

Catholic District School Board Writing Partnership

Religious Education

Course Profile Church and Culture

Grade 12

Open

HRE40

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2002

Acknowledgments

Catholic District School Board Writing Team – Church and Culture – Open

Lead Board

Toronto Catholic District School Board

Project Manager

Ralph Peter

Writing Team

Lead Writer – Michael Way Skinner, York Catholic District School Board

Joseph Hum, York Catholic District School Board

Ann Moynihan, Toronto Catholic District School Board

Carla Pires, York Catholic District School Board

Mr. F. Walsh and Religion Department at St. Elizabeth CHS, Thornhill, Ontario who have developed a comprehensive Christian Service Portfolio.

The writers of the Grade 12, Open Religious Education Catholic Course Profile wish to acknowledge the guidance of all those who have help in the reviewing and editing process of this document:

Internal Reviewers

Bishop Richard Grecco, Auxiliary Bishop of London

Les Miller, York Catholic District School Board

Proofreader

Mr. Mark Hubbard, York Catholic District School Board

We would also like to extend thanks to Sr. Joan Cronin and the Institute for Catholic Education for their assistance and support.

Course Overview

Church and Culture, HRE40, Grade 12, Open

Policy Document: *The Ontario Curriculum, Grades 9 to 12, Religious Education, 1999.*

Prerequisite: None

Course Description

This course assists students in their development of the skills and knowledge necessary to live lives of full maturity. Within the Catholic faith tradition it is believed that this growth towards human maturity is best served when students are able to define themselves authentically in relation to their God, to other people and to their world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships, and sexuality.

Students will demonstrate a knowledge of the prophetic tradition in Scripture, become familiar with the social teachings of the Catholic Church, explore contemporary notions of spirituality and prayer, and recognize the importance, power and potential of the human person in relation to morality and personal choices concerning future life paths.

This course enables students to explore the moral principles of the Church and how these principles relate to them as individuals, and to contemporary culture as a whole. Students explore the role played by the Christian Scriptures, prayer, ritual, and the sacraments as they discern and live out their Christian vocation in their lives. This course also introduces students to skills used in researching and investigating contemporary moral issues and the guiding principles and teachings of the Roman Catholic Church.

Consideration of Ontario Catholic School Graduate Expectations

A fundamental premise of this course is that students are becoming discerning believers who are being formed in the Catholic faith tradition, intent on participating in the transformation of society. This course is rooted in the understanding that students operate from their spirituality, and yearn to deepen it. As a result, this course encourages students to articulate Catholic beliefs, and to continue their life journey as reflective, creative thinkers. By raising important questions about their faith and how it relates to the contemporary culture in which they live, students come to a deeper understanding of their relationship with God and with neighbour, and of their vocation as Christians in the modern world. Students are called to be caring family members and responsible global citizens. This means they are called to respect the teachings of the Catholic Church, and are active and full participants in the Parish community. It means that they are called to recognize the importance of spiritual life and what it means to be human beings created to bring about the reign of God.

Course Notes

The Religious Education Grade 12 Open Church and Culture course provides the foundation for the understanding of themselves, Scripture, Church doctrine, and the relationship of the Church to contemporary culture, as well as the impact this has on their daily lives as they live their vocation as Catholic Christians. This Course Profile supposes a basic understanding of the Catholic faith tradition. The goal of the program is to further develop theological literacy around five strands from the Institute for Catholic Education's *Ontario Catholic Secondary Curriculum Religious Education, 1999 policy document*: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, and Family Life Education. Students are challenged to relate these to their formation as discerning believers and their call to be builders of a just society. The course emphasizes the role and call of each person to cooperate with God in transforming and challenging the world through fidelity to self, Church, and community. The course offers students an opportunity to discover and reflect on their continual role as kingdom builders on both an interpersonal (family, school, Church, and community) and global level.

The aim is to enable students to deepen their appreciation of the inspirational role of prayer and the sacramental life of the Church in their life long commitments, as well as their call to be faithful to the teachings of the Church. The goal is to assist students as they gain knowledge of the Catholic Christian call to justice. Part of this goal is encouraging them to develop thinking and inquiry skills and foster their ability to articulate the message of Christ and the Church. It is hoped that this course can be part of the formation of their ability to apply these principles in their daily lives. With the understanding that this course is a culmination of the high school religious education curriculum, the foundational commitment is to make explicit the Catholic Graduate Expectations in order to develop in students the understanding that they are called and commissioned to be Christ in the world. It is important to keep the learner in mind throughout the delivery of this course. The writers acknowledge that this course is intended for students in the Catholic school system not pursuing postsecondary education, but seeking placement in the workforce. As a result, it is important to keep in mind the need for practical or “hands-on” activities, which encourage application to everyday life, above and beyond theoretical analysis.

This course profile mandated for Catholic secondary schools meets the required expectations presented in the *Ontario Catholic Secondary Curriculum Religious Education* policy document from the Institute for Catholic Education.

The culminating activity for the course is intended to be a presentation of a Christian service portfolio. The measure of any learning is the degree to which it affects change. For Religious Education, growth in theological knowledge and understanding should result in the practice of Christian living within the community. For this reason students are required to complete a minimum of 10 hours of Christian Service concurrent with the program of study. These Christian service hours may be used to fulfill part of the Ministry of Education’s mandated forty hours of community service. As students complete their Christian service hours, the course provides the opportunity for them to make vital connections between what they are doing and what they are learning. Students offer a presentation either to the class, to the school, and/or to the parent community. Students complete information items as outlined in the culminating activity of each unit and store them in either the personal portfolios or a class portfolio. In the final activity of the course, students construct a portfolio connecting each of the Catholic Graduate Expectations with specific tasks performed in the Christian service component. The portfolio is used to integrate who they are with Gospel values, the Catholic Graduate Expectations and the guiding principles and teachings of the Catholic Church.

In today’s technological environment, individuals must make moral and ethical decisions that seek to use technology constructively and in the service of humanity. Teachers should take every opportunity possible to encourage the use of Internet, CD-ROM, video, tape-recorded media, and television in the collection and dissemination of information. It is important that teachers instruct students in the appropriate, moral use of the Internet and that they ensure that board/school policies concerning the use of the Internet are upheld. The teacher should be familiar with Section 3.2, “Role of Technology” in *The Ontario Catholic Secondary Curriculum Religious Education* policy document.

Reflecting on one’s life can affect positive growth. Students are required to keep a reflection journal as part of the Christian Service Portfolio and to use it frequently to respond to new learning. This journal not only traces reactions to encounters with the Catholic Christian response to contemporary culture, but also is a place to make meaningful connections while integrating the Catholic Graduate Expectations with the various learning activities.

Prayer and celebration are not only central to any Religious Education course, they are invaluable in maintaining our vision and sense of mission as discerning believers. Each student is encouraged to learn the role and value of prayer and is given opportunities to pray. Students are required to lead prayer regularly and to plan and participate in liturgical celebrations. Since the focus of this course is the development of a sense of Christian vocation, liturgies take on a specific role in enhancing students’ understanding of the material and experiences that are part of the program.

The teacher needs to be attentive to, and respectful of, the individual life experiences of each of their students. The student population of any given school community includes individuals from different socio-economic, political, cultural, and religious backgrounds; each bearing their own biases and value systems. By the very nature of this course, students are encouraged to look at the value systems surrounding them, and to use Catholic Christian principles in order to analyse biases and values with an informed conscience and a critical eye. In the process, students should be challenged, not diminished or chastised for the views that they and their families hold to be true.

The teacher needs to be aware that the teaching of Church and Culture in Catholic schools is a response to the Vatican II Document, *Gaudium et Spes* (Pastoral Constitution on the Church in the Modern World), which states that humanity:

“...stricken with wonder at its own discoveries and its power, it often raises anxious questions about the current trend of the world, about the place and role of [humanity] in the universe, about the meaning of its individual and collective strivings, and about the ultimate destiny of reality and of humanity... The council brings to [hu]mankind light kindled from the Gospel, and puts at its disposal those saving resources which the Church herself, under the guidance of the Holy Spirit, receives from her Founder. For the human person deserves to be preserved, human society deserves to be renewed. Hence the focal point of our total presentation will be [humanity itself], whole and entire, body and soul, heart and conscience, mind and will...”

Further, this course in some sense is an attempt to live in solidarity with the words of the Holy Father, Pope John Paul II, in his Jubilee address to the young people at a World Youth Day celebration, when he called them (and us) to say:

No to the Culture of Death, Yes to the Culture of Life
No, to selfishness; No, to injustice;
No, to pleasure without moral rules;
No, to despair; No, to hatred and violence;
No, to ways without God; No, to irresponsibility and mediocrity.
Yes, to God, to Jesus Christ, to the Church;
Yes, to the effort to elevate people and lead them to God;
Yes, to justice, to love, and to peace;
Yes, to solidarity with everyone, especially the most needy;
Yes, to home;
Yes, to your duty to build a better society.

- Pope John Paul II

This is a fundamental principle of the course. It is the writers' hope that young people can be assisted in their development of a strong voice saying “No!” to all that harms or causes death, and “Yes!” to all that brings freedom and life.

In the development of this Course Profile, the study of Church and Culture is approached from a perspective rooted in Scripture and the Church's social and moral teaching. This Course Profile is constructed so as to facilitate students' exploration of identity, their relationship to Church teachings, prayer and sacramental life, and the role to which they are called in their relationships and in contemporary society. The Course Profile begins with an examination of identity and what it means to be a human being of faith in the modern world. Students begin with an exploration of who they are, and reflect on the impact high school has had on their development of a sense of self. Unit 1 continues the development of an understanding of Christian anthropology and the related themes of human free will and personal responsibilities within communities.

In the units that follow, students explore their duty and vocation as Catholic Christians. They explore these themes as expressed through the moral and social teachings of the Catholic Church, the Scriptural basis for their understanding of themselves as co-creators, and the essential place of prayer and the sacramental life of the Church in maintaining their life commitments. These are studied in order to assist students as they consider the direction they will take as they seek to live their vocation of service. Units are arranged in response to questions that integrate and foster awareness of connections between who they are and what they are called to do in the world. The concluding activities of each unit facilitate an understanding of the connection between faith and practice with particular emphasis on the Christian service portfolio.

Units: Titles and Time

* Unit 1	Who, Us?	20 hours
Unit 2	Why Us?	25 hours
Unit 3	What Can We Do?	25 hours
Unit 4	How Do We Do That?	15 hours
Unit 5	Where Do We Go From Here?	25 hours

* This unit is fully developed in this Course Profile.

Unit Overview Charts

Unit 1: Who, Us?

Time: 20 hours

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1. Who are we?	ICE - SC3.04, PFV3.05, FLP1.01, FLE1.02, CGE 1d, i, 4a, g, 5e	Knowledge/ Understanding Communication Application	An exploration of identity, with particular attention paid to the students' physical, intellectual, emotional, spiritual, and social development Discussion of the goals or expectations of Religious Education curriculum from Grades 9 to 11 Community building activity (Volley Ball Activity) to encourage cooperation in the classroom Inventories and assessment tools to determine personality traits, gifts, abilities, and current interests Application of personality traits assessment results to choice of Christian service placement
2. What does it mean to be human?	ICE - PFV3.05, FLP1.01, CMV1.01, CMV1.03 CMV2.02, CMV3.01, CMV4.01 CGE 1a, g, i, j, 2a, c, 3a, b, c, e, f, 5e, 7a, c, d	Knowledge/ Understanding Communication	Review of the basic concepts about what it means to be human including: knowing our dignity, the quest for meaning in our lives, free will, and Christian anthropology rooted in the understanding that Jesus is God in the flesh

Cluster	Learning Expectations	Assessment Categories	Focus
3. Being Christian ...Being Church	ICE - CMV2.02, CMV3.02, CMV4.01, CMV4.02, CMV4.06, FLP1.01, SC2.05, SC4.01 CGE 1a, c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Review of what it means to be a person of faith, rooted in the Catholic Christian tradition, and one's vocation in contemporary society Examination of what it means to be Church, and exploration of the four marks of Church (One, Holy, Catholic, and Apostolic) Introduction of the Catholic Graduate Expectations and Christian service portfolio Exploration of models of faith development in human beings
4. Called to Serve	ICE - SC3.02, PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07, FLP2.01 CGE 1d, g, i, 5c, d, e, 7j	Knowledge Understanding Communication Application	Defining service as an application of Christian values in our relationships and the larger community Analysis of opportunities for service in the local community and skills needed to negotiate placement or to organize a Christian service project

Unit 2: Why Us?

Time: 25 hours

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1. Cooperating in God's Creation	ICE - SC1.01, SC1.02, SC2.01, SC3.01, PFV2.01, PFV2.02, CMV1.03, CMV2.01, CMV3.01, CMV3.03, CMV3.04 FLP2.01, CGE 1a, c, f, j	Knowledge/ Understanding Thinking/ Inquiry Communication	Survey of the biblical roots of the Christian understanding of stewardship, co-creation, and social responsibility and the challenges they present to contemporary society
2. Being a Prophet	ICE - PSL3.01, SC1.03, SC2.03, SC3.03, SC3.05, SC3.06, SC4.01, SC4.02, SC4.03, SC4.04, CMV1.02, PFV1.07, FV1.06, FV1.07, FV1.06 CGE 1c, d, h, i, 2a, 3a, 5a, 7e	Knowledge/ Understanding Thinking/ Inquiry	Survey of the biblical roots of prophecy and the prophetic mission of all believers in the past and in the context of modern society
3. Being Free and Responsible	ICE - SC2.02, SC3.02, CMV1.05, CMV2.05, CMV3.03, FLE1.01, FLP2.01, FLP3.03, CGE 1a, c, d, 4a, e, g, 5b, c, e, 7b	Thinking/ Inquiry Communication	Exploration of the Exodus story and the Life of Christ, as invitations to freedom with responsibility, and to struggle for liberation from oppression in all forms

Cluster	Learning Expectations	Assessment Categories	Focus
4. Being of Service	ICE - SC3.02, PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, FLP2.01, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07 CGE 1d, e, g, i, 3a, b, c, d, e, 4a, c, f, g, 5b, c, d, e, 6e, 7d, e, j	Application	Reflection on the previous topics as they apply to the Christian service portfolio and the Catholic Graduation Expectations

Unit 3: What Can We Do?

