
Catholic District School Board Writing Partnership

Course Profile **Religious Education**

Grade 9
Open

• *for teachers by teachers*

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Catholic Curriculum Cooperative (Central and Western Ontario)

Institute for Catholic Education

Unit 1: Called to Journey

Time: 13 hours

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Unit Description

This unit will serve as both an introduction and foundation to the course. Through the use of the five strands—Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, and Family Life—students will investigate what it means to be ‘called to journey’. Students will be called to examine the past, called to be themselves, called to relationship, called to understand religious experience, called to make moral decisions, called to break open God’s Word, and called to prayer.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1f, 1g, 1i, 2b, 3d, 6b, and 7d.

Strands: Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacrament, Family Life.

Overall Expectations: SCV.01, SCV.04, MDV.01, MDV.09, MDV.04, FLV.01, FLV.11.FLV.02, FLV.06, FLV.05, FLV.12, FLV.09, PSV.02, PSV.03, PSV.07, PSV.08, PSV.01, PFV.09, PFV.06, PFV.02, PFV.05.

Specific Expectations: SC1.02B, SC1.06B, SC1.03B, SC1.04B, SC4.01B, MD4.02B, MD4.01B, MD2.06B, MD2.03B, MD1.03B, MD2.02B, MD4.06B, MD2.05B, MDV.04, MD1.02B, PS1.06B, PS1.03B, PS1.06B, PS2.01B, PS1.01B, PS3.02B, PS4.07B, PS3.01B, PS1.06B, PS3.02B, PS1.03B, PS1.06B, PS2.02B, PS4.06B, FL4.02B, FL1.03B, FL2.03B, FL1.01B, FL2.01B, FL1.02B, PF4.01B.

Activity Titles

| | | |
|------------|--|-------------|
| Activity 1 | Icebreaker: People Bingo | 40 minutes |
| Activity 2 | Called to Examine the Past: People, Places and Events | 100 minutes |
| Activity 3 | Called to be Me: Social, Physical, Intellectual, Emotional, and Spiritual Growth | 200 minutes |
| Activity 4 | Called to Relationship | 110 minutes |
| Activity 5 | Called to Moral Decisions: A decision making model | 90 minutes |
| Activity 6 | Called to break open God’s Word: Introduction to the Bible | 180 minutes |
| Activity 7 | Called to Prayer: Celebrating through Liturgy | 60 minutes |

Unit Planning Notes

While planning to deliver this unit, it is important that teachers bear in mind that this unit is the basis of understanding all other units. All five strands are present in this unit and in all subsequent units. This unit is designed to reflect the movement from a global perspective to a personal perspective. Informed by the personal perspective, students can then endeavour to act globally. All units are designed in a similar fashion.

Prior Knowledge Required

None

Teaching/Learning Strategies

Brainstorming, Carousel, Think/Pair/Share

Assessment/Evaluation

Performance assessment, reflections, paper and pencil test

The culminating activity for the unit is a reflection log scrapbook.

Accommodations

For students with special needs and ESL students, the teacher will need to consult with school Special Education and ESL teachers, and refer to the student's IEP to meet the needs of specific students. It is also suggested that the teacher consult with parents (when possible) concerning reinforcement of learning expectations and appropriate study conditions at home. Teachers may also consider making contact with organizations in their communities that assist new Canadians for suggestions and resources (i.e. Welcoming Centres, Multicultural Agencies). ESL students may also benefit by being partnered with other students with similar linguistic backgrounds, whenever possible. Many of the suggestions for accommodations are from the OSS policy document, Appendix 6, and the Ministry Special Education and ESL Guides.

Resources

Print

New Revised Standard Version Bible. Oxford: University Press, 1989.

CCCB. *Be With Me*. Ottawa: Publications Service, 1997.

OCCB. *Turning Points*. Toronto: Prentice Hall Ginn, 1997.

Link, M. *Path Through Scriptures*. Allen, Texas: Tabor Publishing, 1987.

Christian Scriptures (to come)

Zanzig, T. *Jesus of History, Christ of Faith*. Winona, Minnesota: St. Mary's Press, 1986.

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

CCCB. *Catechism of the Catholic Church*. Ottawa: Publications Service, 1994.

Videotapes

Rudy. Dir. David Anspaugh. Columbia, 1993.

Lion King. Disney, 1994.

Computer Software

NRSV – Concordance

Catechism of the Catholic Church

Activity 1: Icebreaker: People Bingo

Time: 40 minutes

Description

This activity is intended as an icebreaker.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectation: CGE 1i.

Strand(s): Profession of Faith

Overall Expectations: PFV.02, PFV.05, PFV.09.

Specific Expectations:

Planning Notes

Teachers need to instruct students that the material that they provide for the bingo is to be of a 'light' fun-filled nature that the students would not mind other students knowing about. You will need to place a time limit on the activity. Be aware that some students may have experienced an event provided to the 'Bingo' by another student and that is okay. If a student submits an inappropriate response, the teacher must be ready to substitute a generic response. (e.g., Someone who was born in another country, or someone who has traveled outside Ontario, etc.). The matrix is to be created by the teacher before the activity.

Prior Knowledge Required

None

Teaching/Learning Strategies

1. Whole Class: To begin, the teacher will instruct students to write on a small blank piece of paper something that nobody else in the class would know about them. The teacher will then collect this information and place in on a 5 x 5 matrix.
2. Individual: The teacher distributes the Bingo and students will then wander about the room attempting to match each square with the person who provided the event.
3. Whole Class: Students will process the exercise by investigating how we judge others (i.e., Why did you ask certain questions of people?)

Assessment/Evaluation

Observation

Resources

None

Accommodations (for Special Needs and ESL students)

Some students may require a peer to assist them in completing Bingo cards. It may be beneficial to have pre-printed cards for those with language, writing difficulties.

Appendices

Activity 2: Called to Examine the Past: People, Places, and Events

Time: 100 minutes

Description

Students will differentiate between ‘trip’ and ‘journey’. Students will examine the people, places, and events that have contributed to their personal story and interpret how these people, places, and events have shaped their journey.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 4a, 6c.

Strand(s): Family Life

Overall Expectations: FLV.05, FLV.12, FLV.09, FLV.06, FLV.01, FLV.02.

Specific Expectations: FL2.03B, FL1.04B, PF4.01B, MD4.02B.

FL2.03 - describe the Christian family as the basis of society and as domestic Church;

FL1.04 - recognize authentic authority as worthy of honour and respect;

PF4.01 - respect physical change as integral to God’s creation of the human person;

MD4.02- respect physical change as integral to God’s creation of us;

Planning Notes

Be prepared for some emotional issues to surface. Much of students' work in this activity can be placed in the ‘access’ pocket of their course portfolio and will help them with their culminating product. (Refer to Course Notes.)

Prior Knowledge Required

None

Teaching/Learning Strategies

1. **In Pairs:** Students will brainstorm the difference between a ‘trip’ and a ‘journey’.
2. **Whole Class:** Students will process the information that was brainstormed in the groups. The teacher will direct the discussion towards raising the question as to whether ‘Religion’ in general, and this course in particular, is a trip or a journey. (Refer to Appendix.)
 - The teacher will identify for students that a significant part of journey has to do with the people we journey with.
3. **Individual:** Using the handout entitled “People, Places, and Events” as a guide, students will reflect on the people, places and events that have been significant in their story to this point in their lives.
4. **Whole Class:** Students will view the video *Rudy* or *Lion King* and through guided questions created by the teacher, reflect on the people, places and events that affected Rudy’s life.

Assessment/Evaluation

1. **Performance Assessment:** Students will write and submit their own personal autobiography based on the people, places and events that have influenced their lives. (See Appendices.)

Resources

See Appendices for handout “Religion: Trip or Journey?”

Handouts: “People, Places, and Events”

Video: *Rudy*

Video: *Lion King*

Accommodations (for Special Needs and ESL students)

Students may demonstrate knowledge of people, places, and events that have contributed to shaping their personal story in pictorial form or orally through conferencing. Translation dictionaries should be made available for ESL students. The teacher may provide simplified versions of the activity stories for students as well as vocabulary lists to aid in comprehension. Simplified questions in large print with space for answers should be provided for the movie activity.

Appendices

“Religion: Trip or Journey?”

“People, Places, and Events”

Appendix 1.1

Journey

1. Religion is discovering open *questions* which need life *answers* (answers which we discover by living them).
2. Religion is a life-long search, with open-ended questions.
3. Religion is waiting on the unexpected.
4. Religion is looking at life with a new, fresh perspective.
5. Religious language involves story telling about the ways in which God shares himself with people.

Trip

1. Religion is finding *answers to textbook questions*.
2. Religion gives students answers, facts, questions with definite answers.
3. Religion involves learning the expected, the predictable.
4. Religion is asking, “What am I supposed to believe?”
5. Religious language is philosophical language about God as He is in Himself.

Appendix 1.2: People, Places, and Events

Now we all have to do some work. We have to do some remembering. I want to ask some questions to help all of us remember our own stories. Let's try to discover our stories.

Let's start with the people in our stories. Our stories are made, not so much by events and happenings but by people.

PEOPLE:

- Who are the people we fight with most? (Often we discover who is really important in our lives by reflecting on who we care enough about that we fight with them.)
- If you had to pick three people in your life that you absolutely could not think of not knowing, (e.g., these people are so important that you had to know them to be who you are), who would they be?
- Out of those three people, if you had to pick the one you needed most, who would that be?
- If you could go back in your life and find and be with a single person from your past whom you never see anymore, who would that person be?
- What death in your life has pained you most? What does this say to you about that person?
- Who are the ones you would have been better off not knowing, the ones who have had a bad influence on you or who bring out the worst in you?
- Who is the person who stirs the greatest feeling in you?
- Who is the person who most challenges you to be better than you are, who is calling you to develop your gifts most, maybe even to the point of annoyance?

