Rich Culminating Performance Tasks
Secondary Religious Education Courses

Grade 12: Church and Culture
Kingdom of God

Catholic Curriculum Corporation Central and Western Region
June 30, 2009

Faith Through Learning
A Distinctive Catholic Curriculum
Rich Culminating Performance Tasks: Secondary Religious Education Courses
Forward from the Catholic Curriculum Corporation

Our Purpose
The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards and Catholic partners from across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission
To build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision
Faith through Learning: A Distinctive Catholic Curriculum

Message from the Executive Director
On behalf of the Catholic Curriculum Corporation, I would like to invite educators to review and use this rich Secondary resource. The writers have made every effort to ensure it aligns with current Religious Education documents, while setting forth Rich Culminating Performance Tasks which engage students in their learning and which assists them with making links to other courses and to their lives.

The lessons are based on the expectations as outlined in the *Ontario Catholic Secondary Curriculum Policy Document for Religious Education, OCCB prepared by the Institute of Catholic Education, 2006* as well as links to other key resources for teaching secondary Religious Education courses. It is the intent of the writers to ensure that the overview, lessons, and activities compliment current assessment strategies and provide classroom teachers with everything they need to complete these Rich Culminating Performance Tasks for Grades 9-12 Religious Education courses.

Wishing you continued success in sharing our Catholic faith with your students.

Michael Bator,
Executive Director
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Introduction

Premise for this Resource
“As a religious activity, Religious Education courses invite students to build their relationship with the person of Jesus Christ as witnessed to by the Catholic faith, which recognizes the centrality of God, the dignity of the human person, and the importance of ethical norms. This witness takes many forms, but essential to its self-understanding is the place of Sacred Scripture, Church teachings, the sacramental and liturgical life of the faith community and its moral foundations for Christian living and Family Life Education.”


Rationale
“The challenge faced by the religious educator in the typical Catholic secondary school is enormous. Catholic schools exist to foster in their students not only an understanding of the connection between faith and life, but a commitment to establishing, nourishing and strengthening that connection.”


Student engagement is always a challenge at secondary, especially in Religious Education. This resource tries to address this issue by assisting students in Grades 9-12 Religious Education classes to make clear links not only between the concepts they are learning in class, but to authentically make connections between their learning, their own lives, and their other courses. Students often see no meaning or relevance in what they are being taught. Rich and authentic performance tasks that are designed to support students to make connections throughout the course, will not only focus and engage the students, but will also build community and respect in the classroom.

As Catholic teachers, we have a responsibility to teach Religious Education courses—not courses about Religion. In order to maintain our Catholic identity, our curriculum needs to be different and distinctive. Our Catholic faith must be clearly and purposefully articulated to all students. Realizing that there are followers of other religions in our classrooms, teachers need to be prudent and sensitive in how Catholic Church teachings are delivered. Mutual understanding and respect for one another is paramount.
Organization of the Rich Culminating Performance Tasks
This secondary resource consists of Rich Culminating Performance Tasks for Grades 9 through 12. Each grade package contains the following components: Rich Culminating Performance Task Teacher Package Overview, Teaching and Learning Lessons, Black Line Masters, and Evaluation Rubric.

Essential for Teacher and Student Success
It is absolutely essential that teachers read over the whole package before the course begins to see how the various components build throughout the semester. Students need to work on foundational components throughout the course in order to accomplish the final task that is to be evaluated. Each Rich Culminating Performance Task will take 2-3 weeks to complete.

Teacher Package Overview
Each Teacher Package Overview includes a Detailed Description of the Task and outlines all the steps the teacher and students must follow as they work through the various stages of the task and prepare for the culminating presentation. Each task has been clearly linked to the expectations as outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education, ICE, through the Enduring Understandings. The Enduring Understandings should be posted as Anchor Charts throughout the semester for easy referral. Focusing Questions are provided with links to the Ontario Catholic Graduate Expectations and the Secondary Core Curriculum Maps, Halton CDSB. Each Teacher Package Overview also provides Recommendations to the Teacher outlining sequential steps to assist teachers in planning the lessons, which build up to the Rich Culminating Performance Task. Materials and Resources in the Teacher Package Overview provides teachers with additional background information such as current web resources. The List of Appendices indicates all pertinent Black Line Masters for the task.

