



Secondary Critical Thinking Tasks  
And  
The Ontario Catholic School  
Graduate Expectations

December 2011



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**Table of Contents**

Catholic Curriculum Corporation Opening Message	p. 3
Acknowledgements	p. 4
Rationale	p. 5
Discerning Believer	p. 9
Effective Communicator	p. 16
Reflective, Creative, Holistic Thinker	p. 24
Self-Directed Responsible Lifelong Learner	p. 31
Collaborative Contributor	p. 37
Caring Family Member	p. 43
Responsible Citizen	p. 49
Appendices	p. 57



## *Catholic Curriculum Corporation*

### Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

#### **Catholic Curriculum Corporation Opening Message**

##### **Our Purpose**

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards 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**

Our mission is 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 thank Jackie Craig, project lead, the writers and curriculum chairs from Peterborough, Victoria, Northumberland, Clarington Catholic District School Board, as well as the reviewers from the CCC Secondary Curriculum Council. Congratulations on the development of Secondary Critical Thinking Tasks and the Ontario Catholic School Graduate Expectations teaching resource.

The Ontario Catholic School Graduate Expectations are what makes our Catholic schools distinct. The lessons invite students to think critically about what they see and hear within the context of the OCSGEs and our Catholic social teachings. With this lens students will view and reflect upon various mentor artifacts. Based on the focus of the expectation, the mentor artifact and learning goal, secondary students are asked to respond to the critical thinking tasks in light of gospel values.

Again sincere thanks to those involved in developing this rich resource for Catholic secondary teachers. I wish continued success to all who use the Secondary Critical Thinking Tasks while sharing and celebrating our Catholic mission in education.

**Michael Bator,  
Executive Director**

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*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**Acknowledgements**

**Project Lead:**

Jackie Craig, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

**Writers:**

Kathleen Burnie, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

Warren Chambers, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

Paul Crough, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

Serena McKenna, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

**Curriculum Chairs Holy Cross Secondary School Peterborough:**

Warren Chambers, Chair of Religious Education

Trevor Digby, Chair of Humanities

Elsie Ensing, Chair of Math

Serena McKenna, Chair of the Arts

Stephen Morgan, Chair of Technology

Deb Primeau, Chair of Languages

Randy Riel, Chair of Physical Education and Health Education

Monica White, Chair of Science

**Reviewers:**

Frank DiPietro, Windsor-Essex Catholic District School Board

Mary Holmes, London District Catholic School Board

Jennifer Rodrigues, Waterloo Catholic District School Board

**Editor:**

Fran Craig, Curriculum Manager, Catholic Curriculum Corporation



*Catholic Curriculum Corporation*

## Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

### **Rationale for the Creation of Secondary Critical Thinking Tasks and the Ontario Catholic School Graduate Expectations**

The Ontario Catholic School Graduate Expectations are what makes Catholic schools distinct. This resource heightens the awareness of the expectations for secondary teachers and students by embedding each Ontario Catholic School Graduate Expectation in a subject specific task which will ultimately lead students to discover the underlying theme: How does each Catholic graduate expectation bring you closer to living a life in the light of the Gospel values?

We are charged, by the gospel message, to love God and love our neighbor by the way we live our life, in our words and our actions. Christ clearly teaches us how this is to be lived out in our daily lives. In Matthew 25:40 Jesus says “just as you did it to one of the least of these who are members of my family, you did it to me”.

The Church has taken the command to love as the foundation to the principles of the Catholic social teachings. These principles speak about respecting the dignity of the human person, the rights and responsibilities and contributing to the common good. So along with the Ontario Catholic School Graduate Expectations, this resource connects students with fundamental social teachings and how we are called to respond in light of Gospel values.

**Dignity of the Human Person:** *In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching.*

**Rights and Responsibilities:** *Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities -- to one another, to our families, and to the larger society.*

Office for Social Justice, Archdiocese of St. Paul and Minneapolis  
[www.osjspm.org](http://www.osjspm.org)



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**The Common Good:** *This is imperative that no one ... would indulge in a merely individualistic morality. The best way to fulfill one's obligations of justice and love is to contribute to the common good according to one's means and the needs of others, and also to promote and help public and private organizations devoted to bettering the conditions of life.*

Gaudium et Spes, Pastoral Constitution of the Church in the Modern World,  
Vatican Council II, 1965

As Larry Trafford, so clearly articulated:

*To begin with, Catholic education proclaims there is a God. It believes there is a divine reality, an ultimate mystery that is both creator and sustainer of life. **It believes that informing the learner about God and humanity's relationship with God is essential to any educational process.***

*Critical to this belief is the proclamation that this divine reality invites relationship, a relationship that is personal and intimate. To that end, Catholic education informs the learner that the basis of self-worth is rooted in the fact that all persons are children of God. **Human dignity and worth are not determined by wealth, power, or social prestige but by God's constant love for us.***

***This love is at the heart of human interaction as well.** This social dimension directs learning towards issues concerning the nature of the human family, the building of community, and the importance of justice and peace education. It is best stated in the Gospel imperative to love God and neighbor as one does one self.*

Educating the Soul, Writing Curriculum for Catholic Schools, Larry Trafford, TCDSB  
In consultation with ICE and the CCC, 1998

It our hope that this teaching resource will provide teachers with ways to connect their students to the Catholic social teachings, looking at them through the lens of the Ontario Catholic School Graduate Expectations, and invite students to respond to mentor artifacts in light of Gospel values.

*Faith through Learning ~ A Distinctive Catholic Curriculum*



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# Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

## A Message to Teachers

The Secondary Critical Thinking Tasks resource provides practical suggestions of integrating our faith across all subject areas through the Ontario Catholic School Graduate Expectations.

Our secondary schools are organized in a way that students study and are taught subject-specific expectations related to the various disciplines. Religious Education may be a single subject, but scripture, church teachings and traditions and the Ontario Catholic School Graduate Expectations are elements which are the foundations to teaching in a Catholic school system and what makes us distinct. We acknowledge the expertise of secondary teachers in their curriculum areas but we hope that they will take this resource as a starting point and look for opportunities to infuse our Catholic faith within their curriculum and through these various learning activities. Special thanks to the Curriculum Chairs at Holy Cross Secondary School Peterborough who brainstormed specific subject lessons based on the mentor artifacts and the reflective questions for each Catholic graduate expectation. The results are extraordinary and show that it is possible to integrate the Catholic Graduate Expectations across all subjects. Teachers will only use the section of the lesson which pertains to their subject area.

