

Does this career choice bring the greatest good from you to the world (above other career choices)?

Difference makers readings: students will take time to read in that same or a different spiritual environment about some people who have made a career out of service (“building the Kingdom of God”) – pp.258-262 in *In Search of the Good* textbook.

Whole group may share in a circle (talking stick protocol in this spiritual environment) about these or related questions:

- 1) *What career choice or pathway for you do you think will bring the greatest good from you to the world?*
- 2) *When you are honest about that career choice, do you think that is God’s voice within, or just your preference? Why?*
- 3) *What is inspiring about the difference makers you read about?*
- 4) *Could you do this kind of work or pathway? Why or why not?*
- 5) *How can we see the living out of a career as “build the Kingdom of God”?*

Action:

Pairs:

Through appropriate web searching, and using Career Cruising, students will locate careers/organizations related explicitly to social justice.

Here are some ideas of areas to explore (with search engines):

Aboriginal/First Nations/Metis/Inuit community support:

Political activism:

Political journalism:

Community charities:

Children's rights:

Civil liberties and free speech:

Criminal law and social justice:

Disability rights:

Elderly rights:

Environmental protection:

Housing:

Humanitarian relief:

Human rights:

Immigration and refugee support:

Legal aid:

Media and civil liberties:

News/reporting on social justice:

Equity and Inclusion Policy development:

Poverty eradication:

Women's issues:

Worker's rights:

Whole:

Teachers can lead a whole group "one-conversation discussion" (need talking stick to talk, while all others listen), with the following or related questions:

What do each of these organizations do to make the world better?

Could you see yourself working for one of these organizations? Why or why not?

Consolidation:

Teacher check-in: Exit Slip with learning responses:

If your future career does not explicitly relate to social justice, what ways can you still be involved in social justice initiatives to serve God and neighbour with love?

How do we know students have learned what we want them to learn?

Discussion and exit slip: reviewed by teacher to guide teaching strategies

Monitoring: conference with students about their previous experiences and learning connecting religious education and pathways

What do we do if they haven't learned sufficiently? (Intervention)

Other Learning Strategies: conferencing with student; chunking of tasks; extra time with support

LD learners: perhaps use modified forms of exit slips (oral, artistic) to share their own understanding of the discussion questions

Ecumenical/Inter-faith/Aboriginal considerations: Lesson planning should always take into account the unique needs of students, including spiritual background, to promote equity and inclusion, and to avoid disengagement by those same students. Lessons can be modified to include spiritual and moral leadership in other traditions, especially to support non-Catholic students. In addition, in a modern diverse culture, it is important to emphasize that the call to promote the common good is a universal call and requires leadership from all traditions.

What do we do if they have learned sufficiently?

(Further opportunities)

Resources for further discovery:

<http://www.ignatianspirituality.com/making-good-decisions/an-approach-to-good-choices/how-ignatian-spirituality-gives-us-a-way-to-discern-gods-will/>

<http://bustedhalo.com/features/what-works-41-discerning-your-calling>

Resources:

In Search of the Good Grade 12 textbook/Teacher's Manual

Pathways and Secondary Religious Education

Grade 12 Lesson Plan - Part #2

Introduction to Lesson Plan Outline:

Overall Purpose:

This lesson plan outline (as a continuation of Part#1) helps students build connections between expectations in the Creating Pathways to Success document (2013) and the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016).

Key Concepts/Connections for teachers about policy documents:

1) From Preface of Creating Pathways to Success (2013): <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

“Ontario schools will begin to implement the policy outlined in this document in September 2013. Full implementation will begin in September 2014. Creating Pathways to Success sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society.”

2) From Guiding Beliefs and Principles of Creating Pathways to Success (2013):

“School and community stakeholders work collaboratively to embed education and career/life planning across all subjects, courses, and daily learning activities.”

3) From p.62 Education and Career/Life Planning through the Religious Education Curriculum of the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016):

“Courses in religious education clearly support student learning in the areas of personal and interpersonal development and career choices. When taught that the Christian commitment to justice, peace, and the dignity of all can only help to promote the wellbeing of individuals and society as a whole, the student can evaluate his or her career aspirations in relation to the concepts of Christian vocation and discipleship. As well, the family life strand, by focusing on personhood, relationships, and sexuality complete the students’ self-understanding and in this way complement the career education within the secondary school.”

Note:

- This Lesson Plan Outline is not comprehensive, but rather a starting point and outline for teachers who are seeking to support students in seeing connections between careers and the call of God in their lives.
- More development is needed in this Lesson Plan Outline around meeting the needs of all students. Teachers may refer to the section *Some Considerations for Program Planning in Religious Education* in the Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016).

Grade 12 – Christian Ethics and Careers

What do we want students to learn?

Students will be able to acknowledge with understanding that the love of God for all people, as manifested in Scripture, demands a commitment to justice and moral living.

Students will understand the need to take up the Christian responsibility to work for justice and peace.

Minds On:

Individually/Whole:

Careers Ethical scenarios:

Students will browse approved Internet news sites to find examples of moral scenarios that involve peoples' careers and companies. Students will share their findings, and provide their opinion about how the situation should have been addressed.

Action:

Small Group:

Students will work together in small groups with other students who have similar career interests. These smalls groups will:

- 1) Choose a career from Career Cruising that they want to discuss.
- 2) Create a difficult ethical scenario related to the career.
- 3) Develop a response, rooted in Christian principles, to this scenario.

When the students are ready, the teacher will give or review a lesson on discerning the goodness of a moral act by looking at the goodness of the object, circumstances, and intention of the act (i.e. the act is only good if all three of these qualities of the act are good – the following websites may be of assistance) – see *Unit #4, Lesson Plan Summary #7*.

<http://catholiceducation.org/articles/religion/re0912.htm>

http://www.vatican.va/archive/ccc_css/archive/catechism/p3s1c1a4.htm

<http://www.cardinalspellman.org/ourpages/auto/2011/1/17/39044225/Chapter%20b%20Examples%20object%20end%20circumstances.pdf>

Students will revisit their response to the career moral scenario, and decide if they want to revise their response.

Whole:

Students will share their scenario and responses with the class, including any revisions. The teacher may ask if analyzing through object, circumstance, and intention helped improve students' ethical response, followed by a large group discussion.

Individually/Pairs/Whole:

Each student will consider/imagine a "Careers Hall of Fame", and what characteristics would help get into this "Hall of Fame"? Students may individually compose a list of those characteristics, find common qualities with an elbow partner's list, and then share findings with the whole group (and perhaps post only the common findings for students' further consideration).

Consolidation:

Create a hall of fame acceptance speech for the end of your future career. Be sure to include in this speech why you are grateful for your career, what difference it made in your life to try to always make good moral decisions, and what difference you hope your good choices made to the world around you.

Teacher check-in: Exit Slip with learning responses:

1. How can reason (about object, circumstance, and intention), Scripture, and the Catechism all help a person make a good decision in a difficult ethical scenario in a career?
2. What people would be helpful to meet for conversation when facing a difficult ethical scenario in a career?

How do we know students have learned what we want them to learn?

