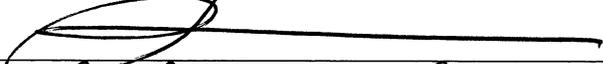




Christian Education 11

School District/Independent School Authority Name: Catholic Independent Schools Vancouver Archdiocese (CISVA)	School District/Independent School Authority Number (e.g. SD43, Authority #432): #117
Developed by: CISVA CE 11 teachers	Date Developed: 26 October 2018
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only): <i>4 JUNE 2019</i>	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: <i>4 JUNE 2019</i>	Board/Authority Chair Signature: <i>Rev. Patrick Chikhal</i>
Course Name: Christian Education 11: Explorations in Church History and Identity YPHR 11A	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

The primary goal of Christian Education 11 is to give students the knowledge, skills, and competencies to be active and informed disciples of Jesus as members of the Body of Christ and citizens of the world. *The Explorations in Church History & Identity* course explores how the Catholic Church continues to live, witness, and proclaim the truth of Christ to the world.

The Christian Education 11 curriculum provides opportunities to learn about the growth and development of the Catholic Church as it responds to different challenges and crises throughout its history and as it carries out its mission to make disciples of all nations. Students will learn that the challenges faced by the Church have resulted in both institutional and personal renewal and growth. Exploring the themes and topics of Evangelization, Apostolic Succession, Doctrine, Human Dignity, and Social Justice, students will understand that Church history continues to impact our lives in modern society.

Through the study of Scripture, primary sources, and the lives of key figures, students will develop a deeper understanding of the story of the Catholic Church, recognize the universal call to Holiness, and their participation in the Catholic intellectual tradition. By thinking critically and analyzing historical perspectives, students will develop the tools to know their place in the world and be “transformed by the renewing of [their] minds, so that [they] may discern what is the will of God – what is good and acceptable and perfect” (Romans 12:2).

This course will explore how the Holy Spirit has guided the Church’s response to various crises and challenges over time. Recognizing the Holy Spirit’s guidance throughout history, the students will connect to the role of the Holy Spirit in their own lives and in the world. Students will grow to understand their personal role as members of the Body of Christ and heirs to the legacy of the Church.

Knowing the story of the Church as the followers of Christ guides us in our own personal and communal journey of faith.

Goals and Rationale:

Rationale

The history of the Church's educational apostolate is marked by its mission of bringing the light of Christ to our world. Christian Education provides opportunities for students to understand better why God created us. The Catholic Intellectual Tradition invites us to ask questions and guide students in their pursuit of truth, beauty and goodness. Linking this Tradition with contemporary views enables us to make meaningful connections to our everyday lives.

“Christian [Catholic] Education goes beyond the technical and practical aspects of schooling to help students integrate every area of knowledge within a Christian vision of the human person. It [The school] recognizes that the physical, emotional, moral and spiritual dimensions of human development must tend to a personal synthesis of faith and life in each student. Growth in these areas prepares students for a life of service, building the Kingdom of God in society” (Catholic Bishops of British Columbia, Pastoral Letter on Catholic Schools 2016, n. II).

The Christian Education curriculum is founded on Christ as revealed to us in Scripture, and whose teaching has been faithfully transmitted to us by the Catholic Church. Its content and competencies are based on the Catechism of the Catholic Church and the General Directory for Catechesis. This curriculum “provides religious and moral reference points to help students critically evaluate culture in the light of the Gospel and help build a social order enlightened by the truth of Christ’s teaching” (Pastoral Letter on Catholic Schools, n. I).

The intent of the curriculum is, therefore, to facilitate the formation of the whole person, so that students may experience the transforming power of the Gospel in an integral way.

Goals

The CISVA Christian Education curriculum contributes to students' development and formation through the achievement of the following goals.