The Teaching and Learning Lessons
The Ministry’s three part lesson template, Minds On, Action, and Consolidation, is used to guide teachers through the task and to engage students in their learning. Lessons are not one period in length, but rather are designed to explore the entire concept over a period of time.

The Black Line Masters
The Black Line Masters are used during the teaching of the Rich Culminating Performance Task and are clearly labelled (i.e. Grade 9 – BLM 9.1). The teacher is asked to distribute and collect the Black Line Masters throughout the course, as they will be used as part of the preparation and presentation of the Rich Culminating Performance Task.
Assessment and Evaluation
The Design Down model was used to create the Rich Culminating Performance Tasks. The enduring understandings for each grade were shaped using the overall expectations for each grade found in the *Ontario Catholic Secondary Curriculum Policy Document for Religious Education, 2006* written by ICE. The enduring understandings are those developed by the writers of this resource and may vary somewhat if developed by a different group of educators.

Assessment and evaluation practices continue to evolve in light of ongoing research related to how students learn. These rich culminating performance tasks were designed using the most current assessment and evaluation practices recommended by the Ministry of Education. The lessons include assessment for, as, and of learning.

These tasks emphasize higher order thinking skills and making connections. These skills need to be taught throughout the course so that students can practice using these skills with a variety of concepts and connections before being evaluated by the teacher. The Teacher Package Overview and accompanying Teaching and Learning Lessons outline steps designed to scaffold students to achieve success.

Each task contains an Evaluation Rubric that can be used by the students and teachers to evaluate Knowledge and Understanding, Thinking, Communication, and Application as demonstrated through the Culminating Performance Task.

“It is through the application of new learning to real life situations that students move forward in the acquisition of knowledge and proficiency and the skill necessary for living life to its fullest as light and salt for the world.”


**Program Planning Considerations**
The Grade 9-11 Rich Culminating Performance Tasks involve students presenting to an authentic audience (e.g. grade 8 students, local parish, and community members). Arrangements will have to be made in order for these audiences to attend. It is strongly recommended that this effort be made as it motivates the students and authenticates the task. In grade 12, students present to their classmates.

“While it is very much a personal matter, our Catholic faith is not a private relationship between the individual and God. It is a faith lived out in community—from family to parish and school, to neighborhood, and to the world community of believers.”

# Grade 12 Religious Education
## Rich Culminating Performance Task
### Teacher Package Overview

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>HRE 4</td>
</tr>
<tr>
<td>Course Name</td>
<td>Church and Culture</td>
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<tr>
<td>Title of Task</td>
<td>Kingdom of God</td>
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<tr>
<td>Time Requirement</td>
<td>2-3 weeks</td>
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<tr>
<td>Authentic Scenario</td>
<td>Students will give an oral presentation in class to their classmates about course concepts and connections to their lives.</td>
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<tr>
<td>General Description of the Task</td>
<td>Using the enduring understandings as a guide, students will collectively build a 3D model of the Kingdom of God to demonstrate their understanding of course concepts and significant connections to their own lives.</td>
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<tr>
<td>Rationale of the Task</td>
<td>Students will use course learning, prior knowledge, and higher order thinking skills to deepen their understanding of course concepts and how the concepts relate to their lives.</td>
</tr>
<tr>
<td>Detailed Description of the Task</td>
<td>On the day of the in-class oral presentations, after submitting Connections Charts to the teacher, students will sit in a circle with their prepared 3D models and their jot notes for their accompanying oral presentations.</td>
</tr>
</tbody>
</table>

**Requirements:**

1. Each student makes a one piece 3D model with labelled structural components (buildings, bridges, pillars, supports, etc.).
2. Each student uses Connections Charts to label all structural components of their 3D models.
3. Each model has an entry road and an exit road.
4. Students’ connections are to be orally presented after they place their individual models on the floor, lined up with the previous student's exit road (this method allows a piece-by-piece building of the Kingdom of God, likely built over several days as presentations are given).
### Enduring Understandings (created using the Overall Curriculum Expectations)

Students will understand that human **happiness** depends on using rationality and free will to **choose the good**.

Students will understand that each of us has a **call story** to work for justice and peace.

Students will understand that through Church teaching, we are called to **shape today’s society** to become the **Kingdom of God**.

Students will understand that God calls each of us to **choose a vocation** to bring us happiness.

*Note: Enduring Understandings should be posted in a prominent place in the classroom.*

### Essential Questions

Students and the teacher create essential questions based on the enduring understandings.

