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| Diocese of Wheeling-Charleston | | | | | |
| Unit Planner | | | | | |
| Name of Teacher: Brian Pooley | | | Grade Level:9th | | |
| Subject Area: Religion | | | Cross Curricular Opportunities: Reading, Language Arts | | |
| Unit Title: The Sacraments of Healing and Ministry | | | Estimated Duration of Unit: 2 weeks | | |
| Overview of Unit: This chapter will focus upon the four sacraments of healing and ministry in the Catholic Church. Students will complete writing assignments and class presentations which will show how the sacraments relate to milestone moments in their spiritual lives. Students will learn the Biblical roots of the Sacraments, as well as the theology of how the sacraments bestow particular graces upon the faithful. | | | | | |
| Forms of Text (nonfiction/fiction): New American Bible, Catechism of the Catholic Church, Summa Theologiae by St. Thomas Aquinas, Meeting Jesus in the Sacraments by Michael Pennock, Theology of the Body by St. John Paul II, various websites | | | Teaching Strategies: Student-led Direct Instruction, Research-based, Cooperative groups, Technological skills, , Critical thinking approach, and Vocabulary enrichment | | |
| Catholic Identity Connections: The sacraments of healing and ministry are significant in all phases of Catholic life, from marriage to Anointing of The Sick at the end of life. The sacrament of Penance is one which we need to avail ourselves of frequently in order to remedy the effects of sin. The Sacrament of Anointing of the Sick reconciles us to God’s plan for our life and death. The Sacrament of Holy Orders connects heaven and Earth in the formation of priests for the sacraments. The Sacrament of Holy Matrimony assures that “two may become one” in the guidance of the Holy Spirit. When Catholics do not put these sacraments at the center of their lives, they run the risk of becoming empty ritual. This lesson encourages students to see how the sacraments are central to their Catholic identity. | | | | | |
| Assessment (authentic/published – summative/formative): Authentic, Summative and Formative – Students will be assessed through a number of methodologies. Direct observation and intense question and answer discussions will allow the teacher to determine the student’s grasp of the material. In addition, students will have written reflection papers which will assess comprehension of the material, critical thinking skills, and language arts/ rhetorical skills. Students will complete a group assignment which will emphasize collaborate methods of learning. In order to complete the group assignment, they will need to comprehend and apply passages from various books and websites. Finally, students will be assessed through short quizzes (5 questions) and a comprehensive chapter test at the end of the unit. | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date of Completion |
| ELA.9.SL.C13.1 | Engaged effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other’s ideas and expressing their own clearly. [Ongoing throughout the entire unit]. | Students will engage in a brainstorming activity about the question: “How would life at our school change if people thought one of the students was Jesus undercover?” From this, students will discuss some of the causes of division in the school. Students will talk about how the Sacraments of Healing and Ministry fix the division that sin causes. This will foster cooperative learning and group discussion/ critical thinking. Students will watch the video: “Why Do You Need to Go to Confession?” (see resources) | Why Do You Need to Go To Confession  https://www.youtube.com/watch?v=NmISXpzyoN4 | |  |
| ELA.9.R.C1.5  ELA.9.R.C1.6  ELA.9.R.C3.5 | Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. **(CCSS RI.5.2)**  Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text. **(CCSS RI.5.3)**  Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. **(CCSS RI.5.9)** | Students will brainstorm some of the different names for the sacrament of Penance. Students will use their chromebooks to look up the root words for these different names (ex. “Confiteor” for confession). (see resources) Particular attention will be paid to “confession”, and why we must confess our sins in the sacrament, rather than simply admit them to God on our own. Students will work in small groups to prepare a short presentation about their name for Penance. | Meeting Jesus in the Sacraments by Michael Pennock  https://en.oxforddictionaries.com/?utm\_source=od-panel&utm\_campaign=en | |  |