Discussion and exit slip: reviewed by teacher to guide teaching strategies

Monitoring: give opportunity to students to make connections to the previous lesson, and observe connections for knowledge, understanding, and analysis (comparison)

What do we do if they haven't learned sufficiently? (Intervention)

Other Learning Strategies: conferencing with student; chunking of tasks; extra time with support

LD learners: perhaps use modified forms of exit slips (oral, artistic) to share their own understanding of the discussion questions

Ecumenical/Inter-faith/Aboriginal considerations: Lesson planning should always take into account the unique needs of students, including spiritual background, to promote equity and inclusion, and to avoid disengagement by those same students. Lessons can be modified to include spiritual and moral leadership in other traditions, especially to support non-Catholic students. In addition, in a modern diverse culture, it is important to emphasize that the call to promote the common good is a universal call and requires leadership from all traditions.

What do we do if they have learned sufficiently?

(Further opportunities)

Resources for further discovery:

The ethics of the trolley car driver (*revisit this scenario if used already – any changes in student's approach?*):

<https://www.youtube.com/watch?v=kBdfcR-8hEY>

Resources:

In Search of the Good Grade 12 textbook/Teacher's Manual

Appendix B4

[\(click here to see Unit 4 Lesson 15\)](#)

Catholic Social Teaching

Introduction to CST

UNIT #4 **TIME:** four 75 minute periods

POSSIBLE EXPECTATIONS TO LINK:

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]

Prior Knowledge: sin, virtues, justice

What the Students will do:

By the end of the lessons students will be able to:

- identify 10 key principles of Catholic social teaching
- apply CST to contemporary issues in society
- utilize the DoCat to understand Catholic social teaching
- explore deeper connections between CST and human dignity

PLAN SUMMARY

Minds On:

Discuss: What do you think is the church's stances on . . . (a variety of justice issues: Unions, Abortion, Euthanasia)

Action:

1. Students (individuals or teams) read the 10 principles below and record as many ethical/moral actions for and against each as they can: (<https://www.cctwincities.org/wp-content/uploads/2017/05/Key-10-Principles-of-CST-1-pager-2017.pdf>)
2. Share results (e.g., record using chart paper in small groups, to be posted in classroom, with small group presentations)

Consolidation:

- 1) Discuss each principle in minor detail (e.g., teacher led explanation, followed by students forming, asking, and responding to a higher order thinking question about each principal: http://www.saydel.k12.ia.us/cms_files/resources/general%20HOTSQuestionCards.pdf)

- 2) View or read some current political events that touch on some social justice issues (e.g., see Development and Peace website: <https://www.devp.org/en>). Have students identify the Catholic response based on the CST (think/pair/share).

Further Direction:

Complete the task in [Appendix A8](#), to address contemporary social justice issues more deeply using the principles of CST.

Complete the task in [Appendix A9](#), to introduce how the DoCat helps deepen understanding about Catholic social teaching.

Complete the task in [Appendix A10](#), to explore deeper connections between CST and human dignity.

Possible Next Steps: make connection to dignity of work, solidarity, prophets

Additional Resources:

Examining Social Issues with a Theological Perspective: <https://www.cctwincities.org/wp-content/uploads/2015/10/Reflection-Action-Process-Booklet.pdf>

Tools and Resources for Parish Social Justice Ministry: <http://www.ccadmmonroeministries.org/parish-ministry-support-services-1.html>

Key Principles of Catholic Social Teaching

1. HUMAN DIGNITY: In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Our belief in the sanctity of human life and inherent dignity of the human person is the foundation of our social teaching.

2. COMMUNITY AND THE COMMON GOOD: In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

3. RIGHTS AND RESPONSIBILITIES: Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

4. OPTION FOR THE POOR AND VULNERABLE: Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Matthew 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

5. PARTICIPATION AND SUBSIDIARITY: All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society.

6. DIGNITY OF WORK AND THE RIGHTS OF WORKERS: In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.

7. STEWARDSHIP OF CREATION: Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.

8. SOLIDARITY: Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that "loving our neighbour" has global dimensions in an interdependent world.

9. ROLE OF GOVERNMENT: The state has a positive moral function as an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. In today's complex society these responsibilities cannot adequately be carried out on a one-to-one basis. Citizens need the help of government to fulfill these responsibilities and promote the common good.

10. PROMOTION OF PEACE: Catholic teaching promotes peace as a positive, action-oriented concept. "Peace is not just the absence of war," said Pope John Paul II, "it involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements". Peace and justice are linked: Peace is the fruit of justice

Appendix B5

[\(click here to see Unit 5 Lesson 2\)](#)

What would you say about intimacy and relationships?

UNIT #5 **TIME:** two 75 minute periods

WHAT STUDENTS WILL DO:

- Students will formulate, inform and justify their opinions regarding intimacy and relationships.

POSSIBLE EXPECTATIONS TO LINK:

FL1.4 explain how limits in personal freedom can be challenging for family members, but can offer growth and fulfillment within intimate human relationships, especially when individuals and families remain close to Christ and seek to live by the wisdom of the Church (e.g., setting boundaries for children, caring for an aging family member, living with mental illness) [CCC no. 2208]

FL2.5 describe how secularism challenges Christian understanding of marriage and family commitments in contemporary western culture (e.g., cohabitation, fidelity, chastity, family size decline, divorce and remarriage, definition of what constitutes family, family economic stresses) [CCC nos. 2360-2400]

FL3.1 explain the difference between love (choosing what is good for another person) and the feelings of love (emotions felt for another person) [CCC nos. 1763-1766; Matthew 5.43-48]

REFERENCES:

- 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)
- YouCat

LEARNING EXPERIENCE

MINDS ON:

Students will begin by watch the following *15 minute* Ted Talk: [Skills for Healthy Romantic Relationships | Joanne Davila | TEDxSBU](#)
(<https://www.youtube.com/watch?v=gh5VhaicC6g>)

- Students will use the discussion protocol below to see how the topics discussed in the Ted Talk relate to the teaching about intimacy and relationships taught by the Catholic Church (as they understand that teaching currently); initial misunderstandings may be addressed by the teacher, or recorded for further investigation at a later time:
Discussion Protocol: 2 Chalkboards/Big Paper – Building a Silent Conversation
 - a) Inform the class that this activity will be completed in silence, once instructions are given (see below).

- b) All communication is done in writing. Students should be told that they will have time to speak in pairs and in the large groups later.
- c) On one chalkboard the teacher will write the words: Important points from the TED TALK.
- d) On another chalkboard the teacher will write the words: What I think the Catholic Church teaches about intimacy and relationship.
- e) On the large paper (to be placed on desks between the two chalkboards), students make sentences that connect points on the two chalkboards (connections between the TED talk and what they think the Church teaches regarding intimacy and relationship).
- f) Students will then think/pair/share about whether they agree with the statements on the chalkboards and the big paper.