Examples:
- Why might human happiness depend on rationality and free will to choose the good?
- How might choosing a vocation bring us happiness?

### Catholic Graduate Expectations

- **CGE1g** - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey
- **CGE2c** - presents information and ideas clearly and honestly and with sensitivity to others
- **CGE3f** - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, political, socio-economic and ecological) for the development of a just and compassionate society
- **CGE4f** - applies effective communication, decision-making, problem-solving, time and resource management skills
- **CGE5c** - develops one’s God-given potential and makes a meaningful contribution to society
- **CGE7e** - witnesses Catholic social teaching by promoting equality, democracy, and solidarity
- **CGE7j** - contributes to the common good for a just, peaceful and compassionate society

### Connections to the Catholic Curriculum Maps

1. Community and the Common Good
2. Dignity of Work

### Focusing Questions:

- Do we understand that Scripture calls us to a life of justice and moral living?
- How are we called to live our chosen vocations (single, married, religious life) as Christians?
- How do we live the call to holistic discipleship in a contemporary context?
- Do we appreciate the multifaceted nature of the human person?
- How do we make moral choices in the light of scriptural and church teachings?
- How do we understand the dignity of work as an individual and communal good?
- How do we recognize, and respond to, the inherent dignity of each human person?
Assessment and Evaluation
The four categories are equally addressed using the Evaluation Rubric (BLM 12.3):
Knowledge/Understanding
Communication
Thinking
Application

Recommendations to the teacher:
Before the task (in order to ensure student success in this task) ...

The teacher will:
1. present the rich performance task very early in the course.
2. regularly make explicit links to the enduring understandings.
3. help students gain a deep understanding of the Kingdom of God throughout the course.
4. during the course, include in lessons modeled, explicit connections using the Connections Charts.
5. explicitly teach peer and self assessment strategies (a Sample Guiding AfL Questions Chart is available in Student Resource 12.1).
6. teach higher order thinking skills (e.g. Bloom’s Taxonomy, Achievement Chart); provide opportunities to develop higher order thinking skills (e.g. demonstrate a connection between two concepts learned so far, giving students feedback).
7. provide several opportunities to practise oral communication skills (pairs, small groups, whole class).
8. model 3D representations of course concepts and connections.
9. create at least a few practice tasks with:
   i) Connections Charts.
   ii) Connections Charts and a sketch/diagram of a structure that represents a connection (e.g. ‘bridge’ as per Lesson 2 Action).
   iii) Presentation of Connections Charts to a peer for feedback, perhaps using the Sample Guiding AfL Questions Chart (Student Resource 12.1); teacher feedback is also encouraged.

Students will:
1. make jot notes (exit slips, sticky notes, highlighted notes) on their own course connections and track links to their daily lives.
2. construct mini models to represent connections.
3. complete at least a few practice tasks with:
   i) Connections Charts.
   ii) Connections Charts and a sketch/diagram of a structure that represents a connection (e.g. ‘bridge’ as per Lesson 2 Action).
   iii) Presentation of Connections Charts to a peer for feedback, perhaps using the Sample Guiding AfL Questions Chart (Student Resource 12.1).
**Presentation...**

Students:
1. present their connections using the model they created.
2. use key terms (bold) in the enduring understandings as they present their connections.
3. will have their presentations evaluated by the teacher.

### Prior Knowledge and Skills

#### Terminology
- think/pair/share
- metacognition
- enduring understandings (big ideas/enduring learning)
- self assessment
- peer assessment
- Bloom's Taxonomy or Bloom’s Revised Taxonomy
- making connections / bridges
- application (to my life)
- the good
- happiness
- the Kingdom of God
- syllogisms

#### Collaborative Skills
- taking turns
- active listening (eye contact, body language, etc.)
- effective feedback
- agreeably disagree
- oral presentation skills
- address audience (eye contact)
- project voice
- practise presentation (know content)
- use of props

### Higher Order Thinking Skills
- Bloom’s Taxonomy or Bloom’s Revised Taxonomy (posted in classroom)
- Achievement Chart

#### Peer Assessment
- strengths, weaknesses, recommendations for improvement
- specific feedback, related to Bloom's Taxonomy