Time: 25 hours

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1. Principles of Catholic Christian Morality	ICE – PFV1.02, PFV2.06, PFV2.07, PFV2.08, CMV1.04, CMV1.06, CMV1.07, CMV2.04, CMV2.05, CMV2.06, CMV3.02, CMV3.03, CMV4.06, FLE1.01, FLP1.03, SC1.03, SC3.02, SC3.06 CGE 1c, d, e, I, j, 3a, b, c, d, f, 4a, 5a, 7a, d	Knowledge/ Understanding Communication	Introduction to the basic principles and terminology underlying Catholic Christian morality Exploration of the topics of conscience and conscience formation
2. Moral Decision-Making	ICE – PFV4.02, CMV1.04, CMV1.05, CMV2.04, CMV2.05, CMV3.02, FLE1.02, FLE1.11 CGE 1g, i, 3c, d, 5a, 7a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Analysis of effective decision-making models as part of a balanced and holistic approach to daily life and relationships Consideration of theories of moral development.
3. The Contemporary Context	ICE – CMV4.07, CMV4.06, CMV4.03, CMV4.05, CMV1.09, CMV1.10, CMV2.03, CMV2.07, PFV1.01, PFV1.03, PFV1.04, PFV1.07, PFV2.03, PFV2.04, PFV2.05, PFV2.09, PFV3.01, PFV4.01, PFV4.03, PFV4.05, SC1.03, SC3.02, SC4.04, FLE1.04, FLE1.07, FLE1.08, FLE1.09, FLP3.02, FLS1.01, FLS1.02, FLS2.03, PFV2.10, PFV3.03, CMV1.08, CMV1.11, CMV2.08, CMV2.09, CMV3.05, CMV4.04, CMV4.08 CGE 1j, 3a	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Exploration of the key moral issues and dilemmas faced in contemporary society using the teachings of the Catholic Church as both a basis for exploration of the dilemma and a response to the dilemma

Cluster	Learning Expectations	Assessment Categories	Focus
4. Being an Advocate	ICE – FLS2.03, SC3.02, PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07, FLP2.01 CGE 1d, i, 2a, c, 3c, 4b, 5a, 7j	Application	Application of the principles of Catholic moral teaching to specific issues arising in the Christian service placement Models of advocacy introduced to students

Unit 4: How Do We Do That?

Time: 15 hours

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1. Prayer, Ritual and Symbol	ICE - FLE1.03, FLP1.02, FLP3.01, PSL3.01 CGE 1f, g, i, 3c, e, 4a, g, 6d, 7d, j	Thinking/ Inquiry	Exploration of the need for personal time and space, and the role prayer, ritual, and meditation can play in developing a balanced spirituality Review of the role and power of symbols. Particular attention is paid to contemporary symbols and their negative and positive effects on us as people Presentation of Christian symbols as an expression of Christ-centred values and Christian culture
2. Sacraments	ICE - PFV2.11, PSL1.01 CGE 1b, f, i, 4a, g, 6c	Knowledge/ Understanding Application	Presentation of the sacramental life of the Catholic Church as expressions of communal support and celebration as we grow in our faith and understanding of our vocation
3. Being Community	ICE - SC2.05, SC4.05, SC4.06, PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07, FLP2.01 CGE 1b, f, 2a, c, 4c, 5a, f, 7d		Analysis of the role of community in helping us maintain our fidelity to our call as Christians Survey of the main historical points in the development of the Christian community from the early Church to the modern era Reflection on the role of family, friends, and the larger community in our mission Development of a prayer service that expresses the needs and reflections associated with the Christian service placement and advocacy

Unit 5: Where Do We Go From Here?

Time: 25 hours

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1. Relationships	ICE - FLE1.04, FLE1.05, FLE1.06, FLE1.07, FLE1.09, FLE1.10, FLP3.01, FLR1.01, FLR2.01, FLR2.02, FLS1.01, FLS1.02, FLS2.01, FLS2.02, SC4.01, PSL4.03, CGE 1d, e, g, 3c, d, 4a, g, 5e, 6a, b, c, 7d	Knowledge/ Understanding Thinking/ Inquiry	Analysis of relationships and their potential to assist or detract us from our mission Particular attention paid to the concepts of human dignity, respect, love and sexuality, and reconciliation and their role in the fostering of balanced relationships
2. Vocation: Being Christ for the World	ICE - PSL1.02, PSL1.03, PSL1.04, PSL1.05, PSL1.06, PSL1.07, PSL1.10, PSL1.12, PSL1.13, PSL2.01, PSL2.02, PSL2.04, PSL3.03, PSL3.05, PSL4.01, PSL4.05, PSL4.06, PSL4.07, FLE1.05, FLR2.02, FLR2.03, PFV2.12, SL1.11, SL2.01, SL2.03, SL3.02, SL3.04, SL4.02 CGE 1g, i, 4g, 6b, c	Knowledge/ Understanding Thinking/ Inquiry Application	Overview and review of the concept of vocation and the connection between one's interests, personality, and skills, and one's call to co-creation in the world Analysis of the possible life choices for people and the recognition of one's vocation and ongoing mission to serve Exploration of the application of Christian principles to workplace, and living the Gospel values in everyday life
3. Culminating Performance Task	ICE - PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07, FLP2.01 CGE 1b, i, 6c, 4a, g	Application	Christian service portfolio presentation

Teaching/Learning Strategies

Instructional Strategies

- Arts/visual presentation – visual presentations using various media
- Brainstorming – group generation of initial ideas expressed without criticism or analysis
- Carousel – expert groups or individuals prepare and deliver a carousel or presentation on specific topic for students who circulate from station to station in the carousel
- Case Study – investigation of real and simulated problems/scenarios
- Class Discussion – students participate in class discussion which explore their thoughts and ideas about a topic, and/or their reaction to the material covered in class
- Class Excursion – off-school visits to support learning (Food Bank, Soup Kitchens, etc)

Collage	– use of images and words from various sources which are put together to express certain themes and concepts
Comparison/Contrast Chart	– students create a T-chart that compares and contrasts the basic elements of two concepts or topics
Concept Attainment	– from a set of examples students are to determine the concept being illustrated
Conference	– student-to-student and student-to-teacher discussion
Debate	– formal group discussions with planned presentations
Essay	– research using written text, Internet, and visual and auditory media resulting in a written response in appropriate essay form
Guest and Student Speakers	– use of guest speakers from other faiths and students from other denominations or faiths who share their stories and worldviews
Independent Study	– students explore and research a topic of interest
Jigsaw	– specialized group learning followed by home group sharing
Journal	– individual reflections recorded in a journal
Kiosk	– visual and oral presentations gathered into a display that summarizes selected learning in a cluster
Media Analysis	– critique of media resources to support new learning, e.g., newspapers, music, video
Media Presentation	– use of computer lab, videos, audiotapes, newspapers, etc. to create and deliver presentation
Mind Map	– a graphic method of presenting information using a central image, and subsidiary concepts radiating outward, accompanied by symbols and texts
Portfolio	– student work collected over the duration of the course
Poster Presentation	– students prepare an information poster and present it to the class
Prayer Service	– prepare and participate in celebrations with prayer
Role Play/Drama	– visual expressions of ideas expressed through movement, word, and song, without criticism or analysis
Simulation Games	– games that encourage reflection and interpretation of events/situations
Socratic presentation	– teacher presentation of information using questioning and class discussion
Story-telling	– presenting ideas through the art of story telling and reflective discussion
Story Writing/Telling	– students create stories and tell them orally to younger students either in their own secondary school or in neighbouring elementary school
Survey/Interview	– collection of data
Taking a Stand	– students move in the classroom to a place symbolic of a stance
Think/Pair/Share	– students reflect on concept, then share with a partner; students then share the partner’s reflections with larger group

Assessment & Evaluation of Student Achievement

A variety of tools are used to assess and evaluate student performance in the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. Sample generic rubrics have been provided on the ICE website to assist teachers in the assessment of expectations addressed. It is recommended that all teachers have a copy of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment* and a copy of *Ontario Catholic Secondary Curriculum, Religious Education, 2000* policy document.

Assessment, evaluation and reporting should be based on the Achievement Levels outlined on pages 144 and 145 of *The Ontario Curriculum Grades 11 and 12: Social Sciences and Humanities*. The design of the summative evaluation should, where possible, provide students with the opportunity to demonstrate learning in the four categories of achievement: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course. (*The Ontario Curriculum, Grades 9 to 12, Program, Planning and Assessment* p. 15) In this course it is suggested that a Christian service portfolio presentation be a culminating performance task.

Tools for Assessment

Personal Communication

- Journals/conferencing logs
- Self-assessment
- Student-teacher conference

Tests

- Unit tests (knowledge)
- Quiz
- Final examination

Observation

- Formal/informal

Performance Assessment

- Debate
- Liturgy planning process
- Presentation
- Portfolio
- Graphic organizer
- Simulation
- Project
- Dramatic presentation
- Essay
- Kiosks

Accommodations

Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. Accommodation suggestions for each activity have been provided where deemed appropriate. Where applicable, consideration must also be given to address cultural diversity and ESL students. The following are a list of strategies suggested within the document to assist exceptional students both gifted and challenged:

- To be inclusive of students from faith traditions other than Catholicism, encourage them to share the traditions and prayers from their faith with the class.
- Students choose from a variety of response methods: oral, written, pictorial, dramatic, and musical.
- Make use of a variety of teaching strategies to address various ability levels and learning styles.
- Students' roles within groups should be assigned based on their strengths.

-
- Pair students of different ability levels as ‘study buddies’ or for discussion activities.
 - Some students may be directed to research with a chosen set of resources that are appropriate to their level of reading and comprehension. The library staff may be a resource for accommodation material.
 - ESL students or students who experience reading difficulties may benefit if written material is read to them.
 - Wherever possible, tangible symbols should be used to assist visual learners to grasp abstract concepts.
 - To accommodate experiential learners, incorporate the use of guest speakers who share their own faith experiences or visit faith centres/places of worship.
 - Notes may be photocopied for students who experience difficulty making comprehensive, legible notes.
 - As an option to the regular class assignment, gifted students could be given an independent research project using the Internet or CD-ROM programs to gather information.
 - Students who have difficulty with grammar and spelling should use a computer/word processor with spell and grammar check, to keep a daily journal or complete written assignments.
 - Students who have difficulty presenting could be encouraged to respond through tape-recorded or videotaped messages.
 - Reduce the quantity of work while retaining the demand for quality, for students who are unable to complete assignments, e.g., assign only the even number question.
 - Design rubrics that allow all students to succeed while challenging gifted students to excel at their highest potential.
 - Provide students with below grade reading ability with a copy of the *Good News Bible* instead of the New Revised Standard Version.
 - For functional life skills children, incorporate the use of children’s books about the different world religions and their practices, and colouring books.

Students, who assess at a level one as outlined in the guidelines provided in: *Ontario Catholic Secondary Curriculum, Religious Education* policy document, need special accommodations to insure a successful completion of this course. Programs for students, who are working at Level 4, require accommodation through enrichment to ensure that they are reaching their full potential.

Since the Bible is the central literary resource for all Religious Education courses, many outcomes in this document require an understanding of literary forms and genres. Students are also expected to use critical approaches to the reading of Sacred Scripture. Where this offers opportunity for gifted students to work at full potential, it can prove to be very challenging for others. Since some students may not have a sufficient Catholic understanding of the Bible, special consideration must be given to ensure their ability to do required biblical exegesis.

The teacher using this Course Profile is expected to be acquainted with students’ Individual Educational Plan (IEP) and the unique learning characteristics of individual students and to make the necessary accommodations.