PLACES:

- What place on this earth has been for you the most beautiful, the place whose beauty touches you most?
- What place outside your home do you go to when you want to be alone and at peace and thoughtful? How often have you been there?
- If you had to remember a hiding place you had when you were five, where would that be?

EVENTS:

- What choices have you made so far in your life that have made a real difference?
- What choices have sent you down a particular road? (Remember that sometimes choices are made by not choosing, by drifting, by being afraid of choices. You can't not choose.)
- If you had to list them, what have been your three greatest joys so far in life?
- What have been your three greatest sorrows or disappointments?

Activity 3: Called to be Me: Social, Physical, Intellectual, Emotional, and Spiritual Growth. (S.P.I.E.S.)

Time: 200 minutes

Description

This activity is intended to encourage students to explore the social, physical, intellectual, emotional and spiritual sides of their personality. The intent of examining the various dimensions of personality is to provide students with the opportunity to build a healthy self-concept.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 3e, 4a, 5c, 7d, 7f.

Strand(s): Family Life

Overall Expectations: PFV.02, PFV.05, PFV.06❖, FLV.07, FL2.03B, FLV.06, FLV.01, FLV.02, FLV.05, FLV.12, FLV.09.

Specific Expectations: FL1.03B, PF4.01B, MD4.02B❖, MD4.01B❖, FL1.02B, FL2.03B.

FL1.03 - understand the importance of personal freedom in shaping interpersonal relationships;

PF4.01 - respect physical change as integral to God's creation of the human person;

MD4.01 - value the sacredness of the human body, regardless of appearance;

MD4.02 - respect physical change as integral to God's creation of us;

FL1.02 - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL2.03 - describe the Christian family as the basis of society and as domestic Church;

Planning Notes

Many of the recommended strategies within this activity are found in the resources *Be With Me* and *Turning Points*. The teaching/learning strategies are designed to provide students with the opportunity to investigate the five key dimensions of one's personality. This activity is intended to be introductory in nature and various aspects of the activity will surface again throughout the course. Please note that the time allocated for this activity reflects the intent of a cursory overview treatment of an extensive topic. Teachers need to preview any materials (video, print, etc.) that will be used in this activity.

Prior Knowledge Required

None

Teaching/Learning Strategies

PHYSICAL DIMENSION

1. **Individual:** Students will first investigate the physical dimension of self.
 - Students will write an individual response to questions on page 52 of *Be With Me*.
2. **Group:** Follow the above strategy by discussing questions on the same page of *Be With Me*.

INTELLECTUAL DIMENSION

3. **Individual:** Students will complete the questionnaire on pages 70 and 71 of *Be With Me* teacher's manual to determine their predominant learning style.
4. **Groups:** Have students, in groups of no more than three, teach the rest of the class a simple concept.
5. **Whole Class:** The teacher will lead a discussion around various learning styles and raise the question of why some students may succeed in some areas and some may not.

EMOTIONAL DIMENSION

6. **Individual:** Students will name and write as many feelings as they can.

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- Each student will be given a pipe cleaner and asked to form a shape that expresses an emotion they experienced recently.
 - Before breaking up into groups, students will understand that feelings are neither good nor bad. It is how they choose to express their emotions that cause them to label their feelings.
7. **Groups:** In groups of four, students will be invited to talk about their 'pipe cleaner' sculpture and the experience of that emotion.

SOCIAL DIMENSION

8. **Individual:** Students will read pages 43-46 of the text *Be With Me*.
9. **Whole Group:** Students will discuss the reflection questions that pertain to the reading.
10. **Groups of Four:** Students will examine music and music videos approved by the teacher, to identify themes of exclusion that can potentially lead people to violence. Students will name these themes and the associated attitudes.
- Students will respond to the question: What reasonable response can young people take?

SPIRITUAL DIMENSION

11. **Whole Group:** Students will brainstorm concepts that are associated with the spiritual realm and give reasons as to why they believe these concepts belong to the spiritual dimension of their personality.
12. **Groups of Four:** Students will explore what it means to believe in God.

Assessment/Evaluation

1. **Reflection**

Students will choose a picture of an individual who would not be considered beautiful by social standards and write about how this person is beautiful.

(This could be done as a homework assignment) (FL1.02B, MD4.01B)

2. **Performance Assessment** (Optional)

Students will have or serve lunch at the soup kitchen, eat with and talk to some of the guests. Students need to be prepared for this experience and debriefed afterwards.

Students will write a reflection about their experience specifically noting their feelings and the nature of their conversations with the guests. (PFV.06, PF4.01B, FLV.01, FLV.02, MD4.02B)

3. **Performance Assessment**

In groups of two, students will create a collage of pictures and headlines that show what they believe about God. (PF2.02B)

Resources

Be With Me Teacher's Manual pages 50-63

Turning Points pages 54-63

Be With Me Teacher's Manual pages 64-73

Multiple Intelligence work by Howard Gardner

Be With Me Teacher's Manual pages 74-87

Turning Points pages 65-79

Be With Me Teacher's Manual pages 88-97

Turning Points pages 65-79

Be With Me Unit 3

Turning Points pages 65-79

Be With Me pages 52-54

Accommodations (for Special Needs and ESL students)

It may be beneficial for students to focus on one or two dimensions of personality that they would like to explore in greater detail or perhaps to look at all five in a more general fashion. The teacher may provide readings and vocabulary lists ahead of time for students to become familiar with the stories and terms. Partnering students with good readers for modeling of language, pronunciation and reading would be beneficial. Some students may benefit from having activities available on computer so they can answer them using computer. Discussions with students to ensure understanding of each task, and checking often for comprehension of expectations and activities will help to ensure success.

Appendices

Activity 4: Called to Relationship: Self-esteem, Interdependence, and Dependence on God

Time: 110 minutes

Description

This activity is designed to lead students to an understanding of the nature of relationship. Students will begin by investigating the criteria that contribute to a positive self-image. Then, through an understanding of the need to be in relationship with others, students will understand their interdependence with the world. And through their understanding of relationship with God, students will come to appreciate the hand of God in their lives.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1f, 1i, 4a, 4g, 5a, 6d.

Strand(s): Profession of Faith, Family Life

Overall Expectations: PFV.02, PFV.05, PSV.01, PSV.02, PSV.03, PSV.08, FLV.12, FLV.09, FLV.06, FLV.05, MDV.04.

Specific Expectations: FL2.03B, FL2.01B, FL1.02B, FL2.04B, MD4.01B❖, MD4.06B, MD2.06B, MD2.03B, MD1.03B, MD1.02B, MD4.06B, PS1.06B, PS3.01B, PS1.01B, PS3.02B, PS1.06B, PS4.07B, PF3.02B❖.

FL2.03 - describe the Christian family as the basis of society and as domestic Church;

FL2.01B - describe and analyze aspects of intellectual growth;

FL1.02 - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL2.04 - compare the signs of healthy and unhealthy relationships;

MD4.01 - value the sacredness of the human body, regardless of appearance;

MD4.06 - identify people who model Christian hope.

MD2.06 - explain the relationship between Christian moral decision-making and love;

MD2.03 - explore and express the qualities of relationships they want to have;

MD1.02 - identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

MD1.03 - explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD4.06 - identify people who model Christian hope.

PS1.06 - demonstrate an understanding of Christian hope and its role in Christian living;

PS1.01 - demonstrate a knowledge of the connections between a life of prayer and the challenges of Christian life in contemporary culture;

PS1.06 - demonstrate an understanding of Christian hope and its role in Christian living;

PS3.01B - listen prayerfully to the call to be loving;

PS3.02 - share their faith with others in the context of religious celebration;
PS4.07 - explore the way prayer nourishes hope.
PF3.02 - express what it means to have a relationship with God through Jesus;

Planning Notes

This activity is intended to be an introduction to relationships. The theme of “relationship” will be the touchstone of all the other units and will be further developed in each of the other units.

Prior Knowledge Required

None

Teaching/Learning Strategies

1. Groups of Four

- Students will identify as many factors as possible that contribute to a person’s self-esteem.
- Students will create a skit that portrays all of the factors they just brainstormed.

2. Pairs or Individually

In pairs, students will create a split-page organizer. On one side, students will identify the various kinds of relationships they are involved in. (e.g. parent, sibling, friend, employer, teammate etc.). On the other side, the students will identify what actions help or hinder each relationship.

3. Individually

- Students will image by drawing what it means to be in relationship with God.
- Students will identify in writing what factors make their relationship with God easy or difficult as compared to their relationship with other people in their life.

Assessment/Evaluation

1. Performance Assessment

Students will act out their skit for the whole class. The teacher will create the assessment rubric. (FL1.02B, MD4.01B)

2. Reflection

Students will write a letter to God explaining why they are happy to be in relationship with God. They will place the letter in their culminating portfolio. (PF3.02B)

Resources

Turning Points pages 100-160

Turning Points pages 100-160

Be With Me pages 106-113

Accommodations (for Special Needs and ESL students)

Students with Special Education assistance can dialogue with the person who monitors them and share how they feel special in a relationship. This activity could be presented to peers through a skit or role play. Self esteem skits could be presented using tableau or mime to help overcome language barriers. Letters could be presented using audio tape, orally to the teacher or through visual representations such as collage or mind maps.