### Accommodations
Refer to students’ IEPs
Materials and Resources
In Search of the Good (CCCB textbook)
Evaluation Rubric BLM 12.3
Connections Charts BLM 12.1-12.2
http://moodle.trinitycatholic.ca/index.php; www.vatican.va
Teacher Resource 12.1 Sample Connections Bridge Diagram
Student Resource 12.1 Sample Guiding AfL Questions Chart
<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Lesson 1: Making Thoughtful Course Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minds On</td>
<td>Approx. Time (20 min)</td>
</tr>
<tr>
<td>Divide students into groups of three and ask them to imagine that each group is on an island separated by bodies of water. Ask students to think about ways to connect the islands together (45 seconds). Ask students to think about reasons why the islands should have connections (45 seconds). Ask groups to list forms of connections and reasons to connect on chart paper. Randomly ask a member from each group to present their group’s thinking.</td>
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<tr>
<td>Action</td>
<td>Approx. Time (225 min)</td>
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<td>Individually, students think about the major concepts (knowledge) of the course. Students share their thoughts with a partner and jot the concepts down. While students are working (or before class begins), the teacher draws two large columns (pillars) on opposite ends of the board with part of each column sunk underground (see Teacher Resource 12.1) -- above ground represents knowledge and below ground represents understanding -- the deeper the column, the deeper the understanding). Record the concepts on the board. The class chooses two concepts to develop. Class Bridge: Write one of the chosen concepts (e.g. happiness) above ground in the first column and the other concept (e.g. justice) above ground on the other column. The teacher asks students to think about their understanding of happiness. In triads, students write a definition of happiness and one of justice. The teacher randomly chooses a representative from each group to jot down their definitions around the appropriate column (below ground). The teacher leads a discussion (using a ranking method perhaps) about the most accurate and effective definitions; as a class, erase or combine student definitions to create a single definition for justice and a single definition for happiness. These single definitions are placed in each column (below ground). In their triads, students use key words of both definitions to create a sentence that unifies the two concepts of justice and happiness to demonstrate a new understanding (i.e. creating a &quot;bridge&quot;). For example, students may connect justice (giving people what they are owed) to happiness (an effect of choosing the good) to create this new concept: “When people living in community receive what they are owed from others, their happiness increases&quot;.</td>
<td>Assessment for Learning (AfL)</td>
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</table>
While students are doing this, the teacher joins the tops of the two columns with a straight line (already drawn on the board from Teacher Resource 12.1). The teacher randomly calls on students to share their bridge(s) by writing their sentence(s) on the board between the two columns above the line.

The teacher gives feedback on each of the bridges regarding accuracy and creative insights. With teacher guidance, the class decides which statement(s) best represent their thinking.

The teacher helps students to see that their connections (bridges) are higher order thinking, as opposed to the lower order thinking of just knowing and understanding the individual concepts of justice and happiness.

The teacher reviews with students why strong bridges are always needed. In order to strengthen their bridges (as ‘undergirding’), students need to provide evidence (quotes, syllogisms) to support their connections, using additional higher order thinking. This relevant evidence needs to be well connected to the main structure of the bridge (i.e. the quotes and syllogisms need to be well explained and well connected to the established structure).

In their triads, students go through their notes and resources to locate their appropriate evidence for ‘undergirding’. The teacher randomly calls on a few students to write their evidence underneath the bridge as relevant supports to increase the bridge’s strength.

**Note:** Not all connections are created equally—some are more obvious than others; some are more creative than others. Students need to be encouraged to critically analyze their connections to see which understandings are deeper, how creative their connections are, etc. Connections with deeper understandings are often more unique connections. Students are encouraged to make unique bridges that stand out, just as unique bridges around the world stand out in our minds! (Many pictures of unique bridges are available on the internet for students to view.)

**Triad Bridge:**

In triads, students repeat the modelled process using two other course concepts to create a strong bridge. Students need to know that their connections must have significance for their own lives. Teachers need to encourage students to ask the application question, “How is this connection (bridge) relevant to my life and today’s society?” Triads share their thinking. Peer assessment is encouraged to help students better work through their thinking processes (see sample Student Resource12.1).
**Individual Bridge:**
The process is repeated individually with new connections. Random students are asked to share their connection(s).

To practise and emphasize connections and applications to daily life, two of the above steps (triad bridge and individual bridge) are repeated. This time, the students create a bridge between one major concept from the course and a major concept from another course (e.g. science or history), or their lived experience. The teacher calls on random students to share these new connections.