The OCGES and Catholic social teachings are not subject specific, but they are what make us distinct. All of these lessons ask a common reflective question requiring students to think critically about their role as discerning believers, effective communicators, reflective creative holistic thinkers, self-directed responsible lifelong learners, collaborative contributors, caring family members, and responsible citizens. The activities are meant as springboards for classroom teachers to find ways to embed the OCGEs and social teachings in their subject and have students respond in light of our Gospel values.

The **Reflection** for each section invites students to reflect and respond. To reflect is to bring deeper meaning and make a personal connection. As noted by Thomas Groome, *“with critical appreciation we recognize for ourselves the great value of our Story and it confirms us as a Christian people of God”*. To respond is *“to bring faith to life, and life to faith.”*

What Makes Us Catholic, Thomas Groome, Harper Collins Publishing, 2003

### Reflection:

How does being [insert the specific Ontario Catholic School Graduate Expectation], who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.



## *Catholic Curriculum Corporation*

# Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

## Organization of Teaching Resource

There are seven lessons in this resource, one for each of the Ontario Catholic School Graduate Expectations, using the three part lesson – Minds On, Action and Consolidation ([www.edugains.ca](http://www.edugains.ca))

Each lesson follows a template with a shared introductory section which will be used by all secondary teachers:

- Vision of the Learner – specifies the Overall Expectation for the OCGE.
- Learning Goal – specifies the overall goal for the lesson which could be posted for reference during the lesson.
- Mentor artifact – provides a link or video clip which will require teachers to review in advance in order to prepare for the lesson.
- Ontario Catholic School Graduate Expectations – outlines the Specific OCGEs pertinent to the lesson.
- Scriptural Reference – connects an appropriate scripture text to the artifact and lesson.
- Minds On! - presents the lesson to students to elicit and engage the learner and start them thinking about the upcoming mentor artifact. This section is of the utmost importance for the lesson as it sets the stage for the work ahead!
- Critical Thinking Task - explores higher order thinking according to Bloom’s Taxonomy (see appendix). It is through evaluating and creating Christian responses that students will come to a richer understanding of their role in the world to live out the Catholic Graduate Expectations in light of Gospel values.

At this point the resource becomes **subject specific** with a **Learning Goal, Action** (explore, explain) and **Consolidation** (elaborate, evaluate, extend). This was not an easy feat! Again special thanks to the Curriculum Chairs at Holy Cross S. S. Peterborough who brainstormed specific subject lessons based on the mentor artifact and the common guiding question. These are offered as ‘seeds’, in the hope that teachers can plant and grow them within the context of their subject area and expertise.

Finally, the lesson presents a common **Reflection**. We wish you all the best as journey with your students and reflect on each graduate expectation and invite a response in light of Gospel values!





*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Discerning Believer

<p>Vision of the Learner</p>	<p>A <b>discerning believer</b> is formed in the Catholic faith community and celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.</p>
<p>Learning Goal</p>	<p>The students will respond through various subject tasks and reflect on what it means to be a discerning believer who respects the rights and responsibilities of all and contributes to the common good.</p>
<p>Mentor Artifact(s)</p>	<p><a href="http://larche.ca/en/">http://larche.ca/en/</a></p> <p><a href="http://www.youtube.com/watch?v=PD60kaOo62Q&amp;feature=related">http://www.youtube.com/watch?v=PD60kaOo62Q&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=7t9tH3SdxVU&amp;feature=related">http://www.youtube.com/watch?v=7t9tH3SdxVU&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=ge-RlJnPt1A&amp;feature=related">http://www.youtube.com/watch?v=ge-RlJnPt1A&amp;feature=related</a></p> <p>Belonging: The Search for Acceptance - Study Guide</p> <p>Available on the L'Arche website:  <a href="http://www.larche.ca/en/publications/video">http://www.larche.ca/en/publications/video</a></p>
<p>Catholic Graduate Expectations</p>	<p>A <b>discerning believer</b> formed in the Catholic faith community:</p> <p>(d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>(e) Speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (<i>Witnesses to Faith</i>)</p> <p>(f) Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>(g) 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.</p> <p>(i) Integrates faith with life.</p>
<p>Scriptural Reference</p>	<p><b>Mark 4:18</b></p> <p>The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free.</p>
<p><b>MINDS ON</b> (Elicit and Engage)</p>	
<p>Minds On!</p>	<ul style="list-style-type: none"> <li>• When we talk about ‘living a life in light of Gospel values’, what do we mean?</li> <li>• What does it mean to be oppressed? How can everyone, even the ‘advantaged’, be oppressed?</li> <li>• Review with the class the L’Arche website and/or the lecture video and/or the Belonging video about the work of L’Arche.</li> <li>• What is the goal of L’Arche? What are its guiding principles?</li> <li>• What does “disenfranchised” mean to you?</li> </ul> <p>Teachers may need to guide students in identifying not just those with intellectual disabilities but also others in our community that are marginalized. This may be in your school, city, country or world.</p> <p><b>How is being a discerning believer bringing you closer to living a life in the light of the Gospel values?</b></p>
<p><b>Critical Thinking Tasks:</b></p> <p><b>Jean Vanier has identified those in our culture who he feels have been abandoned. He believes that by reaching out, we accept them and in turn, accept ourselves more completely. This is what Christ has called us to do. Reflecting on the Gospel Mark 4: 18, how can students studying in your subject area “bring good news to the poor” or disenfranchised?</b></p>	