Resources

(T=Teacher Resource, K=Key Text, S=Student Resource)

Recommended Texts:

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. ISBN 0-97793-687-0 (T, S, K)

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary’s Press, 1996. ISBN 0-88489-358-8 (T, S, K)

Pennock, Michael. *Catholic Social Teaching*. Notre Dame, Indiana: Ave Maria, 2000. ISBN 0-87793-698-6 (T, S, K)

Foundational Texts

New Revised Standard Version Bible. Toronto: Oxford University Press, 1991. ISBN 0195283805 (T, S, K)

Reaching Out: Readings in Family Life Education. Toronto: Prentice Hall Ginn, 1997. (T, S, K)

Flannery, Austin. ed. *Vatican Council II: The Conciliar & Post Conciliar Documents*, 2nd ed. Northport, NY: Costello Publishing Co., 1996. ISBN 0918344395 (T, K)

Gustafson, Janie. *Building Catholic Character: Developing Christian Life Skills*. Notre Dame, Indiana: Ave Maria, 1998. ISBN 0-87793-642-0 (T, S, K)

Ontario Conference of Catholic Bishops. *AIDS: A Catholic Educational Approach to HIV*, 2nd ed. Toronto: The Institute for Catholic Education, 1999. (T, S, K)

Pennock, Michael. *Your Life in Christ: Foundations of Catholic Morality*. Notre Dame Indiana: Ave Maria Press, 2001. ISBN 0-87793-949-7 (T, S, K)

Stoutzenberger, Joseph M. *Celebrating Sacraments*. Winona, Minnesota: Saint Mary's Press, 1993. ISBN 0-88498-279-4 (T, S)

Zanzig, Thomas. *Understanding Catholic Christianity*. Winona, MN: Saint Mary's Press, 1997. ISBN 0-88489-372-3 (T, S, K)

Other Books

Religions on File. New York, NY: Facts on File. 1990. pp. 5.16-5.21, 5:37. ISBN 081602240. (T, S)

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Winona, MN: Saint Mary's Press, 1996. ISBN 0-88489-387-1 (T, S, K)

Arsenault, Jane E. and Jean R. Cedor. *Guided Meditations for Youth on Sacramental Life*. Winona, MN: Saint Mary's Press, 1999. ISBN 0-88489-308-1 (T)

Bell, Marie C., Michelle T Cona, and Emille M. Palladino. *Personhood: Growing in Self-Awareness*. Villa Maria, PA: The Center for Learning, 1988. ISBN 0-929073-14-2 (T, S)

Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*. Ottawa: CCCB Publications Service, 1994. (T)

Coffin, John A., Christine Anna Spahn, and Karen Lorraine Vollmer. *Ministry: Experiencing and Being Church*. PA: Villa Maria, The Center for Learning, 1988. ISBN 0-929-073-X (T, S)

Drane, John. *Introducing The New Testament*. New York: Harpar San Francisco, 1986. ISBN 0-06-062073-0 (T, S)

Driedger, Patricia, M. *The Church: Our Story*. Notre Dame, IL: Ave Maria Press, 1999. ISBN 0877936676 (T, S)

Farrell, Father Melvin L. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. ISBN 0-937997-01-3 (T, S)

Gabriele, Edward. *Prayer with Searchers and Saints*. Winona, MN: Saint Mary's Press, 1998. ISBN 0884895262 (T, S)

Grant, Joseph. *Justice and Service Ideas for Ministry with Young Teens*. Winona, MN: Saint Mary's Press, 2000 ISBN 0-88489-572-6 (T)

Kielburger, Craig. *Free the Children*. McClelland and Stewart, 1998. ISBN 0-7710-4592-1 (T, S)

Koch, Carl. *The Catholic Church: Journey, Wisdom and Mission*. Winona, MN: Saint Mary's Press, 1994. ISBN 0-88489-298-0 (T, S)

Kohlenberger III, John R., ed. *The Concise Concordance to the New Revised Standard Version*. Oxford: University Press, 1993. (T, S)

Lesley, Roberta Ann and Lucianne Siers. *Mission: Growing in Peace and Justice*. PA: The Center for Learning Villa Maria, 1988. ISBN 0-929073-12-6 (T, S)

McBrien, Richard. *Catholicism*. San Francisco: Harper San Francisco Publishers, 1994. (T)

O’Leary, Cecillia and Betty McCafferty. *Life Commitments: Following My Call*. PA: The Center for Learning, Villa Maria, 1988. ISBN 0-929073-08-8 (1,5)

Pennock, Michael. *Making Moral Decisions: Living Our Christian Faith*. Winona, MN: Saint Mary’s Press. ISBN 0-88489-150-X (T, S)

Pennock, Michael. *Forming a Catholic Conscience*. Notre Dame, Indiana: Ave Maria, 1991. ISBN 0-87793-444-4 (T, S)

Pennock, Michael. *Your Faith and You: A Synthesis of Catholic Belief (Rev. Ed)*. Notre Dame Indiana: Ave Maria Press, 1986. ISBN 0-87793-334-0 (T, S)

Pennock, Michael. *The Sacraments and You*. Notre Dame, Indiana: Ave Maria Press, 1981.

Pluth, Alphonsus and Carl Koch. *The Catholic Church: Our Mission in History*. Winona, MN: Saint Mary’s Press. ISBN 0-88489-161-5 (T, S)

Singer-Towns (ed.) *Vibrant Worship with Youth*. Winona, MN: Saint Mary’s Press, 2000. ISBN 0-88498-488-6 (T)

Stoutzenberger, Joseph M. *Morality: Christian Vision in Practice*. USA: Brown-ROA, 1992. ISBN 0-697-17539-1 (T, S)

Stoutzenberger, Joseph M. *Celebrating Sacraments*. Winona, MN: Saint Mary’s Press, 1993. ISBN 0-88498-279-4 (T, S)

Wilkens, Ronald J. and Veronica Grover. *Achieving Social Justice: A Catholic Perspective*. Win. C. Brown Co. (Religious Education Division), 1987. ISBN 0-697-02126-2 (T, S)

Windley-Daoust, Jerry. *Living Justice and Peace: Catholic Social Teaching in Practice*. Winona, MN: Saint Mary’s Press, 2001. ISBN 0-88489-632-3 (T, S)

Human Resource Organizations

Archdiocese of Toronto Catholic Pastoral Centre 1155 Yonge Street Toronto, Ontario M4T 1W2 Phone 416-934-3400 www.archtoronto.org/cmac.htm

Anishnabe Spiritual Centre P.O. Box 5286, 1091 Anderson Lake Road, Espanola, Ontario P5E 1S4 Phone 705-869-4994.

Beat the Street Program 35 Jackes Avenue, Toronto, Ontario (416) 367-4591

Bridges for Youth Phone 416-963-0008

Canadian Catholic Organization for Development & Peace 10 St. Mary Street, Suite 420, Toronto, Ontario Canada M4Y 1P9 Telephone: Phone 416-922-1592 Fax: 416-922-0957 E-Mail: ccodp@devp.org – <http://www.devp.org/testA/welcome.htm>

Canadians for Decency (Anti-Pornography) P.O. Box 637, Stations B., Willowdale, Ontario M2K 2Y9 Phone 416-412-6065; North Bay Phone 705-495-1334; Powassan Phone 705-724-3424; Sturgeon Falls Phone 705-753-1138.

Canadian Physicians for Life, 10150 Gillanders Road, Chilliwack, BC V2P 6H4, Phone (604) 794-3772

Caritas Project Community Against Drugs. 15 Millwick Drive, Toronto, Ontario M9L 1Y4 Phone 416-748-9988

CASE – Canadian Addressing Sexual Exploitation Parkway Postal Outlet, Box 62569, 85 Ellesmere Road, Scarborough, Ontario M1R 5G8 Phone 416 463-6661

Centre for Creative Ministries 305 Dawes Road, East York, Ontario M4B 2E2 Phone 416-755-2131 ministry@interlog.com

Covenant House – 20 Gerard Street East, Toronto, ON M5B 2P3 Phone 416-204-7046 www.covenanthouse.on.ca

CPPS Missions Project 540 St. Claire Ave. West M6C 1A4 Phone 416-653-4486

Downtown Church Workers Association 110 Church Street, Toronto, Ontario Phone 416-366-7797

Institute for Catholic Education (ICE) Curriculum and Leadership Centre 10 St. Mary Street Toronto, Ontario Phone 416-962-0031 iceont@istar.ca

Jericho Ministries (Youth Retreats) 309 Beatrice Street, Welland, Ontario L3B 2Z9
www.connectniagara.com/~JerichoHouse E-mail: jerichoh@niagararc.com or jerichoh@hotmail.com

Jesuit Centre for Peace and Justice 229 College Street, Suite 311 M5T 1R4 Phone 416-261-7135
email: cpj@web.apc.org

L'Arche Daybreak & L'Arche Day Spring (Retreat Centre) 11339 Yonge Street, Richmond Hill, Ontario L4S 1L1 Phone 905 884-3454; L'Arche Daybreak Toronto 1190 Danforth Avenue Toronto, Ontario M4J 1M6 Phone 416-406-2869 E-mail toronto@larchedaybreak.com

Loretto Christian Life Centre 6881 Stanley Avenue Niagara Falls, Ontario L2G 7B6
Phone 905-354-2775 ibvmniag@aol.com www.ibvm.org/integrity/niagara.html

Loyola House Guelph Centre of Spirituality Box 245, Guelph, Ontario N1H 6J9 Phone 519-824-1250
– www.jesuits.ca/guelph

Manresa Jesuit Spiritual Renewal Centre 2325 Liverpool Road Pickering, Ontario L1X 1V4 Phone 905-839-2864 www.jesuits.ca/manresa

Mary Lake The Augustinian Friars Box 550 King City, Ontario L7B 1A7 Phone 905-833-5368

Mater Dei (A Home for Women) Passionist Sisters Phone 416-745-6231

Ministry of the Attorney General 720 Bay Street, Toronto, Ontario Phone 416 326-2220

Mother of God Monastery Studite Monks R.R. #5, Orangeville, Ontario L9W 2Z2 Phone 519-941-9428

Mount Alverno Centre 20704 Heartlake Road Caledon, Ontario L0N 1C0 Phone 519-941-7059
mount-alverno@on.aibn.com/www.mountalverno.ca

Mount Carmel Spiritual Centre 7021 Stanley Avenue Niagara Falls, Ontario L2G 7B7
Phone 905-356-4113 mtcarmel@computan.on.ca www.carmelniagara.com

Mount Mary Immaculate Retreat Centre 437 Wilson Street East Ancaster, Ontario L9G 3K4 Phone 905-648-4485 mt-mary@sympatico.ca

Providence Centre 1200 Princess Street, Kingston, Ontario K7L 4W4 Phone 613-542-8826
library@providence.ca

Queen of Apostles Renewal Centre 1617 Blythe Road Mississauga, Ontario L5H 2C3
Phone 905-278-5229 www.qoa.tillion.com

Regina Mundi 19309 Warden Avenue R.R.2, Sharon Queensville, Ontario L0G 1R0 Phone 905-478-4264

Romero House (Refugees) 175 Keele Street Toronto, Ontario M6P 2K1 416 763-1303

Saint Francis Table (Capuchin Outreach to the Poor) 1322 Queen Street West, Toronto, Ontario M6K 1L4 Phone 416 532-4172.

Scarborough Foreign Missions 2685 Kinston Road, Scarborough, Ontario M1M 1M4
Phone 416 261-7135 ssm@scarboroughmissions.ca

Shalom House 1339 King Street West, Toronto, Ontario M6K 1H2

Sisterhood of St. John the Divine 1 Botham Road, North York, Ontario M2N 2J5 Phone 416-226-2201
ssjd.convent@ecunet.org

St. Bernard's Retreat/ Guest House 685 Finch Avenue West Willowdale, Ontario M2R 1P2 Phone 416-630-3298

St. Francis Retreat Centre (Franciscan Friars of the Immaculate Conception) R.R.8 (Hwy 9), Mono Mills Orangeville, Ontario L9W 3T5 Phone 519-941-1747 stfranciscentre@sprint.ca

Straight Talk Youth Counselling 922 Pape Avenue, Suite 200, Toronto, Ontario M4K 3V2 Phone 416 466-5322

The Catholic Biblical Association 49 Felstead Avenue Toronto, Ontario M4J 1G3 Phone 416-406-4398
cbac@idirect.com www.cbac.org

United Way of York Region 3950-14th Avenue, Markham, Ontario L3R 0A9 Phone 905-474-9974
www.uwyr.on.ca

York Region Abuse Program 17705 Leslie Street, Unit 12, Newmarket, Ontario
L3Y 3E3 Phone 1-800-263-2240 email: yrap@istar.ca

Video Resources

Note: Schools and/or boards should get permission to use videos in classrooms.

Documentary

An Orphan's Dream: The Story of Father Wasson's Children, Forbes Company, 1991.

Biography: Constantine: The Christian Emperor (see www.aande.com)

"Brain Sex." *Witness Series*. CBC.

Christianity: The First Thousand Years (see www.aande.com)

Christianity: The Second Thousand Years (see www.aande.com)

Flirting or Hurting (Sexual Harassment). Canadian Learning Company, 1995.

God's Dominion, Parts 1-4. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1988

Inside the Vatican with Peter Ustinov, Parts 1-4. Baton Broadcast Systems.

Love Taps. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1996 Order Number: 9196-088

Memory Banks: The Bible – Sifting the Evidence. Bible Society, Stonehill Green, Westlea, Swindon, England SN5 7DG, 1988.

MisConceptions. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1995.

Natural Family Planning. The Diocese of Kalamazoo, 1988.

No Second Chance (AIDS). Jeremiah Films, 1991. ISBN 1-878993-04-6

On the Eighth Day, Parts 1 & 2. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1997. Order Number: C9192-046

Peace Keeper At War: A Personal View of the Gulf War. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1994.

Playing for Keeps: A Film About Teen Mothers. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1990. ISBN 0772203180

Rape: A Crime of War. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1997.

Rome: In the Footsteps of Peter and Paul. Parts 1-3. Brown/ROA, 1989.

Romeo and Juliet in Sarajevo - 1994, 81 min. 57 sec. (see www.nfb.ca)

She Said Yes: A Video Tribute to Cassie Bernall by Her Friends. WBCC Productions, 1999.
ISBN 0-878486-989-7

Still Killing Us Softly. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5.

Taking Stock (Newfoundland Fishery). National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1994. Order Number: 113C 919407

Talk Life: Talk for Hope – What Can We Do To Prevent Teen Suicide? Canadian Mental Health Association, 1997.

The Body Parts Business. National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1994 Order Number: C919389

The Heart Has Its Reasons: Jean Vanier & L'Arche. PBS, Journey Communications, P.O. Box 131, Mt. Vernon, VA 22121

The Incredible Human Machine. National Geographic Video, 1986. ISBN 0-8051005-9

The Life and Times of Jesus. US News Productions, 1994. ISBN 1-56949-067-8

The Miracle of Life. WGBH Educational Foundations, 1986.

The Rwanda Series Vols. 1-3, National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1996 Order Number: 9196011

The Vienna Tribunal: Women's Rights Are Human Rights, National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5, 1994 Order Number: 9194-093

Through The Eyes of Jesus. World Vision Canada, Development and Education Department, 6630 Turner Valley Road, Mississauga, Ontario, L5N 2S4 Phone 905 821-3033.

Where Angels Dare (Sexual Abuse). National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5

Who Gets the Last Word? – New Ideas About Euthanasia. Canadian Physicians for Life, 10150 Gilanders Road, Chilliwach, BC V2P 6H4 (www.physiciansforlife.ca) 1999.

Films

A Bronx Tale. HBO ISBN 0-7831-0382-4

Alive. Paramount/Touchstone ISBN 1-55890-156-6

A Man For All Seasons. Columbia Pictures/Highland Films, 1966.

