**Religion Lesson 2**

Grade/Subject: Religion 9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Students will explore and express qualities of relationships the want to have** | Create a successful student recipe of their own. | **Formative assessment – possible completion mark** |
| **Examine and evaluate their attitudes toward others** | Self reflect on their personal qualities and the qualities that make a successful grade nine student. Including but not limited to their actions and attitudes towards others. | **Formative assessment – possible completion mark** |
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| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: Mario**  **Resource #2: Mario’s Notebook** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **\***  **\*Smart board, computer, paper, pencils**  **\*** | | |
| **PROCEDURE** | | |
| **Introduction** (5 min.)**:** | | |
| *Attention Grabber:* An introduction game/ song/ video -  *Assessment of Prior Knowledge:* Admirable qualities  *Connection to Curriculum:* self reflection and qualities made in the likeness of God  *Expectations for Learning and Behavior:* Self-reflection about qualities that you think are important and how they go together.  *Advance Organizer/Agenda:* We will discuss common traits that you guys pick as a class, as well as talk about why these qualities are important.  *Transition to Body:* We will discuss common traits that you guys pick as a class, as well as talk about why these qualities are important. | | |
| **Body** ( 25 min.)**:** | | |
| ***Learning Activity #1:*** Show an example recipe, discuss it’s components, what parts are there to a recipe(On smart board – in Mario’s file)  *Motivation:* Creating their own recipe  ***Learning Activity #2:*** Creating their own recipes that they think make up a successful student  *Assessments/Differentiation:* Formative assessment – are they completing the task, are they taking it seriously? Also should be completed by the end of class, if not they can finish it in tutorial. There needs to be at least 7 different ingredients – and the amounts matter. You also need to create a description that is very vivid. Clear instructions on how to mix these ingredients to be successful.  *Motivation:* To finish the assignment in class – reflection on qualities that will give them success  ***Learning Activity #3:*** Common traits that people used can be written on the board  *Assessments/Differentiation:*  *Motivation:* | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* What are some things that people put on their recipes?  *Feedback From Students:* What kind of qualities did you think of? Why those qualities?  *Feedback To Students:* What qualities would make a good teacher?  *Transition To Next Lesson:* Be With Me unit - brainstorming | | |

**Religion Lesson 3**

Grade/Subject: Religion 9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Repeat and explain the beatitudes** | Create posters on a specific beatitude and share it with the class. | **Poster is completed with specified criteria.**  **Formative assessment through questioning and observation.** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: Jigsaw**  **Resource #2: Be With Me teachers manual** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **\***  **\*poster paper, markers/pencil crayons**  **Text books, and other research methods**  **\*Beatitudes** | | |
| **PROCEDURE** | | |
| **Introduction** (5 min.)**:** | | |
| *Attention Grabber:* Simon and Garfunkel song Blessed – listen to it with lyrics on the screen or another song:   * Eric Clapton Tears in heaven   \*DISCUSSION about the beatitudes  *Assessment of Prior Knowledge:* Do they know what the beatitudes are, what do they remember about them? What are they and why are they important?  *Connection to Curriculum:* Students need to understand the beatitudes  *Expectations for Learning and Behavior:* Students will be respectful to each other and myself while someone is talking, they are listening. They are expected to work together in their group and contribute, respect other group members as well as respectfully share their beatitude.  *Advance Organizer/Agenda:* Deeper understanding of the beatitudes  *Transition to Body:* Get into groups | | |
| **Body** (25 min.)**:** | | |
| ***Learning Activity #1:*** Students will be in groups – they can pick their own groups, but if they are loud or off task then I will make the groups. Each group will be given one Beatitude. (They will be cut out on a piece of paper for each group). Each group will create a poster and short presentation for their beatitude – Their poster and explanation must include:   * The beatitude written somewhere /1 * Explanation of what it means /2 * An Example /2 * \*All group members names have to be on the poster   Students should have a clear understanding of what each beatitude means.  \* you could do a student vote of what the class thinks they should get with a show of hands – the group members can turn around and the class can vote if you so choose.  *Assessments/Differentiation:* Students will be assessed on a mark out of five based on if they met the above criteria or not.  *Motivation:* To understand each beatitude through peer teaching  ***Learning Activity #2:*** After groups create their poster and gather information about their beatitude they will share their poster and their findings with the class.  *Assessments/Differentiation:* Following the criteria – they will receive a mark out of five.  *Motivation:* Full understanding of each beatitude  ***Learning Activity #3:*** As students are presenting their beatitudes the audience is listening and being respectful, but they are also taking notes – they need to have all eight beatitudes written down and if they want to add extra notes they can.  *Assessments/Differentiation:* To have notes on the beatitudes for an in class quiz in the following class  *Motivation:* TO have a full understanding of the beatitudes in order to complete an in class quiz. | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Observing and questioning each group that presents their beatitude  *Feedback From Students:* Do they know and understand each beatitude?  *Feedback To Students:* These are important because they are guidelines that help you to lead a fulfilling life. “They respond to the desire for happiness that God has placed in the human heart.”  *Transition To Next Lesson:* They will complete an in class quiz on the beatitudes – it will be open book and they can talk to their neighbors if they keep the room quiet. | | |