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

SUBJECT TASKS		
SUBJECT and LEARNING GOAL	ACTION (Explore, Explain)	CONSOLIDATION (Elaborate, Evaluate, Extend)
<p><b>Business and Technology: Fashion</b></p> <p>By the end of the lesson, I will be able to repair clothing to assist those who are in need.</p>	<p>Create a link with local agencies to have a drop off for clothes to be repaired (e. g. Knights of Columbus, Kinsmen, Salvation Army, local food shelters).</p> <p>Have students learn hands on methods to complete real tasks to incorporate skills</p> <p>Allow the students to repair or accept special requests for clothing e.g. for handicapped individuals</p> <p>Repair clothing for specific seasonal needs for our community e.g. children’s winter coats</p>	<p>Develop a plan which identifies the school as the ‘go to’ school to help others.</p> <p>Extend our services and increase the potential to help others who have the need for support in acquiring or repairing clothing.</p>
<p><b>English</b></p> <p>By the end of the lesson, I will prepare a presentation, about conformity and discrimination and its impact on the disenfranchised, in light of Gospel values.</p>	<p>Brainstorm 7-10 items that are norms or expectations to which you conform e.g. stop at a red light, wear clothes, wait your turn in line</p> <p>As a class, discuss: How do we learn about norms? Where do they come from? If conformity is to obey these codes or norms of behaviour, is conformity a good idea?</p> <p>Imagine life in community where the only guides to norms of behaviour are taken from the words or beliefs of the four</p>	<p>When students are finished, their power point presentations each student will write a reflection in which they consider what they have learned from the perspective of being a discerning believer. Also, they will suggest how celebrating the dignity of the human person and fostering respect for the rights and responsibilities of all would make the world a better place.</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>Evangelists: Matthew, Mark, Luke and John? What if Mark 4:18 became the norm?</p> <p>Imagine life in a community where norms and conformity no longer exist. Research a topic; identify who was 'disenfranchised', how norms were disregarded, how Gospel values were ignored. Develop a short media presentation conveying important aspects of your research. Possible topics include:          South Africa and Apartheid          Atomic Bomb World War II          Ernst Zundel, Holocaust denier          Rosa Parks, Martin Luther King</p>	
<p><b>Mathematics</b></p> <p>By the end of the lesson, I will be able to recognize the challenges of following Canada's recommended food guide for some people.</p>	<p>Using information from the Canada food guide: Draw a circle graph or pictograph displaying the number of recommended servings of each food group as recommended by the Canada food guide</p> <p>Collect data from the class as to their food choices over a three day period. Calculate the average number of serving for each food group from the data collected and present this data in graph form.</p> <p>Compare the graphs. Make 2-3 suggestions for healthier food choices. Do a cost analysis of the components within each food group.</p>	<p>How do you think economics might present a challenge to some individuals and families? What impact might it have on health or lifestyle based on what you have learned about the Canada food guide and the cost of food?</p> <p>How could we vary donations to the food bank which align more with the Canada food guide?</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Physical Education and Health:</b></p> <p>By the end of the lesson, I will be able to support another student’s participation during a Phys. Ed. program, demonstrating respect for the dignity of each individual.</p>	<p>Based on the PEOPEL program (Physical Education Opportunities Programs for Exceptional Learners), exceptional students are partnered with a peer-tutor from their Phys. Ed. class.</p> <p>They will participate in a variety of activities using individual accommodations, such as providing extra time and prompts, scaffolding instructions, modeling the steps involved, in order to support their learning partner.</p> <p>The student exchange will be done in a positive, encouraging and respectful manner.</p>	<p>Reflecting on the verse from Mark’s Gospel, how does this course allow us to reach out to those who have been disenfranchised or challenged during regular physical activity?</p> <p>If Jean Vanier were watching your Phys. Ed. class, what would he think?</p>
<p><b>Religious Education:</b></p> <p>By the end of the lesson, I will be able to identify three virtues which were celebrated during our inclusive retreat.</p>	<p>Meet with your chaplain to plan an inclusive retreat, based on the mentor artifact of Jean Vanier.</p> <p>Ensure that all students are invited to attend the retreat.</p> <p>With the students, brainstorm a list of virtues which will be the focus of the retreat activities.</p> <p>In small groups, have the students develop the four activities for the day: opening prayer and music, co-operative games, art or drama activity, closing liturgy based on the virtues of an inclusive community.</p>	<p>After the retreat, in a large group, have the class reflect on what they learned about themselves as a result of the inclusive retreat.</p> <p>Individually, have the students identify three virtues that they celebrated during the retreat and that they want to foster as a discerning believer.</p> <p>As a final activity, reflect on what they can do in the community to create connections with those who have special needs.</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Science: Biology</b></p> <p>By the end of the lesson, I will be able to identify 2 or 3 social and ethical implications of one area of genetic research and reproductive technologies.</p>	<p>Choose a topic and complete the research (e.g. sex selection, harvesting umbilical cord cells, design babies with desirable traits) to get the facts.</p> <p>Take a viewpoint to help answer some questions such as: Who owns and controls our personal genetic information? Who should have access to our personal genetic information and decide how it will be used?</p>	<p>Present the information in a T-chart showing the scientific research on the left side and the social and ethical implications of your genetic research topic on the right side.</p> <p>What is the church’s position on the topic?</p> <p>Would society look upon this issue as benefitting the common good? Are the rights and responsibilities of each individual respected?</p>
<p><b>Social Science:</b></p> <p>By the end of the lesson, I will be able to explain the role of pacifists and conscientious objectors in WW II.</p>	<p>Students are asked to consider the perspectives of conscientious objectors and pacifists during WW II. These are people who for moral or faith reasons opposed war. Many of these Canadians came from Mennonite or other Christian churches that believed in and promoted peace. Others were from German heritage who felt compromised to fight in the war. The majority understood the moral gravity of what was happening.</p> <p>Students will write a letter to the Prime Minister outlining their understanding of the need for a response to fascism, why they refuse to fight, and what non-violent contributions they plan to make in order to defeat fascism.</p>	<p>Students will read their letters in small groups and each group will select segments of the letters to explain the role of pacifists and conscientious objectors in WW II.</p> <p>Statement: These roles affected the rights and responsibilities of others and contributed to the common good.</p> <p>Do you agree or disagree with this statement. Give reasons to support your answer.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>The Arts</b></p> <p>By the end of the lesson, I will be able to use movement to explore weakness and power which are part of the human journey and explain how our values impact the common good.</p>	<p>Use a series of 5 chairs to demonstrate how position and space can indicate levels of authority and status. For example, place four chairs in a row, beside one another, all facing one direction. Place the fifth chair, in front of the others, facing the other four:</p> <p style="text-align: center;">X X X X X</p> <p>Ask: What position has the most authority?</p> <p>Invite students to change the position or height of the chairs to change the distribution of authority. Discuss how physical height can suggest an increase in authority or power. Invite students to change the arrangement of chairs to show equal status and inclusiveness. Ask students if any of these arrangements connect to ideas in their lives.</p> <p>Place one chair away from the others, facing in the opposite direction and ask students to identify the status of the chair (loneliness, isolation, alienation).</p>	<p>How can we use these positions and levels to present ideas in drama? What would Jean Vanier say about status and power in your drama presentation?</p> <p>Students can also create other movements, symbolic gestures to represent the idea of overcoming weakness, valuing the contributions of all, and building community.</p> <p>As humans we must recognize that sin, human weakness, conflict, and forgiveness are part of the human journey. Students will reflect on their personal values and strengths and write them down. Encourage them to think and write about a moment when they felt isolated or accepted. Explain the circumstances and how they felt. Did they reach out to others at home, in their school or in their communities? What values did they show? What values do they think are important?</p>
<p><b>Reflection:</b></p> <p><b>How does being a discerning believer, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.</b></p>		