At First Glance. MGM, 1998.

Big Night. Rysher Entertainment, 1996.

Brother Sun, Sister Moon. Paramount, 1972.

Cry Freedom. Universal, 1987.

Dead Poet's Society. Touchstone ISBN 1-55-890-947

Dominic and Eugene. ORION, 1988.

Entertaining Angels: The Story of Dorothy Day. Paulist Press/Warner Home Video, 1997.

Fearless. Warner Bros. 1993.

Forrest Gump. Paramount. 1995 ISBN 0-7921-3400-1

Jesus. Inspirational Films Inc., 1979.

King David. Paramount, 1985.

Lean on Me. Warner Bros., 1989. ISBN 0-7907-0478-1

Life is Beautiful. Miramax, 1997.

Mississippi Burning. Orion, 1988.

My Left Foot. Miramax, 1989.

My Life. Columbia-TriStar, 1994 ISBN 0-8001-2978-4

Moses. CBS/FOX, 1976

Ordinary People. Paramount, 1980.

Quo Vadis. MGM, 1951

Rain Man. MGM, 1988.

Romero. Vidmark Entertainment, 1989.

Say Anything. CBS/FOX, 1989

Shawshank Redemption. Star, 1984.
Sister Act. Touchstone, ISBN 1-55890-452-2
Star Trek: Insurrection. Paramount, 1999.
Superman. Warner Bros., 1994.
The Fourth Wiseman. Gateway Films (McIntyre Media, 2-6845 Rexwood Road, Mississauga, Ontario L4V 1S5)
Terms of Endearment. Paramount, 1983 ISBN 0-7921-0674-1
The Milagro Beanfield War. Universal, 1988.
The Miracle Worker. MGM, 1962. The Power of One, Warner Bros., 1992 ISBN 0-7907-1338-1
The Mission. Warner Studios, 1986
The Power of One. Director - John G. Avildsen, 1992
The Saint of Fort Washington. Warner Bros., 1993.
The Shawshank Redemption. Castle Rock. ISBN 0-7907-3118-5
The Spitfire Grill. Castle Rock, 1996. ISBN 0-7806-2720-2
The Visitor. Vision Video, 2030 Wentz Church Road, Box 540, Worcester, PA, 19490
Telephone: 215-584-1893.
War Games. MGM, 1983.

Computer Software

Catechism of the Catholic Church. CD-ROM NCCB
The Catholic Church: Exploring Our Tradition. Maranatha Multimedia
Concordance. CD-ROM Liguori Faithware
Documents of Vatican II. Catholic Software
Encyclopedia of Catholic History on CD-ROM. Our Sunday Visitor
On Common Ground. CD-ROM Columbia University Press (www.columbia.edu/cu/cup)
Welcome to the Catholic Church on CD-ROM. Harmony Media

Internet

Note: Internet sites should be assessed on a regular basis by the teacher prior to use with students to ensure the tone and content of the site is in keeping with Catholic teaching. Often sites that are appropriate for use in Catholic schools are linked to other sites that contain prejudicial language and are inappropriate for students.

Academic Jewish Studies Internet Directory – www.uni-duisburg.de/FB1/JSAstudien/judaica.htm

Amnesty International – <http://www.amnesty.ca>

Belief.net – <http://beliefnet.com>

Bible Gateway – <http://bible.gospelcom.net/>

The Catechism of the Catholic Church – <http://www.christusrex.org/www1/CDHN/ccc.html>

Canadian Catholic Organization for Development and Peace – www.devp.org.

Canadian Conference of Catholic Bishops – www.cccb.ca

Catholic Canada – <http://www.catholiccanada.com/>

Catholic Information Centre on Line – <http://www.catholic.net>

Catholic.Net – www.catholic.net

Catholic Religious Education Consultants of Ontario – www.creco.org

Catholic Update – <http://www/AmericanCatholic.org>

Christian Pulpit (Audio version of the NRSV – Requires “Real Audio” – <http://talkingbible.com/>
Christianity Today.Com – www.christianity.net
Documents of the Second Vatican Council – <http://www.christusrex.org/www1/CDHN/v1.html>
Famous Catholics Web Page – <http://www.smc.qld.edu.au/famecath.htm>
Life of Christ – www.lifeofchrist.com
Myers-Briggs Explained – <http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm>
Myers-Briggs Test Online – <http://www.humanmetrics.com/cgi-win/JTypes1.htm>
Personality Online – <http://www.spods.net/personality/index.php3>
New Advent – <http://www.newadvent.org/>
New American Bible – <http://www.nccbuscc.org/nab/bible/index.htm>
Ontario Conference of Catholic Bishops – <http://www.occb.on.ca/>
Ontario Consultants on Religious Tolerance – <http://www.religioustolerance.org>
Pearls of Great Price: “Secrets of Writing Great Picture Books” – <http://www.talewins.com/Kids.htm>
Refuel: – <http://www.refuel.org.uk/curric/index.html>
Religious Education Exchange Service – <http://re-xs.ucsm.ac.uk/>
Roman Catholic Church Resources – <http://home.golden.net/~wts/index2.html>
Sacra Pagina – <http://www.members.home.net/seanstones/>
The Jesus Seminar Forum – <http://religion.rutgers.edu/jseminar/>
The Talking Bible – www.talkingbible.com
United States Bishop’s Conference – www.nccbuscc.org www.talkingbible.com
The Social Edge Magazine – <http://www.TheSocialEdge.com>
The Vatican – <http://www.vatican.va/>
Michael Way Skinner’s Web Page for Religious Educators and Students
– www3.sympatico.ca/mcb.wayskinner

OSS Considerations

Institute for Catholic Education. *Ontario Catholic Secondary Curriculum Document, Religious Education*. Toronto: Institute for Catholic Education, 1999.

Ontario Ministry of Education. *Choices into Action: Guidance and Career Education Program policy for Ontario Elementary and Secondary Schools*. Toronto: Queen’s Printer, 1999.

Ontario Ministry of Education. *Cooperative Education: A Resource Guide*. Toronto: Queen’s Printer, 1980.

Ontario Ministry of Education. *Engendering Equity: Transforming Curriculum*. Toronto: Queen’s Printer, 1995.

Ontario Ministry of Education. *Handbook for Teachers of Students With Learning Disabilities*. Toronto: Queen’s Printer, 1980.

Ontario Ministry of Education. *The Ontario Curriculum for Grades 9 and 10: Program Planning and Assessment*. Toronto: Queen’s Printer, 1999.

Coded Expectations, Church and Culture, Grade 12, Open, HRE40

Scripture (SC)

Overall Expectations

- SC1.01 - recognize the Scriptures as God's offer to transform their lives (CCC § 101-133);
- SC1.02 - demonstrate knowledge of selected narratives and events in Sacred Scripture, and identify their importance for life decisions;
- SC1.03 - explain how the Scriptures can be used within the Catholic community of faith to analyse and critique contemporary society;
- SC1.04 - evaluate the various uses of scriptural genres as expressions of God's activity in the world and the religious use of these genres in Sacred Scripture.

Specific Expectations

Knowledge

- SC2.01 - demonstrate an understanding of the biblical meaning of the creation narratives, especially the notion of humanity as God's co-creators;
- SC2.02 - explain the scriptural understanding of the saving action of God in setting people free in the Exodus;
- SC2.03 - identify the relevance of the scriptural call to be critical of contemporary secular culture, as portrayed in the preaching of the prophets before and during the Exile, and in the challenges of prophetic voices in our time;
- SC2.04 - demonstrate an understanding of the challenge of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God;
- SC2.05 - summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles.

Attitudes/Values

- SC3.01 - value the basic dignity of every person as created in the image and likeness of God;
- SC3.02 - perceive the challenge of God's preferential option for the poor;
- SC3.03 - appreciate the role of the prophetic stance in both Biblical and contemporary culture;
- SC3.04 - support efforts to build Christian community within the class;
- SC3.05 - acknowledge that the love of God for all people demands justice;
- SC3.06 - recognize the responsibility of Christians to work for justice and peace.

Skills

- SC4.01 - locate biblical passages related to human dignity, justice, and reconciliation;
- SC4.02 - compare Biblical prophets with persons who take a prophetic role in society today;
- SC4.03 - evaluate the values found in the Gospel with those of contemporary culture;
- SC4.04 - use biblical passages related to the Kingdom of God as criteria for analysing social justice issues;
- SC4.05 - develop and implement strategies for community building based on the values and lifestyle of the early Church community;
- SC4.06 - express different ways that Christians can work for justice and peace as essential features of discipleship.

Profession of Faith (PFV)

Overall Expectations

- PFV1.01** - demonstrate an understanding of the relationship between religious faith and contemporary culture;
- PFV1.02** - demonstrate an understanding of the four marks of the Church (one, holy, Catholic, apostolic);
- PFV1.03** - explore the idea of culture as found in the teachings of the Church;
- PFV1.04** - demonstrate an understanding of the Catholic Church's response to contemporary culture as found in the social teachings of the Church;
- PFV1.05** - acknowledge that the call to faith includes a call to justice;
- PFV1.06** - demonstrate an understanding of the Holy Spirit as God's love alive in the world (CCC §733-736);
- PFV1.07** - perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture;
- PFV1.08** - use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture.

Specific Expectations

Knowledge

- PFV2.01** - identify Divine Revelation as God's plan for humanity;
- PFV2.02** - understand that the dignity of human persons is rooted in their being created in the image and likeness of God;
- PFV2.03** - identify the relationship between religious faith and contemporary culture as found in Church teaching
- PFV2.04** - explain key teachings of the Church as they relate to faith and culture;
- PFV2.05** - demonstrate an understanding of how the Sacred Scriptures are used within the Catholic Church to analyse and critique contemporary culture;
- PFV2.06** - identify the role the Beatitudes play in Christian moral decision-making;
- PFV2.07** - explain the basic principles of Catholic moral teaching (e.g. natural law, moral conscience);
- PFV2.08** - define sin as a failure in genuine love for God and neighbour;
- PFV2.09** - examine contemporary challenges to the Church's teachings on social justice (e.g. technology, poverty, role of the media, violence, racism, gender issues, the environment);
- PFV2.10** - explore the Church's teaching on work (CCC §2427-2430);
- PFV2.11** - demonstrate an understanding of the role of the sacraments in the life journey of Catholics and in the life of the Church, with special emphasis on the sacraments of vocation (CCC §1533-1658);
- PFV2.12** - demonstrate an understanding of the consecrated life, and its role in the history and future of the Church.

Attitudes/Values

- PFV3.01** - value the religious quest for meaning in the contemporary world;
- PFV3.02** - recognize that the teachings of Jesus and the Church guide believers in their moral choices;
- PFV3.03** - appreciate that work is participation in the activity of God;
- PFV3.04** - value the importance of community service as an expression of the call to discipleship;
- PFV3.05** - appreciate that humans are rational, emotional, physical, social, esthetic, moral and spiritual in nature.

Skills

- PFV4.01** - identify and analyse messages, values, and practices in contemporary culture which run counter to the Gospel vision of life and its meaning;
- PFV4.02** - employ moral decision-making skills in problem solving;
- PFV4.03** - critique social, political, and economic structures in light of the Church's social teachings;
- PFV4.04** - engage in community service as an example of the call to discipleship;
- PFV4.05** - use technology in a moral and ethical fashion.

Christian Moral Development (CMV)

Overall Expectations

- CMV1.01** - examine the human search for meaning and purpose in the context of Christian anthropology;
- CMV1.02** - recognize the role of the Church as a community of disciples called to transform the world;
- CMV1.03** - appreciate that humans are created with the ability to discern right from wrong, and with the freedom to choose between them (CCC §1730-1756);
- CMV1.04** - demonstrate a knowledge of how Catholic Tradition informs moral decision-making;
- CMV1.05** - understand that the Ten Commandments arise out of the experience of the Hebrew people and are imperatives in making moral decisions;
- CMV1.06** - examine principles of Catholic moral teaching;
- CMV1.07** - examine key tenets of Catholic social teaching;
- CMV1.08** - explore the Church's teaching on work;
- CMV1.09** - critique the messages and values of the media which run counter to the Gospel vision of life;
- CMV1.10** - analyse social structures in light of the Church's social teachings;
- CMV1.11** - explain why people have the right to form labour unions.

Specific Expectations

Knowledge

- CMV2.01** - demonstrate an understanding that the dignity of human persons is rooted in their being created in the image and likeness of God;
- CMV2.02** - identify the main features of a Christian anthropology (CCC §27-174, 1700-1729);
- CMV2.03** - understand the meaning of the term 'culture';
- CMV2.04** - demonstrate a knowledge of how the Catholic Tradition informs moral decision-making;
- CMV2.05** - understand that the Ten Commandments arise out of the experience of the Hebrew people and are imperatives in making moral decisions today;
- CMV2.06** - identify natural law and conscience as principles of Catholic moral teaching;
- CMV2.07** - define key tenets in Catholic social teaching (e.g. human dignity, solidarity, the common good, social sin, and subsidiarity);
- CMV2.08** - demonstrate a knowledge of the Church's teaching on work and the marketplace;
- CMV2.09** - understand that the Church teaches that economic life is ordered primarily to the service of the whole person and to the entire human community.

Attitudes/Values

- CMV3.01** - appreciate that humans are created with free will and with the ability to discern right from wrong;
- CMV3.02** - recognize that the teachings of Jesus and the Church guide believers in their moral choices;
- CMV3.03** - acknowledge sin as a failure in genuine love for God and neighbour;
- CMV3.04** - appreciate that work is participation in the activity of co-creation;
- CMV3.05** - recognize that people have a right to form labour unions;
- CMV3.06** - acknowledge the value of community service in relation to the common good.

