

Alberta Social Studies, Grade 8
Worldviews: Contact and Change

Catholic Values Correlation

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Introduction to Worldview Think it Through Student Text, page 5 Teacher Resource, page 12, point 4	<ul style="list-style-type: none"> • Solidarity • Caring for God’s Creation • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities • Option for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	In Think it Through , students are asked to answer the questions of worldview as members of the school community. Another worldview could be explored as a member of the Catholic community.
Introduction to Worldview Building Your Skills Students Text, pages 6-7 Teacher Resource, page 13, point 3	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities 	In “Reading Pictures: Formulate Questions,” students can be asked additional questions based on Catholic worldview, such as: <ol style="list-style-type: none"> 1. Was the treatment of the people in the picture as God invited/instructed us to treat one another? 2. How might this situation be different if the people were Caucasian? Why is this? As students work on Figures 5-7, encourage students to include questions concerning Catholic worldview.
Unit 1		
Unit 1, Chapter 1 “A Changing Society: Medieval Country Life” Student Text, p. 19	<ul style="list-style-type: none"> • Solidarity • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	While reading about the peasants and the serfs, have students discuss the “fairness” of the situation. Ask students how the treatment of the serfs goes against the teachings of the Catholic faith.
Unit 1, Chapter 1 “A Changing Society: Town Life” Student Text, p. 22-23	<ul style="list-style-type: none"> • Solidarity • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	Remind students of some of the points discussed about the treatment of the serfs and peasants. Compare these to the lives of the town people. Have students draw a conclusion on whose lives were more in-line with Catholic values and give possible reasons as to why.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 1 Exploring Sources Student Text, page 28	<ul style="list-style-type: none"> • Rights and Responsibilities 	In Exploring Sources , students are asked to contemplate worldviews that rely on written accounts versus those worldviews that rely on oral traditions. In times before the printing press, biblical passages were written in Greek or Latin, and usually were only accessible to those in the religious order. Discuss with students the advantages and disadvantages of this situation. Have students predict/discuss what may have led to changes in access to the biblical word.
Unit 1, Chapter 1 Engage Teacher Resource, page 70, point 1	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities • Option for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	Before asking students the focus question, ask students “In what ways do catholic beliefs shape our society’s worldview?” Then draw students’ thinking to comparing the worldview of Catholics to those of other religions.
Unit 1, Chapter 2 Zoom In Student Text, page 41	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person 	Questions may arise over why a pope would call for war when the church teaches peace. Discuss with students possible reasons why the Pope Urban II would call for a holy war. Discuss with students what circumstances it might be necessary. Using the map, discuss what items of value may be held in the places these holy wars occurred, such as Damascus and Jerusalem. (These are many of the places Jesus lived, taught, and performed his miracles.)
Unit 1, Chapter 2 Figure 2-12: The City-States of Renaissance Italy Student Text, page 48	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	As students study the map of Italy, draw their attention to the city of Rome. Ask students what important Catholic place is in Rome (Vatican). Discuss with students how the home of the Catholic Church may have influenced trade. Discuss with students how trade may have influenced the Catholic Church.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 2 Think it Through Student Text, page 51	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	While exploring the values of each of the business models (Question #3), discuss with students which of the models best reflects the Catholic Church's teachings of social justice, respect for fellow man, etc.
Unit 1, Chapter 2 "Making Money with Money" Student Text, page 52	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	As students read about the practice of usury (charging interest on loans), discuss with students why the church might be against this practice. Lead the discussion further to include possible reasons to why the church may change its view on such practices (i.e. a way to further spread the Catholic values).
Unit 1, Chapter 2 Fast Forward: Think it Through Student Text, page 55	<ul style="list-style-type: none"> • Caring for God's Creation • Life and Dignity of the Human Person • Option for the Poor and Vulnerable 	Discuss with students the Catholic worldview of social justice. Further discuss with students ways that they can practice social justice – both with and without the use of money. This may also be a good lead-in to a volunteer or service project, fulfilling Skills and Processes 8.S.6.