Students, as a child of God, are expected to:

1. Profess the Faith,
2. Celebrate the Christian Mystery,
3. Live a Moral Life,
4. Pray in the Life of Faith,
5. Live in Christian Community, and,
6. Be a Missionary Disciple

Principles of Catholic Education:

These are some of the specific examples of the Principles of Catholic Education embedded into the Catholic Education curriculum for Grade 11:

- (C) CHRIST-CENTERED** – Catholic Education fosters a personal relationship with Jesus Christ in the family of the Church; our faith in Christ is evident and permeates all facets of the educational environment.
- Silence to be alone with God, an opportunity to hear the voice of God, especially through the words of Christ in Scripture.
 - Ask “How does this connect to Jesus, to His Word?” after/during studying documents, events, people in Church History.
 - Fostering a trust within the individual that Jesus is real and wanting to make a difference in their lives (invite students to ask Jesus to show them if He is real).
- (A) APOSTOLIC** – Catholic Education is founded on and guided by the truth of the Gospel, beginning with the apostles and handed on by the Pope and bishops.
- Reading through the Acts of the Apostles to discover how Christ and the Holy Spirit worked to build the Church.
 - Study of the succession of popes (papal history).
 - Trace the lineage of Archbishops of Vancouver.
- (T) TRADITION** – Catholic Education guides us in the selection of excellent content, pedagogy and resources in the pursuit of Truth through faith and reason.
- Study of the church documents includes reading the primary document.
 - Use of art through the study of the history of the Church.
 - Classic literature, music through the ages that references the times the Church lives in and addresses (e.g. Dante Alighieri, Palestrina).
- (H) HOLY** – Catholic Education draws upon scripture, the sacraments and prayer to help us to respond to the universal call to holiness.
- Mediation: use of the Scripture to mediate on the Word of God (e.g. lectio divina).
 - Study of the lives of the saints through the history of the church (Sts. Peter, Augustine, Ignatius, Therese, John Paul II, etc.) and their impact on the church and history.
 - Deeper study in the life of a saint (e.g. Joan of Arc: study, then reenact the trial and come to a verdict).
 - Explore how people have lived in response to God’s call to holiness throughout history (in difference eras).
- (O) ONE** – Catholic Education responds to Christ’s desire “that they may all be one” (John 17.21) by integrating the various parts of what we learn into the coherent whole.
- Journal questions (personal responses): e.g. “What do you believe? Who are you? What kind of person do you hope to become?” (aim to integrate learning from all disciplines/subjects)

- Class discussion: based on above journal questions, wrestling with “who am I / how do I fit in?” (integrate disciplines/subjects)
- Curricular connections: church history in world history (social studies), in/with literature, art, science (through the ages of the church and her teaching).

(L) LOVE – Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.

- Testimony (teacher, students, lives of saints, community members, pastor, chaplain, etc.).
- Discussion about the marginal and vulnerable (through history, the church’s response positive and negative, our current community).
- Social teaching through the history of the church (key documents and their historical/cultural context).

(I) INALIENABLE – Catholic Education promotes that “the right and the duty of parents to educate their children are primordial and inalienable” and “parents have the first responsibility for the education of their children” (CCC 2221, 2223).

- Family history project: look at faith through the family (generations/roots); any sacrifice/martyrdom in the past generations.
- Discussion topics for home (with parents) followed by class discussion.
- Interview parents: life, suffering, belief, etc.

(C) COMMUNION/COMMUNITY – Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

- Prayer partner project: 5 minute prayer at beginning of class (pray for partners).
- Research/discuss justice issues (current, compared to history).
- Include marginal students in discussions (build their trust and ensure they have an opportunity to give their voice).

Aboriginal Worldviews and Perspectives:

Connections can be drawn between the Christian Education curriculum and the First Peoples' Principles of Learning; for example:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- Church History is our common heritage as Catholics
- Knowing who we are and where we have come as a Church enables us to be better disciples today and thus transform our world.

Learning is holistic, reflexive, reflective, experiential, and relational focused on connectedness, on reciprocal relationships, and a sense of place.