ACTIVITY:

- Students will create a script regarding to how they would explain their thoughts/feelings about intimacy and relationships to their parent(s)/guardian(s), if that topic surfaced in conversation. They will use WORKSHEET 1 to help guide their thought process. This worksheet involves students using research resources (e.g., library [e.g., YouCat]/internet).
- When students are ready with their scripts, they will form groups of three. They will then role play this script that they would have with their parents. In their groups, two students will act as two parent(s)/guardian(s) having a talk with their teen. The teen will explain their thoughts to their “parents” first (before their “parents” share viewpoints) on intimacy and relationships, in their own understanding and in a modern context.

CONSOLIDATION:

- Each group may then role play their discussion before the class. The teacher might choose to have groups present one at a time for the entire class, or have them complete the discussions for groups who have not yet seen the role play, and circulate around the room to listen to students’ conversations. A fishbowl discussion protocol could be used (with the whole class).
- As an ‘exit ticket’ activity the students may then complete a short reflection regarding how the activity “made them feel” and “what insight they gained” by completing the activity. This could be written down or completed verbally. (The exit ticket, and any “misunderstandings” noted from the Minds On activity can help inform follow-up dialogue with students during the next class).

Teacher Considerations:

Formative Assessment – WORKSHEET 1 may be collected and assessed (rubric not enclosed) to support students’ learning.

Differentiated Learning - The environment during the role play activity might be addressed by the teacher in advance (e.g., perhaps an alternate environment to the classroom would be helpful; ideas for environment change include the chapel, etc.).

WORKSHEET 1: What would you say about intimacy and relationships?

Imagine you are about to have a talk about intimacy and relationships with your parent(s)/guardian(s), as the topic has surfaced in conversation, but instead of them sharing thoughts with you first, you are going to explain your thoughts to them first,. Complete the following chart to help formulate some of your things you might say during this conversation (the teacher will provide research resources – e.g., YouCat).

<p>Jesus, though the Church, teaches this about intimacy and relationships (e.g., <i>sexual intimacy reserved for marriage between one man and one woman</i>):</p>	
<p>I think dating should include these ways of expressing love:</p>	
<p>I have learned what I know about relationships from:</p>	
<p>If I was to share with my parent(s)/guardian(s) by views about intimacy and relationships in contemporary culture, I would say:</p>	
<p>My parent(s)/guardian(s) would respond in this way:</p>	
<p>Questions my parent(s)/guardian(s) might have for me:</p>	
<p>My answer to those questions would be:</p>	

Appendix B7

[\(click here to see Unit 5 Lesson 5\)](#)

The Liturgy of the Sacrament of Matrimony

UNIT #5

TIME: one 75 minute period (and time outside of class)

POSSIBLE EXPECTATIONS TO LINK:

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-

PS2.2 articulate the Church's teaching on valid marriages and annulments (CCC nos. 1601-1658; 2382-2386)

What the Students will do:

Students will...

1. Familiarize themselves with the proper structure of a Catholic Wedding liturgy.
2. Familiarize themselves with preparations for a Catholic wedding liturgy.
3. Understand the connection between the Catholic Church's understanding of marriage as a sacrament and its celebration in liturgy.

Minds On:

1. Review topics discussed earlier in previous religious education course materials (including this unit), by discussing the following questions:
 - What is a sacrament? (http://www.vatican.va/archive/ccc_css/archive/catechism/p2s2.htm)
 - What is necessary for a marriage to be a sacrament? (http://www.vatican.va/archive/ccc_css/archive/catechism/p2s2c3a7.htm)
 - Why is a sacramental marriage desirable for a man and woman called to marriage? (http://www.vatican.va/archive/ccc_css/archive/catechism/p2s2c3a7.htm)
2. Audio-visual Supplement (in addition to review in #1 above): Show the following video from the YouTube channel, Busted Halo: *Sacraments 101: Matrimony (Why Make it Catholic?)*: <http://bustedhalo.com/video/matrimony-why-make-it-catholic>

Note: This 7 minute video reviews what the sacrament of marriage means in the Catholic Tradition. It explains why the Catholic Church teaches that Catholic couples must normally celebrate the sacrament of matrimony in their parish.

After viewing the video: discuss the following questions with the class (talking stick discussion protocol):

- Why do Catholics consider marriage a covenant?
- How is sacramental marriage different from a 'civic' marriage?
- Why does the Catholic Church insist a couple undergo a formal marriage preparation program?
- What topics are discussed in a Catholic marriage preparation program? Why might these topics need to be discussed prior to marriage?

Action:

1. *Teacher Directed Learning:* Instruct students to copy the note, “**Celebrating the Sacrament of Matrimony**” into their own notebooks (*see below*). The note introduces the parts of the liturgy and the essential components that make the sacrament of matrimony valid. To go deeper, a research component for each part might be added (e.g., parts researched in pairs, using internet, library, and diocesan resources).
2. View the following video supplement from Busted Halo: Sacraments 201 – Matrimony (More Questions Answered!) <http://bustedhalo.com/video/sacraments-201-matrimony-more-questions-answered>

After viewing the video clip discuss the following questions (talking stick discussion protocol):

- What are some common things couples need to consider before planning a church wedding?
- What are some of the costs of a wedding ceremony?
- Whom should a couple include in their wedding ceremony?

Consolidation:

3. Divide the class into pairs and then explain that they will be helping to plan a Catholic wedding liturgy. They will choose the readings and the music. Give each pair a copy of the worksheet “**Wedding Liturgy Planning Sheet**” and read through the instructions together.
4. Task Instructions:
 - With a partner, you will help prepare for a Catholic wedding liturgy.
 - Choose a first reading, psalm response, second reading, and Gospel reading (using options provided in the chart).
 - Fill in the planning sheet with your selected readings.
 - Answer the Reflection Questions
 - Use a hymnal to choose appropriate Church hymns to be used in your Catholic Wedding liturgy.
5. Collect each student’s completed liturgy and reflection at the end of the period for assessment.

Celebrating the Sacrament of Matrimony

Parts of Catholic Wedding Liturgy

1. **Introductory Rite**
2. **Liturgy of the Word**
 - Scripture Readings
 - Psalm
 - Homily
3. **Rite of Matrimony**
 - Consent
 - Exchange of Vows
 - Blessing and Exchange of Rings
 - Nuptial Blessing
4. **Liturgy of the Eucharist**
5. **Closing Rite**

What Makes the Sacrament Valid?

1. Both the bride and groom must give their consent to marry each other.
2. The exchange of vows.
3. Two witnesses must be present.

Who is the Minister of the Sacrament?

The **bride and the groom** are the ordinary ministers of the sacrament; however a validly ordained bishop, priest or deacon must officiate at the service.

Planning a Wedding Liturgy Worksheet



Student Name: _____

Part A: The Scripture Readings

Examine each of the suggested readings below and select **ONE** from **EACH** category.