Appendices

Activity 5: Called to Moral Decisions: A moral decision-making model

Time: 90 minutes

Description

This activity is designed to lead students to the understanding of the importance of a well grounded instrument that acts as a moral decision-making screen.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 2a, 3b, 3c, 3d, 4f, 7a.

Strand(s): Christian Moral Development

Overall Expectations: MDV.01, MDV.09❖.

Specific Expectations: MD2.02B, MD2.05B, MD2.06B.

MD2.02 - perceive the challenge of God's preferential option for the poor;

MD2.05 - review the decision-making model of see, judge, act and evaluate;

MD2.06 - explain the relationship between Christian moral decision-making and love;

Planning Notes

This activity provides only one model for moral decision making. There are other models that can be used just as effectively. *Be With Me* is an excellent resource, which provides a wide range of strategies that enables students to understand this decision, making model.

Prior Knowledge Required

None

Teaching/Learning Strategies

1. Whole Group

- Students will brainstorm a list of different ways that people make decisions.
- Students will brainstorm situations that they find themselves in where they have to make a decision.
- The teacher will randomly match the situations and the decision-making method to investigate why some methods are not appropriate for some decisions.

2. In Pairs

- Students will write a short script to illustrate a dilemma and a decision.
- Students will comment on a separate piece of paper on the appropriateness of the decision-making process. (See page 124 of Teacher's Manual for *Be With Me*.)

3. Individually

- Students will read pages 77-81 in the text *Be With Me* and using the Activity Pages 12a-12d in The Teacher's Manual, students will come to an understanding of the moral decision-making model based on 'see, judge, act, evaluate'.

Assessment/Evaluation

1. Performance Assessment

- Debates

Refer to page 127 of the Teacher's Manual for *Be With Me*. (RMD2.02B, RMD2.05B, RMDV.09)

Resources

Be With Me pages 122-143

Accommodations (for Special Needs and ESL students)

This activity relies heavily on reading skills and skills necessary to plan and present a good debate. Students with special needs may need someone to read some of the material to them and take the time to explain the decision-making model since it will be crucial in some of the following units. Vocabulary lists and definitions could be made available prior to the lesson. Students may benefit from shortened, simplified explanations for reading and comprehension, as well as shortened, simplified texts. Providing a blank graphic organizer for the decision-making model where students can write in their own process may be helpful.

Appendices

Activity 6: Called to Break Open God’s Word: Introduction to the Bible and the Gospels.

Time: 180 minutes

Description

This activity will provide students with the tools necessary to read and interpret the Bible intelligently. It will lead the students through an introduction to the Bible, to how the Bible was developed, to what we should believe about the Bible, to how to find a scriptural passage, to the concepts of inerrancy and inspiration, to literary forms, to the development of the Gospels.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 1h, 2b, 2e, 3c, 5a.

Strand(s): Scripture

Overall Expectations: SCV.01❖, SCV.04❖.

Specific Expectations: SC1.02B❖, SC1.06B, SC1.03B❖, SC1.04B❖, SC4.01B❖.

SCV.02 - demonstrate knowledge of major stories and events in Scripture (the Sermon on the Mount, the Sinai covenant), and discuss the Christian faith with reference to these passages;

SCV.03 - explain how the message of Scripture informs and challenges society (CCC §1878-1939);

SCV.04 - describe the development of oral and written traditions in Scripture using historical, literary and critical approaches;

SCV.06 - express connections between the relationships described in biblical events and their own life experiences.

SC4.01 - show reverence for Christian belief in Scripture as God’s living word;

Planning Notes

This activity is designed to be delivered in two class periods. During the first period students will work through the first four folders because the information in these folders are foundational to understand the next four. Students will work through folders varying pace dependent on the group, so it is necessary to have more than one folder with all the material in it so that students are not waiting for others to finish and not have any work to do. If time permits, at the end of the first lesson the teacher can debrief the first four activities with the students and at the end of the second lesson, debrief the last four activities. The teacher needs to make some judgement calls as to what would best suit the needs of the students in their class. When creating the folders for the carousels teachers need to include a detailed set of instructions attached to each folder so that students are clear about how to complete the task.

Prior Knowledge Required

Students will need the skills necessary to process the material in the folders.

Teaching/Learning Strategies

1. **Groups of Three:** Students will be involved in a carousel to learn about various aspects, definitions, and developments related to the Bible.

The class will be divided into eight stations. At each station, there will be a folder outlining the expectations and the tasks necessary to be completed in order to gain the information required to be known about the Bible. Once the group has completed the task, the group will move on to the next task until the first four are completed on Day 1 and the next four completed on Day 2 or any other appropriate configuration that the teacher deems appropriate.

The following eight topics will comprise the carousels:

1. Literal Vs contextual interpretation
2. Literary forms in the Bible
3. Inerrancy and Inspiration
4. How to locate and note scriptural passages.
5. When the Bible was written and what it contains.
6. Definitions of terms that pertain to the Bible.
7. A biblical map of Palestine during the days of Jesus and a biblical time chart.
8. The development of the Gospels

Each folder will contain all the information and explanation necessary to lead the group through the task.

2. **Whole Class**

The teacher will integrate all the information gleaned from the folders and will highlight important information.

Assessment/Evaluation

1. **Performance Assessment**

Each folder would have a checklist rubric to ensure that the student has completed all the tasks set out within the folder.

2. **Paper and pencil test**

Teacher-created test (SCV.01B, SC1.02B, SC1.06B, SC1.03B, SC1.04B, SC 2.01B, SC4.01B)

Resources

The following are a small suggestion of resources that teachers could use in creating the folders.

Be With Me

Path Through Scriptures

Roots 1 and 2

Dei Verbum

Jesus of History, Christ of Faith

Christian Scriptures from Centre for Learning

Accommodations (for Special Needs and ESL students)

Students with special needs will be supported with peer helpers as they move through the carousel, as well-reduced number of activities and simplified instructions may be valuable. Some activities may be provided to students using alternative mediums such as videos or CD-ROM activities. For the written test, multiple opportunities for success may be provided, “chunking” the test and having students complete it in stages, allowing students to use notes or have a take-home test may also provide opportunities for success. Students may also be provided with resource assistance such as an Educational Assistant, a translator, a scribe or the opportunity to orally complete the test.

Appendices

Examples of carousel activities can be obtained through the Religion and Family Life and Human Sexuality Department at the Waterloo Catholic District School Board. Phone 519-578-3660.

Appendix 1.3: Example of one component of the carousel

(Specifically # 4 on “How to locate and note scriptural “passages”.)
TO BE PLACED ON A CARD

ACTIVITY 4 – How to locate and note scriptural passages

- A. In your folder, you will find copies of handout A: “HOW TO FIND A SCRIPTURAL REFERENCE”. Read aloud with the group.
- B. Assign each member in your group the passages on handout B: “USING THE BIBLE”. Complete your assigned passages.
- C. Assign the following to members in your group and practise finding each in the bibles provided. Explain to your group the steps you took to find your passage.

| | |
|-----|-------------|
| DT | 10:12-22 |
| JN | 3:16-30 |
| RM | 8:35, 38-39 |
| 1JN | 3:1 |
| HO | 2:16-22 |
| PS | 2:7-8 |
| GN | 1:27 |
| JR | 1:5 |

**** Ask questions if you are having trouble.

- D. Each person must complete the handout C: “MATCHING EXERCISE ON SCRIPTURAL REFERENCES”. Please see me if you need to sign out a bible for the evening.
- E. Complete the Assessment Rubric. (This is to be created by the teacher.)

How to Find a Scriptural Reference

- The Bible is composed of books.
- Each book is composed of chapters.
- Each chapter is composed of verses.

A scriptural reference provides all the information you need to find a particular passage. Take, for example, the reference *Genesis 1:31*.

- The name of the book comes first. Here the name is *Genesis* (often abbreviated Gen.).
- The chapter number appears directly after the name of the book. The example gives the number 1, meaning chapter 1.
- The last number, separated from the chapter number by a colon, indicates the verse. The example refers to verse 31. (In some versions of the Bible, a comma, rather than a colon, separates the verse number from the chapter number.)

Look up *Gen. 1:31*. What does it say? Write it down on a separate piece of paper.

Scriptural references generally contain more detailed information. Here are some examples:

- Gen. 1:1-8 means Genesis, chapter 1, verses 2 through 8.
- Gen. 1:3,6,9 means Genesis, chapter 1, verses 3, 6, and 9. (Notice the comma between separate verses from the same chapter.)
- Gen. 2:8-10, 18-25 means Genesis, chapter 2, verses 8 through 20 and verses 18 through 25.
- Gen. 1—3 means Genesis, chapters 1 through 3. (Notice the long dash between chapter numbers. For clarity, your textbook does not use long dashes in scriptural references. In your book, Gen. 1—3 would be written *Genesis 1:1-31; 2:1-25; 3:1-24*, listing all of the verses. But you will encounter dashes in your Bible's footnotes and in future scriptural study.)
- Gen. 1:31—2:3 means Genesis, chapter 1, verse 31, through chapter 2, verse 3.
- Distinct references to different chapters are separated by a semicolon. Gen. 1; 3 means Genesis, chapters 1 and 3 (but not chapter 2). Similarly, Gen. 2:4-7, 14; 3:1-3,8 means Genesis, chapter 2, verses 4 through 7 and verse 14, then chapter 3, verses 1 through 3 and verse 8.
- A long verse may be broken up into parts. To designate the first part of a verse, the letter a is used; for the second part of the verse, b is used. Gen. 1:9a means Genesis, chapter 1, the first part of verse 9.
- Some books of the Bible share the same name. For instance, *1 Samuel* and *2 Samuel* mean “the First Book of Samuel” and “the Second Book of Samuel”. (Sometimes these are written *1 Samuel* and *II Samuel*.) Notice that the number of the book comes before the name of the book. So, *2 Sam/ 1:11-12* means the Second Book of Samuel, chapter 1, verses 11 through 12.