Unit 1, Chapter 3 Introduce the Chapter Teacher Resource, page 84	<ul style="list-style-type: none"> • Solidarity 	Read and/or review the biblical story of David and Goliath (1 Samuel 17) before discussing why Michelangelo would chose David as his symbol for Florence.
Unit 1, Chapter 3 Introduce the Chapter Teacher Resource, page 84	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation 	While discussing the Worldview Inquiry Question, <i>In what ways can shifts in ideas affect a society's worldview?</i> , discuss with students how Jesus and the teachings of Christ changed the worldview of those who came to follow him – thus becoming apart of the birth of Christianity. Discuss how, with time, values and society began to change.
Unit 1, Chapter 3 Reflect and Respond Teacher Resource, page 85	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation 	Extend the exercise to a third column of finding similarities between classical ideas, the "Code for Long Life Wisdom," and Catholic values and teaching (including the Ten Commandments.)

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 3 Differentiated Learning Teacher Resource, page 85	<ul style="list-style-type: none"> • Solidarity 	Differentiated Question 2 could be reworded (or included as a second question): <i>Do an inventory of the items in the classroom and identify how several of the items reflect us as Catholics.</i>
Unit 1, Chapter 3 Engage Teacher Resource, page 86	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation 	Review with students (if discussed previously) how the teachings of Jesus changed the worldview of the early Christians. Discuss how his teachings reached people who may never have actually seen him teach. Lead the discussion to other thinkers and the role of the media.
Unit 1, Chapter 3 Differentiated Learning Teacher Resource, page 86-87	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Option for the Poor and Vulnerable 	Question #1: When considering the five mandatory actions, have students consider what practices would also fit within social justice teachings of the Catholic Church. This may also be a good lead-in to a volunteer or service project, fulfilling Skills and Processes 8.S.6. Another connection that students can make is having students compare their Catholic school system with what they know about the public school system. Have students identify what is similar and what is different. Encourage students to look beyond the basics of prayer, crosses, religion courses, etc., and find words that may describe atmospheric difference (i.e. warmer, welcoming, less diversity, etc. could be possible answers).
Unit 1, Chapter 4 Introduction to the Chapter Teacher Resource, page 92		Questions may arise as to why the Church would not believe what we now know as true. Students should be invited to discuss such matters as to why the Church would react in such a way to Galileo's and other scientific discoveries.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 4 Voices Student Text, page 85	<ul style="list-style-type: none"> • Life and the Dignity of the Human Person • Caring for God's Creation 	Discuss with students the Catholic Church's view on such scientific/medical discoveries that are occurring in our time, especially in Alberta (stem cell research, eyelet cell production for diabetes, cancer research, use of animals for research purpose, etc.). Compare and contrast the scientific view and the Church's view.
Unit 1, Chapter 4 Engage Teacher Resource, page 95	<ul style="list-style-type: none"> • Solidarity • Caring for God's Creation • Call to Family, Community, and Participation • Rights and Responsibilities • Option for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	To help students list the qualities of a good leader in the first point, students could refer to famous religious leaders – such as Pope John Paul II, Mother Theresa, and Archbishop Oscar Romero – and list the qualities that they possessed or that show they were good leaders. Students can then extend this thinking to the second point and show how the leadership of these people changed the worldview for many.
Unit 1, Chapter 4 Exploring Sources Student Text, page 89 Teacher Resource, page 95	<ul style="list-style-type: none"> • Rights and Responsibilities 	While students are comparing the view of Machiavelli to Isabella D'Este, have students also compare these same ideas to the teaching of Jesus and/or the Catholic Church.
Unit 1, Chapter 4 “The Printing Press: A New Technology” Student Text, page 28-99	<ul style="list-style-type: none"> • Rights and Responsibilities 	Discuss the influence of the printing of the Bible and the ability to spread the word of Christ to all nations. Compare the effectiveness of this with that of the Crusades to convert people to Christianity. Discuss how our Christian life might be different if we did not have the printed bible to refer to or a bible in the native tongue to read.
Unit 1, Chapter 5 Think It Through Student Text, page 106	<ul style="list-style-type: none"> • Solidarity 	As students discuss the questions of dealing with difficult challenges, further students' thinking to include the role of religion (i.e. prayer, faith, belief) in dealing with challenges.