1 st Reading Old Testament	Psalm	2 nd Reading New Testament	Gospel Reading
Genesis 1:26-28, 31	Psalm 33:12,18,20-22	Romans 8:31-39	Matthew 5:1-5
Genesis 2: 18-24	Psalm 34:2-9	Romans 12:1-18	Matthew 5:13-16
Genesis 24:48-51, 58-67	Psalm 103:1-2,8,13,17-18	1 Corinthians 6:13-20	Matthew 7:21-29
Tobit 7:9-17	Psalm 112:1-9	1 Corinthians 12:1-13	Matthew 19:3-6
Tobit 8:4b-9	Psalm 128:1-5	Ephesians 5: 2-33	Matthew 22: 35-40
Song of Songs 2: 8-16	Psalm 145: 8-10,15,17-18	Colossians 3:12-17	Mark 10:6-9
Ecclesiastics 26:1-21	Psalm 148:1-4,9-13a,13c-14a	1 John 3: 18-24	John 15: 9-16
Jeremiah 31:31-34		1 John 4:7-12	John 17:20-26
Proverbs 31:10-13, 19-20, 30-31		Revelation 19:1-9	John 2: 1-11

For each reading you selected, do the following:

- Write out the **scripture reference** (the book it is from, chapter, and verses).
- Write a **brief summary** (maximum of 100 words) for each reading.
- Write a one page (250-350 words) **reflection**, describing how all of your selected readings support the ideals of a Christian Catholic marriage.

Part B: Choosing Appropriate Hymns

Use a hymnal to help you choose Church hymns appropriate for a Catholic wedding liturgy. You will need the following:

1. A processional hymn (Opening hymn)
2. Communion Hymn
3. Closing Hymn
4. Postlude (a hymn played while people exit the church building)

Optional: If you want a piece of music sung before the ceremony begins (A prelude) choose this piece also.

Processional Hymn: _____

First Reading: _____

Summary:

Psalm: _____

Summary:

Second Reading: _____

Summary:

Gospel Reading: _____

Summary:

Communion Hymn: _____

Closing Hymn: _____

Postlude: _____



Personal Written Reflection

Write a **one page (250 – 350 words) reflection** explaining how the readings you chose in your wedding liturgy reflect your understanding of what a **Christian marriage** should be. Include an explanation of the **main themes or ideas** expressed in your chosen **scripture passages** and how they **apply to a married couple**. Also include an **explanation of your choice of hymns** (how do the hymns reflect the same ideas or values expressed in the scripture readings you chose?)

Appendix B8

[\(click here to see Unit 5 Lesson 9\)](#)

Signs of Hope: The Life and Vision of Jean Vanier

UNIT #5 **TIME:** one - two 75 minute periods

WHAT STUDENTS WILL DO:

- Students will investigate the vision of Jean Vanier regarding dignity, relationships, and community within the Church.
- Students will grow in understanding about the dignity of the human person.
- Students will deepen understanding of the role of community in the development of the person.
- Students will develop greater awareness of obstacles faced by those with developmental disabilities.
- Students will learn how the actions of “one” can have a powerfully positive impact on “many”.

POSSIBLE EXPECTATION TO LINK:

PF3.1 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]

PF3.2 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]

CM1.1 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]

CM3.3 explore how human dignity rooted in God, leads to turning away from unjust discrimination based on race, creed, sexual orientation, ability, mental health, etc.

PS3.3 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 counsellor, supporter of Development and Peace, etc.) [CCC nos. 897-913]

LEARNING EXPERIENCE

MINDS ON:

Students may complete a series of “thought-bubbles” or a mind-map, about what they recall learning about Jean Vanier at the very beginning of the course. Students might explore and share about why certain aspects of Jean Vanier’s life and experience have stood out for them.

Whole Class Viewing:

Using the L’Arche International website access the L’Arche webseries #AslaM and show students the video entitled “I Am Musa.” :

<https://www.youtube.com/watch?v=kL75g7fAJ80>

https://www.larche.org/en_US/web-series

Whole Class Response:

Lead students in responding to the video clip using the following questions and a “quick write” or “quick draw” activity protocol :

(<https://www.uticaschools.org/site/handlers/filedownload.ashx?moduleinstanceid=273&dataid=292&FileName=Quick-writing%20or%20Quick-drawing%20Activity%20Protocol-1.pdf>)

What is the significance of the title #AslaM?

Why did Musa’s parents discard him at birth?

What are your thoughts on disability and ability before and after watching the video?

What is Musa’s ability? What is Musa’s disability?

What does Musa say about the value of life/dignity of life?

What did the speaker mean when he said “If Musa has a disability, his disability is having abnormal joy”?

ACTIVITY:

Whole Class Reading and Response:

Lead class in a biographical reading on Jean Vanier using either of these articles (or other sources) – continue “quick write” or “quick draw” protocol:

http://www.larche.ca:8080/en_CA/jean-vanier/biography

<http://www.learnalberta.ca/content/ssjv/jeanVanierStory.html>

Full Class Viewing:

Provide students with a guided viewing of the video “Seeing God in Others”, in which students will offer a summary paragraph of what they learned:

<http://www.jean-vanier.org/en/media/videos>

(Note: This video is housed on the official Jean Vanier website - <http://www.jean-vanier.org/en/home> There are many similar videos available to be used at this site).

Whole Class Independent Activity:

Students may alternatively complete an organizer (**Worksheet A**) based on the biographical reading and the video.

Whole Class Sharing:

Following the completion of the video(s) students may want the opportunity to share their initial reaction to Vanier’s transformative work (think/pair/share).

A possible lead-in to deepen the dialogue might be to read or display a quote we hear from Jean Vanier during “Seeing God in Others.” Here is one suggestion: Jean Vanier reflects on his time with Raphael and Philippe....

“I began by thinking I was going to teach them something [because of their disability] and suddenly I discovered that they were teaching me quite a bit.”

Students may contribute to a large group discussion (talking stick discussion protocol) regarding their thoughts on “the meaning of the quote for our daily lives”.

CONSOLIDATION – Part A:

Small Group Activity:

Think-pair-share-write:

Display or provide students with the series of Jean Vanier quotes provided (**Worksheet B**). In pairs, ask students to read the quotes and share with one another their thoughts and impressions on the meaning of the quotes, and their impressions of Jean Vanier.

Then, ask students to select ONE quote that “spoke to them” most and use it (individually) to complete the “**Transformative Words**” graphic organizer (**Worksheet C**).

To use **Worksheet C**, each student should choose an *anchor quote* for the middle of the graphic organizer, and then explore how Vanier’s words promote “belonging and inclusivity and dignity” in the student’s experience of family, school, community and society at large (i.e. How could Vanier’s words transform these areas, if lived out?).

Independent Display:

The Transformative Words graphic organizers may be posted around the classroom. Students, at a later time (e.g., following the presentation of Rich Culminating Performance Tasks), may revisit these reflections and indicate (e.g. students share in large group discussion – talking stick discussion protocol), if and how they would add to their reflection, given more time to consider their reflections.

CONSOLIDATION – Part B:

Independent Creative Writing

Ask students to spend some time looking at the symbol of the L'Arche community (**Worksheet D**). Use these guiding questions to facilitate a written reflection (e.g., brief paragraphs responses for each question).

1. Identity what you think the symbol means?
2. Where do you see yourself in this symbol?
3. Are you in the boat or waiting to board? Explain.
4. What are the types of communities that you are part of? Give some details.
5. Have you ever experienced being left out of a community, and what was that like?
6. Have you ever welcomed someone into a community, and what was that like?