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Effective Communicator

Vision of the Learner	An <b>effective communicator</b> speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
Learning Goal	The student will respond through various subject tasks to reflect upon what it means to be an effective communicator who respects the rights of all and contributes to the common good.
<b>Mentor Artifact</b>	<p>Mothers who found forgiveness:</p> <p><a href="http://www.ted.com/talks/9_11_healing_the_mothers_who_found_forgiveness_friendship.html">http://www.ted.com/talks/9_11_healing_the_mothers_who_found_forgiveness_friendship.html</a></p> <p>Help the students develop an understanding of two characters: Phyllis Rodriguez, and Aicha el-Wafi.</p> <p><b>Character 1:</b> Is the parent of a child who died in a terrorist attack.. This parent spent 36 hours of frantic and heartbreaking worry after the initial attack before receiving the devastating news that his/ her child died. This parent is in deep shock and grief.</p> <p><b>Character 2:</b> Is the parent of someone who is suspected of being responsible for the act of terrorism that caused the deaths of innocent people. This parent is devastated over the act of violence that his/her child is accused of and about the pain that this event has inflicted on family members of the victims.</p>
Catholic Graduate Expectations	<p>An <b>effective communicator</b>:</p> <ul style="list-style-type: none"> <li>(a) Listens actively and critically to understand and learn in light of Gospel values.</li> <li>(b) Presents information and ideas clearly and honestly with sensitivity to others.</li> <li>(e) Uses and integrates the Catholic faith tradition.</li> </ul>





*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p>Scriptural Reference</p>	<p><b>John 8:7</b></p> <p>Let anyone among you who is without sin be the first to throw a stone at her.</p>
<p><b>MINDS ON</b> (Elicit and Engage)</p>	
<p>Minds On!</p>	<p>What are the qualities of an effective communicator? How is effective communication integral for those on the journey towards forgiveness? Brainstorm with students the events of 9-11. Who would be involved in this event (ex- firefighters, police, parents, victims, reporters, perpetrators?)</p> <p>Corridor of Voices Activity: Use the above people giving each student a role. Students form two lines facing each other. Select several students to walk through the “corridor” in role, the other students call out thoughts, feelings from the perspective of their character.</p> <p>At the end of the activity ask: Whose voice is missing? Did anyone have a racist comment when they went through the corridor? How did you feel?</p> <p><b>How is being an effective communicator bringing you closer to living a life in the light of the Gospel values?</b></p>
<p><b>Critical Thinking Tasks:</b> Explore the video, keeping in mind how diverse people can come together, reaching out to others to be more effective. For example, how does effective communication help us to understand the Gospel values, such as forgiveness, compassion and understanding? Relate this to your subject area.</p>	



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

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SUBJECT and LEARNING GOAL	ACTION (Explore, Explain)	CONSOLIDATION (Elaborate, Evaluate, Extend)
<p><b>Business and Technology:</b></p> <p>By the end of the lesson, I will be able to develop a media response which provides a solution to racism based on forgiveness.</p>	<p>Forgiveness is the cornerstone of human growth into the theme to develop a media message which focuses on forgiveness and a solution to racism. Review the scripture passage John 8: 9 about casting the first stone.</p> <p>Students may do a poster or a power point display.</p> <ul style="list-style-type: none"> <li>• The posters must not only outline the examples of racism but also provide a solution. The posters must be respectful and reflective of the school culture.</li> <li>• In a power point presentation there must be at least 5 examples of pictures from the community itself with a message about acceptance and forgiveness.</li> </ul>	<p>How did your media message assist you in your understanding of what it means to communicate effectively in light of Gospel values?</p> <p>Did your poster or presentation present information clearly with sensitivity to others?</p> <p>If you were to revise anything about your work, what would you change?</p>
<p><b>English:</b></p> <p>By the end of the lesson, I will develop interview questions about forgiveness and be more aware of non-verbal communication.</p>	<p>Enter into class discussion: Do you feel any sympathy for the mother whose son is executed for his role in the 9/11 bombing? Why or why not? Ask students: If you could interview the mothers what would you ask them?</p>	<p>Do you feel you are able to truly “forgive those who trespass against us?”</p> <p>Is forgiving the same thing as forgetting? If you don’t forget, then have you truly forgiven?</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>Have students make notes as they listen and respond critically and sensitively to the mentor artifact. Consideration could be given to invite a guest speaker from the John Howard Society</p> <p>To listen actively and critically, it is necessary to pay attention to what isn't said as much as what is said. Watch a portion of the "mothers who found forgiveness" video again and make 3 comments about the facial expressions and body language of each mother.</p> <p>Suggest what your observations indicate about the mothers' feelings and motivations. Is there any discrepancy between words and intent?</p>	<p>To listen actively and critically, it is necessary to pay attention to what isn't said as much as what is said.</p> <p>Give examples of why this is important and how in our digital world this may or may not happen.</p>
<p><b>Mathematics: Calculus</b></p> <p>By the end of the lesson, I will identify the way that I learn best and ways to strengthen my listening skills.</p>	<p>Give students two options to learn a new math concept, e.g. the sine law or intersection of 3 planes.</p> <p>Group one listens and ask questions of the teacher while group two reads the textbook with headphones on so the teacher's lesson is not heard. Students will then switch group so they can experience both types of learning.</p> <p>Ask students to decide which way of learning was better for them.</p>	<p>Why is listening to others such an important skill? Create a list of techniques to strengthen your listening skills.</p> <p>Being an effective communicator means listening critically and sensitively to others. As a learner or a teacher, how does this statement hold true for you?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Physical Education and Health: Recreation and Fitness</b></p> <p>By the end of the lesson, I will be able to clearly communicate step by step instructions in order to develop a cooperative game.</p>	<p>After watching the Mentor Artifact discuss with the students the various ways that we communicate ideas and receive them.</p> <p>Put the class into 4 groups.</p> <p>Assign each group a GLO (low-organization game)</p> <p>Have them write out the directions or instructions for their game using only ONE method of communication; oral, written, diagrams or demonstration.</p> <p>Using the intramural program at your school, have each group present their game to participants using only their method of communication.</p>	<p>After the activity has been run, discuss with the students the difficulties that they experienced when presenting their game to the participants.</p> <p>How did the participants react?</p> <p>How did the difficulty make them feel?</p> <p>How does miscommunication create tension and divisiveness in our community and in our world?</p>
<p><b>Religious Education:</b></p> <p>By the end of this lesson I will be able to examine various world religions and the stereotypes that exist within that religion.</p>	<p>Depending on your schools location, this can be an interview project or a computer research project.</p> <p>Looking at the world’s major religions, using interviews or research, list the negative stereotypes that the members are faced with. Ideally, this could be done with interviews of members of various faith communities.</p>	<p>Have the students reflect on how each member that they researched was able to articulate their thoughts.</p> <p>Is each student able to articulate their own thoughts about their faith journey?</p> <p>Is it difficult to tell others about your faith and spirituality clearly and honestly?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>Then, list the positive impact that these faiths have made in their community.</p> <p>Finally, if possible, list the positive impact that their faith has had on class members personally.</p> <p>Present your findings in chart form and share them with the class</p>	<p>How can your ability to share these experiences with others benefit you and your faith journey?</p> <p>Did you present your findings with sensitivity to others that is needed to be an effective communicator?</p>
<p><b>Science:</b></p> <p>By the end of the lesson, I will be able to communicate 5 key factors that negatively affect one ecosystem.</p>	<p>Students will research the biodiversity of species and the negative impacts of monocultures and/or invasive species e.g. destruction of rainforest in Brazil to plant soy bean, effect of zebra mussels on the Great Lakes, overhunting/overfishing.</p> <p>Research one ecosystem and present what is negatively impacting its environment.</p>	<p>Students will assess on the basis of research the impact of a factor related to human activity that threatens the sustainability of an ecosystem. They will present their information in an honest and sensitive manner and respectfully listening to each person’s perspective on the various issues.</p> <p>Student reflection: Living in light of gospel values, how can we be effective communicators in voicing our concerns over issues which impact our ecosystems?</p>
<p><b>Social Science:</b></p> <p>By the end of the lesson, I will be able to identify a group who has been marginalized and communicate effectively on their behalf.</p>	<p>In preparation for this lesson, students will have studied the overall boom in resources and wealth that most Canadians experienced during the two boom decades after WWII. Moreover, they will study, in a jigsaw group approach, the many experiences of marginalized Canadians during</p>	<p>Share findings from jigsaw research with the larger group.</p> <p>Ask the students to reflect on how being an effective communicator brings them closer to living a life in the light of the Gospel values?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>the 50s and 60s including: Blacks, Asians, Aborigines, women, and French Canadians. Identify the 'bully' or 'oppressor' in each situation.</p> <p>The students will select a marginalized group, research and develop a response to the question: If you could be the voice of the marginalized what would your message be?</p> <p>Students must clearly state what needs to be changed so that the dignity and human rights of the individual or group is respected and protected.</p>	
<p><b>The Arts:</b></p> <p>By the end of this lesson, I will participate in drama where listening helps build understanding of others</p>	<p>Provide students with some background around each character in the mentor artifact.</p> <p>Students can hot-seat these two mothers with the teacher playing each role. Reflect: How does listening to the voices of these characters help you build an understanding of them? How can actively listening help us develop values such as empathy?</p> <p>Students have the opportunity respond to the mothers by writing-in-role. Invite students to write a note of condolence to one</p>	<p>How has your perspective of these women and this experience changed after viewing the video?</p> <p>How can media promote Gospel values, such as tolerance and empathy in our society?</p> <p>How does this Drama influence your understanding of values such as forgiveness?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>of the mothers or both of the mothers. Students can share these notes in small or large groups or they can be posted.</p> <p>Teacher-in-role as a facilitator for the Human Rights Commission addresses students who become families of other victims. The facilitator communicates that many victims' families are ready to meet the mother of one of the men responsible for the terrorist attacks. Her son has been convicted of the violent attack. Encourage students to express how they feel about this meeting. Invite them to voice concerns or ideas.</p> <p>Voices in the Head: In two groups the students will represent and speak aloud the thoughts in each character's mind at the moment when each is preparing for this meeting.</p>	
<p><b>Reflection:</b></p> <p><b>How does being a effective communicator, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.</b></p>		