Look up *Exod. 5:22—6:1,11; 7:6*. What does it say? Write it down on a separate piece of paper.

Using the Bible

Find the passage in the Bible and write the first sentence of the passage in the space provided.

Genesis 2:25

Exodus 6:5-9

Leviticus 11:26-28

1 Samuel 6:3-5

Psalms 22:1-6

Proverbs 17:1-2

Amos 5:21-25

Matthew 15:33-39

Mark 15:33-39

Luke 23:44-46

John 15:18-20

Acts 2:42-47

Activity 7: Called to Prayer: Celebrating through Liturgy

Time: 60 minutes

Description

This activity is designed to provide students with an instrument to plan meaningful liturgies that will celebrate the themes in each of the units in this course. The chaplaincy team leader and teacher will demonstrate how to use the instrument by having students experience a meaningful liturgy.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1f, 2a, 3e, 4g, 5a, 6d, and 7e.

Strand(s): Prayer and Sacrament

Overall Expectations: PSV.01, PSV.02, PSV.03.

Specific Expectations: PS3.02B❖, PS1.06B, PS1.03B, PS4.07B, PS3.01B, MD4.06B.

PS3.01 - listen prayerfully to the call to be loving;

PS3.02 - share their faith with others in the context of religious celebration;

PS1.06 - demonstrate an understanding of Christian hope and its role in Christian living;

PS1.03 - understand the role of bodily posture and gesture in prayer;

PS4.07 - explore the way prayer nourishes hope;

MD4.06 - identify people who model Christian hope.

Planning Notes

By the end of this activity, the class should be divided into five groups, with each group assigned to a theme corresponding to one of the remaining five units. The liturgies are to be celebrated at the most appropriate time during the study of the unit. Please note that the class is not restricted to five liturgies. The liturgy that the teacher and chaplaincy team leader plan should be reflective of the whole course. The liturgy should lead students to an awareness that global, national, local, and personal issues affect them and they can affect change personally, locally, nationally, and globally.

Prior Knowledge Required

None

Teaching/Learning Strategies

1. Whole Class

Chaplaincy team leader will explain what 'liturgy' means and the reason for celebrating liturgies within the context of a course.

2. In Pairs

Students will brainstorm the components necessary to celebrate a meaningful liturgy.

3. Whole Class

With the help of the teacher and the chaplaincy team leader, students will create a template that outlines in detail all the necessary components for organizing a meaningful liturgy. This template will be the instrument that all students will use to plan their group liturgies.

4. Whole Class

Students will experience a liturgy planned by the teacher and chaplaincy team leader.

Assessment/Evaluation

Ongoing – As the students prepare their liturgies in groups based on the theme of each unit. Refer to the assessment tools in the appendices.

Please note that the specific expectation designated to be evaluated is only a vessel for the cluster of many of the other specific expectations, any of which could be evaluated depending on the planning of the liturgy for the different units.

Resources

There are various books and resources on how to plan a meaningful liturgy. One recommended resource is Beck, Margaret. *Preparing to Celebrate in Schools*.

Accommodations

Appendices

Tools for assessing a well planned liturgy.

Appendix 1.4: Assessment Focus

Essential elements of a quality prayer service plan

Date: _____

| Student name: | | | | | | |
|---|-------------------|------------|-------------|------------|----------------|------------|
| Name(s) of Partner(s): | SELF/GROUP | | PEER | | TEACHER | |
| Peer Evaluator(s): | Yes | Incomplete | Yes | Incomplete | Yes | Incomplete |
| 1. We chose and secured an appropriate location and set the atmosphere. | | | | | | |
| 2. We selected appropriate symbols in light of our theme. | | | | | | |
| 3. We chose scripture readings. | | | | | | |
| 4. We chose audiovisual support. | | | | | | |
| 5. We have attended to the roles of this liturgy, (leaders, participants). | | | | | | |
| 6. We have included a good introductory and closing summation. | | | | | | |
| 7. We have produced a plan for our prayer service. | | | | | | |
| 8. We have created petitions relevant to our theme. | | | | | | |
| 9. We have included other relevant readings | | | | | | |
| 10. We have provided smooth transitions. | | | | | | |
| 11. We have obtained appropriate materials so that the service can safely be conducted. | | | | | | |
| COMMENTS: | | | | | | |
| | | | | | | |

Appendix 1.5: Assessment Focus

Group Oral Presentation of Liturgy

Date: _____

| Student name: | | | | | | |
|--|-------------------|------------|-------------|------------|----------------|------------|
| Name(s) of Partner(s): | SELF/GROUP | | PEER | | TEACHER | |
| Peer Evaluator(s): | Yes | Incomplete | Yes | Incomplete | Yes | Incomplete |
| 1. We presented ourselves appropriately (dress, attitude). | | | | | | |
| 2. We established a theme at the beginning of our presentation. | | | | | | |
| 3. We spoke loudly, clearly, slowly and reverently. | | | | | | |
| 4. We used audio and visual props appropriately (i.e., volume, clarity, cueing.) | | | | | | |
| 5. We actively involved our peers. | | | | | | |
| 6. We established and maintained a prayerful atmosphere. | | | | | | |
| 7. We all shared equally in the liturgy. | | | | | | |
| 8. We listened attentively to each other without interrupting. | | | | | | |
| 9. We created smooth and seamless transitions between parts of our liturgy. | | | | | | |
| 10. We followed the scheduled timelines during liturgy. | | | | | | |
| COMMENTS: | | | | | | |
| | | | | | | |

Appendix 1.6: Assessment Focus

To assist students to self-monitor and self-assess quality use of their time to a celebration date.

Date: _____

| Student name: | | | | | | |
|---|-------------------|------------|-------------|------------|----------------|------------|
| Name(s) of Partner(s): | SELF/GROUP | | PEER | | TEACHER | |
| Peer Evaluator(s): | Yes | Incomplete | Yes | Incomplete | Yes | Incomplete |
| 1. We have confirmed our celebration and conference dates. | | | | | | |
| 2. We developed a schedule for completion from beginning to end. | | | | | | |
| 3. We have ensured that the theme includes key understandings of God's image, Incarnation, sexuality as gift and ecology. | | | | | | |
| 4. We allocated specific tasks for each member to be completed for conference one. | | | | | | |
| 5. We met to redirect as needed based on the first conference. | | | | | | |
| 6. We clarified tasks to be done by each member for the second conference. | | | | | | |
| 7. We had a rehearsal. | | | | | | |
| 8. All materials for the liturgy were gathered at least 2 days prior to liturgy. | | | | | | |
| 9. We met before class to set up on the day of the presentation. | | | | | | |
| 10. We scheduled regular meetings to maintain communication and cooperation within the group. | | | | | | |
| COMMENTS: | | | | | | |
| | | | | | | |

UNIT 1 CULMINATING ACTIVITY

Expectation:

Students will create a scrapbook and provide written reflections of chosen articles for their scrapbook.

Students are to follow the directions listed below.

1. From a magazine, newspaper or the Internet, you will acquire:
 - a) One article that deals with a global issue that affects you.
 - b) One article that deals with a national issue that affects you.
 - c) One article that deals with a local issue that affects you.
2. In each of the articles, highlight the key components of the article that affect you in two of the following ways: socially, physically, intellectually, emotionally or spiritually.
3. Attach each article to a separate piece of paper.
4. Beneath each article, write a reflection about how the article:
 - a) Affected you in the two ways highlighted above.
 - b) What it tells you about yourself.
 - c) What actions you have to undertake to personally affect change.
5. For each article, identify which of the components listed below, will help with your action and write a few sentences supporting how that component may help.
 - a) scripture
 - b) faith
 - c) morality
 - d) family life
 - e) prayer and sacrament
6. Create a title page.

Unit 2: Called to Wholeness

Time: 18 hours

Unit Developer(s)

| | | | |
|---------------|---------------------------------|------------------------|-----------------------|
| Bob Anderson | Waterloo Catholic DSB | Joni Grundy | Waterloo Catholic DSB |
| Peter Bruder | Waterloo Catholic DSB | Sue Morrison | Waterloo Catholic DSB |
| Sandy Collins | Waterloo Catholic DSB | Ann O'Donnell-Beckwith | Waterloo Catholic DSB |
| Jim Deighan | Waterloo Catholic DSB | Bruce Rodrigues | Waterloo Catholic DSB |
| Mary Gallo | Brant Haldimand Norfolk CDSB | Carla Santomero | Waterloo Catholic DSB |

Development Date: March 4, 1999

Unit Description

This unit will emphasize the sacredness of life and the sacramentality of all creation through an examination of the creation story. The foundation of this unit will be the creation accounts of Genesis through an understanding of Hebrew cosmology. The question of how science informs faith and faith informs science will be explored to further understand the sacredness of life in the creation account. Informed by the tension between faith and science, students will be strongly encouraged to act as faithful stewards of creation. Images of God and Jesus will lead students to an appreciation of God's love for them in the Incarnation. Acknowledging that all life is sacred and that they are created by God, students will value their self-worth, femaleness /maleness and sexuality as gifts.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, h, j, 2a, b, c, d, f, 3a, e, 4a, b, g, 5a, 6b, 7f.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, and Family Life

Overall Expectations: SCV.01B, SCV.03, SCV.02, SCV.04, SCV.05, PFV.02, PFV.06, PFV.05, MDV.01, MDV.10, MDV.07, PSV.05, PSV.01, PSV.07, PSV.08, PSV.01, FLV.02, FLV.07, FLV.01, FLV.05, FLV.09, FLV.06, FLV.03, FLV.13.

