**Grade 9 Religion Studies**

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| **Unit** | **Learning Tasks – BY CLASS** | **Resources** | **Evaluation** |
| **Be With Me** | Class introduction – class outline, classroom procedures, introduction games, learning everyone’s name and class discussion. Student information sheets. | Smart board, Course outlines, Introduction game materials. | N/A |
| Continuation of classroom procedures and expectations. Students will create successful grade 9 student recipes – what does it take to be a successful grade 9 student written in the form of a cooking recipe. | Smart board, recipe example, and paper and writing utensils. | Completion mark |
| What does “be with me” mean? Each group of students will create a poster about what being with me means. First we will discuss as a class what we think that it means and then students will go as a group. When each group is finished, they will show the class what they wrote down.  (If there are separate categories for BE WITH ME then each group should be split up under different subcategories) | Textbooks, poster paper and markers, white board and white board markers. | Observation and Questioning |
| Know that we are created free – Students will work alone or with partners and they will create a story, or a description of someone’s (or their own) day if they were “allowed” to do whatever they wanted, if they could literally do what ever they wanted. Then we will discuss as a class why we do not just act impulsively like this. | Paper and pencils | Completion mark, class participation, observation and questioning |
| Beatitudes – Students will be in groups and they will be given beatitude for their group and they are to research their beatitude and present it to the class, in any fashion they wish. Afterwards we will have a class discussion about what the beatitudes make up and why they are important. This will likely take two days. | Research supplies- text books, computers, and writing utensils | Completion mark, questioning and observation. |
| Students will match case studies or scenarios with the beatitudes in partners, or as a class. Each student will have a “voting paddle”, which will be a report cover. And students will write which beatitude they think the case study represents. | Report covers with paper in them, white board markers, smart board, and case study examples for the beatitudes. | Formative assessment of the beatitudes. – Afterwards you could do a formal test or quiz if you so choose. |
| How can we be like Christ – There will be strips of paper in an envelope with characteristics on them. Students will sort them into two categories – Like Christ and Unlike Christ. Students will glue their strips of paper under the appropriate heading as a group. | Strips of paper with characteristics on them, poster paper with headings on them, glue sticks. | Completion group mark |
| **Be Alive** | Lemon activity - we will dye a bunch of Lemons and discuss the meaning of appearance and value for people after we are done. | Lemons, food coloring, bowls, knife and cutting board. | Formative assessment through questioning, and observation |
| Sacredness of the human body/physical change/ use our bodies in prayer  Students could create something of their own and then they will be asked to alter it in some way that could upset them. |  |  |
| Learning styles – We will discuss as a class the different learning styles, then we will take a class quiz on what type of learning style you are and they will get into those groups and discuss their favorite types of assignments ad school activities they like to do. They can then list their three favorite activities and share them with the other groups. | Learning style quizzes, smart board, paper and a pencil for each group. | Formative assessment of the understanding of different learning styles, completion grade for their learning style hand out. |
| Expressing Emotion – students will get into groups and create two skits. One will be a demonstration of appropriate ways to deal with emotion, while another skit will be inappropriate ways to deal with emotion. | Space and props if possible, | Formative assessment, as well as observation and questioning. |
| Jesus Modeling – Students will draw a picture of whatever they want – it could be an animal, an alien, a person, their choice. And they will label this drawing with characteristics that Jesus has, or in other words admirable characteristics. | Letter sized art paper, numerous art supplies for students to pick from and examples. | Rubric – Given to students ahead of time. |
| **Be Faithful** | What does it meant to be faithful? Students will create a mind map of what they think being faithful is. Then as a class we will discuss how being faithful relates to God and others through faithfulness. | Paper and writing utensils | Formative assessment |
| Five forms of prayer: Adoration and blessing, petition, intercession, thanksgiving and Praise. – Students will do a jigsaw about the different forms of prayer. Or they can do a demonstration of each form of prayer in a way that they see fit. | Paper and writing utensils, post it notes. | Exit slips – write down the five different forms of prayer on a post it note before you leave. |
| Students will create their own prayers, students in groups will write down three things that a prayer has, and we will put it on the board as a class, and using that information, every student will write their own prayer. We will use everyone’s prayer once in the class to start or end a class. | Smart boar or white board, paper and a pencil, prayer examples | Completion grade or a rubric grade for a completed prayer. |
| Discussion – how does God respond to prayer? What does being free mean, divine prerogative and how does prayer fit in? |  |  |
| **Be Loving** | What is love? Christ models love in the scripture what are Christian dimensions of love? Love yourself in order to love others. When would it be difficult to love?  Students will write on a piece of paper all the words that relate to love for them. As many as they can in a determined amount of time. Then students will be asked to pick three of the best words that represent Love to them. Then students will be asked to create a definition of Love using these three words. They can then put their definitions on a piece of poster paper or cardboard and decorate it. | Poster paper, art supplies | Questioning, observation and effort. Completion of definition. |
| Judge, act, evaluate model – how does religion play a role in decision-making? |  |  |
| **Be Obedient** | SECOND SEMESTER |  |  |
| **Be Just** | SECOND SEMESTER |  |  |
| **Be honest** | SECOND SEMESTER |  |  |
| **Be Generous** | SECOND SEMESTER |  |  |
| **Be Forgiving** | SECOND SEMESTER |  |  |
| **Be Hopeful** | SECOND SEMESTER |  |  |