Skills

- CMV4.01** - examine the human search for meaning and purpose in the context of Christian anthropology;
- CMV4.02** - employ Christian anthropology as a way of understanding the human person;
- CMV4.03** - analyse the values of contemporary culture in relation to those of the Gospel;
- CMV4.04** - develop strategies to prepare for the challenges of Christian life in the marketplace or in post-secondary education;
- CMV4.05** - critique the message and practices of the media, which run counter to the gospel vision of life;
- CMV4.06** - explore the origin and purpose of Catholic social teaching;
- CMV4.07** - apply the key tenets of Catholic social teachings to key issues in contemporary culture (e.g. racism, use of technology, poverty, respect for life, violence);
- CMV4.08** - use various teachings as found in the social encyclicals of the Church to analyse the economy;
- CMV4.09** - assess community service as a vehicle of promotion for the common good.

Prayer and Sacramental Life (PSL)

Overall Expectations

- PSL1.01** - identify and describe the role of sacraments in the life journey of Catholics with special emphasis on the sacraments of vocation;
- PSL1.02** - identify the Catholic understanding of the Sacrament of Marriage (CCC § 1601-1658);
- PSL1.03** - recognize the importance of preparation for marriage, both proximate and long-range;
- PSL1.04** - appreciate the connection between the sacrament of marriage and the scriptural image of marriage as a mirror of God's love for his people in Christ;
- PSL1.05** - explain and describe the historical and contemporary celebration of marriage within the Catholic Church;
- PSL1.06** - understand the Church's teachings on valid marriages and annulments;
- PSL1.07** - identify the Catholic understanding of the sacrament of Holy Orders (CCC §1536-1589);
- PSL1.08** - define the Christian notion of service to others as a call to ministry;
- PSL1.09** - explain the various forms the call to ministry can take within the Christian community;
- PSL1.10** - demonstrate an understanding of the Church's historical and contemporary teaching concerning ordained ministry;
- PSL1.11** - explain the various functions of ordained ministers (i.e., bishop, priest, deacon);
- PSL1.12** - appreciate the challenge to religious vocations as presented by contemporary culture;
- PSL1.13** - examine contemporary approaches to ministry as a call to service.

Specific Expectations

Knowledge

- PSL2.01** - identify the Catholic understanding of the sacrament of marriage;
- PSL2.01** - understand the Church's teaching on valid marriages and annulments;
- PSL2.02** - define the Christian notion of service to others as a call to ministry;
- PSL2.03** - demonstrate a knowledge of the Church's teaching concerning ordained ministry;
- PSL2.04** - understand the meaning of the term "religious vocation" as it applies within today's Church and its various forms of community life.

Attitudes/Values

- PSL3.01** - recognize that Christians depend on the transforming wisdom of the Holy Spirit in their search for authenticity and peace of heart;
- PSL3.02** - recognize the importance of preparation for marriage both proximate and long-range;
- PSL3.03** - value the commitment necessary for a faithful marriage;
- PSL3.04** - appreciate the connection between the sacrament of marriage and the scriptural image of marriage as a mirror of God's love for his people in Christ;
- PSL3.05** - appreciate the challenge to religious vocations as presented by contemporary culture;

Skills

- PSL4.01** - identify and describe the role of sacraments in the life journey of the Catholic with special emphasis on the sacraments of vocation;
- PSL4.02** - explain and describe the sacrament of marriage within the Catholic Church;
- PSL4.03** - suggest ways to form healthy and appropriate intimate relationships as long-range preparation for orientation toward marriage;
- PSL4.04** - explain the various forms the call to ministry can take within the Christian community;
- PSL4.05** - explain the various functions of ordained ministers;
- PSL4.06** - examine contemporary approaches to ministry as a call to service;
- PSL4.07** - participate in the liturgical life of the Church (e.g., as lectors, hospitality ministers).

Family Life Education (FLE)

Overall Expectations

- FLE1.01** - examine the meaning and value of human freedom and commitment, values and conscience and personal and social responsibility in light of the Catholic faith tradition;
- FLE1.02** - describe and analyse the stages of the human life cycle with particular attention to moral development;
- FLE1.03** - describe and discuss emotional balance; identify signs of imbalance that require intervention, and sources of help;
- FLE1.04** - discern essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;
- FLE1.05** - explore and interpret the relationship between the family and society; examine challenges to family life such as illness, crisis and abuse;
- FLE1.06** - examine the role of chastity in the expression of sexuality in relationships and marriage;
- FLE1.07** - examine issues related to sexual attraction and sexual decision-making (chastity, love, marriage, pre-marital relationships, pregnancy, abortion, adoption, cohabitation);
- FLE1.08** - demonstrate an understanding of the Church's teaching of the sacredness of human life from conception to natural death;
- FLE1.09** - demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- FLE1.10** - examine issues of fertility/infertility, reproductive technology, and STD's as one cause of infertility;
- FLE1.11** - demonstrate an understanding and an appreciation of the role Church encyclicals play in providing teaching and guidance in Family Life issues.

Specific Expectations

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."

Personhood (FLP)

Knowledge

FLP1.01 - describe how human persons are relational, emotional, physical, social and spiritual in nature, and how these dimensions develop throughout the lifespan;

FLP1.02 - define what is meant by emotional balance;

FLP1.03 - examine how the use of the gift of free will involves the process of conscience formation through internalizing Christian values.

Attitudes/Values

FLP2.01 - realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others.

Skills

FLP3.01 - explain the serious impact resulting from emotional imbalance in a person's life;

FLP3.02 - demonstrate an understanding of the Church's teaching of the sacredness of human life from conception to natural death, by studying the issues of abortion, euthanasia, and assisted suicide;

FLP3.03 - demonstrate an understanding that with the gift of free will, human beings can discern and choose right from wrong.

Relationships (FLR)

Knowledge

FLR1.01 - describe the positive aspects of relationships in general.

Skills

FLR2.01 - define the skills needed to build healthy relationships;

FLR2.02 - articulate a Christian understanding of the family and the manner in which it participates in and contributes to a healthy and just society;

FLR2.03 - critique the ways in which society shows its responsibility to support and nurture the family, especially in times of crisis (illness, unemployment, marriage breakdown, abuse, etc.).

Sexuality (FLS)

Knowledge

FLS1.01 - examine issues related to sexual attraction and sexual decision-making (chastity, love, marriage, pre-marital relationships, pregnancy, abortion/adoption, cohabitation);

FLS1.02 - describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STD's on human life and fertility).

Skills

FLS2.01 - articulate the role of chastity in the personal integration of sexuality;

FLS2.02 - identify and practice refusal skills for situations that challenge one's sexuality and/or health;

FLS2.03 - understand and emulate Jesus' concern for all who suffer illness.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Who, Us?

Time: 20 hours

Unit Description

This unit is organized into four clusters of activities: Who are we?; What does it mean to be human?; Being Christian...Being Church; and Called to serve. The first two clusters involve students in a variety of investigations of what it means to be a human person, as well as surveys dealing with self-understanding and identity. The second cluster explores the idea of self and human personhood as understood in the light of Catholic Christian faith. In this cluster, students learn about the person of Jesus as God incarnate, and how the experience of this person informed the values and practice of the early Christian community. Students also explore the four marks of Church: One, Holy, Catholic, and Apostolic. The last cluster leads students through a process of discernment. This process enables them to assess their skills, traits, and understanding of themselves as Christians, and apply those to a particular Christian service in the community. Students develop a resume under headings derived from the Ontario Catholic School Graduate Expectations. They use this resume when seeking Christian service placements in the community. The last cluster is a practical application of the theory and understandings gleaned from the other three clusters.

The title of the unit, Who, Us? is rooted in the understanding that self-esteem issues provide the basis for many of the problems faced by young people in our modern society. The title often reflects the dominant theme expressed by many young people who don't necessarily feel they have anything to offer the world. Personality surveys as well as Christian anthropology are ways that students can develop a positive self-understanding. Once this is accomplished, they can come to see what they offer the larger community. In a sense, the unit is a Yes, You! response to the question: Who, Us?.

The culminating activities in this unit are the assembly of a CGE resume, and the location of an appropriate placement for Christian service in the community. Throughout this unit, students continue to reflect in their journals on the implications of the themes covered for their own lives. Students compile material for their final portfolio and presentation to be held at the end of the course. It is recommended that teachers monitor these reflections after each activity.

Unit Planning Notes

Internet sites are used frequently in this unit. Ensure that students have signed the school or boards ethical code of conduct form for Internet use where applicable. When films or documentaries are recommended, be sure the appropriate permission is obtained.

Unit Synopsis Chart

Expectations from the **Institute for Catholic Education** are indicated after the heading **ICE**. The **Ontario Catholic School Graduate Expectations** are indicated after the heading **CGE**.

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1. Who Are We? A Volley-Ball Game	6 hours	ICE - SC1.01, SC3.04, SC3.05, SC3.06 CGE1d, 5e	Knowledge/ Understanding Communication Application	Game activity Group discussion Journal
2. Personality Traits	1.15 hours	ICE - PFV1.01, PFV3.05, FLP1.01, FLE1.02 CGE1i, 4a	Knowledge/ Understanding Communication	Surveys Journal

Activity	Time	Learning Expectations	Assessment Categories	Tasks
3. Personality Inventory Project	2.3 hours	ICE - PFV1.01, PFV3.05, FLP1.01, FLE1.02 CGE 1i, 4g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Children's book – Rubric
4. Knowing Our Dignity	1.15 hours	ICE - PFV3.05, FLP1.01, FLP2.01 CGE 1j, 3c 5e 7a, d	Knowledge/ Understanding Communication	Dignity Activity and Reflection Group charts Checklist Class discussion Teacher observation Journal
5. Where Are We to Find Meaning in Our Lives?	1.15 hours	ICE - CMV1.01, CMV4.01 CGE 1g, 2a, c	Thinking/ Inquiry Communication	Think/Pair/Share Activity Class discussion
6. Free Will	1.15 hours	ICE - CMV1.03, CMV2.02, CMV3.01 CGE 5e	Knowledge/ Understanding Communication	Choices poster project Teacher-led Socratic lesson Discussion Completion checklist Rubric Quiz
7. Jesus: God in the Flesh 7a. The Values of Jesus: Dramatization in a Contemporary Context 7b. The Corpus Collage	6.75 hours	ICE - FLP1.01, SC3.03, CMV2.02, CMV3.02, CMV4.01, CMV4.02 CGE 1a, i, j, 2a, c, 3a, b, e, f, 7c, d	Knowledge/ Understanding Communication Application	Teacher presentation Group work Biblical references Comparison chart Dramatization Corpus collage puzzle
8. The Early Church	2.3 hours	ICE - SC2.05, SC1.03, SC4.01, SC4.03, SC4.05, CMV4.06 CGE 1a, c	Knowledge/ Understanding Communication Application	Biblical references Artifact activity Journal Rubric
9. The Need to Serve and the Need for Service: Culminating Activity	3.45 hours	ICE - SC3.02, PFV1.05, PFV1.08, PFV3.04, PFV4.04, CMV3.06, CMV4.09, PSL1.08, PSL1.09, PSL4.04, PSL4.06, PSL4.07, FLP2.01 CGE 1d, g, i, 5c, d, e, 7j	Knowledge/ Understanding Communication Application	Christian Service Resumes – Rubric Christian service placement

Activity 1: Who Are We? A Volleyball Activity

Time: 6 hours

Description

This activity promotes community in the classroom. Students learn about the importance of working together and the effects of not doing so on others in the class. The activity introduces basic themes around cooperation and social responsibility within the classroom, the school, the community, and the world in general.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Scripture

Overall Expectations

SC1.01 - recognize the Scriptures as God's offer to transform their lives (CCC §101-133).

Specific Expectations

SC3.04 - support efforts to build Christian community within the class;

SC3.05 - acknowledge that the love of God for all people demands justice;

SC3.06 - recognize the responsibility of Christians to work for justice and peace.

Prior Knowledge & Skills

Students must be physically capable of volleying a ball.

Planning Notes

The teacher acquires a volleyball, beach ball, or balloon. (An inflatable world globe is preferable as connections are made to one's responsibility to the whole world.) The teacher makes sure an open space is available, e.g., gymnasium, hallway, outside lot, or field. A classroom may also be cleared by placing desks along the wall. The teacher locates a watch or second timer. The teacher ensures that there is space enough in the classroom (or elsewhere) to accommodate the activity.

Teaching/Learning Strategies

1. The teacher assigns each student either the number 1 or the number 2. All 2s are asked to meet the teacher in a corner of the room. The 2s are told that they are going to be assigned to other groups. The teacher explains to them (without the 1s hearing), that each of the groups they are joining will have to volley a ball from one end of the room to another. The 2s in each group are not to assist. They are to pretend to be helping, but actually can be sabotaging their group's efforts. It is imperative that they not be obvious about their lack of cooperation. Once the 2s understands the instructions, they are asked to return to the group and not repeat anything of the discussion just held.
2. The teacher assigns each student in the room to a group. It is best that each group have five or six members. Each group is asked to stand together as the rules of the activity are explained. Once the groups are assembled, the activity rules and procedures are explained.
3. The teacher establishes a clear start and finish line. A student is selected to time each group's attempt to reach the finish line, and record the time on a tally chart on the board. The teacher explains that the task of each group is to get from the starting line to the finishing line while volleying the ball into the air. If the ball hits the floor, the group must return to the starting position and begin again. Each group will be timed, and the group that reaches the finish line first, wins.

Some basic ground rules are as follows:

- a. The group must stay together in a circle all the way to the finish line.
- b. The ball may not be volleyed across the room or any great distance. It must be kept straight above the group as the group moves toward the finish line.
- c. At no time is the ball to be hit roughly.
- d. Each group has a maximum of one minute to reach the finish line. If they do not reach the finish line within one minute, they are disqualified.
- e. Each group is given the opportunity to complete the task.

Note: As each group tries to accomplish the task, there will be frustrations expressed with the “non-cooperators.” Certain members of each group may take over and volley only to the “cooperating” members. Be vigilant and record any observations made during the process. Most groups will not be able to complete the task within one minute.

