

| Big Ideas | |
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| 1. Catholic Social Teaching: Solidarity | |
| <p>Student Inquiry Questions</p> <p>How are we Church in the world? What does the Bible teach us about the power of God? How do we articulate our faith? How are we called to a Christian life? How do we deepen our relationships with others? As Christians, what is our view of sexuality? What is commitment?</p> | <p>Solidarity is about friendship and sharing community with others regardless of poverty, age, race, gender, disability, or sexual orientation.</p> <p>As disciples of Christ, we are called to count on one another in working to support human dignity and the common good.</p> <ul style="list-style-type: none"> • By his incarnation, Jesus reveals God’s solidarity with all human persons. • Solidarity can bring about a more just social order, the fair distribution of material goods and services and fair remuneration for work. • Forms of solidarity include solidarity of the poor among themselves, between rich and poor, between workers and employers, and among nations. • Students develop an understanding of how the Ten Commandments and Jesus’s rule of love call us to be Church in the world. <p><i>Corresponding Catholic School Graduate Expectations:</i></p> <p>CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good</p> <p>CGE3f Examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, social-economic, and ecological) for the development of a just and compassionate society</p> <p>CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer</p> <p>CGE1h Respects the faith traditions, world religions and life-journeys of all people of good will</p> <p>CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p>CGE5a Works effectively as an independent team member</p> <p>CGE5e Respects the rights, responsibilities and contributions of self and others</p> <p>CGE6a Relates to family members in a loving, compassionate and respectful manner</p> <p>CGE6e Ministers to the family, school, parish, and wider community through service</p> <p>CGE7c Seeks and grants forgiveness</p> <p>CGE7e Witnesses Catholic social teaching by promoting equality, democracy and solidarity for a just, peaceful, and compassionate society</p> <p>CGE7f Respects and affirms the diversity and interdependence of the world’s peoples and cultures</p> <p>CGE7g Respects and understands the history, cultural heritage, and pluralism of today’s contemporary society</p> |

Literacy in Action 8 Catholic Perspectives

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| 2. Literacy in Action 8 Unit Inquiry Question: How do we create heroes and idols? | |
| Oral Communication | *Discuss, read about, and view how the media influence whom we define as our heroes and idols Role play, introduce a speaker |
| Reading | *Apply comprehension strategies when you read opinion pieces and interpret media techniques Ask questions, infer, find clues to word meaning, interpret media techniques, synthesize |
| Writing | *Write an opinion piece on a hero or idol Ideas, word choice, conventions |
| Media Literacy | *Analyze online and print media to identify point of view What values and points of view are represented? How might different audiences respond? |
| 1. Catholic Inquiry Question: Do we have heroes and idols to help us understand how we are called to a Christian life? | |
| Text Selection <i>Heroes and Idols</i> Student Text, <i>Literacy in Action 8</i> | Opportunities to address the Catholic Inquiry Question from <i>Believe in Me, We Are Strong Together</i> Series, Gr. 8, NORE (National Office of Religious Education) |
| Explore Ideas How do we create heroes and idols? (pp. 6–7) | Unit 1: We believe in the Holy Spirit Unit 4: We believe in the communion of saints <ul style="list-style-type: none"> - create a model for a “hero” or an “idol” based on the Gifts and Fruits of the Holy Spirit - compare the list created with examples from the lives of the saints studied thus far - combining the two, create a list of criteria for a “Christian hero” <p>Does the media influence or change our definition of hero from our own Christian view? What are current media portrayals? Is there any evidence in current media portrayals of heroes and idols that contain Catholic perspectives?</p> |

Literacy in Action 8 Catholic Perspectives

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| <p>Explore Opinion Pieces The Kielburgers (pp. 16–17)</p> | <p>Unit 1: We believe in the Holy Spirit Unit 4: We believe in the communion of saints</p> <ul style="list-style-type: none"> - compare the actions of the Kielburgers to the actions of some lives of the saints - which Gifts and Fruits of the Holy Spirit are evident in this article? - create your own opinion piece on these two brothers, based on the material from these two units <p>Are you surprised to see these individuals in this type of magazine? How are these two brothers an example of being Church in the world? Have you heard of these two before, or have been influenced by their actions in your own school?</p> |
| <p>Explore Genres Bullied Student Tickled Pink by Schoolmates’ T-Shirt Campaign (pp. 40–43)</p> | <p>Unit 1: We Believe in the Holy Spirit Unit 2: We believe in the Holy Church Unit 4: We believe in the communion of saints Unit 5: We believe in the forgiveness of sins</p> <ul style="list-style-type: none"> - explore some of the challenges in your own life about being human - deepen the understanding of the human person as a reflection of God and how the Gifts and Fruits of the Holy Spirit help to further that responsibility - what are the personal qualities and skills that are essential to practise social justice? (i.e. gifts and fruits, examples from the saints, previous criteria of a hero) <p>In comparison to the lives of the saints, how are we responsible to participate in building a loving and just society? How does this example demonstrate Church in the world? What makes it unique? How can we exemplify this story into our own school?</p> |
| <p>Culminating Task Create a Reality TV Show (pp. 62–63)</p> | <p>Does the culminating task reflect the Catholic Inquiry Question: “Do we have heroes and idols to help us understand how we are called to a Christian life?” Remember the purpose: to promote social justice. Include in the concept the criteria established as a Christian hero. Ensure that the “Look For” feature also include this criteria. The target audience should not be limited to a Christian audience, but should be aware of a larger world audience.</p> |