- The Church's Missionary Activity ("I will be all things to all men" 1 Cor. 9:19-23)
- The Church is expressed in a variety of ways and impact by the cultures within which it develops
- The different rites of the Church

Learning involves recognizing the consequences of one's actions

- Students will examine the positive and negative consequences of events and actions in Church History
- Discipleship
- Schism and Denominations
- Social Justice
- Truth & Reconciliation

Learning involves generational roles and responsibilities.

- Saints
- Apostolic Succession
- Founders and Foundresses of Orders
- Obedience to the Holy See

Learning recognizes the role of indigenous knowledge.

- As we learn our Church history we can come to an understanding of our Catholic Worldview.
- Prayers, Scripture and Traditions
- Missionary Activity and Inculturation
- Relationship with the Jewish people (Romans 11)

Learning involves patience and time.

- The Church continually unfolds the understanding of the Revelation of God.
- Apostolic Succession and Sacred Tradition

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

- Students will understand that some questions can only be answered by faith.
- Rites of Initiation
- The Development of Sacraments
- Sacred Tradition

Learning is embedded in memory, history, and story.

- As we tell our story of Church history students come to know themselves and their community
- The story of the Church is our story, lived out for Jesus
- His story is our history

Learning requires exploration of one's identity.

- We are members of the Church, and our common and shared history enables us to come to know ourselves more fully.
- Who am I? Reflection
- Human Dignity
- The Sexual Revolution
- The Papacy of John Paul II

BIG IDEAS

The Holy Spirit guides the growth of the Church throughout its history.

The study of Church history allows us to understand its relevance today.

The Church is the universal sacrament of salvation and invites us to be disciples of Jesus.

Crisis and challenge can lead to renewal and growth in the Church.

The Catholic intellectual tradition contributes to a flourishing and just society through science, technology, and the economy.

Learning Standards

Curricular Competencies	Content
<p><i>The student, as a child of God, is expected to:</i></p> <p>Profess the faith</p> <ul style="list-style-type: none"> • Know the Scripture and the Tradition of the Catholic Church. • Express the Creed of the Catholic Church. <p>Celebrate the Christian Mystery</p> <ul style="list-style-type: none"> • Know the meaning of liturgy and sacraments. • Find Christ’s presence in the sacraments, especially in the Eucharist. • Celebrate full, conscious and active participation in liturgy and sacraments. <p>Live a moral life</p> <ul style="list-style-type: none"> • Model their lives on the attitudes and actions of Jesus. • Apply the truth and relevance of Scripture to one’s personal life. • Conform their lives to the theological and cardinal virtues. • Engage in the corporal and spiritual works of mercy as acts of love for Christ. • Apply Catholic Social Teaching to life in society. <p>Pray in the life of faith</p> <ul style="list-style-type: none"> • Talk with and listen to God through a variety of expressions and forms of prayer and with Scripture. • Know the prayers of the Church. <p>Live in Christian community</p> <ul style="list-style-type: none"> • Learn to live in community with others, in preparation of living with the community of saints and Jesus in the next life. • Care for the least and the alienated. • Identify elements of faith Catholics share with other Christian communities. 	<p><i>The student, as a child of God, is expected to know:</i></p> <ul style="list-style-type: none"> • History • Papacy • Holy Spirit • Evangelization-Mission • Councils • Persecution • Conversion • Society • Doctrine • Heresy • Monasticism • Crisis-Challenge • Ecumenism • Inter-Religious Dialogue • Secularism • Dignity of the Human Person • Papal Documents • Liturgy • Ecclesiology • Spirituality

Being a missionary disciple

- Proclaim Jesus as Saviour and Lord through word and action.
- Be present as Christian disciples in society through their student, cultural, and social life.
- Recognize the connection and the distinction between the proclamation of Christ and inter-religious dialogue.