4. Once each group is given an opportunity to complete the task, the teacher explains or “unveils” the problem with the activity – all the 2s were asked not to cooperate. Ask the students to offer some thoughts about what they witnessed, e.g., Some group members took over or worked harder than others, the “non-cooperators” were verbally reprimanded, etc. The teacher then instructs the class that each group will be asked to repeat the “contest” with the 2s co-operating. The same rules apply to this round of the activity.

Note: Most groups will complete the task within ten seconds.

Ask students to discuss the contrasts between the second round of the activity and the first round of the activity, e.g., faster, less frustration, etc.

5. The teacher points out that what is true of the activity is true in group work, in the classroom, in the school, in the community, and in the world in general. When someone refuses to cooperate, others get frustrated, work harder, or are left out. The goal of the Christian person should be to work together with others. When we all work together, there is less frustration, more inclusion, and our tasks are accomplished much more easily.
6. The teacher reads the account of the Early Christian community in Luke’s Gospel (Acts 4: 32-35). Students complete a brief journal activity outlining what they learned from the activity.

Assessment & Evaluation of Student Achievement

A journal activity is assessed for Knowledge/Understanding and Application, and the discussion session is assessed for Communication and Application.

Resources

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23 ISBN 0-97793-687-0

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary’s Press, 1998. pp. 6-19.

Activity adapted from: Reichart, Richard. *Simulation Games for Religious Education*. Winona, MN: St. Mary’s Press, 1993.

Grant, Joseph. *Justice and Service Ideas for Ministry with Young Teens*. Winona, MN: Saint Mary’s Press, 2000. (T) ISBN 0-88489-572-6

Activity 2: Who Are We? Personal Inventory and Personality Traits

Time: 1.15 hours

Description

This activity provides the opportunity for students to assess themselves with some basic personality tests and surveys. Students are assessed in the following areas: rational, emotional, physical, social, aesthetic, moral, and spiritual. Students complete a journal outlining what they have learned about themselves.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Strand(s): Profession of Faith, Family Life Education – Personhood

Overall Expectations

PFV1.01 - demonstrate an understanding of the relationship between religious faith and contemporary culture.

Specific Expectations

PFV3.05 - appreciate that humans are rational, emotional, physical, social, aesthetic, moral, and spiritual in nature;

FLP1.01 - describe how human persons are relational, emotional, physical, social, and spiritual in nature, and how these dimensions develop throughout the life span;

FLE1.02 - describe and analyse the stages of the human life cycle with particular attention to moral development.

Prior Knowledge & Skills

Students are familiar with the basic Christian anthropological definition of what is human as presented in the Grade 11 Religious Education Curriculum.

Planning Notes

The teacher prepares two or three small personality tests, e.g., Myers-Briggs, which provide some basic opportunity for students to self-analyse. See Appendix 1.

Teaching/Learning Strategies

The teacher prepares a series of personality tests and questionnaires that:

- are based on personality tests available through assessment programs
- match the seven elements of the human being: Rational, Emotional, Physical, Social, Aesthetic, Moral and Spiritual (see Appendix 2)
- explore the changes that occur in people as they grow from childhood to adolescence to adulthood

A guidance counsellor and/or library staff member may be of assistance in locating resources for tests and/or surveys.

The teacher reviews the concept of the Seven Intelligences “SMARTS,” outlined in the Grade 9 curriculum. The teacher then distributes a copy of each survey or personality test to each student and then leads students through a self-assessment.

Individual students complete the personality tests and then a journal outlining what they learned about themselves from the test.

Note: Students are to be encouraged to share only what they are comfortable sharing in their journals.

Assessment & Evaluation of Student Achievement

A journal activity is assessed for Knowledge/Understanding and Communication.

Accommodations

Students with reading difficulty can be prompted by the teacher for each of the questions in the survey/test.

Resources

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23. ISBN 0-97793-687-0

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 6-19.

Myers-Briggs Explained – <http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm>

Myers-Briggs Test Online – <http://www.humanmetrics.com/cgi-win/JTypes1.htm>

Personality Online – <http://www.spods.net/personality/index.php3>

Beliefnet.com - Spirituality Types Tests – <http://www.beliefnet.com>

Activity 3: Who Are We? Personal Development Project

Time: 1.15 hours

Description

This activity provides the opportunity for students to present what they have learned about themselves and how the human person changes as one develops. The project, as a children's book, provides the opportunity for students to demonstrate mastery of the basic concepts of human development and change as well as express their self-understanding.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Strand(s): Profession of Faith, Family Life Education - Personhood

Overall Expectations

PFV1.01 - demonstrate an understanding of the relationship between religious faith and contemporary culture.

Specific Expectations

PFV3.05 - appreciate that humans are rational, emotional, physical, social, esthetic, moral, and spiritual in nature;

FLP1.01 - describe how human persons are relational, emotional, physical, social, and spiritual in nature, and how these dimensions develop throughout the life span;

FLE1.02 - describe and analyse the stages of the human life cycle with particular attention to moral development.

Prior Knowledge & Skills

Students have already explored the basic elements of what it means to be human, as well as explored self-understanding concepts.

Planning Notes

The teacher makes available various children's books that are samples or models for students to consider when designing a children's book.

Note: Library staff member may be invited into the classroom to present the basic elements of a good children's book.

Teaching/Learning Strategies

1. The teacher prepares an assignment in which students are asked to develop a children's book that presents how they have changed from childhood to adolescence, and how they expect to change as they mature into adulthood. Each book is to show how students have changed: rationally, emotionally, physically, socially, aesthetically, morally, and spiritually since childhood, and how they expect to be different in each of these areas as adults. (Appendix 3)
2. Individual students develop a children's book using collage, family photos, drawings, etc.

Assessment & Evaluation of Student Achievement

The children's book is assessed with a rubric in the areas of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Accommodations

Students who are particularly gifted with computers and/or other forms of media are encouraged to develop computer presentations, videos, songs, web pages, etc., to present the material.

Students with learning challenges are to develop a scrapbook showing how they have changed since childhood.

Resources

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23. ISBN 0-97793-687-0

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 6-45.

Websites

Pearls of Great Price: "Secrets of Writing Great Picture Books"

– <http://www.talewins.com/Kids.htm>

Activity 4: What does it mean to Be Human? Knowing Our Dignity

Time: 1.15 hours

Description

This activity assists the students in developing an understanding of the concept of "human dignity" using Think/Pair/Share. Students work independently on a chart; they explore the impact that others' treatment of them has upon their personal experience of dignity. Students reflect on personal experiences wherein peers and/or family members have modelled either respect or disrespect.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witness to Faith);

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7d - promotes the sacredness of life;

CGE5e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Profession of Faith, Family Life

Overall Expectations

PFV.05 - appreciate that humans are rational, emotional, physical, social, aesthetic, moral and spiritual in nature.

Specific Expectations

FLP1.01 - describe how human persons are relational, emotional, physical, social and spiritual in nature, and how these dimensions develop throughout the life span;

FLP2.01 - realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others.

Prior Knowledge & Skills

Students have already developed an understanding of what it means to be human: relational, emotional, physical, spiritual, etc., in nature.

Planning Notes

The teacher prepares an analysis chart on which students record their experiences. Students write their work in point form. The chart should include the categories of students and family and headings to include: best things they have known or heard to have happened (1-5), and worst (1-5) they have known or heard to have happened.

Note: Students must be informed that they cannot identify particular individuals in the activity.

Note: Students must be informed that disclosure of harm to self or others that is direct must be reported to the appropriate authorities.

Teaching/Learning Strategies

The teacher reviews the Catholic Church teaching that from the moment of conception every human being possesses dignity. Students are directed to define dignity as a quality of being worthy of esteem and respect. This implies that all humans are subjects, not objects, and that each deserves respect regardless of race, creed, gender, sexual orientation, or educational background. The teacher encourages each student to show a regard for human dignity by treating others with respect and consideration.

Think

Individual students identify experiences of being treated with dignity or not being treated with dignity. The students complete a chart as assigned by the teacher.

Pair

Students share the chart with peers in one-on-one sessions.

Share

The teacher leads a large group session in which students are invited to offer some of the experiences they have discussed. The teacher records the experiences offered on the board or chart paper.

The teacher, through discussion, leads students to realize the profound effect our attitude regarding human dignity and worthiness can have upon others and vice versa.

Students record reflections on the importance of human dignity into journals.

Assessment & Evaluation of Student Achievement

The teacher checks charts for completion using a checklist. The journal is assessed in the categories of Knowledge/Understanding and Communication. The discussion is assessed by teacher observation in the category of Communication.

Accommodations

Students with limited reading and writing skills could dictate experiences to partner, tutor teacher, or teacher assistant. Students with limited verbal skills may draw pictures to depict the experiences.

Resources

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23. ISBN 0-97793-687-0

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 6-45.

Pennock, Michael, *Your Life in Christ: Foundations of Catholic Morality*. U.S.A.: Ave Maria Press, 2001. ISBN - 0-87793-949-7

Pennock Michael. *Being Catholic: Believing, Living, Praying*. Notre Dame, Indiana: Ave Maria Press, 1994. ISBN 0-87793-528-9

Activity 5: What Does it Mean to Be Human? Where Are We to Find Meaning in Our Lives?

Time: 1.15 hours

Description

Students continue their discovery of what it means to be human from a Catholic Christian perspective. Students are given the opportunity to reflect on what brings meaning to their lives and to share these reflections in both a small and large group environment. Class discussions help students to learn that all human beings seek meaning in their lives and that such meaning is rooted in our relationship with God in the Catholic Christian perspective.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understand that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE2a - listens actively and critically to understand and learn in light of Gospel values;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Christian Moral Development

Overall Expectations

CMV1.01 - examine the human search for meaning and purpose in the context of Christian Anthropology.

Specific Expectations

CMV4.01 - examine the human search for meaning and purpose in the context of Christian Anthropology.

Prior Knowledge & Skills

Students have spent time exploring understanding of who they are as persons, maturing and growing, and what it means to be a human with dignity. Students have also explored the concept of the human quest for meaning in the Grade 11 curriculum.

Planning Notes

The teacher prepares a reflection question that challenges the students to think about that which gives meaning to their lives.

Teaching/Learning Strategies

Think/Pair/Share Activity

Think

Each student is asked to reflect on the following question, or a similar question “It is your last day to live and you are 65 years old. You have an opportunity to write a paragraph for your own headstone or death notice in the newspaper. What will you hope you can say that you have done that is meaningful with your life?”

Pair

Students share their responses with each other in pairs (groups of four may also work for this activity) and each pair/group is given a piece of experience paper on which to record their responses.

Share

Each pair/group of students makes an oral presentation to the class about that which gives meaning to their lives. After their oral presentations, each group posts their chart paper on the wall.

The teacher invites students to review all of the pieces of chart paper and think about what gives meaning to their lives.

Class Discussion about what gives meaning to the lives of people today with a view towards helping students understand that human beings have a basic need for meaning and what it is that gives meaning to human existence from a Catholic Christian perspective.

Assessment & Evaluation of Student Achievement

Students are evaluated on their participation in individual and group reflections using a checklist. The oral presentation may be given a grade using a rubric for oral presentations. Thinking/Inquiry and Communication are assessed in this activity.

Accommodations

Pair students with different levels of reflective and communication skills when discussing personal reflections and doing oral presentations. Students who have difficulties with oral communication should be encouraged to participate by pointing to relevant points on the chart paper, as group members speak and discuss at least one point in the presentation. The reflection question may be placed on the board or an overhead to accommodate visual learners. Students who have difficulty with written communication could be given the option of recording their thoughts on tape or use a word processor.

Resources

Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church* (1700-1715). Ottawa: CCCB Publications Services, 1994.

Austin Flannery, ed. *Vatican Council II: The Conciliar and Post Conciliar Documents*, 2nd ed. Northport, NY: Costello Publishing Co. (see especially *Gaudium et Spes*)

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23.

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary’s Press, 1998. pp. 6-45

Pennock, Michael. *Your Life in Christ: Foundations of a Catholic Morality*. Notre Dame, Ind.: Ave Maria Press, 2001. pp. 31-49

Gustafson, Janie. *Building Catholic Character: Developing Christian Life Skills*. Notre Dame, Ind.: Ave Maria Press, 2001. pp. 9-29.

Websites

The Official Website of the Vatican – <http://www.vatican.va>

The Catechism of the Catholic Church – <http://www.christusrex.org/www1/CDHN/ccc.html>

The Canadian Conference of Catholic Bishops – www.cccb.ca

Beliefnet – <http://beliefnet.com>

Video/Film

Cry Freedom, MCA Entertainment

The Shawshank Redemption, Castle Rock Entertainment

Activity 6: What does it Mean to be Human? The Freedom and Responsibility to Choose

Time: 2.3 hours

Description

Students are asked to think about the choices they have personally made in their lives and to complete a simulation of scenarios that teenagers may be faced with during their high school years. Students are led to discover the significance of free will, the discernment of right from wrong as part of our human identity. The difference between a moral and a non-moral choice is defined.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Christian Moral Development

Overall Expectations

CMV1.03 - appreciate that human beings are created with the ability to discern right from wrong, and with the freedom to choose between them.

Specific Expectations

CMV2.02 - identify the main features of a Christian anthropology;

CMV3.01 - appreciate that human beings are created with a free will and with the ability to discern right from wrong.

Planning Notes

The teacher prepares a chart where students could list ten choices they have been faced with, the choice they made, and the reasons for these choices. The teacher prepares a “choices worksheet,” which describes ten scenarios of choices that may be faced by a typical high school student. These scenarios should range from ones requiring decisions that do not involve a moral component to ones that are in fact moral choices. A moral choice requires a person to make a choice between right and wrong, or good and bad. While in a non-moral choice, a person is not required to choose between right and wrong, or good and bad, i.e., choosing which colour ink to write with is not a moral choice while choosing whether to steal or not is a moral choice.