| ELA.9.L.C15.1  ELA.9.R.C3.4  ELA.9.W.C9.2 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [Ongoing throughout entire duration of the unit].  Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). **(CCSS RI.5.8)**  Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.   * introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful in aiding comprehension. * develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. * link ideas within and across categories of information using words, phrases and clauses (e.g., *in contrast, especially*). * use precise language and domain-specific vocabulary to inform about or explain the topic. * provide a concluding statement or section related to the information or explanation presented. | Students will receive direct instruction on the parts of the Rite of Penance. Students will use the Catechism of the Catholic Church to research the difference between perfect and imperfect contrition. (see resources). Students will synthesize what they have learned by creating their own “Examination of Conscience” which is particularly geared toward high school students. This will also engage their language skills. | Catechism of the Catholic Church - <http://ccc.usccb.org/flipbooks/catechism/index.html>  Articles 1451-54 | |  |
| ELA.9.R.C2.4 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 9 topic or subject area*. **(CCSS RI.9.4)** | Students will brainstorm and give their opinions on the question ‘What are some rules for a good marriage?” This will enagage critical thinking skills. Then students will read chapter 8:”Original Unity of Man and Woman” in the book Theology of the Body by Pope St. John Paul II, (see resources) Students will write a reflection paper upon the topic “Why did God create us man and woman?” Students will: 1. Explain St. John Paul II’s views on this question. 2. Share their own views. Then students will receive direct instruction on references to marriage in the Bible. | Theology of the Body by Pope St. John Paul II | |  |
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| ELA.9.W.C11.3 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | Students will begin by brainstorming on the question: “What is good/bad about being sick?” This will lead into direct instruction on the purpose and effects of the Sacrament of Anointing of the Sick. |  | |  |
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| ELA.9.R.C1.4 | Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. **(CCSS RI.5.1)** | Students will begin by looking up how many priests there were in the United States in 1978 vs. 2016 (see resources). Students will brainstorm ideas about causes of the decline. Then, they will look up statistics for the same years for the entire world (which run in the opposite direction.) Students will formulate theories about what accounts for the disparity (collaborative learning/ critical thinking) Students will receive direct instruction about the theology of the priesthood and Holy Orders.  Students will read the Summa Theologica by St. Thomas Aquinas IIIa(suppl), q.39, a.1 “Whether the Female Sex is an Impediment to Receiving Orders.” Then they will summarize the information in a short paper, and evaluate Aquinas’s arguments. This will develop informational reading/writing skills, as well as writing/vocabulary skills. | Summa Theologica – St. Thomas Aquinas  http://www.newadvent.org/summa/5039.htm#article1 | |  |
|  |  | Students will take a cumulative chapter exam (summative assessment) to evaluate their mastery of the subject. |  | |  |
| Differentiated Instruction Opportunities/Overview: Placing students in groups will allow students to work at their own pace. Also, the multiple opportunities for written reflections will allow students to expres what they DO know, rather than penalize them for what they do not. Finally, the quizzes and tests can be shortened to account for varying cognitive abilities. | | | | | |
| Cross Curricular Opportunities level: Students are learning about attitudes towards death, which could be discussed in Social Studies. They are also reading historical documents (Summa Theologica, Bible) which could cross into social studies, or English, with a discussion of historical literary forms. Finally, students will do multiple writing assignments, which utilize skills learned in English and Language Arts. | | | | | |
| **Common Core Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | | |
| X | Summary | | | | |
| X | Research | | | | |
| X | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
| X | Complete sentences | | | | |
| Reading | | | | | |
| X | Informational text | | | | |
| X | Lexile | | | | |
| X | Complex literature |  |  |  | |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
| X | Smart board | | | | |
| X | Computers | | | | |
|  | iPads | | | | |
|  | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
| X | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
| X | Collaborative engagement (meaningful feedback) | | | | |
| X | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| X | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
| X | Quiz | | | | |
| X | Technology based | | | | |
| X | Test | | | | |
|  | Student created test | | | | |
| X | Presentation | | | | |
| X | Journal | | | | |
| X | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
|  | Analogy | | | | |
|  | Google Slides, PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
| X | Problem solving strategies | | | | |
| Summary of Unit: | | | | | |
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