Big Ideas – Elaborations *(Sample questions to support inquiry with students)*

The Holy Spirit guides the growth of the Church throughout history.

- Mt. 16:18 How was the primacy of Peter claimed and demonstrated (with varying degrees of virtue) throughout the history of the Church?
- Jn 14:15-17 Where do we see evidence of the guidance of the Holy Spirit in the events of Church History?

The study of Church history allows us to understand its relevance today.

- Luke 20:25 How did the Church interact with and counteract the nation/states throughout history?
- 1 Cor. 13:1-13 How has the Church succeeded or failed in applying the faith in acts of charity?
- How does the Catholic worldview intersect with other worldviews throughout history?

The Church is the universal sacrament of salvation and invites us to be disciples of Jesus.

- Acts 1:8 How well are we carrying out the mission Jesus entrusted to the Church to evangelize?
- 2 Cor. 1:4 How have persecution and trials shaped the faith and missionary activities of Christians?

Crisis and challenge can lead to renewal and growth in the Church.

- Romans 12:2 How have crises and internal challenges led to the transformation and renewal of the Church throughout history?
- Mt. 10:19 How has the Church met the challenge of external attacks throughout history?

The Catholic intellectual tradition contributes to a flourishing and just society through science, technology, and the economy.

- Mk 4:21 How did the Church engage with and react to technological developments in secular fields of science?
- *Summa Theologica* II-ii Q. 2 A. 3 What have been the interactions, tensions, and resolutions between faith and reason in the Catholic Intellectual tradition?

Curricular Competencies – Elaborations *(Sample questions to support inquiry with students)*

Professing the faith

- What is the scriptural basis for the understanding of the early Church?
- Why is the Church “Universal?”
- How did the Church deal with misconceptions of who Jesus was?
- How did Scripture and the Holy Spirit guide the Church in her understanding of the doctrine on the Trinity?

Celebrating the Christian Mystery

- How has the Church celebrated Mass through her history?
- How and why is the Catholic Church a sacramental Church?
- How did the Council of Trent shape our Church through to Vatican Council II?
- Why is it necessary for the Church to respond to science, technology and economy?

Living a Moral Life

- How have key figures in Church History modeled their lives on Christ?
- How do the Church’s social teachings apply to issues in our current world?
- Why does the Church mandate us to care for others?

Praying in the life of faith

- What are the expressions of prayer with which the saints have gifted the Church?
- How have different forms of prayer developed over time?
- What are the varieties of personal and communal prayers that have developed throughout history?
- What actions constitute prayer and how can we implement them ourselves?

Living in Christian Community

- How do we discern the need to render unto Caesar and unto the Lord?
- What are the similarities and differences between the Catholic Church and other Christian denominations?
- What issues brought about fractures and divisions in the Church?
- How is Monasticism a model for living in community that we can apply to our own lives?

Being a Missionary Disciple

- Who were models of Christian Discipleship and what challenges do we face in becoming Disciples of Christ?
- What are the rules of St. Benedict and is there room for elements of Monasticism in your daily lives?
- Who are some of the key missionary figures, and what impact did they have on the life of the Church?
- What lessons did the Church learn from the missionary outreach of the 15th-18th centuries?
- How are we called to ongoing conversion?

History

- Describe the structure of the Mass through history
- Celebrate the Feast Days of the Liturgical Year that connect to Church history
- Explain why we study History
- Rationalize why we should study Church history
- Summarize the history of the Church as a community of faith

Papacy

- Defend the primacy and role of Peter in the early church emphasizing Apostolic Succession
- Identify causes of division between the Western and Eastern Churches
- Evaluate attempts at reunification of the Catholic and Orthodox Churches
- Discuss the challenges to Church unity during the Avignon Papacy
- Describe how Vatican I responded to the rise of secularism highlighting Papal Infallibility
- Illustrate Pope Francis' papacy as an example of Servant Leadership