Unit 1, Chapter 5 Fast Forward Student Text, page 110	<ul style="list-style-type: none"> • Caring for God's Creation 	Students may be asked to consider how God would want us to use the oil, gas, or other natural resource.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 5 Zoom In Student Text, page 111	<ul style="list-style-type: none"> • Solidarity • Rights and Responsibilities 	The second point to this section could be further explored by having students express whether they believe that the Europeans’ worldview and their interest in Mansa Moussa was one that would follow the principals of Christianity or not.
Unit 1, Chapter 5 “Going East” Student Text, page 121 Explore Teacher Resource, page 107, point 2	<ul style="list-style-type: none"> • Caring for God’s Creation • Life and Dignity of the Human Person • Dignity of Work and the Rights of Workers 	Earlier in the chapter, students read how Prince Henry was devoted to spreading Christianity to places unknown and newly discovered. In this section, we read that many of the ships carried slaves from Africa. Challenge students to discuss how this can be seen as a contradiction. Discuss how the treatment of slaves was in contrast to those teachings of the Catholic Church to value human life.
Unit 1, Chapter 5 Differentiated Learning Teacher Resource, page 108	<ul style="list-style-type: none"> • Caring for God’s Creation • Life and Dignity of the Human Person • Rights and Responsibilities • Option for the Poor and Vulnerable 	Write a diary entry from the point of view of a missionary onboard one of the Renaissance ships who is there to support the cause of converting people of new lands to Christianity (i.e. Jesuits). Describe what the missionary is feeling about the circumstances he sees around him during this time of expansion.
Unit 1, Chapter 6 Explore Teacher Resource, page 114, point 2-3	<ul style="list-style-type: none"> • Caring for God’s Creation • Life and Dignity of the Human Person • Rights and Responsibilities 	After reading and exploring “Taking Charge” (Student Text, page 133) and Figure 6-6 (Student Text, page 134), discuss with students how the treatment of the Indigenous people compares/contrasts to Caring for God’s Creation. What might this say about the emerging worldview during the Renaissance? After discussion, read “Zoom In” (Student Text, page 135) and add any points about the treatment of the Indigenous people that are in contradiction to the Church’s teaching.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 1, Chapter 6 Differentiated Learning Teacher Resource, page 115	<ul style="list-style-type: none"> • Caring for God’s Creation • Life and Dignity of the Human Person 	Using a T-chart (or Venn Diagram), have students record how the imperialist worldview and Christian worldview believe they should treat the Indigenous people of the newly found land. Students could then write a brief paragraph (or two) describing whose worldview, in the student’s opinion, constitutes the better treatment of the Indigenous people, and why.
Unit 2		
Unit 2, Chapter 7 Story Questions Teacher Resource, page 150	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Rights and Responsibility 	Read parts of the story of Moses’ and the Israelites’ escape from Egypt (Exodus 14), their punishment for not following God’s command to enter the country of the Amorites (Deuteronomy 1:19 – 2:25), to the taking of the Promised Land by Joshua (Joshua 6:1-27). Using a Venn Diagram, compare and contrast the Israelites’ wandering to that of the Aztec.
Unit 2, Chapter 7 “The Physical Landscape” Student Text, page 152	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	The Aztec considered mountains sacred because a mountain brought them closer to their gods. Discuss with students what places Christians may consider sacred and why.
Unit 2, Chapter 7 Explore Teacher Resource, page 151	<ul style="list-style-type: none"> • Caring for God’s Creation 	As students explore Aztec use of geography to meet their needs, have students compare to how Albertans have used their environment. Are Albertans practising stewardship of God’s earth? Do they have a concern for what will be available for the generation to come?
Unit 2, Chapter 7 Explore Teacher Resource, page 153	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Life and Dignity of the Human Person 	As students explore the Aztec religion, have them compare and contrast Catholic beliefs in a Venn Diagram. Encourage students to include reasons why each worldview was as it was (i.e. believed in human sacrifice because it nourished the gods, whereas Christian teachings tell us human life is valuable in the fifth commandment – Thou shall not kill.)