<table>
<thead>
<tr>
<th><strong>Consolidation</strong></th>
<th><strong>Approx. Time (30 min)</strong></th>
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<tbody>
<tr>
<td>The teacher hands out the Connections Chart (BLM12.1). Each student completes a Connections Chart with a bridge they created. The steps in the Connections Chart match the process followed in the Action above. Students hand this chart in as an exit slip for teacher assessment and feedback.</td>
<td>AfL</td>
</tr>
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**Note:** On the Connections Chart (BLM12.1), the bolded terms (Understanding, Knowledge, Justification, Analysis, Application, and Creation) are components of higher order thinking. The teacher needs to make explicit connections to Bloom's Taxonomy throughout the students' use of Connections Charts, showing how all aspects of the students' connections are different levels of the taxonomy.

**Next Steps**
Students need to begin thinking about concepts and connections they can make to construct their 3D model for the oral presentation.

Students also need to begin thinking about reasons why their connection(s) are helpful in society (application of connections).
### Teaching and Learning

**Lesson 2: How to Create a 3D Model of the Kingdom of God**

#### Minds On | Approx. Time (15 min)
---|---
Ask students to think about 3D models (Lego, Connex, models, etc.) they have built. Students then visualize a city or town generally; particularly, they think about the structures and buildings in this city or town.

The teacher asks the students to close their eyes for a visualization task; the teacher leads the students through the following visualization questions:

- “What do the structures and buildings look like in the city or town?”
- “Which structures stand out? Why?”
- “What keeps the structures standing?”

Now the teacher moves to this question:

- “Why is it important to design structures well?”

In pairs, students share their thinking for two minutes. The teacher asks random students to share their thinking.

In triads, students brainstorm the steps necessary to build lasting structures in a city. The teacher randomly selects students to share steps and records the major necessities for the class to see and discuss; the teacher highlights the importance of blueprints for building structures.

#### Action | Approx. Time (300 min)
---|---
The teacher reviews and explains the expectations and details of the performance task.

The teacher hands back students’ Connections Charts (BLM12.1) with feedback for the students to review.

The teacher draws a very simple large "connecting structure" on the board, representing a blueprint for a three dimensional model. This connecting structure is similar to lesson one, but not a "bridge" this time -- perhaps just an archway or another structure that has two pillars and a connecting piece (e.g. telephone poles and telephone lines, a door frame, play structures, etc.). Later, concepts and understandings will be written on the connecting structure as labels that represent thinking levels, such as those in Bloom’s Taxonomy.
In triads, students brainstorm and sketch other structures on chart paper (as blueprints) found in a city that have two supports and a joining piece (e.g. stairs, telephone poles and telephone lines, poles and banners, elevators, play structures, etc.). Students post their blueprints (chart paper) around the connecting structure on the board.

The teacher explains that there are a number of structures that can represent course connections (not just the bridge).

In their triads, students discuss how some of the posted connecting structures make good contributions to a society (e.g. telephone poles and telephone lines make a good contribution because communication is important for relationships, business, safety, etc.). The teacher randomly asks a few students to share their thinking.

The teacher leads a class discussion about how different structures make a variety of “good” contributions to society, and how the addition of various good structures is a community effort of being In Search of the Good.

The teacher informs the students that they will later make and use individually created blueprints based on their completed Connections Charts to construct three dimensional models which will be placed together to create a three dimensional “Kingdom of God”. Since everything in the Kingdom of God has deep meaning and thought, every major structural piece in the student-created Kingdom of God needs a label based on their Connections Charts, which will demonstrate the students’ deep thinking. (e.g. see lesson one - the undergirding for the bridge connection between happiness and justice indicates analysis and evaluation of those concepts, which are higher order thinking skills).

With the three dimensional model in mind, students need to consider how they will improve their individual Connections Charts based on the teacher’s feedback (through a conference with the teacher about recommendations for improvements) prior to making individual blueprints.

Choosing a structure and using their improved Connections Charts, each student will complete the following two steps:
1) Transfer the improved Connections Chart (BLM12.1 as a rough draft) to a final copy Connections Chart (BLM12.2), which will be distributed by the teacher. To help students further access higher order thinking skills, the final copy Connections Chart has an application thought web and 3 additional questions/steps at the end of the chart which explicitly connect to the enduring understandings and use metacognition. The teacher might need to lead a discussion regarding how students can effectively apply their thoughts and respond to these questions/steps. It is important for students to know that these four (4) additional steps (7, 8, 9, &10 on BLM12.2) must be included in their oral presentations, as they are essential components for evaluation as per the Evaluation Rubric (BLM12.3).