Holy Spirit

- Explain the effects of the Holy Spirit at Pentecost showing changes in apostolic behavior
- Differentiate between pre- and post- conversion Saul
- Identify the factors that led to the development of monasticism and its popularity
- Illustrate the positive contributions of Benedictine Monasticism to civilization
- Reflect on the spiritual life of St. Teresa of Avila

Evangelization-Mission

- Explain the effects of the Holy Spirit at Pentecost showing changes in apostolic behavior
- Describe the importance of the Council of Jerusalem
- Illustrate knowledge of St. Paul's journeys and the building of the early Christian communities
- Evaluate Constantine's relationship with the Church and the Christianization of Roman culture
- Explain the effects of the Edict of Milan on the legalization of Christianity

Content – Elaborations *(Curricular content detail)*

- Relate the legalization of Christianity with the flourishing of theological debate concerning the doctrines of Christology and the Trinity
- Identify the factors that led to the development of monasticism and its popularity
- Compare the role of different monastic movements led by St. Anthony of Egypt and St. Benedict of Nursia
- Recount St. Augustine's conversion experience and his role as a defender of the Faith
- Illustrate the positive contributions of Benedictine Monasticism to civilization
- Define the historical context for and relate the Inquisition to contemporary issues
- Recognize the role of religious art and architecture, universities and other emerging social institutions sponsored by the Church in the development of Western Culture
- Summarize the influences of the Mendicant Orders and the Scholastic Philosophy
- Recount the missionary outreach to the New World
- Describe the increased emphasis on the role of the laity to be active participants in the Church and world
- Recount John Paul II's focus on "New Evangelization" his emphasis on initial conversion to Christ
- Illustrate Pope Francis' papacy as an example of Servant Leadership
- Participate in contemporary expressions of charitable works

Councils

- Describe the importance of the Council of Jerusalem
- Summarize the impact of the Council of Trent on Christianity
- Identify the changes in the Liturgy that encouraged the inclusion of the laity

Persecution

- Recount the significance of persecution as a continuing theme in Church history
- Recount the origins of Roman persecution as a continuing theme in Church history
- Compare and contrast the persecutions of the early Christians to the personal and societal challenges faced by Catholics throughout the world
- Evaluate Constantine's relationship with the Church and the Christianization of Roman culture
- Explain the effects of the Edict of Milan on the legalization of Christianity
- Relate the legalization of Christianity with the flourishing of theological debate concerning the doctrines of Christology and the Trinity
- Describe how Vatican I responded to the rise of secularism highlighting Papal Infallibility
- Outline the historical context that led to the Second Vatican Council

Content – Elaborations *(Curricular content detail)*

Conversion

- differentiate between pre- and post- conversion Saul
- recount St. Augustine's conversion experience and his role as a defender of the Faith

Society

- Evaluate Constantine's relationship with the Church and the Christianization of Roman culture
- Explain the effects of the Edict of Milan on the legalization of Christianity
- Relate the legalization of Christianity with the flourishing of theological debate concerning the doctrines of Christology and the Trinity
- Illustrate the positive contributions of Benedictine Monasticism to civilization
- Evaluate the successes and failures of the Crusades in relation to "Holy War" and Just War Theory
- Define the historical context for and relate the Inquisition to contemporary issues
- Recognize the role of religious art and architecture, universities and other emerging social institutions sponsored by the Church in the development of Western Culture
- Summarize the influences of the Mendicant Orders and the Scholastic Philosophy
- Discuss the challenges to Church unity during the Avignon Papacy
- Outline the historical context that led to the Second Vatican Council
- Appraise Paul VI's encyclical *Humane Vitae* emphasizing the Church's position on human sexuality, sterilization and contraception