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 2, Chapter 7 Over to You Student Textbook, page 164	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Life and Dignity of the Human Person 	Question 1 of “Over to You” could be expanded to have students compare and contrast aspects of Christianity by creating a separate web that identifies Christian religious belief, with possible branches being: Rome, offering, calendar, and God.
Unit 2, Chapter 7 “Expanding Through War” Student Textbook, page 167	<ul style="list-style-type: none"> • Solidarity 	As students read about the Aztec expansionism, compare and contrast through discussion the worldview of the Aztec society and the worldview of the Crusaders. Discuss the aim of each war.
Unit 2, Chapter 8 Engage Teacher Resource, page 161, point one	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation 	Students could explore the basic Catholic church structure and the role of the priest at each level (priest, bishop, archbishop, cardinal, pope, etc.), which could then be compared to the structure of the Aztec society.
Unit 2, Chapter 8 Explore Teacher Resource, page 161, point 1	<ul style="list-style-type: none"> • Solidarity 	Continuing on with the idea of the Catholic church structure, students could continue to compare the role of the Emperor (Student Text, page 173) with that of the Pope. As students continue to explore “Family Clans” (Student Text, page 174-175), have students continue to draw comparisons to the Aztec way of life and those practices Christians are taught (respect, social justice, honesty, etc.)
Unit 2, Chapter 8 “Signs of Status” Student Text, page 178		It may be of student interest to compare the signs of social status and moving up in society to that of the structure of the priesthood in the Catholic Church.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 2, Chapter 8 Engage Teacher Resource, page 162, point 1	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	Another connection that students can make is having students compare their Catholic school system with what they know about the public school system. Have students identify what is similar and what is different. Encourage students to look beyond the basics of prayer, crosses, religion courses, etc., and find words that may describe atmospheric difference (i.e. warmer, welcoming, diversity, etc. could be possible answers).
Unit 2, Chapter 8 Differentiated Learning Teacher Resource, page 163	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Rights and Responsibilities 	Students could compare the education of the Aztec to the education of the children by the Jesuits and Grey Nuns of New France in the early settlement of Canada.
Unit 2, Chapter 8 “The Ideal Aztec Citizen” Student Text, page 187	<ul style="list-style-type: none"> • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities 	Discuss with students how the <i>Virtues of the Ideal Aztec Citizen</i> are similar to how we view a righteous person in the Catholic Church. Examples of Mother Theresa, Pope John Paul II, and other saints and/or religious people that students may be familiar with.
Unit 2, Chapter 8 Explore Teacher Resource, page 164, point 2	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities 	The second point could be reworded (or added to) to say: <i>Ask students to use a T-chart to record the items with which the Catholic Church agrees and those with which they do not agree.</i> Discuss with students the principles behind such thinking.
Unit 2, Chapter 8 “Over to You” Student Text, page 190, Question 1a	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation • Rights and Responsibilities 	Question 1a could be reworded to say: <i>As in Aztec society, all Catholics/Christians have responsibilities to be good citizens/members.</i> This rewording then would guide the answers of the remainder of Question 1.
Unit 2, Chapter 9 “Fast Forward” Student Text, page 202	<ul style="list-style-type: none"> • Solidarity 	Discussion of “Think if Through”, question 1, can be related to the desire for peace and solidarity in Christian worldview.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 2, Chapter 9 “Memory and Reconciliation” Student Text, page 206	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Rights and Responsibilities • Option for the Poor and Vulnerable 	After reading this section about Pope John Paul II, discuss with students the differing views of the Catholic Church from the time of the Reconquista/Crusades to today. Discuss why the Church may have modified its teachings through the passage of time.
Unit 2, Chapter 9 “Gold and Glory” Student Text, page 207	<ul style="list-style-type: none"> • Solidarity • Option for the Poor and Vulnerable 	While discussing the questions in the opening paragraph of “Gold and Glory,” discuss with students what the Catholic faith teaches us about wealth and fame.
