

Catholic Inquiry Unit: On the Edge

Big Ideas	
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

2. Literacy in Action 8 Unit Inquiry Question: How do words and images change us?	
Oral Communication	*Discuss, read about, and view how words and images change us Prepare a skit, dramatic reading, monologue
Reading	*Apply comprehension strategies when you read and view satire Make connections, find the important ideas, visualize, interpret figurative language, infer
Writing	*Write a satire Voice, word choice, presentation
Media Literacy	*Analyze satirical ads Exaggeration, use of puns, juxtaposition of contrasting words
3. Catholic Inquiry Question: How do words and images change us and the way we articulate our faith?	
Text Selection <i>On the Edge Student Text, Literacy in Action 8</i>	Opportunities to address the Catholic Inquiry Question from <i>Believe in Me, We Are Strong Together Series, Gr. 8, NORE (National Office of Religious Education)</i>
Explore Ideas Comics: Special Earth Day Edition (pp. 8–9)	Unit 3: We believe in one holy, Catholic and apostolic Church <ul style="list-style-type: none"> - discover which model of church each student represents (various activities in Stand By Me to aid in this discovery) <p>How do we articulate our faith about Earth Day? Are the images and words in this text supportive of our Christian faith? How will we as one class using our unique models of the church come together this Earth Day to create a special act?</p>
Explore Satires A Coyote Columbus Story (pp. 29– 33)	Unit 5: We believe in the forgiveness of sins <ul style="list-style-type: none"> - examine the role of conscience and the effect our actions has on others - discuss relationships with one another <p>What lessons are inferred in this story from a Catholic perspective? Where does the forgiveness aspect come into this story? Does forgiveness apply to Coyote in this text? Why or why not?</p>

Literacy in Action 8 Catholic Perspectives

<p>Explore Genres St. George (pp. 46–47)</p>	<p>Unit 4: We believe in the communion of saints Unit 8: Amen</p> <ul style="list-style-type: none">- examine the role of Christians as responsible citizens in the world- review the use of satire in this poem and how it affects your view of being Church in the world and/or a responsible Christian citizen- compare the legend of St. George to the lives of the saints already studied <p>How do the words in this poem alter your view of being a responsible Christian citizen? Why was the poem inspired by the image shown on page 47? What images influenced the author to create the poem? Why is the poem entitled “St. George?” Is there a negative connotation associated with being a Saint in this poem?</p>
<p>Culminating Task Organize a Satire Symposium (pp. 62–63)</p>	<p>Is there evidence in the Culminating Task of the Catholic Inquiry Question: “How do words and images change us, and the way we articulate our faith?”</p>