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Reflective, Creative & Holistic Thinker

Vision of the Learner	A <b>reflective, creative and holistic thinker</b> solves problems and makes responsible decisions with an informed moral conscience for the common good.
Learning Goal	The students will respond through various subject tasks and reflect on what it means to be a reflective, creative and holistic thinker who respects the rights of all and contributes to the common good
<b>Mentor Artifact</b>	Steve Jobs' 2005 Commencement Address <a href="http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html">http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html</a>
Catholic Graduate Expectations	<p><b>A reflective, creative and holistic thinker:</b></p> <ul style="list-style-type: none"> <li>(a) Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</li> <li>(b) Creates, adapts, and evaluates new ideas in light of the common good.</li> <li>(c) Thinks reflectively and creatively to evaluate situations and solve problems.</li> <li>(d) Makes decisions in light of gospel values with an informed moral conscience.</li> <li>(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.</li> </ul>
Scriptural Reference	<p><b>I Peter 3: 15</b> In an age, which seems more fearful of the future, we are directed to give an account of the hope that is within us.</p> <p><b>John 3.18</b> Little children, let us love, not in word or speech, but in truth and action.</p>





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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<b>MINDS ON</b> (Elicit and Engage)	
Minds On!	<p>In the students' Catholic Youth Bible page 1316, refer to the text box that describes Our Inner Struggle. Discuss the comment: <i>To do what is right requires us to stop and think clearly about our choices and actively select good over sin.</i></p> <p>Clicker Activity (Can be done on Smart Board without clickers too)</p> <ul style="list-style-type: none"><li>• Present the students with a selection of activities that they are familiar with and have them anonymously select whether they agree or disagree with each situation presented (e.g. jaywalking, pirating a DVD movie or watching a pirated copy, i-tunes, borrowed without asking, charged too little for a purchase, etc.)</li><li>• Tally the numbers</li><li>• Present them again with the same list and ask if they have or know of anyone who has done each. (same list)</li><li>• Tally the numbers</li><li>• Finally present the same list and ask them if they have ever stopped or questioned anyone about their involvement</li><li>• Tally the numbers</li><li>• Discuss the discrepancies in the tallies. What would prevent them from not saying something to a friend if they know it is wrong on some level? What prompts them to do something they say they know is wrong?</li><li>• Lead the discussion to what they think would happen if they spoke up about something relatively common like watching a pirated DVD movie.</li><li>• Is not speaking up or 'just going along with something' the same as doing it?</li><li>• Post the discussion points for further reference.</li></ul> <p><b>How is being a reflective, creative and holistic thinker bringing you closer to living a life in the light of the Gospel Values?</b></p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