Possible extensions for this activity include the following:

Have students draw the L'Arche symbol or an ark, or they can select a symbol they believe best represents the work of L'Arche.

Within the symbol (for example on the planks of the ark) have students list several words (or ways or ideas) that they think 'capture' the inclusive ideas of Jean Vanier and L'Arche. Post these creative efforts around the classroom and have students share their thoughts (perhaps as part of a Gallery Walk: <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>)

Students may also create a list of questions about L'Arche and spend time researching this organization (Who/What/Where/When/Why/How). Students can present these findings to their classmates (inside/outside circle discussion protocol).

Using popsicle sticks, the whole class might create a L'Arche "Ark", perhaps in connection or in preparation for a liturgical season or a school Catholicity theme (e.g., displayed in the foyer, chapel, or library). Each student can, hopefully inspired by Jean Vanier and L'Arche, write something about "a way they want to transform society into a more caring community" on each 'plank' of the boat (i.e. popsicle stick). This three dimensional visual artefact can be completed using a variety of mediums and materials.

Finally, students might also discuss (talking stick discussion protocol), after a class reading of Genesis Chapters 6-9 (using the Action Bible or Word of Promise audio Bible), "how Noah's covenant and journey with his family and God is not just a good symbol for L'Arche but for our own journey/camino with our immediate families, and the family of the Church".

Worksheet A

Who is Jean Vanier?

Where was Jean Vanier born and where does he live now?

What are some things that Jean Vanier did to make a difference?



When did Jean Vanier begin L'Arche?



Why do you think Jean Vanier named his home L'Arche?

Worksheet B

Transformative Words from Jean Vanier

"The weak teach the strong to accept and integrate the weakness and brokenness of their own lives."

"I am struck by how sharing our weakness and difficulties is more nourishing to others than sharing our qualities and successes."

"Every child, every person needs to know that they are a source of joy ... needs to be celebrated."

"We are not called by God to do extraordinary things, but to do ordinary things with extraordinary love."

"I once visited a psychiatric hospital that was a kind of warehouse of human misery. Hundreds of children with severe disabilities were lying, neglected, on their cots. There was a deadly silence. Not one of them was crying. When they realize that nobody cares, that nobody will answer them, children no longer cry. It takes too much energy. We cry out only when there is hope that someone may hear us."

"Growth begins when we begin to accept our own weakness."

"Community is a sign that love is possible in a materialistic world where people so often either ignore or fight each other. It is a sign that we don't need a lot of money to be happy--in fact, the opposite."

"Jesus is the starving, the parched, the prisoner, the stranger, the naked, the sick, the dying. Jesus is the oppressed, the poor. To live with Jesus is to live with the poor. To live with the poor is to live with Jesus."

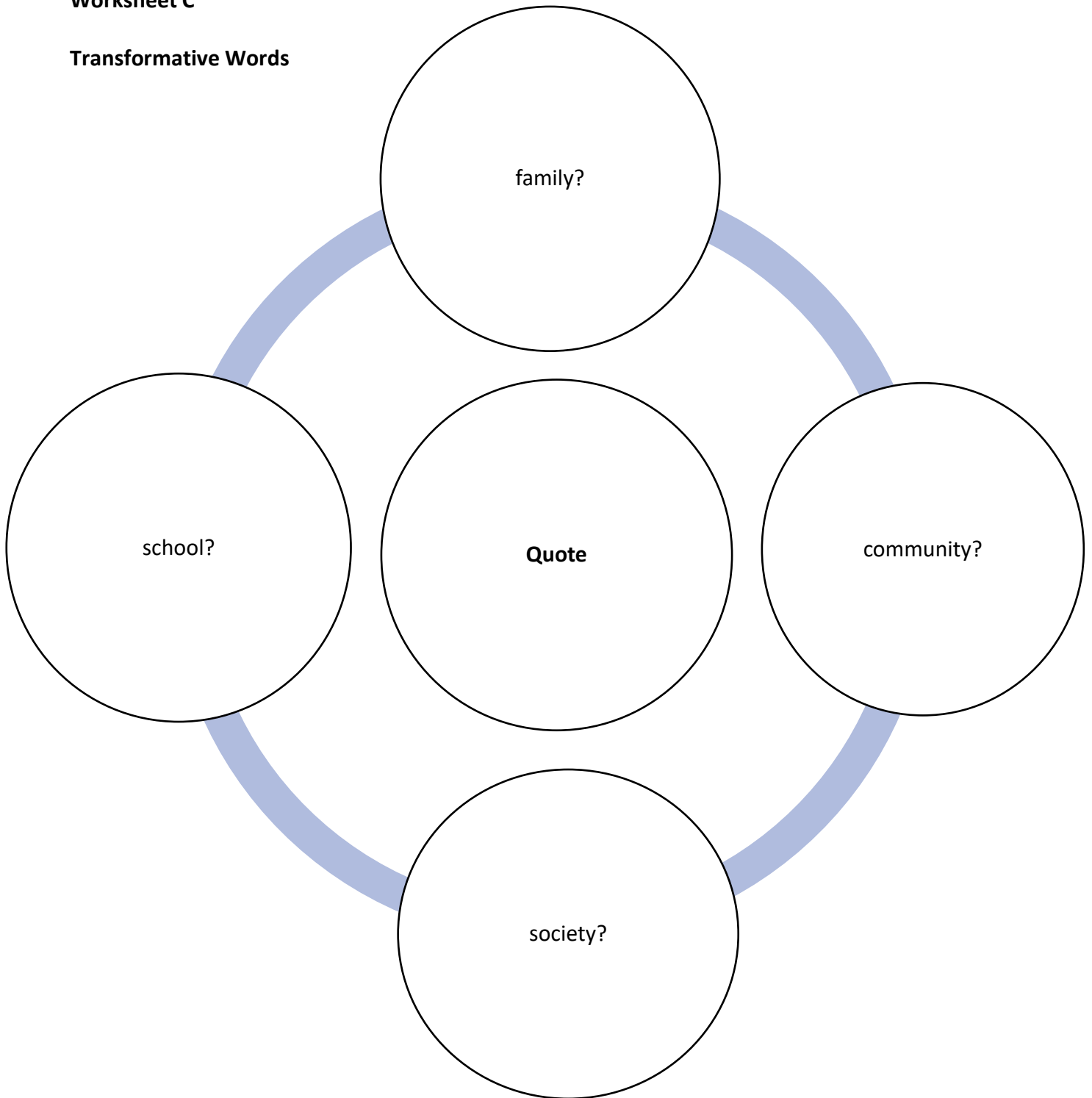
There is so much division in our world between those who are powerful and rich and those who have nothing.

You can meet people who are more fragile, who are different, and who are being excluded from society.

Each of us have amazing abilities to move from "I Want" to "We Want."