Unit 2, Chapter 10 Worldview Inquiry Teacher Resource, page 176	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, Participation 	To introduce the Worldview Inquiry Question, students could read the biblical passage relating the arrest of Christ after the Passover feast (Matthew 26: 47- end; Mark 14:43-51; Mark 15:16-20; Luke 22:47-53) or a parable of forgiveness and turning the other cheek. Discuss using force or not using force to get one’s way.
Unit 2, Chapter 10 Differentiated Learning Teacher Resource, page 179	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	As students study the actions of Cortes, have them classify those actions that would show Cortes’ strong Christian worldview and those actions that show a more ‘worldly’ worldview (greed, fame, etc.). Students could then write a paragraph about Cortes’ ‘true’ worldview and the impact it had on his actions.
Unit 2, Chapter 11 “In This Chapter” Student Text, page 237	<ul style="list-style-type: none"> • Solidarity • Rights and Responsibilities • Option for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	While discussing the questions related to the conquering of the Aztecs, include questions that prompt students to consider (as a prediction to the chapter) how the Christian beliefs and worldview of the Spanish would lead them to treat the Aztec after conquering them. (For example, what beliefs and/or values did the Spanish have? What would their Christian beliefs/values say about the way to treat the people of the Aztec society?)

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 2, Chapter 11 “Think It Through” Student Text, page 238	<ul style="list-style-type: none"> • Solidarity 	As a secondary or alternate question to the question posed in the student textbook, discuss with students the affect that Jesus had on the worldview of the people of his time and the far reaching effect it has still today.
Unit 2, Chapter 11 Explore Teacher Resource, page 185, point 1	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Rights and Responsibilities • Option for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	Have students compare and confirm their prediction at the beginning of the chapter. Students can then discuss how the Spanish in New Spain treated the Aztec. Discuss how this treatment compares to the worldview that Christians hold today, and at that time.
Unit 2, Chapter 11 Explore Teacher Resource, page 186, point 1	<ul style="list-style-type: none"> • Solidarity • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	As students explore the actions of Cortes, students can identify if these actions are consistent or opposed to Christian beliefs. Have them give reasons supporting their answers.
Unit 3		
Unit 3, Chapter 12 Engage Teacher Resource, page 212	<ul style="list-style-type: none"> • Caring for God’s Creation 	As students ponder the focus question for “Nature Shaping a Worldview,” have students write down/discuss how God intends us, as Christians, to treat nature, thus affecting how we interact with nature.
Unit 3, Chapter 12 Over to You Student Text, page 273, question 3	<ul style="list-style-type: none"> • Caring for God’s Creation 	Students could use question #3 to study the different symbols of the church (dove, fire, fir tree for Christmas tree and advent wreath, etc.). Students may want to study different symbols used, in the Vatican, Christian celebrations, or other religious groups within the Catholic Church (Catholic Women’s League, Knights of Columbus, Squires, etc.)
Unit 3, Chapter 12 Engage Teacher Resource, page 214, point 1	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	As students discuss the religious and cultural value of rice in Japan, students can compare and discuss the significance of the unleavened bread and wine in the Communion Rite of Christian Mass.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 3, Chapter 13 Introduce the Chapter Teacher Resource, page 220	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	Ask students to reflect on biblical stories they recall being told when they were younger. Discuss the heroes of the story and how the lesson they learned was/is of value to us as Catholics.
Unit 3, Chapter 13 Chapter Opener Activities Teacher Resource, page 220, point 1	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation • Rights and Responsibilities • Option for the Poor and Vulnerable 	Students could role-play a scene of a biblical person who was significant and taught the way to greatness in life through the principles Jesus taught us to live by.
Unit 3, Chapter 13 Explore Teacher Resource, page 221-222, point 2	<ul style="list-style-type: none"> • Solidarity • Call to Family, Community, and Participation • Rights and Responsibilities • Options for the Poor and Vulnerable • Dignity of Work and the Rights of Workers 	While students discuss the rules used to control the different classes of people in Japan, students can compare and contrast them to Catholic teachings/principles today using a Venn Diagram or other chart.