Teaching/Learning Strategies

Students are invited to make a list of ten difficult decisions they have had made (or have heard about another student making) in the past three years of high school (since Grade 9). They are asked to name the options from which they had to choose, the actual choices they made, and the reasons for the choices.

Students are asked to create a poster that will be displayed in the school. The poster is to be directed at Grade 9 students who are commencing their high school years. On the poster, students name/describe what they believe to be the most crucial decisions a high school student will be faced with, and provide information that helps Grade 9 students make the most positive responses. The poster should be informative, creative, and attractive.

Students are given a chart with scenarios requiring a person to make a choice. These scenarios are ones that a typical teenager may face in his/her high school years and range in moral complexity from choosing the colour of pen to use, to choosing to behave in a moral way or not. Students complete the chart by indicating what choices they would make for each scenario and why. Students identify the major values governing the decision made.

In a class discussion, the teacher invites students to share how they would choose in each scenario and why. In those scenarios requiring a moral choice on the part of the student, the idea of human beings having the ability to discern right from wrong as part of having free will is drawn out in the class discussion.

Students are asked to think about how they would feel if their ability to choose was taken away and a few students are asked to share their reactions.

The teacher leads the class in articulating the notion that free will and the ability to choose is a basic component of what it means to be human.

The teacher summarizes, in a note, the concept that human beings have the freedom to choose and with that freedom comes the responsibility of discerning right from wrong with respect to our choices. The distinction between a moral decision as one of choosing between right/wrong and good/bad, and a non-moral decision as one that does not require a choice between right/wrong and good/bad, is also defined in the note.

Assessment & Evaluation of Student Achievement

The list of choices made in the past three years and the “choices worksheet” are checked for completion using a checklist. The poster is evaluated using a rubric in the category of Communication. Students are evaluated using a quiz in the category of Knowledge/Understanding.

Accommodations

Students who have difficulties with written comprehension may be paired with another student in the “choices worksheet.” The summary note may be placed on an overhead transparency for students who have difficulties seeing the board.

Resources

Ahlers, Julia, Barbara Allaire, and Carl Koch. *Growing in Christian Morality*. Saint Mary’s Press, 1992. ISBN 0-88489-260-3. pp.161-168.

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23.

Koch, Carl. *Creating a Christian Lifestyle*. Saint Mary’s Press, 1988. ISBN 0-88489-4. pp. 24-27; 50-53.

Stoutzenberger, Joseph M. *Morality: Christian Vision in Practice*. Brown-ROA Publishing, 1992. ISBN 0-697-17539-1 p. 52.

Activity 7a: The Values of Jesus: Dramatization in Contemporary Context

Time: 4.6 hours

Description

Students explore the role of prophecy in their own communities and in the Bible. Students compare Hebrew Scripture (Old Testament) prophecies about the coming of a messiah and New Testament references about Jesus through teacher presentation. Students also focus on the values and teachings of Jesus. Groups of students deconstruct parables to identify the values of Jesus. Students appreciate the transforming impact of these values on past and present societies. Students create a modern day dramatization to apply the values introduced by Jesus in the parable analysed, to current issue(s) relevant to their lives.

Strands(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

CGE1i - integrates faith with life;

CGE1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - reads, understands, and uses written materials effectively;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3e - makes decisions in light of gospel values with an informed moral conscience;

CGE7c - seeks and grants forgiveness;

CGE7d - promotes the sacredness of life.

Strand(s): Scripture; Christian Moral Development, Family Life Education – Personhood

Overall Expectations

FLP1.01 - describe how human persons are relational, emotional, physical, social, and spiritual in nature, and how these dimensions develop throughout the life span.

Specific Expectations

CMV2.02 - identify the main features of a Christian anthropology (CCC §27-174, 1700-1729);

CMV3.02 - recognize that the teachings of Jesus and the Church guide believers in their moral choices;

CMV4.02 - employ Christian anthropology as a way of understanding the human person;

CMV4.01 - examine the human search for meaning and purpose in the context of Christian anthropology;

CMV4.02 - employ Christian anthropology as a way of understanding the human person;

SC3.03 - appreciate the role of the prophetic stance in both Biblical and contemporary culture.

Prior Knowledge & Skills

Students must be familiar with the structure of the Bible specifically the Hebrew Scripture and New Testament. Students must know how to locate biblical references.

Planning Notes

A class set of bibles should be available. The teacher should consider whether or not to organize groups or have students select their own. Quads are ideal groupings for this activity. The teacher selects a pool of easy to read parables that reflect the choices and values of Jesus (see Appendix 4).

Teaching/Learning Strategies

The teacher introduces the concept of prophet. Students are reminded that they are called to be prophets to other students in the school community just as they have already done with the “choices poster project” in Activity 6. The teacher points out that the prophets of the Hebrew Scripture called people to be aware of the presence of God among them, particularly in the coming of a future messiah – Jesus.

The teacher introduces Jesus through a comparison chart on selected Old Testament messianic prophecies and their corresponding Gospel references to Jesus and his life.

Hebrew Prophecy	New Testament Reference
Psalms 22:1-8	Mark 15:24
Psalms 22:7-8	Mark 15:31
Psalms 22:1	Mark 15:34
Psalms 69:1	Mark 15:36
Isaiah 40:3-5	John 1:1-13

Other Hebrew Scripture descriptions of the Messiah can be found in the following biblical references: Isaiah 9:1-6; 11:1-9; 42:1-4; 61:1-3; 52:13 - 53:12

The teacher points out that the prophets of the Hebrew Scripture called people of their time to come into line with the values of God. Jesus too called people to a certain value system.

Using an overhead note the teacher defines values and how they relate to choices. Students are reminded of the difference between moral and non-moral choices as outlined in Activity 6, as well as the values underlying the choices identified by students in Activity 6. The teacher presents a basic overview of the values of Jesus.

Students are divided into groups. Each group member is assigned a specific role: reader, recorder, and resource person and teacher consultant. The resource person collects the assigned reading and any other materials required by the group. The reader finds the reference and reads the parable to the group. The recorder writes the group members names beside their assigned role. The recorder writes the groups’ response to the parable by listing the main value taught by Jesus in the story read by the recorder. The group analyses the impact of this value on the people involved in the story. The recorder writes the group finding. The group discusses the modern relevance of the value while recording their ideas. The group creates a short dramatization of a modern day scenario and solution as inspired by the value taught in the New Testament parable assigned to the group. The recorder writes down the details of the skit. The teacher consultant takes the group’s work to the teacher to consult and receive approval. Students create props, practise, and perform their dramatization.

Assessment & Evaluation of Student Achievement

The dramatizations are assessed with a rubric for identifying the value of Jesus and applying it to a modern day scenario (Knowledge/Understanding and Application). The consultation session can be assessed with a checklist for communication and the group worksheet can be evaluated formatively for process (Communication).

Accommodations

- The teacher can pair students with limited reading, comprehension, or biblical referencing skills with stronger students. The teacher could also summarize the biblical references in simpler terms and attach the summaries to the summary chart. Students identify the central meaning of the summary and record it in the comparison chart.
- If students demonstrate difficulty with organizational skills, it is recommended that the teacher create a group worksheet with individual roles (resource person, reader, recorder, teacher consultant) and spaces to print group member's names. The group worksheet should have a space where the assigned parable is referred to by title and biblical reference. For students with limited organizational skills, the parable could be included in summary form on the group worksheet or attached to it. The worksheet could also have prompting questions and lines for the recorder to write the group findings in order to guide the learning and give an estimate on how long the group response should be.
- Students who have limited writing and comprehension skills may be encouraged to create collages or drawings of the stories told in the parables.

Resources

Print

Allaire, Barbara and Thomas Zanzig. *Understanding Catholic Christianity*. Winona, Minnesota: Saint Mary's Press, 1996. pp. 53,72-73, 74, 79, 88, 91, 115, 116, 118-119.

Drane, John. *Introducing The New Testament*. New York: Harper San Francisco, 1986. pp. 64-109.

Diagram Group. *Religions On File*. New York: Facts On File, 1990. p. 6.09. Main Events of Jesus' Life Christianity.

Farrell, Father Melvin L. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. pp. 51-55; 66-74.

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23.

Gryczka, Mary E. and Ronald J. Wilkins. *Catholic Morality: Guidelines for Christian Living*. Dubuque, Iowa: Brown Roa Publishing Media, 1988. pp. 42-68.

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 11; 16; 35-36; 44-45; 55; 77-78; 95-97; 113; 125-126; 134; 167; 175; 185; 235; 263; 271; 304-305.

Pennock, Michael. *Forming A Catholic Conscience*. Notre Dame, Indiana: Ave Maria Press, 1991. pp. 92-109.

Pennock, Michael. *Your Life In Christ: Foundations of Catholic Morality*. Notre Dame, Indiana: Ave Maria Press, 2001. pp. 103-127.

Zanzig, Thomas. *Jesus of History: Christ of Faith*. Winona, MN: Saint Mary's Press, 1998. pp. 60-62; 96; 148-213.

Websites

Catholic.Net – www.catholic.net

ChristianityToday.com – www.christianity.net

The Talking Bible – www.talkingbible.com

Academic Jewish Studies Internet Directory – www.uni-duisburg.de/FB1/JSAstudien/judaica.htm

Life of Christ – www.lifeofchrist.com

The Jesus Seminar Forum – <http://religion.rutgers.edu/jseminar/>

New Advent – <http://www.newadvent.org/>

Activity 7b: The Corpus Collage

Time: 2.15 hours

Description

Students cut out magazine images that represent the values presented in the dramatizations from Activity 7a. Each student glues his or her favourite image(s) that represents one of the values of Jesus on a piece of a puzzle pre-cut by the teacher. On the back of the piece of the puzzle assigned, the student explains why this value of Jesus is important to them on an individual level. Each student briefly explains the image and its significance to the class. The puzzle pieces fit together to form a cross. After all the pieces of the puzzle fit together the teacher discusses the importance of the passion in Christian belief.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;

CGE1j - recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society.

Strand(s): Profession of Faith; Christian Moral Development

Overall Expectations

FLP1.01 - describe how human persons are relational, emotional, physical, social, and spiritual in nature, and how these dimensions develop throughout the life span.

Specific Expectations

CMV4.01 - examine the human search for meaning and purpose in the context of Christian anthropology;

CMV4.02 - employ Christian anthropology as a way of understanding the human person;

CMV2.02 - identify the main features of a Christian anthropology (CCC §27-174, 1700-1729);

CMV3.02 - recognize that the teachings of Jesus and the Church guide believers in their moral choices.

Prior Knowledge & Skills

Concepts presented in Activity 7a.

Planning Notes

- The teacher draws and cuts out a life-size cross.
- The teacher divides the cross into puzzle like pieces (one for each student in the class).
- The teacher numbers or letters each piece in order to code how they fit together to form the cross shape.
- The teacher reads the passion directly from the Bible, or summarizes the story in more simplistic terms (refer to Matthew 26-27; Mark 14-15; Luke 22-23 and John 18-19).
- The teacher uses the cross with the values of Jesus to represent how the values changed his society and still inspire people today to do the same.
- The teacher collects various magazines for use in the activity, or asks students to bring in magazines.

Teaching/Learning Strategies

Each student receives a piece of the puzzle and is responsible for gluing an image(s) that represents one of the values of Jesus presented in the dramatizations detailed in Activity 7b.

1. Students explain why this image is important to them on an individual level.
2. Students record their ideas on the back of the puzzle piece (opposite the pasted image) and present their image and its relevance to the class.
3. The teacher fits the puzzle together after each presentation using the coding system developed when cutting the pieces.
4. Once the cross is fitted with all of its pieces, the teacher details and discusses the significance of Jesus in the Hebrew Scripture (messianic prophecies) and in the New Testament (Gospel values).
5. The teacher reviews the impact that Jesus had in all the parables analysed in class and how the impact is still felt today with references to the modern day dramatizations.
6. The teacher assigns readers to take on roles and the passion is read to reinforce the values expressed by Jesus in facing death for his steadfastness to his values.

Assessment & Evaluation of Student Achievement

The personal reflection on the back of the puzzle piece can be assessed for the application of the values investigated through the group parable analysis and dramatizations (Application).

Accommodations

Some students may encounter difficulty in finding appropriate images from magazines. Outline clear guidelines and expectations.

Resources

Drane, John. *Introducing The New Testament*. New York, Harpar San Francisco, 1986.

ISBN:0-06-062073-0

Farrell, Father Melvin L. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. pp. 80-98. ISBN: 0-937997-01-3

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10- 23

Gryczka, Mary E. and Ronald J. Wilkins. *Catholic Morality: Guidelines for Christian Living*. Dubuque, Iowa: Brown-ROA Publishing Media, 1988. pp. 42-68. ISBN:0-697-02528-4

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 24; 36; 95-97; 128.

Pennock, Michael. *Your Life In Christ: Foundations of Catholic Morality*. Notre Dame, Indiana: Ave Maria Press, 2001. pp.103-127. ISBN:0-87793-949-7

Pennock, Michael. *Forming A Catholic Conscience*. Notre Dame, Indiana: Ave Maria Press, 1991. pp. 92-109. ISBN:0-87793-444-4

Zanzig, Thomas. *Jesus of History: Christ of Faith*. Winona, MN: Saint Mary's Press, 1998. pp. 192-213. ISBN:0-88489-530-0

Websites

Catholic.Net – www.catholic.net

ChristianityToday.com – www.christianity.net

The Talking Bible – www.talkingbible.com

Academic Jewish Studies Internet Directory – www.uni-duisburg.de/FB1/JSAudien/judaica.htm

Life of Christ – www.lifeofchrist.com

The Jesus Seminar Forum – <http://religion.rutgers.edu/jseminar/>

New Advent – <http://www.newadvent.org/>; www.knight.org/advent/cathen/0877a.htm

Activity 8: Being Christian...Being Church? The Early Church

Time: 2.3 hours

Description

Students analyse key passages in the Epistles and Acts of the Apostles through biblical referencing. Students summarize the information in chart form in order to identify and label the main values revealed in each passage about the community in question. Through discussion, students identify key words that describe the early Christian community. Students create a fake artifact that they claim was found at some archaeological site (a letter, a gospel, and a secret document) as an artistic response to the early Church values represented in the biblical reference of their choice. Then, students can either complete a journal entry connecting the challenges presented in the early Church and their application today, or identify with the values in the modern Church and its connection to the early Church values introduced in the biblical reference that was chosen.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures.