Worksheet C

Transformative Words



Worksheet D



Appendix E: Learning Skills Mini-Lessons

LEARNING SKILLS MINI-LESSON IDEAS

FOR STUDENTS IN RELIGIOUS EDUCATION, USING SOCIAL MEDIA:

TEACHER NOTES:

- The following Learning Skills “mini-lessons” are at least for selected students who could benefit from further learning skills development, and are rooted in use of social media resources, so that students might have easy access to the links, as they need.
- The following three learning skills, chosen as a focus for student success, are organized as 6 *half hour* sessions in 3 weeks: Initiative, Independent Work, and Organization
- Note that these three learning skills connect to the Research and Inquiry Overall Expectations for the new policy document (e.g., *In the “exploring” expectation, initiative is needed – “formulate questions to guide research”; in the “investigating” expectation, organization is needed – “create research plans”; in the “processing information” expectation, independent work is needed – “synthesize information and connections gathered”*)
- Note also that evaluating learning skills is discussed in the front matter of the new policy document (p.32)
- Graphic Organizers mentioned below will be attached at the end of this document, for easy printing for students (for their notebooks).

Week 1 LEARNING SKILL #1: INITIATIVE *(two 1/2 hour sessions)*

MATERIALS: Internet/ Activ Board/ double-sided “book” graphic organizer/ “two fingers” graphic organizer

THEME 1: The power of believing you can improve *(first ½ hour session) – the power of “yet”*

MINDS ON: Students will verbally share if they believe they can improve in their learning skills, and what may prevent them from really believing they can improve (large group discussion).

ACTIVITY DESCRIPTION: Students will listen to a 10 minute TED talk by Carol Dweck regarding Growth Mindset, particularly “believing that one can improve”. With the “book” graphic organizer (*see the end of this document*), students will make bullet points about what they liked most about the video (e.g., key insights they gained):

TASK: students jot down key insights on the “book” graphic organizer about the “power of yet”, as it applies to their experience at school, from the following video:

[https://www.ted.com/talks/carol dweck the power of believing that you can improve?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en)

CONSOLIDATION: *Students will jot down on the back of the “book” graphic organizer a brief reflection on how they hope the insights they gained from Carol Dweck will improve their motivation and initiative in classes. Sharing their reflections in a group discussion may be encouraged.*

THEME 2: Active vs. Passive Studying (second ½ hour session) – *tips to get engaged in class*

MINDS ON: Students will verbally share if and why they struggle with getting engaged in class, and express what they think they can do to become more engaged.

ACTIVITY DESCRIPTION: *Students will watch a brief YouTube clip on Active Studying vs. Passive Studying, and make jot notes in the “two finger” graphic organizer about the two most important insights they gained from the video:*

TASK: students jot down their top two insights in the “two finger” graphic organizer from the following 6 minute video that encourages “active studying”:

<https://www.youtube.com/watch?v=YRx4nhIP034>

CONSOLIDATION: *Students share with each other (large group discussion) the top two insights they gained from the video, and indicate how they plan to use these top two insights during the coming week of classes. Students will memorize these two tips, before they end the session.*

Week 2 LEARNING SKILL #2: INDEPENDENT WORK

(two 1/2 hour sessions)

MATERIALS: *Internet/ Activ Board/ double-sided “bubble sheet” graphic organizer (sheet with several circles on each side for making jot notes – see end of this document for a single side “bubble sheet” that can be photocopied as a double-sided sheet)/ pie chart graphic organizer (see end of this document for the template)*

THEME 1: Procrastination and integrity

(first ½ hour session) – 7 tools to overcome procrastination

MINDS ON: Students will verbally share why procrastination needs to be overcome by students (large group discussion), especially for preparation for tests, and for research and inquiry projects. Students will verbally share if they think procrastination is related to “integrity: *doing the right thing when nobody is watching*”. Students also will share how they have enacted their “top two” active studying techniques from last week.

ACTIVITY DESCRIPTION: Students will watch 3 brief YouTube clips on procrastination, and make jot notes (on “bubble” sheet – see end of this document for the template) to help them later as they practise using techniques during the week (hopefully reporting back to the group the following week about how things went – showing evidence of using an “overcoming procrastination” technique well):

TASK: students make summary notes about the 7 techniques mentioned in the videos, summarizing with points in the 7 bubbles on the FRONT page of the bubble sheet graphic organizer (use a double-sided “bubble sheet” or two “bubble sheets”):

- a) ~4 minute video
3 techniques: <https://www.youtube.com/watch?v=VA8D1cGW5Qk>
- b) ~4 minute video
1 technique --- the “3...2...1” technique: <https://www.youtube.com/watch?v=vOQCsc02xus>
- c) ~7 minute video
3 techniques: <https://www.youtube.com/watch?v=bZxs1PKqYTU>

CONSOLIDATION: On the BACK of the sheet students will write down, as a TITLE at the top of the page, which technique they will use this week for their courses; using the remaining 7 “bubbles”, students will label each bubble with a day of the upcoming week, leaving space in the bubbles to give details about how they avoided procrastination on that day (to be recorded daily), using the selected technique (students will report back next week about how things went, likely showing the teacher their completed bubble sheet graphic organizer)

THEME 2: Test Preparation

(second ½ hour session) – ways to prepare for tests

MINDS ON: Students will verbally share (large group discussion) how they prepare for tests currently, and what they find difficult in preparing for tests. Students will also share how improvements regarding procrastination were made (sharing progress from the previous week).

ACTIVITY DESCRIPTION: Students will watch 2 brief YouTube clips on test preparation, jotting key points into the pie chart graphic organizer.

TASK: Students will jot key points about test preparation into the pie chart graphic organizer, after which they will circle the technique(s) they intend to use for their next test.

- a) ~4 minute video: test preparation – 2 key points for pie chart
<https://www.youtube.com/watch?v=SCp3OFRod1g>
- b) ~9 minute video: studying with *flash cards* – fill in remainder of pie chart
<https://www.youtube.com/watch?v=mzCEJVtED0U>

CONSOLIDATION: *Students will jot down on the back of the pie chart graphic organizer a brief reflection on why they like a particular test preparation tip (of their choice). Students will then assess and jot down and share (group discussion) how tips from their pie chart might change/improve future results for tests and assignments.*

Week 3 LEARNING SKILL #3: ORGANIZATION *(two 1/2 hour sessions)*

MATERIALS: Internet/ Activ Board/ double-sided “bubble sheet” graphic organizer (sheet with several circles on each side for making jot notes)/ pie chart graphic organizer

THEME 1: Making a Study Guide *(first ½ hour session) – getting organized, to be ready for evaluations*

MINDS ON: Students will verbally share how they currently organize their notebooks (and possibly study guides) when preparing for evaluations. Students will also discuss how organized notes can be beneficial for preparing good study guides for tests. *Students will also share how improvements regarding procrastination and test preparation were made (sharing progress from the previous weeks). More generally, students will also share how the tips they have gained from the course thus far have helped them in their classes.*

ACTIVITY DESCRIPTION: Students will watch a brief YouTube clips on preparing a study guide, and make their own jot notes on lined paper (in some organized way that works for the student) to help them later as they practice using techniques during the week (reporting back to the group the following week about how things went – showing evidence of using a “making a study guide” technique well):

TASK: students jot down their top insights from the following 15 minute video, in an organized way (e.g., perhaps using title/sub-title/highlights/etc.):

<https://www.youtube.com/watch?v=IMa4H99blms>

CONSOLIDATION: *Students will Google “study guide templates” during the week, and bring the guide format that works best for them to the next session, prepared to share why they selected that template, and how they intend to use it.*

THEME 2: How to Remember what you Read *(second ½ hour session) – getting organized, and the S.I.N.G. technique & Time Management*

PART A)

MINDS ON: Students will verbally share how they currently try to remember what they read. *Students will also share their “Googled” study guide template (from last week) and indicate how they plan to use it. More generally, students will also share how the tips they have gained from the course thus far have helped them in their classes.*

ACTIVITY DESCRIPTION: Students will watch a brief YouTube clips on remembering what they read, and make four boxes on a blank piece of paper, with each box reserved for their explanation of the acronym S.I.N.G., as discussed in the video. Outside of the boxes, students may make bullet points on other parts of the video they find to be helpful.