Specific Expectations: SC1.06B, SC1.03B, SC1.04B, SC2.01B, SC4.02B, SC4.04B, MD1.06B, MD4.03B, MD1.04B, MD4.06B, MD4.02B, MD4.02B, PS1.03B, PS2.02B, PS1.06B, PS4.06B, PS1.06B, PF4.01B, FL4.02B, PF2.03B, PF1.03B, PF3.02B, FL1.03B, FL2.03B, FL2.04B.

Activity Titles

| | | |
|------------|--|-------------|
| Activity 1 | Image of God | 180 minutes |
| Activity 2 | Sacred Scripture and Religious Truth | 120 minutes |
| Activity 3 | Exploring the Creation vs Evolution Debate | 180 minutes |
| Activity 4 | The Incarnation | 120 minutes |
| Activity 5 | Created in God's Image | 120 minutes |
| Activity 6 | Sacredness of Life | 180 minutes |
| Activity 7 | Stewardship | 120 minutes |

Unit Planning Notes

The teacher must have a firm foundation in the Church's teaching about "creation". The following articles would be helpful reading: Catholic Update "Genesis: Does It Really Contradict Evolution?" (June, 1994); Youth Update "Genesis: First Book of our Faith" by James Phillips, (March, 1999). Both articles are available through St. Anthony's Messenger Press, 1615 Republic Street, Cincinnati, OH 45210.

Homework is an integral part of the education process. As such, it is implied in this unit that students will plan, complete tasks, and review at home as the need arises.

Prior Knowledge Required

- Students must understand and have a working knowledge of basic Bible skills.
- Students must be skilled in group work guidelines and expectations.
- Students must be familiar with guided reflective prayer.
- Students must be knowledgeable about the components of the Access, Process, Product Portfolio (see course notes).

Teaching/Learning Strategies

The following teaching/learning strategies will be used: note making – graphic organizers; discussion; videotape; brainstorming; think/pair/share; designing and creating; jigsaw; inquiry; directed reading-thinking activity; computer-assisted instruction; homework; journal writing

Assessment/Evaluation

Diagnostic and Formative Assessment

Reflective journal writing is used throughout and is placed in the student's portfolio. An assessment rubric is used for journal entries to track understanding of concepts, depth of understanding, and clarity of communication. On several occasions graphic organizers are also used.

Summative Evaluation

Exhibition/demonstration as well as project work will evaluate student application of knowledge.

Accommodations

For students with special needs and ESL students, the teacher will need to consult with school Special Education and ESL teachers, and refer to the student's IEP to meet the needs of specific students. It is also suggested that the teacher consult with parents (when possible) concerning reinforcement of learning expectations and appropriate study conditions at home. Teachers may also consider making contact with organizations in their communities that assist new Canadians for suggestions and resources (i.e., Welcoming Centres, Multicultural Agencies). ESL students may also benefit by being partnered with other students with similar linguistic backgrounds whenever possible. Many of the suggestions for accommodations are from the OSS policy document, Appendix 6, and the Ministry Special Education and ESL Guides.

Resources

Print

CCCB. *Be With Me*. Ottawa: Publications Service, 1997

OCCB. *Turning Points*. Toronto: Prentice Hall Ginn, 1997.

New Revised Standard Version Bible. Oxford: University Press, 1989.

Link, M. *Path Through Scriptures*. Allen, Texas: Tabor Publishing, 1987.

Wilkens, R., J. Arnett. *Christian Life Choices*. Winona, Minnesota: St. Mary's Press, 1986.

Note: Information about additional resources may be obtained by contacting the Waterloo Catholic District School Board Family Life Department at (519) 578-3660, extension 234.

Videotapes

Inherit the Wind. Dir. Stanley Kramer. MGM/UA, 1960.

The Green Quiz. Dr. David Suzuki, (from *The Nature of Things*). CBC, 1993.

Fern Gully. Dir. Bill Kroyer. Fox, 1992.

Oh God. Dir. Carl Reiner, Warner Brothers, 1977.

Computer Software

Encarta

Activity 1: Image of God

Time: 180 minutes

Description

In this activity, students will explore their image of God and discover the similarity and diversity of that image. They will also examine myths from other cultures. Using the two creation stories from Genesis, they will come to understand the qualities and relational nature of the God of our Faith. It is intended that this foundational knowledge will pave the way to an understanding of the Incarnation.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c,1h,1j, 2a,2b,2c, 3a, 4b, 5a, 7f.

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

Overall Expectations: SCV.02, MDV.07, PSV.08, PSV.01, PFV.06.

Specific Expectations: PS1.06B, SC1.04B❖, SC1.03B❖, SC2.01B, SC4.02B, MD4.06B, MD4.03B, MD1.04B.

PS1.06 - demonstrate an understanding of Christian hope and its role in Christian living;

SC1.03 - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC1.04 - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SC2.01 - summarize key stories found in Scripture;

SC4.02 - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

MD4.03 - value the basic dignity of every person within relationships;

MD4.06 - identify people who model Christian hope.

Planning Notes

Prepare a graphic organizer to note information about the image of God in a variety of creation myths. Select appropriate creation myths. Select an appropriate clip from *Oh God*. Prepare a viewing sheet for the film clip from *Oh God*. Students' image of God drawings, descriptions and reflections should be placed in their portfolios for the final course culminating activity.

Prior Knowledge Required

Students will need instruction in prayerful meditation.

Teaching/Learning Strategies

1. **Individual:** Students will draw and write their image of God.
2. **Pairs:** Students will share their image of God with their partner.

-
3. **Whole Class:** Teacher will discuss the diversity and similarity of students' images of God to understand the importance of inclusiveness.
 4. **Individual:** Students will read one of a selection of creation myths which include Gen 1:1 – Gen 2:4a; Gen 2:4b-25; the Babylonian creation myth, Enuma Elish; a native peoples creation myth; and a selection of others from a variety of cultures.
 5. **Small Group:** Students will in a jigsaw expert-grouping complete a teacher designed organizer, noting the image of God in each creation story.
 6. **Pairs:** Using a think/pair/share strategy, students will further examine the two complimentary creation stories from Genesis and compile a composite image of God from these two stories.
 7. **Whole Class:** Teacher will lead students to an understanding of the qualities of God (e.g. just, nurturing, compassionate, merciful, loving, all knowing, all powerful , personal, etc.) by viewing an appropriate clip from the film *Oh God*. The relational nature of God, and by implication, the reason God chooses to act in human history, should be the primary focus of the class discussion.

Assessment/Evaluation

1. **Reflection Activity:** After a guided meditation (*Be With Me* pp. 200-201) students write a reflection on their image of God. SC2.01B, PSV.01, PS1.06B, MD4.06B
2. **Performance Assessment:** Graphic organizer designed by the teacher and completed by each student in the expert grouping. SC1.03B, SC2.01B
3. **Reflection Activity:** Viewing sheet designed by the teacher to explore the relational qualities of God and to critique the Hollywood imaging of God. RSC1.04B

Resources

Be With Me: CCCB pp. 200-201

New Revised Standard Version Bible

Introduction to the Bible-Teacher Resource

Oh God

The Hebrew Scriptures. Teacher Resource, p. 238

Accommodations (for Special Needs and ESL students)

Students may need a scribe to help write the reflection and a viewing sheet with reduced expectations. Some students may need to be put into groups taking care to ensure that students' strengths, weaknesses and learning styles are considered when groups are formed. Audio or visual representations of God and texts may be beneficial for some students. Reflective activity may be completed using visual representations or audio/video taped reflections. Non-Roman Catholic students may be invited to share their own religious and/or personal images of God in order to enrich the discussion.

Appendices

Activity 2: Sacred Scripture and Religious Truth

Time: 120 minutes

Description

In this activity, students will read to better understand creation as described in the first and second biblical accounts (Gen. 1–2). Students will be able to account for the creation timeline. Students will further be able to illustrate their understanding with a graphic organizer and a diagram. Consequently, students will discover that there are various types of truth in the Bible. The Bible is primarily religious truth and the religious truths around the story of creation will be explored and identified. Alienation or sin arises from the negative choices made by human beings. Gen. 3 gives students the opportunity to examine the ways in which one can be alienated.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1j, 2b, 3a, 4g, 5a.

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

Overall Expectations: SCV.03, SCV.02, MDV.10.

Specific Expectations: SC2.01B❖, SC3.01B❖, SC4.02B❖, SC3.O2B, SC1.04B, PF1.01B❖, MD1.01B.

SC2.01 - summarize key stories found in Scripture;

SC3.01 - communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;

SC4.02 - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

SC1.03 - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC1.04 - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

PF1.01 - recognize discipleship as the call to follow Jesus in word and deed.

Planning Notes

Prepare a split-page graphic organizer which will identify what God created on each day of creation.

Prior Knowledge Required

The student must have mastered basic Bible study skills (e.g. Bible referencing) to work effectively in this unit (see Unit 1, Activity 6).

Teaching/Learning Strategies

1. **Whole Class:** The teacher will lead the class in a guided reading of Gen 1:1 – 2:4a.
2. **In Pairs:** Following the reading, the students will think/pair/share about what happened on each day of creation, using a teacher-created graphic organizer. (Refer to *Ministry Curriculum Planner for Teaching/Learning Strategies, 1998*, for examples of graphic organizers.)
3. **Whole Class:** The teacher will lead a discussion to summarize the key elements of creation as well as the literary patterns present, with emphasis on the oral patterns in the creation story.
4. **Individual:** The students will illustrate, in a simple diagram, the Hebrew concept of cosmology, as they understood it from the passage.
5. **Whole Class:** On the blackboard, the teacher will develop a composite diagram of Hebrew cosmology and discuss the context of this understanding.