Doctrine

- Relate the importance of Scripture to the history of the Christian community
- Relate the legalization of Christianity with the flourishing of theological debate concerning the doctrines of Christology and the Trinity
- Define the terms heresy and heretic
- Explore the Church's reaction to heresy and the development of Creeds
- Recount St. Augustine's conversion experience and his role as a defender of the Faith
- Identify causes of division between the Western and Eastern Churches
- Evaluate attempts at reunification of the Catholic and Orthodox Churches
- Compare and contrast between Islam and Christianity
- Evaluate the successes and failures of the Crusades in relation to "Holy War" and Just War Theory

Content – Elaborations *(Curricular content detail)*

- Define the historical context for and relate the Inquisition to contemporary issues
- Evaluate the impact of the historical events of the Reformation on Christianity
- Summarize the impact of the Council of Trent on Christianity
- Describe how Vatican I responded to the rise of secularism highlighting Papal Infallibility
- Distinguish between Social Justice and Charity
- Recognize threats to human dignity and the Church's response through developing social teachings
- Articulate a Catholic response to modern threats on human dignity

Heresy

- Define the terms heresy and heretic
- Explore the Church's reaction to heresy and the development of Creeds

Monasticism

- Define monasticism
- Identify the factors that led to the development of monasticism and its popularity
- Compare the role of different monastic movements led by St. Anthony of Egypt and St. Benedict of Nursia
- Illustrate the positive contributions of Benedictine Monasticism to civilization
- Summarize the influences of the Mendicant Orders and the Scholastic Philosophy

Crisis-Challenge

- Identify causes of division between the Western and Eastern Churches
- Evaluate attempts at reunification of the Catholic and Orthodox Churches
- Contrast and compare the Crusades to the conflicts that are occurring in the name of religion
- Evaluate the successes and failures of the Crusades in relation to "Holy War" and Just War Theory
- Discuss the challenges to Church unity during the Avignon Papacy
- Evaluate the impact of the historical events of the Reformation on Christianity
- Reflect on the spiritual life of St. Teresa of Avila
- Critique secularism and its challenges to the Church using examples from the Enlightenment, French Revolution, Scientific Revolution and Industrial Revolution

Content – Elaborations *(Curricular content detail)*

Recognize threats to human dignity and the Church's response through developing social teachings

Articulate a Catholic response to modern threats on human dignity

Ecumenism

Evaluate attempts at reunification of the Catholic and Orthodox Churches

Assess the Church's renewed approach to Ecumenism and Inter-Religious Dialogue

Inter-Religious Dialogue

Compare and contrast between Islam and Christianity

Contrast and compare the Crusades to the conflicts that are occurring in the name of religion

Assess the Church's renewed approach to Ecumenism and Inter-Religious Dialogue

Secularism

Define: secularism

Critique secularism and its challenges to the Church using examples from the Enlightenment, French Revolution, Scientific Revolution and Industrial Revolution

Describe how Vatican I responded to the rise of secularism highlighting Papal Infallibility

Assess the key elements of Rerum Novarum focusing on the response of the Church

Dignity of the Human Person

Assess the key elements of Rerum Novarum focusing on the response of the Church

Appraise Paul VI's encyclical Humane Vitae emphasizing the Church's position on human sexuality, sterilization and contraception

Papal Documents

Appraise Paul VI's encyclical Humane Vitae emphasizing the Church's position on human sexuality, sterilization and contraception

Recount John Paul II's focus on "New Evangelization" his emphasis on initial conversion to Christ

Analyze Benedict XVI's papacy with respect to Faith and Liturgical Renewal

Liturgy

Describe the development of the structure of the Mass

Content – Elaborations *(Curricular content detail)*

- Celebrate the Feast Days of the Liturgical Year that connect to Church history
- Summarize the impact of the Council of Trent on Christianity
- Identify the changes in the Liturgy that encouraged the inclusion of the laity
- Analyze Benedict XVI's papacy with respect to Faith and Liturgical Renewal

Ecclesiology

- Compare different frameworks of understanding the Church
- Relate how we are heirs to the gifts and challenges of the Catholic tradition
- Articulate an understanding of we see ourselves as part of the Church, a living member of the Body of Christ