**Religion Lesson 4**

Grade/Subject: Religion 9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Repeat and explain the beatitudes** | Complete an in class quiz about the beatitudes | **Quiz will be graded and taken in for marks** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1:**  **Resource #2: Be With Me teachers manual** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **\***  **\*poster paper, markers/pencil crayons**  **Text books, and other research methods**  **\*Beatitudes** | | |
| **PROCEDURE** | | |
| **Introduction** (5 min.)**:** | | |
| *Attention Grabber:* Review of the beatitudes – What are the 8 beatitudes?  \*DISCUSSION about the beatitudes  *Assessment of Prior Knowledge:* Do they know what the beatitudes are, what do they remember about them? What are they and why are they important?  *Connection to Curriculum:* Students need to understand and repeat the beatitudes  *Expectations for Learning and Behavior:* Students will be respectful to each other and myself while someone is talking, they are listening. They are expected to work together in their group and contribute, respect other group members as well as respectfully share their beatitude. Students will work quietly or else I will not let them work with their neighbor  *Advance Organizer/Agenda:* Deeper understanding of the beatitudes  *Transition to Body:* Doing the in class quiz | | |
| **Body** (25 min.)**:** | | |
| ***Learning Activity #1:*** Students be allowed to work in partners or with their neighbor if they so choose, as long as they are working quietly. They are allowed to use their notes and the textbooks if they so choose.  Students should have a clear understanding of what each beatitude means.  *Assessments/Differentiation:* Quizzes will be summatively marked  *Motivation:* To understand each beatitude through written questioning  ***Learning Activity #2:*** After students complete their quizzes they can work on other assignments.  *Assessments/Differentiation:* Summative marks  *Motivation:* Full understanding of each beatitude | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Completed quizzes  *Feedback From Students:* Do they know and understand each beatitude?  *Feedback To Students:* These are important because they are guidelines that help you to lead a fulfilling life. “They respond to the desire for happiness that God has placed in the human heart.”  *Transition To Next Lesson:* Start a new topic | | |

**Religion Lesson 5 - 6**

Grade/Subject: Religion 9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Knowing and identifying others intelligence and knowledge.** | Complete three different multiple intelligence quizzes | **Formative assessment – completion of assignment - observation** |
| **Respecting, recognizing and acknowledging others intelligence and knowledge.** | Complete brainteaser question together in their intelligence groups. | **Formative assessment - participation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: Online multiple intelligence quizzes**  **Resource #2:** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **\***  **\*Quizzes**  **\* brain teaser** | | |
| **PROCEDURE** | | |
| **Introduction** (\_\_min.)**:** | | |
| *Attention Grabber:* Discussion about know whether or not you know which kind of intelligence you are, or if the class knows what different types of intelligence there are.  *Assessment of Prior Knowledge:* How much do they know about multiple intelligence?  *Connection to Curriculum:* Knowing other people’s intelligence and knowledge is unique.  *Expectations for Learning and Behaviour:* Students will be respectful of each other and complete their intelligence tests.  *Advance Organizer/Agenda:* Group activity with your intelligence group  *Transition to Body:* Completing multiple intelligence worksheet | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** We will go over the introduction of the intelligence quizzes as a class, read through the introduction and go over what is expected of them for each tests – we will go through each one as they are done the last.*Assessments/Differentiation:* Are they participating and completing their quizzes?  *Motivation:* To determine their intelligence category – self-reflection and realization.  ***Learning Activity #2:*** Class discussion about whether their findings are true – which test did they like the best? Do you think this is a fair representation of your type of intelligence and knowledge? Why, or why not?  *Assessments/Differentiation:* Are students participating in the class discussion?  *Motivation:* Further self knowledge about self knowledge  ***Learning Activity #3:*** Students will go into their intelligence groups (if they aren’t even then we can adjust them), and they will compete a brainteaser that will be provided for them.  *Assessments/Differentiation:* Are students working together? ARE THE DIFFERENT GROUPS USING DIFFERENT MEANS TO FIGURE OUT THE BRAIN TEASER?  *Motivation:* I will decide on a prize for the students who complete the brain teaser correctly the fastest, but only if every group member contributes. (Could be candy, or get to choose an activity for a class ect.) | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* A discussion about the different ways people used to solve the problem – was it different  *Feedback From Students:* Were their test results accurate?  *Feedback To Students:* The work on their brainteasers – what I saw from the class.  *Transition To Next Lesson:* New topic | | |