TASK: students jot down their insights from the following 3 minute video (as per activity description), followed by a large group discussion about how effective they think the S.I.N.G. technique might be for them:

<https://www.youtube.com/watch?v=aVrGNn6lBu4>

CONSOLIDATION: *Students will memorize and share the meaning of the acronym S.I.N.G. (large group discussion)*

PART B)

MINDS ON: Students will verbally share how they schedule their week to be successful in school (e.g., How many hours per week are reserved for review/study of school work? Sleep? Video games? T.V.? Exercise? Socializing?)

ACTIVITY DESCRIPTION: Students will make a list of activities they regularly do each week, and calculate how many hours per week they give to those activities (e.g., studying, class time, Church attendance, sports, socializing, eating, sleeping, video games, etc.)

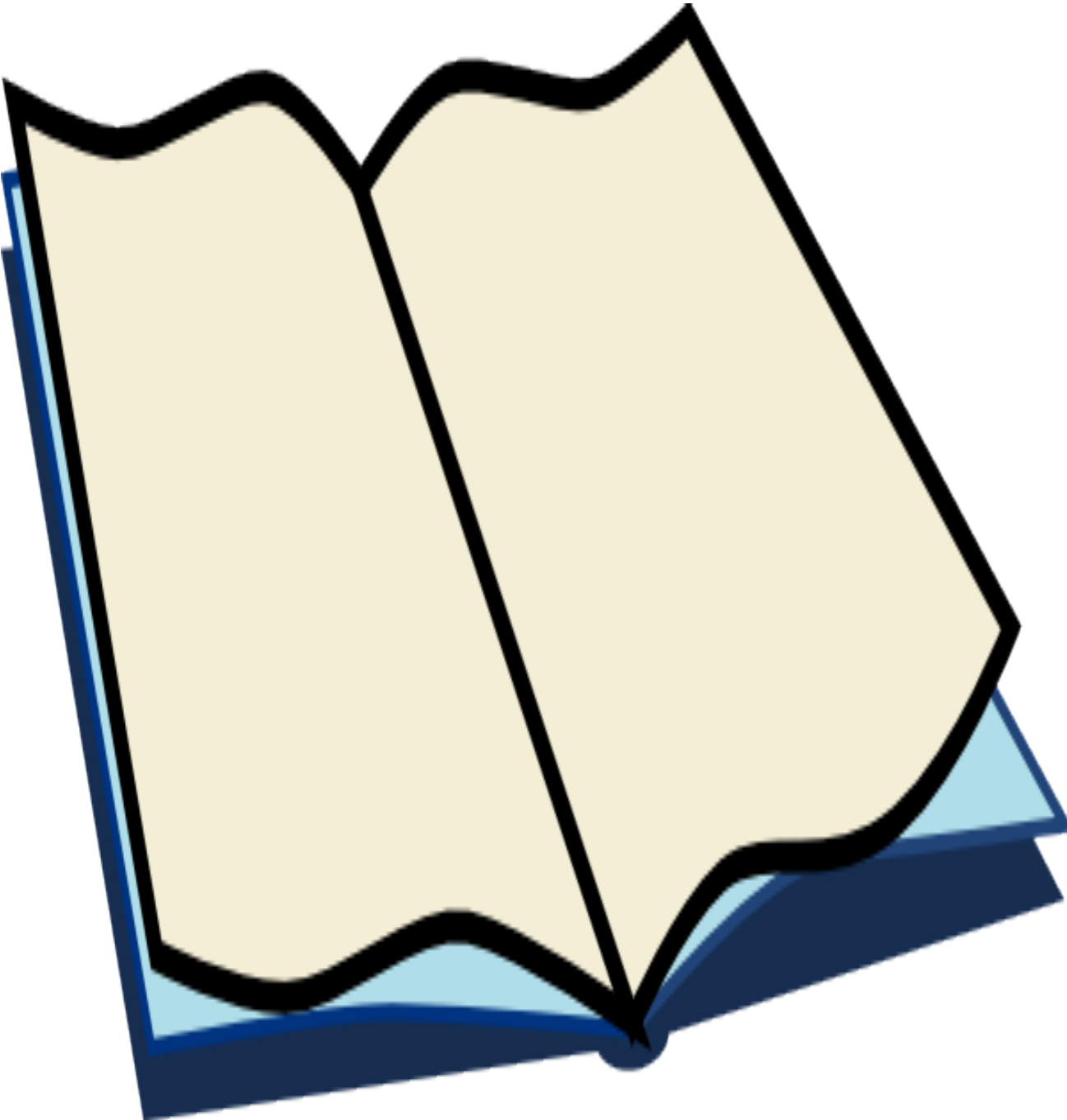
TASK: students jot down their insights from the following 4 minute video (as per activity description), followed by a large group discussion about how effective they think the weekly schedule technique might be (e.g., is it better to do a monthly schedule?)

https://www.youtube.com/watch?v=cncUeq6m_Kw

CONSOLIDATION: *Students will use the attached weekly schedule template to organize their week, giving due attention to school tasks preparation, sleep, etc.; this schedule might be brought back to the teacher at a later time, or completed before the session is over.*