2) Individually make a 2D labelled (columns and joining piece) blueprint of their model for the Kingdom of God. This blueprint must include an entrance pathway and an exit pathway from the structure, so that all students’ models may eventually be connected. As well, the blueprint must include labels written on the columns and joining pieces that represent thinking levels from Bloom’s Taxonomy (e.g. for the telephone pole and lines example, knowledge and understanding of a course concept should be directly labelled on one of the telephone poles; the higher order thinking skills of creation, analysis, and evaluation are achieved through a connection to the other telephone pole, and should be directly labelled on the connecting telephone wire). Students are encouraged to choose a model that relates to their connection directly (e.g. telephone poles and lines would be an appropriate model for a connection about communication).

After completing their blueprints, students share their connections using the Inside Outside Circle strategy, gathering peer feedback (Sample Guiding AfL Questions Chart Student Resource 12.1).

Based on peer feedback, students will be given time to make improvements to their blueprints and then complete a self assessment (Sample Guiding AfL Questions Chart Student Resource 12.1).

Since the students will be orally presenting their models to the class, the teacher reviews with students the oral presentation skills and expectations, and provides possible sentence starters, if required (e.g. I have chosen each of these aspects of my model because...; The first course concept point that I chose was...; My understanding of the course concept is...; The second key concept that I chose was...; My understanding of the second key concept is...; My unique connection is...; The support I have for my connection is...; My connection is helpful in the world because...).

Note: Every city/town/region is governed by a leader. Since our class constructed “city” is the Kingdom of God, our Catholic model should have a symbol of Christ as King
(e.g. a statue of Christ or Christ candle in the city; perhaps a student in the class has an image of Christ that they would like to contribute to the model of the Kingdom of God). The teacher talks with students about the use of recycled objects, internet images, magazine clippings, inexpensive building materials, etc. to move from the blueprint stage to the final product. As per their labelled blueprints, the course concept columns and joining piece(s) will be labelled in their models, since the connections (not the possible accompanying artwork used in the 3D models) are most important.

Students are given an appropriate amount of time to construct their 3D connection models for the Kingdom of God.

The teacher reviews the oral presentation format (eye contact, voice projection, audience knowledge, content knowledge, and speaking beyond written words with jot notes - perhaps with examples from life experiences).

Students will have their completed models with them during their future oral presentations to point out their connections. (As each student finishes her/his presentation, each student lines up his/her entrance pathway with the previous student's exit pathway to create a connected model of the Kingdom of God).

### Consolidation Approx. Time (20 min)

Students create jot notes for their oral presentations. A copy or summary of the jot notes will be handed into the teacher as a means of following along in the presentation.

### Next Steps

Students use their jot notes to practise their oral presentations so that they use them only as cues.
### Teaching and Learning

#### Lesson 3: Presenting the Kingdom of God

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<tr>
<th>Minds On</th>
<th>Approx. Time (15 min)</th>
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| The students arrange seating in the classroom in a circle so that their models can be placed in front of them.  
For an opening reflection, one or more Biblical passages about the Kingdom of God are read as an introduction to the presentations (e.g. “I am the vine”; “the mustard seed”; “the house built on sand/rock”; etc. are all passages easily accessed by online Bible search engines).  
Some quiet time, perhaps with background music, is given to the students to reflect on the meaning of these Biblical passages. This reflective process may be repeated and/or modified according to time requirements (e.g. two days of presentations). | |

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<thead>
<tr>
<th>Action</th>
<th>Approx. Time (120 min)</th>
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</table>
| The teacher can ask for volunteers or use a selection method (e.g. popsicle sticks with their names drawn) to order student presentations.  
All students give their oral presentations for teacher evaluation, explaining in detail the connections associated with their 3D models. Teacher feedback through oral communication following each presentation is encouraged. | AofL |

<table>
<thead>
<tr>
<th>Consolidation</th>
<th>Approx. Time (15 min)</th>
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</table>
| After all presentations are completed, the teacher and students play the song, sing the song, or read the song "City of God".  
As other reflective music plays quietly in the background, the students individually consider their progression from the beginning of the course to the present (metacognition). Students decide on a word that best represents their growth throughout the semester. Students write their word(s) on individual sheets of paper in large font. Each student has a turn to show the class his/her chosen word and possibly share the meaning behind the word, before placing the word somewhere in the class model of the Kingdom of God. | |