Critical Thinking Tasks:		
<p>Being a reflective, creative and holistic thinker manifests itself differently for each person. Steve Jobs made significant decisions that changed the focus of his life and consequently the lives of others. Use your subject area to explore how the Gospel values can influence and impact decisions in our own community or the larger global community.</p>		
SUBJECT TASKS		
SUBJECT and LEARNING GOAL	ACTION (Explore, Explain)	CONSOLIDATION (Elaborate, Evaluate, Extend)
<p><b>Business and Technology:</b></p> <p>By the end of the lesson, I will be able to interpret survey data and prepare a PSA about the use of technology which reflects Catholic values.</p>	<p>Create a survey of the class and the use of digital material.</p> <p>Compile a list of common infringements on digital information.</p> <p>Review how piracy relates to the current Canadian Laws and common practices in your school.</p> <p>Define Truth and Integrity as per students' values</p> <p>Relate Gospel values to the 'practical world' of the Internet. Can Catholics use the internet with honesty?</p>	<p>Discuss the results of the survey and how it impacts the average student?</p> <p>Do we turn a blind eye to accepted practices within society?</p> <p>How do we speak up and stand as Catholics of integrity to help make a difference?</p> <p>How can we use the Internet to promote Catholic values?</p> <p>Write a PSA (Public Service Announcement) to share how as reflective, creative, holistic thinkers we can use technology in a way which reflects our Catholic values.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>English:</b></p> <p>By the end of the lesson, I will write a speech which evaluates a situation and how I creatively solved the problem.</p>	<p>Project yourself twenty five years into the future and pretend you are a guest speaker at your high school graduation ceremony. Write a speech which includes the following:</p> <ul style="list-style-type: none"> <li>• A personal story about yourself</li> <li>• A description of a time when you stopped and thought clearly about your choices and actively selected good over sin.</li> <li>• Describe how you were able to turn a difficult time into something positive.</li> </ul>	<p>How did writing this speech help you to think creatively and reflectively?</p> <p>How are you using your talents to be socially conscious as Jesus calls us to be?</p> <p>As reflective thinkers, we are called to evaluate new ideas in light of the common good. In what way are we morally accountable?</p>
<p><b>Mathematics:</b></p> <p>By the end of the lesson, I will be able to collect data and use it to determine proportional amounts. I will be able to use equations to determine values.</p>	<p>Find/build an equation to ascertain the profit an artist receives from a CD or DVD. How much profit will he/she make for 100 sold, 1000 sold, 10,000 sold?</p> <p>Take an anonymous tally of the class to find out who has knowledge of pirated DVD/ use of illegal copies etc. Use this to develop a ratio to calculate the use of pirated copies vs. buying? How large a problem is it?</p> <p>Determine the amount of profit lost by the artist. Calculate the price increase per CD/DVD that each person buying the CD/DVD (legally) would need to pay to account for the profit loss.</p>	<p>Is it fair that those who buy the DVD should pay \$____ more because others pirate it?</p> <p>The scripture reading talks about our hope for the future. How does this task help you to understand the hope that lies within us to make good choices in the future?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Physical Education and Health:</b></p> <p>By the end of the lesson, I will identify good nutrition and its impact on life expectancy.</p>	<p>Review the recommended nutritional guidelines from the Canada Food Guide.</p> <p>Discuss the benefits of good nutrition on quality of life.</p> <p>Book a computer lab for the following task.</p> <p>Research the scientific evidence of nutrition and life expectancy.</p>	<p>How does nutrition affect life expectancy and quality of life? How does nutrition affect one's ability to reflect, create and think holistically?</p> <p>If the body is the temple of the Holy Spirit, how does my caring for myself fulfill Christ's command to love myself?</p>
<p><b>Religious Education:</b></p> <p>By the end of the lesson, I will create a collage that will showcase my gifts and talents which I will use to help others.</p>	<p>Have the students watch the 'How to live before you die' clip.</p> <p>How was Steve Jobs able to use the unusual set of gifts that he had to create something imaginative and important?</p> <p>Have the students read Matthew 25:14-30 (The Parable of the Talents). What is the problem with wasting talents, including your own? Create a list of talents: physical, spiritual, intellectual or emotional, that you have. If you are unsure, ask a friend, a parent or teacher.</p> <p>Create a collage of ways you can use your gifts to demonstrate the Gospel message of loving God and loving our neighbor as ourselves.</p>	<p>After the collage is completed, write a reflection for the following:</p> <p>I may be aware of the ways that my talents and gifts can help me to get a job and make a living or make me popular, but, how can I use the gifts that I have to create a better place, starting with my home, then my school, my community and finally my world?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Science:</b></p> <p>By the end of the lesson, I will review career options in Science and explore personal career choices.</p>	<p>Explore various careers in science and their merit. Science and Technology create market demands and proliferate the separation between the ‘haves’ and the ‘have-nots’.</p> <p>Have students delve deeper into their career pathways and their long term goals. What is their lifelong goal or their perceived journey going to be? Is science a part of it?</p>	<p>Are you more hopeful than fearful of the future, as it pertains to your goals?</p> <p>From your chosen career path, list three ways you can impact the common good as a reflective, creative and holistic thinker?</p>
<p><b>Social Science:</b></p> <p>By the end of this lesson, I will reflect on the diversity within my own family immigration story and listen to the multiple stories that have made up Canada.</p>	<p>This is an introductory lesson meant to offer the teacher an insight into the abilities and nature of the students. Students are asked to create a coat of arms with four quadrants showing the immigration stories backgrounds of their family. The coat should have minimal writing and maximum symbol and colour. The full name should be in clear letters in the centre of the coat. They are to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. From where do your parents or grandparents come? If their ancestors had come generations ago then go to those points of immigration to Canada.</li> <li>2. When did they come?</li> <li>3. What were the circumstances that brought them to Canada? (war, poverty, reuniting with family, love)</li> </ol>	<p>Students will prepare and deliver a two minute story and a point form outline to guide your narrative of their family’s immigration experience. These stories will be shared in front of the class.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>The Arts:</b></p> <p>By the end of this lesson, I will be able to give an account of the hope that is within me</p>	<p>Think of a time when you stopped for a moment to enjoy something that appealed to your senses. Maybe it was something beautiful that caused you to stop what you were doing. Maybe it was a speech that was so passionate that you were riveted by every word. Students will use one of the following prompts to express their thoughts: <b>I see, I hear, I feel, I remember</b>. Students will then meet with a partner and share their lists. Each student is asked to listen carefully to their partner, and memorize the line that resonates with them most.</p> <p>Students will mill about the room randomly, quietly saying their partner's line. On the teacher's signal, they will freeze. When the teacher walks by each student, he or she will say their partner's line aloud. Students will then form groups of 4-5. They will share their lines with the group and create a tableau to reflect the collection of lines.</p>	<p>Students can write in-role about how it felt to have their message of hope shared. They can reflect on their ability to listen to others' voices and the messages within.</p>
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**Reflection:**