Assessment/Evaluation

1. **Performance Assessment:** The students will illustrate the creation story timeline using a graphic organizer. A simple rubric could assess student understanding. SC2.01B
2. **Performance Assessment:** The students will illustrate with a diagram, the Hebrew concept of cosmology. A simple rubric could assess student understanding. SC2.01B

Resources

Link, *Path Through Scripture*, pp 12-13 and pp 22-31

See resources pg. 2-8

Youth Update: “Genesis: First Book of our Faith” (March, 1999)

Catholic Update: Genesis: Does It Really Contradict Evolution? (June 1994)

Accommodations (for Special Needs and ESL students)

Peer helpers could be used when reading the Bible. (CD-ROM/Internet, audiotape versions of the Bible may be of use here.) The drawing of pictures could be an alternative to writing the descriptions in the graphic organizer. Students should be provided with vocabulary lists, translation dictionaries and peer assistance when necessary. Some students may benefit from a visual comparison of the days of creation from the two Genesis stories. The Reflective activity may be completed through collage, pictures, audio or video formats.

Appendices

Activity 3: Exploring the Creation Versus Evolution Debate

Time: 180 minutes

Description

In this activity, the students will explore information surrounding the theories about creation. Through the use of the Internet, they will research information about key ideas involved in this controversial matter. Video will be used to make the controversy more understandable. The scripture account will be examined as well as the theory of evolution.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2b, 5a.

Strand(s): Scripture, Profession of Faith

Overall Expectations: SCV.02.

Specific Expectations: PF2.03B, PF1.03B❖, SC2.01B❖.

PF1.03 - describe how searching and questioning may be avenues to intellectual growth in the area of religious faith;

PF2.03 - summarize how followers of Jesus are called to love self and others;

SC2.01- -summarize key stories found in Scripture.

Planning Notes

The teacher should preview the video, *Inherit the Wind* to understand the plot, character and setting of the movie. For classroom use, it would not be necessary to view much more than the relevant trial scenes. Cue the video to these scenes. The teacher will act as a resource to the students to supply background information. The teacher might check for appropriate websites that have relevant information on the creation – evolution debate. The teacher should investigate school resources in the library suitable for research on this topic, including computer software (e.g., *Encarta*).

Prior Knowledge Required

Students must know the first biblical story of creation and Hebrew cosmology, how to access Internet information, and must be skilled in the guidelines and expectations of group work. Students must have an understanding of the terms literalist and contextualist. (See Unit 1, Activity 6.)

Teaching/Learning Strategies

1. **Whole Class:** The teacher will review the scriptural account of the first story of creation. The teacher will lead the students to the realization that science has some difficulty with the story if it is taken word for word.
2. **Individual:** The students will use the Internet (if this service is not available, computer software, texts or research materials may substitute) to discover information on the following: Charles Darwin, Origin of the Species, creationist theory in the Bible, the theory of evolution, interventionist theory, the “big bang” theory and the Scopes or the Monkey Trial. This task will be checked for completion but not assessed, and a discussion will follow on the resultant research.
3. **Whole Class:** The students will view a segment of the VHS, *Inherit the Wind*, which focuses on the trial scenes. Discussion about the two antagonists will extend the students’ understanding of the difference between literalist and contextualist views of the creation story.
4. **Small Group:** Introduce a group work assignment which will lead to an exhibition/demonstration.
5. **Whole Class:** The teacher will lead a discussion on the concept of truth as found in the Bible, (Gen. 1-2) exploring the different kinds of truth with particular emphasis on the importance of religious truth. (e.g. historical truth, moral truth, symbolic truth, proverbial truth, scientific truth, and religious truth) The teacher will lead the students to explore and identify the following religious truths found in Genesis:
 - i. There is only one God.
 - ii. The universe was created by God.
 - iii. God saw how good creation was.
 - iv. Men and women share equally the dignity of being made in the true image of God.
 - v. The earth is entrusted to human beings to be its caretaker.
6. **Whole Class:** The teacher will lead a guided reading of Gen. 3, through which the students will identify a sixth religious truth.
 - vi. Disorder in the universe arises from the choices of human beings as they try to be totally self-sufficient and ignore God. This alienation is called sin.
7. **Small Group:** The teacher will divide the class into six groups and assign one type of truth to each. Using the one assigned type of truth the groups will provide examples from the Bible as well as from their lived experience. Student responses for T/L #8 will be reported in a collective organizer RPF1.01B
8. **Individual:** The students will access text material to explore the nature, and identify the types of alienation one can experience. (e.g. alienation from self, God, nature and each other). The teacher will provide a graphic organizer that will allow the students to match scriptural references to types of alienation, and to extend these to examples from their own experience.

Assessment/Evaluation

1. Exhibition/demonstration: The students will group themselves based on their areas of interest. The students will choose to work in one of the following activity groups. PF1.03B
 - Conduct a survey based on the tension between creation and evolution and tabulate the results.
 - Video interviews of peer, staff, family on the topic.
 - Hold a debate on the question of creation-evolution controversy.
 - Collaboratively designing a bulletin board on the topic.
 - Write and perform a rap song on the topic.
 - Create a game show format that would review information on the topic.

- Any other practical performance demonstration.
2. The teacher will create a rubric to assess the student understanding of the tension between the creation-evolution debate, as well as the quality of the demonstration. Although this lesson is three periods, it may be beneficial that they not run sequentially. The demonstration may well not be due for completion until a week later, thus allowing students sufficient time to prepare at home.
 3. A quiz may be used to assess the students' understanding of the knowledge relating to the topic. SC2.01B
 4. Reflection Activity: The students will reflect on each of the types of alienation in their own lives. This will be written and placed in the portfolio. SC3.01B, SC4.02B

Resources

Link, M. *Path Through Scripture*, pp 10-17, pp. 22-31

Video, *Inherit the Wind* (available at video stores)

Bible – Alienation from Self (Gen 3:7-10); from God (Gen 3:14-19); from Others (Gen 4:1-16) and from Nature (Gen 6:12-7:19)

Accommodations (for Special Needs and ESL students)

Assessment strategies such as observation may prove useful. Reduced expectations with respect to the amount of research completed would also be appropriate. The quiz might be repeated until success is apparent. Students may be provided with simplified versions of information, vocabulary lists, chunking of research procedures in order to aid in understanding of the information and the research process. Extra time may also be given to complete tasks. Students may work with a peer mentor to complete individual assignments. ESL students may be encouraged share their culture's worldview concerning creation in order to broaden the discussions on creation and evolution (when appropriate). Expanded opportunities may include texts of the Scopes trial or reading of the play *Inherit the Wind* to further knowledge.

Appendices

Activity 4: The Incarnation

Time: 120 minutes

Description

In this activity, students will explore the image of Jesus and the Infancy Narratives to come to a fuller understanding of God Incarnate. In addition, students will write their own birth narrative in order to appreciate their own story and further appreciate how the infancy narratives were written.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, 1c, 2b, 2d.

Strand(s): Scripture, Profession of Faith, and Prayer and Sacramental Life

Overall Expectations: SCV.01, SCV.02, SCV.04❖, PFV.09, PFV.02, PFV.05, PSV.08, PSV.01.

Specific Expectations: SC1.04B, SC2.01B❖, SC1.06B, SC1.03B, SC4.04B, PF3.02B, PS1.03B, PS1.06B, MD4.06B.

SC1.03 - identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC1.04 - demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SC1.06 - locate key Scriptural passages (e.g. the Ten Commandments, the Beatitudes);

SC2.01 - summarize key stories found in Scripture;

SC4.04 - listen to Scripture in order to view realities and events in terms of their eternal significance.
PF3.02 - express what it means to have a relationship with God through Jesus;
PS1.03 - understand the role of bodily posture and gesture in prayer;
PS1.06 - demonstrate an understanding of Christian hope and its role in Christian living;
MD4.06 - identify people who model Christian hope.

Planning Notes

In order that these activities link to the next set of activities, students need to include some research around their name as part of their own birth narrative. Students' drawings and descriptions of Jesus as well as birth narratives should be placed in their portfolios for the final course culminating activity. The teacher needs to be sensitive to the variety of birth stories that may be present in the class. (i.e., adoption, foster care)

Prior Knowledge Required

From Introductory unit (Activity 6), students will have knowledge of theological, historic, and prophetic writing strands present in the Gospels.

Teaching/Learning Strategies

1. **Individual:** Students will draw and/or describe their image of Jesus.
2. **Whole Class:** Teacher will process student image of Jesus to lead to an understanding of the Incarnation as being the full revelation of God's love for us.
3. **Pairs:** Students will use a think/pair/share strategy and write the Christmas story as they know it in point form.
4. **Individual:** Students will find the Scripture references for the points they have listed in Matthew and Luke's Infancy Narratives.
5. **Whole Class:** Teacher will lead students through the scriptural narratives of the students' recollections, filling in any missed events.
6. **Pairs:** Students will note, on their graphic organizer, those parts of the story they believe to be theological, historical, or prophetic.
7. **Whole Class:** Teacher will process students' understanding of these three strands and with a focus question (e.g., What do the Infancy Narratives reveal to us about Jesus, His divinity, and His future ministry ?) lead students to see how the Infancy Narratives give us a glimpse of the Incarnation.
8. **Individual:** Students will write a birth narrative and interview family members, collect documents, pictures or other historical artifacts from the period of time around their birth. (Personal History Assignment)

Assessment/Evaluation

1. **Performance Assessment:** Graphic Organizer designed by teacher and completed by students to track the Infancy Narratives, Scripture references, and writing strands. SC2.01B
2. **Personal History Assignment:** Students write their own birth narrative. This will require the students to interview family members, collect documents , pictures, or other historical artifacts from the period of time around their own birth. This would be added to their portfolio. SCV.04

Resources

New Revised Standard Version Bible.