Spirituality

- Experience a variety of prayer expressions (that teach and form people in the faith) which are drawn from the history of our tradition
- Examine the renewal of the spiritual life led by St. Ignatius of Loyola
- Reflect on the spiritual life of St. Teresa of Avila

Recommended Instructional Components:

“Religious education in schools fits into the evangelizing mission of the Church. It is different from, and complementary to, parish catechesis and other activities such as family Christian education or initiatives of ongoing formation of the faithful. Apart from the different settings in which these are imparted, the aims that they pursue are also different: catechesis aims at fostering personal adherence to Christ and the development of Christian life in its different aspects (cf. Congregation for the Clergy, General Directory for Catechesis [DGC], 15 August 1997, nn. 80-87), whereas religious education in schools gives the pupils knowledge about Christianity’s identity and Christian life.

The specific nature of this education does not cause it to fall short of its proper nature as a school discipline. On the contrary, maintaining this status is a condition of its effectiveness: ‘It is necessary, therefore, that religious instruction in schools appear as a scholastic discipline with the same systematic demands and the same rigor as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary inter-disciplinary dialogue’ (DGC 73).

Religious education is different from, and complementary to, catechesis, as it is school education that does not require the assent of faith but conveys knowledge on the identity of Christianity and Christian life. Moreover, it enriches the Church and humanity with areas for growth, of both culture and humanity.” (On Religious Education in School, 17-18)

Nemo dat quod non habet (One cannot give what they do not have)

The great apologist Frank Sheed proposed “two elements of intellectual competence which should be a minimum for the teaching of Religion... (i) The teacher of Religion should be absolutely soaked in the New Testament, so that she knows what every chapter in it is about... (ii) The

teacher should be soaked also in the Church's dogmas, soaked in them in this sense that she knows them in so far as the Church has expounded them; and further, that she is possessed by them... The mark of the teacher who is possessed by truth is an almost anguished desire to convey to others what is so rich a treasure to her."

Sheed also proposes two indispensable elements in teaching religion:

"(1) that individual truths should be known in their inwardness, the children should be shown how to get under the skin of the doctrine to find what is there: the words of the Catechism should be broken up into their component sentences;

(2) that the truths should be parts of an organic whole, like the features in a face, and that face should be known intimately and seen everywhere...

That the pupils should learn to see Religion so, the teacher must already be seeing it so, and must have given endless thought to the way of sharing her vision with her pupils." (Frank J. Sheed, *Are we Really Teaching Religion?*)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Achievement Indicators

Excerpt from the BC Curriculum: "The provincial focus on competency development is affecting teaching, learning, and the way teachers approach assessment. A Framework for Classroom Assessment presents a conceptual framework for designing classroom assessments focused on the curricular competencies. The essential purpose of assessment is to explore the extent to which students have developed competencies, not the facility with which they perform specific tasks. When the focus is on competence, the assessment question is, "To what extent can students demonstrate this competency?" The framework for classroom assessment highlights the increased focus on "doing" in the B.C. curriculum. Assessment criteria are created from the curricular competencies rather than the content and/or big ideas. However, the content and big ideas are integral to the process; the curricular competencies require the use of content to build greater understandings. The focus on the "do" from Know-Do-Understand reflects the fundamental intentions of the B.C. curriculum."

Learning Resources:

Primary:

- Bible (NRSV, NAB, other Catholic Edition)
- Catechism of the Catholic Church (CCC)
- YOUCAT (YC)
- DOCAT

Online:

- Vatican:
 - Ecumenical Councils http://www.vatican.va/archive/hist_councils/index.htm
 - Compendium of the Social Doctrine of the Church http://www.vatican.va/archive/hist_councils/index.htm
 - For Encyclicals, Apostolic Exhortations (Papal writing) refer to the appropriate Pope (see “Supreme Pontifs”) <http://w2.vatican.va/content/vatican/en.html>