**How does being a reflective, creative and holistic thinker, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.**



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Self-Directed, Responsible, Life Long Learner

Vision of the Learner	A <b>self-directed, responsible, lifelong learner</b> develops and demonstrates their God-given potential.
Learning Goal	The students will respond through various subject tasks and reflect on what it means to be a self-directed, responsible, lifelong learner, who respects the rights of all and contributes to the common good.
<b>Mentor Artifact</b>	Lessons from the Dancing Guy: How to Start a Movement  <a href="http://dereksivers.org//ff">http://dereksivers.org//ff</a>
Catholic Graduate Expectations	A <b>self-directed, responsible, lifelong learner</b> : <ul style="list-style-type: none"> <li>(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> <li>(b) Demonstrates flexibility and adaptability</li> <li>(c) Takes initiative and demonstrates Christian leadership.</li> <li>(d) Responds to, manages and constructively influences change in a discerning manner.</li> <li>(g) Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</li> </ul>
Scriptural Reference	<b>Proverbs 9:9</b>  Give instruction to a wise man and he will be wiser: Teach a just man and he will increase in learning.



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<b>MINDS ON</b> (Elicit and Engage)		
Minds On!	Explore the video of the dancing guy. Write adjectives that you feel would describe <ul style="list-style-type: none"> <li>a) The dancing guy when he is dancing by himself</li> <li>b) The second guy who joins him feels</li> <li>c) How do you think the dancing guy feels when the second fellow joins in the dance?</li> <li>d) The next follower?</li> <li>e) The rest of the people that join the first two?</li> </ul> <p><b>How is being a self directed, responsible lifelong learner bringing you closer to living a life in the light of the Gospel Values?</b></p>	
<b>Critical Thinking Tasks</b>  ‘If the leader is the flint, the first follower is the spark’ is a quote from this video clip? How can this relate to something in your life?  In what ways could you compare the lone dancing guy to the life of Jesus?		
<b>SUBJECT TASKS</b>		
<b>SUBJECT and LEARNING GOAL</b>	<b>ACTION</b>  (Explore, Explain)	<b>CONSOLIDATION</b>  (Elaborate, Evaluate, Extend)
<b>Business and Technology: Entrepreneurship/ International Business</b>  By the end of the lesson, I will use my leadership skills to sell my product to peers and donate the proceeds to the charity of my choice.	<b>BUSINESS DAY</b> - The students work to become individual leaders and group leaders. The theory is to sell a product to fellow peers and make a profit during a School Day.  Becoming a leader is tantamount of becoming an entrepreneur.	Consider how in a competitive economic market you can be a Christian leader?  Allow students to value making profit and sharing within our community. Sharing the profit teaches students how they can help create a loving community.





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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>English:</b></p> <p>By the end of the lesson, I will be able to explain how my values, beliefs and experiences shape my personal responses.</p>	<p>Option 1: Find two current event articles, one which demonstrates an individual celebrating the dignity of the human person and fostering respect for the rights and responsibilities of all people. In a paragraph, compare and contrast the actions of the individual to those of Jesus when He sacrificed himself on the Cross.</p> <p>Option 2: Write a personal response in which you explore to what extent you are more like the dancing guy or those who follow him. Consider a time when you followed others in ways that went against Gospel values. How could you have behaved differently?</p>	<p>As self-directed, responsible lifelong learners we need to be reflective by asking ourselves questions. E.g. How did this activity show a respect for dignity and welfare of others?</p> <p>How can you influence change in a way which develops and demonstrates our God-given potential?</p>
<p><b>Mathematics:</b></p> <p>By the end of the lesson, I will be able to collect data and organize it on a table. I will be able to determine and describe the effects of exponential growth.</p>	<p>Assuming a compliment takes 1 second to give:</p> <ul style="list-style-type: none"> <li>• Create a table of values/graph and equation for each of the above</li> <li>• Write a description about the effect of telling 1 person vs. 2 vs. 3. For each model, how long would it take for each person in the school to receive a compliment?</li> </ul> <p>Instead of a compliment, what if each person had ? minutes to help someone with something, or some act of kindness.</p> <p>Instead of one piece of flint, what if a group of 2 or 3 start the act?</p>	<p>In groups of 3 or 4, choose one act of kindness which would make the school (city/world) a better/happier place to live.</p> <p>Estimate the amount of time it would take each person to ‘pass it on’.</p> <p>Create a graph and equation to represent the scenario.</p> <p>What effect would this have on the school (city/world)?</p> <p>Display on poster board.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Physical Education and Health: Fitness and Leadership</b></p> <p>By the end of the lesson, I will recognize the importance of being a cooperative group member and guiding the leader in completing a task.</p>	<p>Activity: Building the puzzle - In groups of 5, give every member 10 pieces of a 50 piece puzzle.</p> <p>The group chooses a leader. Take 2 minutes and develop a plan.</p> <p>The group must put the puzzle together but the only person that can join the pieces is the leader. Everyone but the leader can speak.</p> <p>The leader puts one piece on a desk. The only pieces that can be put on the desk are the pieces that are handed to the leader by the other members of the group.</p> <p>The groups are all timed. See how long it takes to build the puzzle.</p>	<p>How did your group choose the leader? What were the criteria? What challenges did the leader face? Were they resolved? How?</p> <p>Reflect on how well the members of the group worked together. What challenges did the members face?</p> <p>How important was it for the leader to listen to the other members of the group. What made your group work effectively? Why do groups sometimes not work effectively?</p> <p>While Christ came to give us the Good News, what role did St. Peter and the other apostles play as followers? How can I work more effectively with others to affect change in my world?</p>
<p><b>Religious Education:</b></p> <p>By the end of the lesson, I will be able to define discipleship and identify leadership qualities.</p>	<p>After completing Minds On have the students read Mark 8:34-38 The Conditions of Discipleship. If you have the Catholic Youth Bible, read the 'Live It' section p. 1162. What were Christ's disciples called to do in order to follow Him? Define discipleship.</p> <p>Discuss what they would be prepared to do in order to follow a cause that they believe in.</p>	<p>Like the 'Dancing Guy' clip, how must we first be willing to follow in order to lead?</p> <p>How do our actions, in following the Gospel message of Christ, make us leaders of others?</p> <p>How do the lessons that I have learned in my own faith journey have value for others in their journey?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Science:</b></p> <p>By the end of the lesson, I will work effectively as a member of a lab group based on success criteria.</p>	<p>Collaboratively create success criteria for working in lab groups as responsible, self-directed lifelong learners e.g. safety, equity of time and resources, roles and responsibilities, etc.</p> <p>Brainstorm all ideas and then organize in a chart for easy reference.</p>	<p>Assign a small group lab assignment and ask students to self and peer assess their work based on the success criteria.</p>										
<p><b>Social Science:</b> <b>Speakers' Forum on Canadians Building a Better World</b></p> <p>By the end of the lesson, I will recognize the importance of developing skills in a trade or profession, pursuing that vocation, and offering my services to people in need.</p>	<p>As part of the curriculum, students will participate in a Speakers' Forum where adult professionals will present their work overseas. This will get them to consider the possibilities for their own professions and broader vocations. Speakers might include the following:</p> <table data-bbox="581 1270 933 1459"> <tr> <td>Carpenter</td> <td>Doctor</td> </tr> <tr> <td>Police Officer</td> <td>Counselor</td> </tr> <tr> <td>Engineer</td> <td>Farmer</td> </tr> <tr> <td>Nurse</td> <td>Teacher</td> </tr> <tr> <td>Electrician</td> <td>Executive</td> </tr> </table>	Carpenter	Doctor	Police Officer	Counselor	Engineer	Farmer	Nurse	Teacher	Electrician	Executive	<p>A discussion of students' goals and dreams will follow the forum. Students will be invited to consider overseas work and opportunities to serve.</p> <p>The students will be required to list how they can be Lifelong Learners in pursuit of their vocation/goal.</p>
Carpenter	Doctor											
Police Officer	Counselor											
Engineer	Farmer											
Nurse	Teacher											
Electrician	Executive											
<p><b>The Arts:</b></p> <p>By the end of this lesson, I will present a dramatic presentation with adjectives describing qualities of a good leader.</p>	<p>Provide students with quotations from great leaders to explore and brainstorm a list of words that characterize someone who takes action to affect positive change.</p>	<p>Students reflect on their personal values, abilities and skills. They write a reflection about how they can use their God-given potential to make a difference.</p>										