Path Through Scriptures.

Christian Scriptures, pp. 26-27

Accommodations (for Special Needs and ESL students)

Students may need a scribe for reflections. Reflections may also be completed using audio/videotapes, pictorial essays, or collages. Activities may require vocabulary lists simplified and modified instructions and expectations, and modifications or length of assignment and time needed to complete assignment. Internet and CD-ROM version of the Bible may be beneficial for this activity as well. Some students may benefit from viewing the birth narratives on video (i.e., “Jesus of Nazareth”).

Appendices

Activity 5: Created in God’s Image

Time: 120 minutes

Description

Students have investigated the Incarnation and have an understanding that Jesus was fully God and fully human. The Incarnation is the link that calls us to value the sacredness of our lives. In this activity, students will examine the relationship between sexual identity and self-worth through an investigation of the major influences (both positive and negative) that have played a role in the development of their own self-image. Using references to Scripture, students will understand that a healthy sense of self is rooted in the belief that we are wonderfully created in God’s image.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c; 2c,f; 3e; 4a,g; 6b.

Strand(s): Family Life, Scripture

Overall Expectations: SCV.01, FLV.07, FLV.01, FLV.02, FLV.06, FLV.05, FLV.12, FLV.09, FLV.06, FLV.03.

Specific Expectations: SC4.02B❖, FL1.02B❖, FL1.03B, FL2.03B, FL2.04B, MD4.01B❖, MD4.02B, PF4.01B.

SC4.02 - attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

FL1.02 - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL1.03 - understand the importance of personal freedom in shaping interpersonal relationships;

FL2.03 - describe the Christian family as the basis of society and as domestic Church;

FL2.04 - compare the signs of healthy and unhealthy relationships;

MD4.01 - value the sacredness of the human body, regardless of appearance;

MD4.02 - respect physical change as integral to God’s creation of us;

PF4.01 - respect physical change as integral to God’s creation of the human person;

Planning Notes

It is important that the teacher stresses the fact that as Catholics we believe our value as a person and our positive sense of self is rooted in the belief that we are created and loved unconditionally by God.

Students will use a reflective journal booklet to record their reflections throughout Activity 6: Created in God’s Image and Activity 7: Sacredness of Life (see Appendix for Reflective Journal Booklet).

Students may take journals home to be shared with parents/guardians. Space may be added to journal entry sheets for parental/guardian response or comments. Once complete, student’s reflection journal booklet will be placed in the culminating course portfolio.

Prior Knowledge Required

Students will need to have completed their birth narrative and name examination. This activity will expand on the emotional and social dimensions of adolescent development identified in Unit 1.

Teaching/Learning Strategies

1. **Whole class:** The teacher will make the link between the students' birth narrative, their names and a sense of self.
2. **Individual:** Students will create a nameplate. They must communicate as much as possible about themselves, simply by writing or printing their names. Invite students to share their self-portraits with the class.
3. **Whole class:** Teacher led discussion about how their images, as depicted in their name plates, reflect how they think and feel about themselves. Students will brainstorm the meaning of self-worth.
4. **Individual:** Students will complete a chart to indicate how they think others see them (e.g., mother/father guardian, female/male friends, etc.) and how they see themselves.
5. **Whole class:** Student will investigate how self worth develops. Are we born with it? Do we learn it? What influences it? Teacher will highlight the importance of unconditional love in the development of one's self-worth just as God demonstrated unconditional love for us by sending Jesus our Savior.
6. **Individual:** Students will investigate how scripture supports our positive sense of self. (Gen. 1:31 and Galatians 3: 26-28)

Assessment/Evaluation

Reflective Journal Entries:

1. Students will write four reflective journals:
 - Was the task of imaging your name easy or difficult for you? Why? FL1.02B, MD4.01B
 - Do you see yourself as others see you? Why do you think people see you differently from how you see yourself? FL1.02B, MD4.01B
 - What contributes most to a positive sense of self? What has contributed positively to your self-worth? FL1.02B, MD4.01B
 - How does Genesis affirms our goodness and call us to value ourselves? SC4.02B

Resources

Christian Life Choices: p. 16

Be with Me: OCCB TRB pp. 51-61

Christian Life Choices: TRB p. 9, Student text , pp.7,8

Computer Software

NRSV

Catechism of The Catholic Church: #1700; #27

Accommodations (for Special Needs and ESL students)

Care must be taken to ensure that when students are working in small groups, their interests, needs, strengths, weaknesses, and learning styles are considered when groups are formed. Some students may need the assistance of a peer mentor or Special Educational Resource Teacher to assist them in communicating their thoughts and feelings in the reflective journals. Tape recorders or computer technology may also facilitate this. Some students may benefit by replacing text with visual depictions in their reflective journals rather than print. Computer graphics may be valuable in completing nameplates. Vocabulary lists, dictionaries, and simplified language will be useful for some students in comprehending activities and assignments. Providing students with opportunities for pre-reading and re-reading of Bible passages. The Booklet "Personal Reflective Journal Entries for Activities 5 and 6" may be prepared in Braille, audio form or other languages to meet student needs. As an extended opportunity, some students may develop, prepare and produce an alternate Reflective Journal Booklet with the teacher's assistance.

Appendices

See Activity 6 for:

Personal Reflective Journal Entries for Activities 5 and 6.

Activity 6: Sacredness of Life

Time: 180 minutes

Description

Students will gain an understanding of their sexual nature through an examination of perceptions of femaleness/maleness, roles, stereotypes and expectations. Students will review the physical changes that occur with the onset of puberty and throughout adolescence and recognize the complexity of human sexuality as it relates to fertility/conception and other sexual matters. Students will reflect upon the notion that as Catholics we believe that sexuality is a gift from our Creator and that our bodies are sacred.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c,g; 2c; 4a; 6c.

Strand(s): Family Life, Scripture

Overall Expectations: SCV.01,FLV.03, FLV.13❖.

Specific Expectations: FL2.04B, FL1.02B, FL4.02B❖, MD4.01B❖.

FL2.04 - compare the signs of healthy and unhealthy relationships;

FL1.02 - recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL4.02 - demonstrate a respect for the human body, in light of the sacredness of human life created by God;

MD4.01 - value the sacredness of the human body, regardless of appearance;

Planning Notes

Adolescents are naturally curious about sexual matters, fertility issues and male/female relationships. The degree of openness to which the students share issues depends directly on the clear messages given by the teacher. Teacher needs to be sensitive to ESL students and cultural variations regarding gender issues.

Prior Knowledge Required

Students will need to refer to the five dimensions of adolescent development identified in Unit 1. This activity will expand on the physical/sexual and spiritual dimensions.

Teaching/Learning Strategies

1. **Small group:** Students will explore perceptions of maleness and femaleness. Teacher may organize groups into same gender groupings or mixed groupings.
All students will reflect upon and answer the following questions:
 - What are the advantages of being *female/male* in today's society?
 - What are the challenges to being *female/male* in today's society?
2. **Whole class:** Teacher will facilitate a large group discussion to:
 - identify pre-conceived notions and stereotypes
 - define stereotype, sex role, sexism
 - identify the influences on the development of these stereotypes (e.g. media)
 - identify negative aspects of maintaining these stereotypes
3. **Pairs:** Students will refer to scripture to gain more insight into their understanding of self. Refer to Gen. 1:27, 31. What attributes make a person a truly *human*, human being?

-
4. Small group: Teacher may use one of the following options to invite students to identify what they know and what they want to know regarding sexuality and sexual development.

Option A: Learning Stations

- Teacher will create eight stations, two for each of the following topics:
 - A) Female sexual system
 - B) Male sexual system
 - C) Fertility issues
 - D) Additional questions/issues to be explored
- Each station will have charts identifying key questions. Resources will be made available, including: Video(s), charts, 3-D models, reference books, sheets (see *Turning Points*, pp.13-15 & 82-88), and computer programs where available.
- Students will be provided with a worksheet for personal research: “The Gift of Sexual Development”, that includes questions identified on the charts : (see appendix for student worksheet)
- Students will move through stations in groups of 3-4 to find answers to questions on worksheet and identify any other questions/issues they may have.
- Teacher will review the students’ worksheets noting any myths or incorrect information. All further questions noted by students that require development, consolidation or review will be addressed in teacher-designed lessons.

Option B: (3 same gender groupings)

- Students collect and list questions they have about puberty, female/male reproductive system, fertility, and other sexual matters.
 - Teacher collects information on a T-chart: What I Know/What I want to Know
 - Teacher and students will share and respond to questions. Teacher will design lessons to review knowledge skills and values as needed. *It is critical to incorporate a variety of resources to ensure student understanding of key concepts regarding female/male sexual systems and fertility issues.* Ensure all questions have been addressed including key issues that may not have been raised by students (e.g. toxic shock syndrome, fertility, conception, etc.)
5. Whole class: Teacher will lead a large group discussion using the following questions as a guide:
- Why is it important for men and women to know how their bodies function sexually?
 - What persons or agencies should provide sex education? Defend your answer.
 - When should sex education begin?
 - To whom can young people turn when they have questions about sexual matters? Where can resources be found?
 - As Catholics, why do we consider our sexuality a gift from God our Creator?

