

<b>Big Ideas</b>	
<b>1. Catholic Social Teaching: Solidarity</b>	
<p><b>Student Inquiry Questions</b></p> <p>How are we Church in the world?            What does the Bible teach us about the power of God?            How do we articulate our faith?            How are we called to a Christian life?            How do we deepen our relationships with others?            As Christians, what is our view of sexuality?            What is commitment?</p>	<p>Solidarity is about friendship and sharing community with others regardless of poverty, age, race, gender, disability, or sexual orientation.</p> <p>As disciples of Christ, we are called to count on one another in working to support human dignity and the common good.</p> <ul style="list-style-type: none"> <li>• By his incarnation, Jesus reveals God’s solidarity with all human persons.</li> <li>• Solidarity can bring about a more just social order, the fair distribution of material goods and services and fair remuneration for work.</li> <li>• Forms of solidarity include solidarity of the poor among themselves, between rich and poor, between workers and employers, and among nations.</li> <li>• Students develop an understanding of how the Ten Commandments and Jesus’s rule of love call us to be Church in the world.</li> </ul> <p><i>Corresponding Catholic School Graduate Expectations:</i></p> <p><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good</p> <p><b>CGE3f</b> Examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, social-economic and ecological) for the development of a just and compassionate society</p> <p><b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others, and creation through prayer</p> <p><b>CGE1h</b> Respects the faith traditions, world religions, and life-journeys of all people of good will</p> <p><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p> <p><b>CGE5a</b> Works effectively as an independent team member</p> <p><b>CGE5e</b> Respects the rights, responsibilities, and contributions of self and others.</p> <p><b>CGE6a</b> Relates to family members in a loving, compassionate, and respectful manner</p> <p><b>CGE6e</b> Ministers to the family, school, parish, and wider community through service</p> <p><b>CGE7c</b> Seeks and grants forgiveness</p> <p><b>CGE7e</b> Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society</p> <p><b>CGE7f</b> Respects and affirms the diversity and interdependence of the world’s peoples and cultures</p> <p><b>CGE7g</b> Respects and understands the history, cultural heritage, and pluralism of today’s contemporary society</p>

## *Literacy in Action 8 Catholic Perspectives*

<b>2. Literacy in Action 8 Unit Inquiry Question:</b> How does the Internet influence us?	
<b>Oral Communication</b>	*Discuss, read, and view information about how we are influenced by the Internet Record an audio ad to persuade listeners, try out different voices, experiment with sound effects
<b>Reading</b>	*Apply comprehension strategies when you read and view Web postings Ask questions, infer, analyze, evaluate
<b>Writing</b>	*Design and write Web postings (design a blog) Presentation, ideas, conventions (font, logo, colours)
<b>Media Literacy</b>	*Record audio advertisements Try out different voices, experiment with sound effects, decide on one person to be in charge of the recording
<b>3. Catholic Inquiry Question:</b> How does the way we are called to a Christian life affect the way the Internet influences us?	
<b>Text Selection</b> <i>Cyber Sense Student Text, Literacy in Action 8</i>	<b>Opportunities to address the Catholic Inquiry Question from</b> <i>Believe in Me, We Are Strong Together Series, Gr. 8, NORE (National Office of Religious Education)</i>
<b>Explore Ideas</b> How does the Internet influence us? (pp. 6–7)	In discussing the reactions to the Before, During and After in Lesson 1 ( <i>cyber Sense TG</i> , pp. 18–19) Unit 5: We Believe in... the forgiveness of sins Theme 1: <ul style="list-style-type: none"> <li>- restate each of the Ten Commandments in terms of the challenges they pose for Grade 8 students today</li> <li>- create a personal guide for living based on the Ten Commandments</li> </ul> Theme 2: <ul style="list-style-type: none"> <li>- examine the role of conscience in answering the question “What’s right? What’s wrong?”</li> <li>- evaluate “real- life” situations on the basis of a definition of sin and the conditions for sin</li> </ul> How do the Ten Commandments influence the way we use the internet? What are other important influences in our lives? What should influence us?

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<p><b>Design a Blog</b> (pp. 24–25)</p>	<p>In discussing During in Lesson 6 (<i>Survive! TG</i>, pp. 32–22)  Unit 5: We Believe in... the forgiveness of sins  Theme 1:</p> <ul style="list-style-type: none"> <li>- restate each of the Ten Commandments in terms of the challenges they pose for Grade 8 students today</li> <li>- create a personal guide for living based on the Ten Commandments</li> </ul> <p>Theme 2:</p> <ul style="list-style-type: none"> <li>- examine the role of conscience in answering the question “What’s right? What’s wrong?”</li> <li>- evaluate “real- life” situations on the basis of a definition of sin and the conditions for sin</li> </ul> <p>As a class, select criteria based on the Ten Commandments that should be considered when creating a blog design.</p>
<p><b>Explore Genres</b>  Grind (pp. 52–59)</p>	<p>In discussing the reactions to the Before, During, and After in Lesson 15 (<i>Cyber Sense TR</i>, pp. 56–57)  Unit 5: We Believe in... the forgiveness of sins  Theme 1:</p> <ul style="list-style-type: none"> <li>- restate each of the Ten Commandments in terms of the challenges they pose for Grade 8 students today</li> <li>- create a personal guide for living based on the Ten Commandments</li> </ul> <p>Theme 2:</p> <ul style="list-style-type: none"> <li>- examine the role of conscience in answering the question “What’s right? What’s wrong?”</li> <li>- evaluate “real- life” situations on the basis of a definition of sin and the conditions for sin</li> </ul> <p>During: What have you learned about the various personalities of the characters? What is influencing each of the characters? Are the Ten Commandments considered by the characters as they create their website</p>
<p><b>Culminating Task</b>  Create an Internet Guide (pp. 60–61)</p>	<p>Is there evidence in the culminating task of the Catholic Inquiry Question, “How does the way we are called to a Christian life affect the way the Internet influences us?”</p>