#### Next Steps

1) The Kingdom of God models produced by the Grade 12 students may be stored for the Graduation Liturgy at the end of the school year.  
2) Graduation
Grade 12 Religious Education Connections Chart: Columns and Connecting Pieces (Draft)  BLM 12.1

* I will complete this chart and submit it to the teacher for assessment. To prepare for my oral presentation, the teacher wants to see my thought process to help me make a good connection with applications to my life. If I have another way of showing the teacher my thought process, which also uses Bloom’s Taxonomy, I will consult the teacher to discuss. I will assess my work & have another student assess my work using Bloom’s Taxonomy before submitting the chart.

**Unique Connection “Bridge”**

**Step #1:** Name my selected course Knowledge Point in the oval below –(the above ground portion of the column for the bridge):

**Step #2:** Understanding of Knowledge Point #1 (give details about this Knowledge Point in this below ground column):

**Step #3:** Name another selected Knowledge Point from any course or a personal experience in the oval below:

**Step #4:** Understanding of Knowledge Point #2 (give details about this Knowledge Point in this below ground column):

**Step #5:** This is the HIGHER ORDER THINKING part! I will make a sentence in the triangle bridge above that combines (analyzes) the Understanding details from each column (steps 2 and 4) – to create a unique connection! Then, I will give a title to my connection in the oval above the bridge to summarize and label my connection!

This part may take some time, and I may need more space. I may need to say part of my understanding of the knowledge points out loud, and repeat the different understandings one after the other, until a new sentence and a new concept comes to me. Perhaps, I will try to visualize images for each understanding, and then blend those images.

For example, I may connect justice (giving people what they are owed) to happiness (an effect of choosing the good) to create this new concept: “When people receive what they are owed, their happiness increases”.

**Revision #:**

Have I completed a self and peer assessment for this task?  
Y  N
Step #6: To support my connection, provide three justifications for my connection using quotes, syllogisms, and good arguments:

[Blank]

[Blank]

[Blank]
*I will complete this chart and submit it to the teacher for assessment. To prepare for my oral presentation, the teacher wants to see my thought process to help me make a good connection with applications to my life. If I have another way of showing the teacher my thought process, which also uses Bloom’s Taxonomy, I will consult the teacher to discuss. I will assess my work & have another student assess my work using Bloom’s Taxonomy before submitting the chart.

**Unique Connection “Bridge”**

Name:
Class:

**Step #1:**
Name my selected course **Knowledge Point** in the oval below – (the above ground portion of the column for the bridge):

**Step #2:**
**Understanding** of Knowledge Point #1 *(give details about this Knowledge Point in this below ground column):*

**Step #3:**
Name another selected **Knowledge Point** from any course or a personal experience in the oval below:

**Step #4:**
**Understanding** of Knowledge Point #2 *(give details about this Knowledge Point in this below ground column):

**Step #5:** This is the HIGHER ORDER THINKING part! I will make a sentence in the triangle bridge above that combines the Understanding details from each column – to **create** a unique connection! Then, I will give a title to my connection in the oval above the bridge to summarize and label my connection!

This part may take some time, and I may need more space. I may need to say part of my understanding of the knowledge points out loud, and repeat the different understandings one after the other, until a new sentence and a new concept comes to me. Perhaps, I will try to visualize images for each understanding, and then blend those images. For example, I may connect justice (giving people what they are owed) to happiness (an effect of choosing the good) to create this new concept: “When people receive what they are owed, their happiness increases”
Step #6: To support my connection, provide three justifications for my connection using quotes, syllogisms, and good arguments:

Step #7: Application of my creative connection in the world: provide three reasons why my unique connection may be helpful in society.
Step #8: How has my thinking changed because of this unique connection I made? (metacognition)

Step #9: Reflecting on the enduring understandings, how can my unique connection increase my happiness and the happiness of others?