Strand(s): Scripture, Profession of Faith, Christian Moral Development

Overall Expectations

SC2.05 - summarize the values and lifestyles of the early Church community, as described in the letters of Paul and the Acts of the Apostles.

Specific Expectations

SC1.03 - explain how the Scriptures can be used within the Catholic community of faith to analyse and critique contemporary society;

SC4.03 - evaluate the values found in the Gospel with those of contemporary culture;

SC4.05 - develop and implement strategies for community building based on the values and lifestyle of the early Church community;

PFV1.02 - demonstrate an understanding of the four marks of the Church (one, holy, catholic, and apostolic).

Prior Knowledge & Skills

Students must know how to locate biblical references.

Planning Notes

The teacher prepares a handout providing key passages about the early Church in the Epistles and Acts of the Apostles. The teacher also prepares a chart with the headings: One, Holy, Catholic, and Apostolic down the left side of the page, and three columns across the top. One column identifies the passage, another column is for a summary of the basic content of the passage, and a third column is for the central value(s) of the early Church revealed in each passage.

Teaching/Learning Strategies

The teacher points out that this exercise is an exploration of the first Christian *communio* (community), and how it is the root and source of our current understanding of Church. The teacher begins by reciting the Nicene Creed with students. The teacher points out the four marks of Church as presented in the Creed: one, holy, catholic, and apostolic. Using examples, the teacher explains each of the four marks of Church: One – United, Holy – Sacramental and Grace-filled or Sanctifying, Catholic – Universal or Worldwide or Diverse, and Apostolic – Rooted in the authority and history of the 12 Apostles.

Individual students read the various scripture passages and record their findings on the chart provided. Each passage is matched with the appropriate mark of Church and explained in the other columns. The teacher leads a discussion presenting each passage, the marks of Church (one, holy, catholic, and apostolic), and the central values revealed about the early Church. Students record the value(s) revealed in the third column of the chart.

Individual students create a pretend artifact summarizing the basic values of the early Church, and the marks of Church. This can be in the form of a letter, tablet, etc., that dates back to the time of the early Church and describes the early Church community and their values.

Individual students complete a journal entry addressing the questions:

- What are the common values of our modern society that are challenged by the values of Jesus and the Early Christians?
- What marks of the Church can be identified in the modern Church?
- What values of the modern Church are continuations of the values of the early Church?
- What is the difference between being a member of the Church community as opposed to being a member of any other organization or community?

Assessment & Evaluation of Student Achievement

The teacher evaluates the artifact and its representation of the early Church community's values. The artefact is evaluated for Knowledge/Understanding. The journal entry is assessed with a rubric in the categories of Application and Communication.

Accommodations

Students with limited reading and comprehension skills can view a video on the life of the early Christians.

Resources

- Allaire, Barbara and Thomas Zanzig. *Understanding Catholic Christianity*. Winona, Minnesota: Saint Mary's Press, 1996. pp.134-163. ISBN: 0-88489-372-3
- Drane, John. *Introducing The New Testament*. New York, Harpar San Francisco, 1986. ISBN:0-06-062073-0
- Farrell, Father Melvin L. *Getting To Know the Bible*. Milwaukee, WI: HI-TIME Publishing Corp., 1993. pp. 80-98. ISBN: 0-937997-01-3
- Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10- 23
- Gryczka, Mary E. and Ronald J. Wilkins. *Catholic Morality: Guidelines for Christian Living*. Dubuque, Iowa: Brown-ROA Publishing Media, 1988. pp. 42-68. ISBN:0-697-02528-4
- Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 24; 36; 95-97; 128.
- Pennock, Michael. *Forming A Catholic Conscience*. Notre Dame, Indiana: Ave Maria Press, 1991. pp. 92-109. ISBN:0-87793-444-4
- Zanzig, Thomas. *Jesus of History: Christ of Faith*. Winona, MN: Saint Mary's Press, 1998. pp. 192-213. ISBN:0-88489-530-0

Websites

- Catholic.Net – www.catholic.net
- Christianity Today.Com – www.christianity.net
- Ontario Consultants on Religious Tolerance – <http://www.religioustolerance.org>

Film/Video

Quo Vadis, MGM, 1951

Activity 9: The Need to Serve and the Need For Service

Time: 3.45 hours

Description

This activity requires students to reflect upon who they were, who they are, and who they hope to become. Students refer to the previous activities in the course, particularly the self-knowledge activities – Activity 1, 2, 3, and 6. In addition, students consider their past contributions to (and roles in) family, school, and outside organizations. Students also identify and reflect upon the various needs of their community in order to discern how they can be of service. Each student writes a personal resume formulated under categories drawn from the Ontario Catholic School Graduate Expectations.

Strand(s) & Learning Expectations**Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5d - finds meaning, dignity, fulfilment, and vocation in work which contributes to the common good;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Scripture, Christian Moral Development, Profession of Faith, Family Life Education

Overall Expectations

PFV1.05 - acknowledge that the call to faith includes a call to justice;

PFV1.08 - use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture;

PFV3.04 - value the importance of community service as an example of the call to discipleship;

PFV4.04 - engage in community service as an example of the call to discipleship;

CMV3.06 - acknowledge the value of community service in relation to the common good;

CMV4.09 - assess community service as a vehicle of promotion for the common good.

Specific Expectations

SC3.02 - perceive the challenge of God's preferential option for the poor;

PSL1.08 - define the Christian notion of service to others as a call to ministry;

PSL1.09 - explain the various forms the call to ministry can take within the Christian community;

PSL4.04 - explain the various forms the call to ministry can take within the Christian community;

PSL4.06 - examine contemporary approaches to ministry as a call to service;

PSL4.07 - participate in the liturgical life of the Church (e.g., as lectors, hospitality ministers);

FLP2.01 - realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards the self and others.

Planning Notes

The teacher prepares an outline of a resume under the categories: Discerning Believer, Reflective and Creative Thinker, Effective Communicator, Self Directed and Responsible, Collaborative Contributor, Caring Family Member, and Responsible Citizen.

Teaching/Learning Strategies

The teacher explains to students that it is through working that we participate in divine activity: sharing in God's power to create. The good of our society depends to a great degree upon the willing commitment of volunteers. In order to determine a choice of Christian service, students need to reflect upon past experiences of involvement with others and to identify the unique gifts that they have received from God.

The individual student reviews the self-knowledge activities from the previous activities in the unit to assist students to identify interests, skills, values, and personality. The teacher distributes a skeleton format of a resume and directs students to complete a rough draft applying data derived from the activity sheets.

The individual student writes a cover letter describing who they are and what they offer the community in which they live. Using a resume format provided by the teacher, students write a resume.

The teacher conferences with each student and both read the draft copy of the resume. They discuss a suitable Christian service placement within the community.

The student makes necessary revisions to the resume, writes a final copy, and proceeds to make placement contacts.

Assessment & Evaluation of Student Achievement

The teacher assesses and edits student resumes; attention is given to a concise writing style that is free of spelling, grammatical, and typographical errors. The teacher assesses student resumes to assure that they authentically reflect student experience. The resume is assessed with a rubric in the categories of Knowledge/Understanding, Communication, and Application.

Resources

Glavich, Mary Kathleen. *Called to Love: Your Christian Vocation*. Notre Dame, Indiana: Ave Maria Press, 1999. pp. 10-23; 130-48.

Koch, Carl. *Creating a Christian Lifestyle*. Winona, MN: Saint Mary's Press, 1998. pp. 62-63; 160; 209; 232; 270; 283; 286; 290-292.

Pennock, Michael. *Being Catholic: Believing, Living, Praying*. Notre Dame, Indiana: Ave Maria Press, 1994. ISBN 0-87793-528-9

Schaefer, Nancy. *Good Job: A Young Person's to Finding, Landing and Loving a Job*. Stoddart Publishing Co. Ltd., 2000. (Chapter 4) ISBN 0-7737-6109-8

Grant, Joseph. *Justice and Service Ideas for Ministry with Young Teens*. Winona, MN: Saint Mary's Press, 2000. (T) ISBN 0-88489-572-6

Appendix 1

Personality Traits Sample Myers-Briggs (Abridged) (Unit 1, Activity 2)

Directions

- Below are four sets of two columns each. Each column in each set describes a particular kind of person. Reflect on each column and try to get a picture of that kind of person.
- Now, try to be objective. Look at each set of items in the columns below, and check the box closest to how you see yourself. If you cannot decide, check the middle box.
- For each pair of personality traits, add up the checks on each outside column. Ignore the checks on the middle column. Write the sum of the checks under the corresponding letter in the appropriate box. This will help you develop a “personality profile” for yourself.

talking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	thinking	precise worker	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	dislikes precise work
prefers working with others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	comfortable working alone	simplicity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	complex
action oriented	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	likes quiet	likes using already learned skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	likes learning new skills
likes to see results	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	interested in ideas	makes progress step by step	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	progress with insight
likes to use telephone	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	dislikes using telephone	works steadily	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	works “in bursts”
impatient with “plodding”	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	patient with slow progress	distrusts inspiration	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	follows inspiration
			good with facts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	poor with facts
E score () () I score			S score () () N score		
emotional	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	logical	adaptable	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	decisive
harmonious	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	analytical	needs time to decide	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	decides quickly
needs praise	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	needs fairness	open to new ideas on a project	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	satisfied with a decision
people value oriented	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	reason value oriented	starts too many projects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	likes to keep on a project begun
sympathetic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	firm-minded	postpones unpleasant jobs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	does not notice new needs
dislikes being scolded	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	finds it easy to scold	wants to know all about a situation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	need to know only essential details
personal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	impersonal	open to changes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	likes things settled
likes to please others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	pleasing others not important			
F score () () T score			P score () () J score		

Appendix 2

Being Human – A Profile

(Unit 1, Activity 2)

Directions: On the chart below, list five words that describe you for each element of humanity. Use the questions to help you.

Rational	What do you wonder about? What do you know?
Emotional	How would you describe my feelings and how you deal with life?
Physical	Describe yourself. ...your favourite foods. ...your favourite activities.
Social	Describe your friends, family, and favourite social activities.
Aesthetic	List your favourite arts activities (painting, writing, dance, singing, etc.) or favourite art pieces (painting, poem, songs, etc.).
Moral	What are beliefs you have about what is right and what is wrong?
Spiritual	Describe your relationship with God. What do you do to take care of yourself spiritually?

Appendix 3

Children's Book

(Unit 1, Activity 3)

Being a teenager is an in-between stage in human development – no longer children, but not yet adults. As teenagers grow, they change rationally, emotionally, physically, socially, aesthetically, morally, and spiritually.

You are to create a children's book that shows how you have changed in each of these areas since you were a child, how you are now, and what you think you'll be like in 10 years.

Your book must have:

1. A front and back cover – these must be creatively presented with the title, author's name, and symbols or images that show the theme of the book.
2. An inside page – this must include the title of the book, your name, the course name, the course code, your teacher's name, due date, as well as any dedication you wish to make.
3. A table of contents – this page must outline the chapters and pages of your book.

Your book can be structured in one of two ways:

1. You can create a book with three chapters: Childhood, Adolescence, and Adulthood. Each chapter must have a page that shows your self-understanding of change rationally, emotionally, physically, socially, aesthetically, morally, and spiritually.

OR

2. You can create a book that has seven chapters: Rationally, Emotionally, Physically, Socially, Aesthetically, Morally and Spiritually. Each chapter has three pages that outline how you see change happening in childhood, adolescence, and adulthood.

Your teacher must approve any other structure for your book.

Appendix 4

Parables

(Unit 1, Activity 7a)

Reader: Reads the parable	Name:
Recorder: Records the group work	Name:
Resource person: Gets the group resources	Name:
Teacher consultant: Gets teacher's approval	Name:

Parable: _____ Title: _____

Parable Summary:

Who is involved?

What happened?

What is the moral?

What is the main value presented in this parable? _____

How did this value change the people in the parable?

How can this value change people in today's society?

Dramatization Outline:

Characters:

Problem or issue:

How the value solves the problem or issue:

Teacher Approval: _____

Appendix 5

Summative Task – Sample Rubric

(Unit 1: Activity 9 -- Christian Service Resume)

Summative Task Unit 1

Due Date: _____

The need to serve and the need for service - Ontario Catholic School Graduate Christian Service Resume

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Knowledge Demonstrates knowledge of Ontario Catholic School Graduate Expectations	- demonstrates limited evidence of knowledge of the CGEs	- demonstrates some knowledge of the CGEs	- demonstrates considerable knowledge of the CGEs	- demonstrates a thorough knowledge of the CGEs
Understanding Demonstrates an understanding of the assigned Catholic Graduate Expectations and offers clear explanations of how they contribute to self-understanding	- demonstrates limited understanding of concepts required	- demonstrates some understanding of concepts required	- demonstrates considerable understanding of concepts required	- demonstrates a thorough understanding of concepts required
Communication (Creative component - Christian Service Resume) Unit concepts and CGEs	- demonstrates limited communication of the basic concepts of the unit and CGEs	- demonstrates some communication of the basic concepts of the unit and CGEs	- demonstrates considerable communication of the basic concepts of the unit and CGEs	- demonstrates thorough communication of the basic concepts of the unit and CGEs
Application (Making Connections - Christian Service Resume) Demonstrates that the CGEs can apply to Christian Service opportunities.	- demonstrates limited application of connections	- demonstrates some application of connections	- demonstrates considerable application of connections	- demonstrates a thorough application of connections

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.