Assessment/Evaluation

1. Pen and Paper Test:

Teacher will develop a test to assess student knowledge and understanding of concepts related to physical changes associated with puberty, sexual systems terminology. FLV.13. (Modify for special needs students, where necessary.)

2. Reflection Journals:

Students will use a reflection journal booklet to record their reflections throughout Activity 5 “Created in God’s Image” and Activity 6 “Sacredness of Life”. Students may take journals home to be shared with parents/guardians. Space may be added to journal entry sheets for parental/ guardian response or comments. Once complete, student’s reflection journal booklet will be placed in the culminating course portfolio.

- After taking on the role of male/female, three things I learned were...
What surprised me most was... FL1.02B, MD4.01B, (strategy #1)

-
- In the teenage stage of development, how does sexuality (our femaleness/maleness) affect our sense of self worth? FL1.02B, MD4.01B, (strategy #2)
 - How have changes in your physical development affected you? Why is it important to understand how these changes affect our sense of self? FLV.13, (strategy #4)
 - In your opinion, what were the most important questions raised about changing bodies and sexuality? Give reasons for your choices. FLV.13, (strategy #4)
 - How has the information gained from this unit contributed to your knowledge and understanding of yourself as a sexual being? FLV.13, (strategy #5)
 - Why is our body considered sacred and why is sexuality considered a gift from our Creator? FL4.02B, (strategy #3)

Resources

Be With Me, TRB pp.52,52,56

Waterloo C.D.S.B. Family Life Department re Resources for Carousel/Learning Stations

Christian Life Choices, Student text, pp.33-37 ; 43-51

Turning Points, TRB, pp13-15; 82-88

Catechism of the Catholic Church: # 2288 - 2291

Possible Resource Suggestions

VHS: Several available from Sunburst: 1-800-667-1115 ext. 430; fax 1-416-293-0846

Male and Female Sexual Systems Charts: Health EDCO: 519-846-5397; fax: 1-800-377-7704

Appendices

Personal Research: The Gift of Sexual Development

Personal Reflective Journal Entries for Activities 5 and 6

Appendix 2.1: Personal Research

The Gift of Sexual Development

Student Note: At each station there are resources to help you answer the questions below

| FEMALE SEXUAL SYSTEM <ul style="list-style-type: none">• Identify the average age range for physical changes in females.• Name three changes that can be noticed at the beginning of puberty.• How many stages are there in puberty?• Identify one change that takes place in each stage for a female.• Name two feelings that a female may have while experiencing these changes in her body. | MALE SEXUAL SYSTEM <ul style="list-style-type: none">• Identify the average age range for physical changes in males.• Name three changes that can be noticed at the beginning of puberty.• How many stages are there in puberty?• Identify one change that takes place in each stage for a male.• Name two feelings that a male may have while experiencing these changes in his body. |
|---|---|
| FERTILITY | QUESTIONS THAT REQUIRE FURTHER CLARIFICATION |
| <ul style="list-style-type: none">• When does a female become physically capable of becoming pregnant?• When is a male's sperm capable of fertilizing a female's ova?• When, in the female cycle, can a woman become pregnant?• Is there a time when a male is not fertile?• A female's ovaries produce _____.• A male's testicles produce _____.• Conception is _____.• My fertility is _____.• _____. | <ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____ |

Appendix 2.2

Personal

Reflective Journal Entries for Activities 5 and 6 HRE10

Student: _____

Date: _____

Journal Reflection I

After taking on the role of male/female:

Three things I learned are:

-

-

-

What surprised me most:

Journal Reflection II

In the teenage stage of development, how does sexuality, (our maleness and femaleness) affect our sense of self-worth?

-

-

-

Summary comment:

Journal Reflection III

How have changes in your physical development affected you? Why is it important to understand how these changes affect our sense of self?

Physical changes:

-
-
-
-

Affects how you feel about yourself:

Journal Reflection IV

In your opinion what were the most important questions raised about changing bodies and sexuality?

Important questions:

- ---
- ---
- ---

Why I feel these questions are important:

Journal Reflection V

How has the information I have gained from this unit contributed to my knowledge and understanding of myself as a sexual being?

- _____

Journal Reflection VI

Why is our body considered sacred and our sexuality considered a gift from our Creator in our faith?

- _____

Student Note: Once your personal reflective journal entries for “Created In God’s Image” (Activity 5) and “Sacredness of Life” (Activity 6) are completed they will be placed in your culminating course portfolio.

Assessment Tool

Activity 5 and 6 Journal Reflection Entries

| Criteria | Student | | Teacher | |
|---|---------|-------------------|---------|-------------------|
| | Yes | Needs Improvement | Yes | Needs Improvement |
| 1. I have shown that I understood the ideas discussed in our large and small group. | | | | |
| 2. I have provided a variety of examples in my reflections to support my ideas. | | | | |
| 3. I have expressed myself clearly. | | | | |
| 4. I have expressed my personal values in my reflections. | | | | |
| Student's General Comments: | | | | |
| | | | | |
| Teacher's General Comments: | | | | |
| | | | | |

Activity 7: Stewardship

Time: 120 minutes

Description

In this activity students will explore and identify environmental damage at global, national and local levels. Through this activity, students will have to think globally and act locally. Students will reflect on and apply the concept of stewardship as found in Genesis to their daily lives. Students will be able to apply the strengths from their learning style to the choices provided in the activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d,1e,1g,1j, 2a,2b, 3a,3c,3d,3f, 4c,4g, 7a,7b,7d,7i.

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

Overall Expectations: SCV.03, , SCV.06, SCV.01, PSV.02, PSV.03, PFV.02, MDV.01, MDV.05.

Specific Expectations: SC4.03B, PF2.02B, MD2.06B, MD1.02B, MD3.01B, MD1.03B, PS3.01B, PS4.05B.

Planning Notes

See attached appendix for this performance activity. Teacher will need to create a criteria based rubric to evaluate : knowledge of basic concepts; communication with a sense of audience and purpose; thinking skills; making connections by proposing courses of practical action in relation to ethically-based problems. Before the project begins, the teacher will outline expectations and evaluation criteria for a project called “Stewardship; Caring For Our Planet”. Teacher will prepare a graphic organizer to classify environmental damage. As a culminating activity for this unit, the class will be involved in a student prepared, developed and lead liturgy that should reflect an understanding of God’s unconditional love for us as revealed in the Creation and the Incarnation. Students will review liturgy preparation from Unit 1, Activity 3. The teacher will need to have significant input to ensure this first student-lead liturgy is successful. The teacher should conference with students involved in liturgy preparation by using the rubrics provided in Activity #7. A possible way of focusing the liturgy may be to take the theme of stewardship regarding our responsibility to the environment and expand its understanding to include our responsibility to one another as modelled by Christ in His ministry.

Prior Knowledge Required

Review liturgy preparation from Unit 1, Activity 7.

Teaching/Learning Strategies

1. **Whole class:** Using a video or a guest speaker, the teacher will bring awareness to the students of the state of the environment today.
2. **Small group:** Using a graphic organizer, the students will classify the information acquired into global, national and local concerns.
3. **Whole class:** The teacher will outline expectations and evaluation criteria for the project.

Assessment/Evaluation

Performance Assessment:

Stewardship: Caring For Our Planet Project. Evaluated using criteria based rubric. (SCV.06, SC4.03B, PF2.02B, MD1.03B)

Resources

Be With Me: CCCB pp. 198-200
New Revised Standard Version Bible

Possible VHF

Fern Gully
The Nature of Things

Accommodations (for Special Needs and ESL students)

Students may need assistance in the selection and completion of the stewardship project. Chunking of components of the assignment will benefit some students. Some students may benefit from being paired with a peer mentor, having modified expectations and having extended timelines for completion of assignments. Students may also be invited to complete the research assignment using a variety of mediums (e.g., video, pictorial essays, oral presentations). Students may be provided with multiple opportunities for success by redoing the assignment.

Appendices

Stewardship: Caring for the Planet

1. What is the message in Genesis 1:28-31?
2. Read Psalm 147:8-9 and Psalm 104:10-18. How do these verses apply to the topic of humankind as caretakers of the earth?
A global study published in April, 1987 “ the Brundtland Report” or *Our Common Future* warns us that growing environmental crises pose a greater threat to world humanity than its armies: air pollution is killing fish and forests in North America and Europe; local water resources are being depleted or polluted; farmland is being eroded; 1000 species of plant and animal life are lost each year through destruction of tropical forests; hundreds of millions of people cannot get enough food or clean water.
3. With respect to issues concerning the environment our media have ample examples of environmental damage. From a newspaper or a magazine, select an article dealing with either a global, national, or local environmental issue. Your article should be summarized indicating the type of damage, the reason for it, those responsible for it, and those who are most directly affected by it.
4. As you think about this issue, what are your thoughts and feelings and how do they reflect your understanding of your call to be a caretaker of the earth? What are the barriers to responding to this call?
5. It has been the motto of the environmentalists that we should “ think globally and act locally”. How does this motto help break down some of the barriers to action?
6. Choose a local issue that you could have an affect on, these could include: writing a letter to those responsible; writing a letter to a local newspaper; creating a publicly displayed poster or taking direct action, such as, cleaning up a stream, or planting trees to reforest an area .
7. It is also important that we make changes to the way we live each day. List five ways you can change your lifestyle to show stewardship of the environment (e.g., turning off lights when they aren’t needed).