Step #10: Reflecting on the enduring understandings, how is my model of the Kingdom of God a call to shape today’s society into the Kingdom of God?
### Sample Guiding Assessment for Learning Questions Chart

**Student Resource 12.1**

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>What important facts and ideas are in this work? Do these details show that the student knows the course content? Is there accuracy or inaccuracy of information throughout the student’s work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence exists that shows understanding of the major concepts of the course or unit?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there only essential points, or is there “fluff” that does not support the goal of the assignment? Explain. (“Fluff” means that the student has added information that is not connected to the topic, but is added to “fill” the page or presentation. The student has not discerned what the student should include.)</td>
</tr>
<tr>
<td>Is the information broken into parts? Are there layers of comparisons or hypotheses about how insights relate, or unique and creative connections? (If the student was asked to analyze a pond, did the student only describe the water surface, or did the student also detect points of view below the surface?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well does the work capture the attention of the audience? Do the ideas inform or persuade the audience? Explain.</td>
</tr>
<tr>
<td>How does the work relate to what was covered in the course? Is language and vocabulary from the course used to explain thinking? How well are relevant quotes used from the course? Does the student use direct quotes to support or justify the work?</td>
</tr>
<tr>
<td>Explain how the essential points connect to each other in a way that is easy to follow? Are the ideas and information organized well?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the connections immediately visible or easy to see? Are there specific connections between religious education and the world?</td>
</tr>
<tr>
<td>Does the work relate to life experience? Are there connections between the course and daily life? Is knowledge transferred to a new situation?</td>
</tr>
</tbody>
</table>
Sample Connections Bridge Diagram

Bridge Column #1

KNOWLEDGE
(above ground)

Understanding
(below ground – supports knowledge with details)

Bridge Column #2
### Grade 12 Religious Education: Rich Culminating Performance Task

**Kingdom of God**

#### EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Demonstrates knowledge of key course concepts</td>
<td>Demonstrates limited knowledge of key course concepts</td>
<td>Demonstrates some knowledge of key course concepts</td>
<td>Demonstrates thorough knowledge of key course concepts</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an understanding of key course concepts</td>
<td>Demonstrates a limited understanding of key course concepts</td>
<td>Demonstrates some understanding of key course concepts</td>
<td>Demonstrates a thorough understanding of key course concepts</td>
</tr>
<tr>
<td>Thinking</td>
<td>Uses processing skills (selecting, analyzing, evaluating, and synthesizing) to make a unique/creative and deep/critical connection between concepts learned (e.g. a connection that is not completely obvious)</td>
<td>Demonstrates limited processing skills in making a creative and critical connection between the concepts learned</td>
<td>Demonstrates some processing skills in making a creative and critical connection between the concepts learned</td>
<td>Demonstrates a high degree of processing skills in making a creative and critical connection between the concepts learned</td>
</tr>
<tr>
<td>Communication</td>
<td>expresses and organizes ideas and information about being called to shape society into the Kingdom of God</td>
<td>Expresses and organizes ideas and information about being called to shape society into the Kingdom of God with limited effectiveness</td>
<td>Expresses and organizes ideas and information about being called to shape society into the Kingdom of God with some effectiveness</td>
<td>Expresses and organizes ideas and information about being called to shape society into the Kingdom of God with considerable effectiveness</td>
</tr>
<tr>
<td>Demonstrates an understanding of the audience and purpose (e.g., to inform, to persuade) in presentation</td>
<td>Demonstrates a limited understanding of the audience and the purpose in his/her presentation</td>
<td>Demonstrates some understanding of the audience and the purpose in his/her presentation</td>
<td>Demonstrates a considerable understanding of the audience and the purpose in his/her presentation</td>
<td>Demonstrates a thorough understanding of the audience and the purpose in his/her presentation</td>
</tr>
<tr>
<td>Uses conventions (e.g. Kingdom of God, call story, etc.) in oral presentation</td>
<td>Uses conventions in oral presentation with limited effectiveness</td>
<td>Uses conventions in oral presentation with some effectiveness</td>
<td>Uses conventions in oral presentation with considerable effectiveness</td>
<td>Uses conventions in oral presentation with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

| Application | Transfers knowledge and understanding to make connections (with the 3D model) between concepts learned and daily life | Transfers knowledge and understanding to make connections between concepts learned and daily life with limited effectiveness | Transfers knowledge and understanding to make connections between concepts learned and daily life with some effectiveness | Transfers knowledge and understanding to make connections between concepts learned and daily life with considerable effectiveness | Transfers knowledge and understanding to make connections between concepts learned and daily life with a high degree of effectiveness |

| Comments: | | | | | |