Unit 3, Chapter 13 Voices Student Text, page 287	<ul style="list-style-type: none"> • Call to Family, Community, and Participation • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	While students discuss the questions in “Think it Through,” have students discuss what they believe are Christianity’s principles about social mobility and how they should be used – whether more or less. Students should be able to back up their reasoning with examples or supporting information.
Unit 3, Chapter 13 Zoom In Student Text, page 290	<ul style="list-style-type: none"> • Solidarity 	As students discuss the <i>seppuku</i> tradition of the samurai, teachers may want to draw the comparison to some of the Christian martyrs who also died because of their faith and what they believed in (St. Paul, St. Peter, Christians during the reign of the Soviet government, etc.).
Unit 3, Chapter 13 Differentiated Learning Teacher Resource, page 222	<ul style="list-style-type: none"> • Dignity of Work and the Rights of Workers 	As students read/discuss the various roles in Japanese society, students could comment as to the fairness of the rules each level was subjected to. Students could then justify their answers using the teachings of Jesus and/or other biblical passages.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 3, Chapter 13 Engage Teacher Resource, page 222, point 1	<ul style="list-style-type: none"> • Rights and Responsibilities 	Have students discuss the Ten Commandments (prior to Canada's Rule of Law). Discuss with students why mankind was given these laws and the purpose they were to serve in Moses' time. Discuss with students how they apply today. Time permitting, students may also discuss how these same commandments are the basis for many of our Canadian laws today.
Unit 3, Chapter 13 Reflect and Respond Teacher Resource, page 223, point 1 (Student Text, page 299, question 3)	<ul style="list-style-type: none"> • Rights and Responsibilities 	As students explore the philosophy of Confucius, have students compare and contrast it to the teachings of Jesus. When complete, have students write a brief paragraph commenting on the similarities and how these principles affect the worldview of the holder (Japanese/Christians).
Unit 3, Chapter 14 Zoom In Student Text, page 316	<ul style="list-style-type: none"> • Caring for God's Creation 	As students discuss the questions posed at the end of the "Zoom In", have students discuss which worldview, Canada or Japan, is more aligned to how God expects us to treat our natural resources. Have students justify their opinion.
Unit 3, Chapter 14 Figure 14-17 Student Text, page 317	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person 	The question attached to this figure could be reworded to say: " <i>What rituals or practices within the Catholic Church are meant to bring peace of mind to its participants?</i> "
Unit 3, Chapter 15 Voices Student Text, page 330 (Teacher Resource, Explore , page 237, point 3)	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person 	Both the United States and the Spanish would have a similar western worldview. Compare and contrast how Perry and Cortes approached their respective groups (Japanese and the Aztec). Which was more consistent with a Christian perspective? Why? Have students justify their answers.

Course Content Item	Catholic Value Correlation	Activity Alternative or Addition
Unit 3, Chapter 15 “A Changing Order” Student Text, pages 336-342	<ul style="list-style-type: none"> • Solidarity • Life and Dignity of the Human Person • Call to Family, Community, and Participation • Rights and Responsibilities • Dignity of Work and the Rights of Workers 	As students read through the changes the Meiji period brought to Japan, have them reflect on how they compare to Christian worldview and practice (i.e. the rights of the common people to choose their occupation, the right to choose their dress, to own land, etc.)
Unit 3, Chapter 16 Differentiated Learning Teacher Resource, pages 247-248	<ul style="list-style-type: none"> • Call to Family, Community, and participation 	Have students discuss the traditions of the Christian faith and/or Catholic practice that students would not want changed. Have students explain the practice/tradition and why they feel it is an integral part to being a Catholic.
Unit 3, Chapter 16 “Returning to Old Values” Student Text, page 359-360	<ul style="list-style-type: none"> • Solidarity (?) 	Time permitting, students could be encouraged to compare Christianity with Shintoism. Students could use a Venn Diagram to record their findings.
Unit 3, Chapter 16 Differentiated Learning Teacher Resource, page 259	<ul style="list-style-type: none"> • Call to Family, Community, and Participation 	Have students talk to older members of their parish (or grandparents). Discuss with them how Christianity played a role in their lives: in school, in the home, and at mass. Have students then compare the information to their own practices and the influence of Christianity in their lives.