**** SEE BELOW FOR GRAPHIC ORGANIZERS/TEMPLATES**

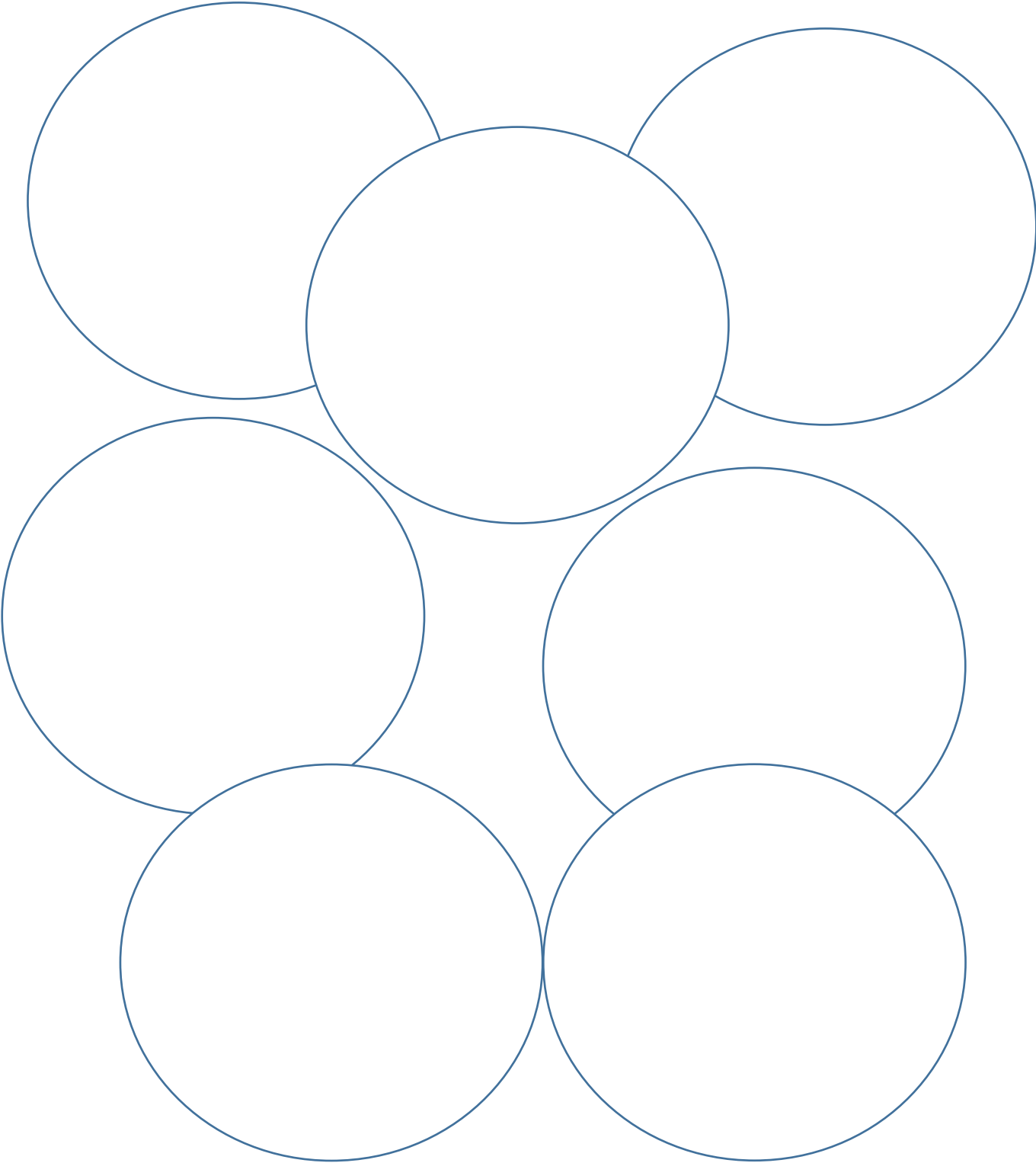
Initiative - Week 1/Theme 1 - "Book" Graphic Organizer



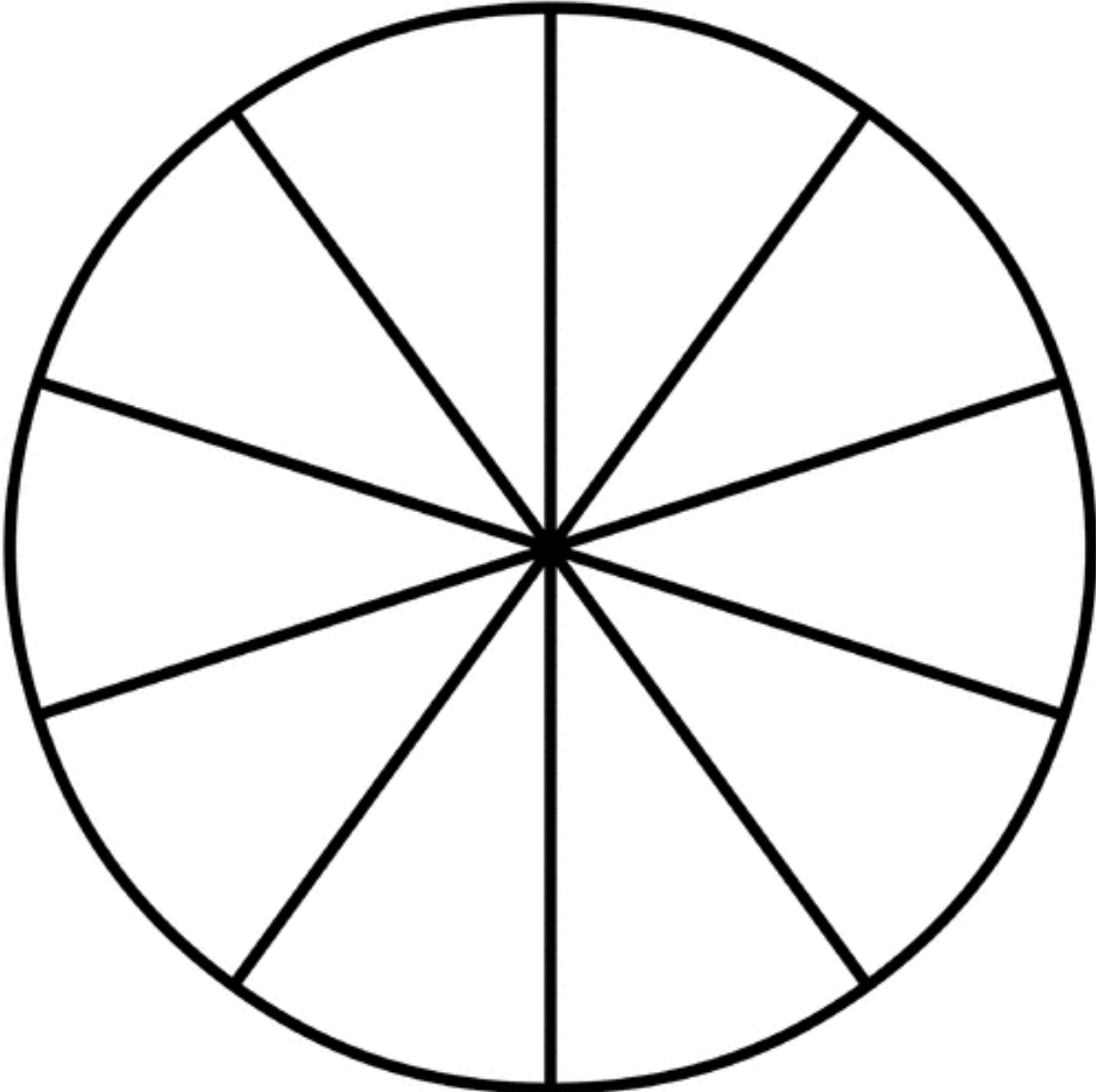
Initiative - Week 1/Theme 2 - "Two Finger" Graphic Organizer



Independent Work - Week 2/Theme 1 – “Bubble Sheet” Graphic Organizer



Independent Work - Week 2/Theme 2 – “Pie Chart” Graphic Organizer



Organization - Week 3/Theme 2 Part B – “Weekly Schedule Template”

<i>Weekly Calendar</i>							
	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							

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