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>Students create tableaux that represent the adjectives to describe the leaders.</p> <p>Students choose one line or phrase from the quotations that resonates with them. Their adjective tableaux develop with the chosen lines spoken one at a time.</p>	<p>Reflect on the scripture: “Teach a just man and he will increase in learning”, and how this resonates with your adjectives of great leaders and your own values as lifelong learners.</p>
<p><b>Reflection:</b></p> <p><b>How does being a self-directed, responsible, lifelong learner, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.</b></p>		



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Collaborative Contributor

Vision of the Learner	A <b>collaborative contributor</b> finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
Learning Goal	The student will respond through various subject tasks to reflect upon what it means to be a collaborative contributor who respects the rights of all and contributes to the common good.
Mentor Artifact	Habitat for Humanity at <a href="http://www.habitat.ca">www.habitat.ca</a>
Catholic Graduate Expectations	<p>A <b>collaborative contributor</b>:</p> <ul style="list-style-type: none"> <li>(b) Thinks critically about the meaning and purpose of work.</li> <li>(c) Develops one's God-given potential and makes a meaningful contribution to society.</li> <li>(d) Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.</li> <li>(e) Respects the rights, responsibilities and contributions of self and others.</li> <li>(f) Exercises Christian leadership in the achievement of individual and group goals.</li> </ul>
Scriptural Reference	<p><b>Ecclesiastes 3:22</b></p> <p>So I saw that there is nothing better than that a man should rejoice in his work, for that is his lot. Who can bring him to see what will be after him?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<b>MINDS ON</b> (Elicit and Engage)		
Minds On!	<p>Discuss what “collaborative” and “common good” means.</p> <p>Brainstorm some ways that people contribute to society. Identify and list those who work collaboratively to achieve a common goal i.e. people from your school, local community, provincial organizations etc.</p> <p>Explore the website <a href="http://www.habitat.ca">www.habitat.ca</a> with questions such as:</p> <ul style="list-style-type: none"> <li>• How are those involved with Habitat helping with the common good?</li> <li>• How are they demonstrating that they are collaborative contributors?</li> <li>• What do you think are the admirable qualities of the volunteers?</li> <li>• How is this program inclusive?</li> </ul> <p><b>How does this Ontario Catholic School Graduate Expectation, Collaborative Contributor, celebrate the dignity of the human person and foster respect for the rights and responsibilities of all people for the common good?</b></p>	
<b>SUBJECT TASKS</b>		
<b>SUBJECT and LEARNING GOAL</b>	<b>ACTION</b> (Explore, Explain)	<b>CONSOLIDATION</b> (Elaborate, Evaluate, Extend)
<p><b>Business and Technology:</b> <b>Construction</b></p> <p>By the end of this lesson, I will be able to construct a sun shelter for a senior’s home.</p>	<p>Design a sun shelter for a local community/seniors’ location. Seek community contributors to help offset costs.</p> <p>Build the sun shelter in the classroom and transport it to the seniors’ home. Place the shelter based on the class developed rationale for best location.</p>	<p>Contact the media.</p> <p>List ways this project has made a difference in the community. Give recognition to all contributors.</p> <p>Place a picture of the shelter and have students insert key words around the picture demonstrating how they feel about their work.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>English:</b></p> <p>By the end of this lesson, I will research and write a newspaper article about an organization which invites collaborative contributions.</p>	<p>Research and identify an organization that invites collaborative contributions, such as the food bank, Habitat for Humanity or St. Vincent de Paul or other local organization.</p> <p>Find out who benefits from the organization, how many are served and what the specific needs are.</p>	<p>Following the research activity, each student will write a newspaper article about the activities of their respective organization.</p> <p>Each student will describe in an oral presentation or a written reflection their feelings about the following prompts:          What have you learned about yourself</p> <ul style="list-style-type: none"> <li>• Success in working cooperatively with others?</li> <li>• Impact on your feelings when helping others?</li> <li>• Changed opinions or beliefs about the importance of contributing to society?</li> <li>• The challenge of leading and convincing others to work for the benefit of others?</li> </ul>
<p><b>Mathematics:</b></p> <p>By the end of the lesson, I will research and present how current mortgage rates affect affordable housing. I will research/present what portion of the population is in need of affordable housing?</p>	<p>Calculate the monthly payment for a mortgage of \$100,000 amortized over 20 years at the current rate (from the bank). How much interest will be paid over 20 years? Re-calculate with 1% lower rate.</p> <p>Research/present the interest rate used by Habitat for Humanity. Calculate the mortgage payment and the total amount of interest that will be paid. Compare this to the regular mortgage rates at the banks.</p>	<p>What effect does interest have on someone's ability to afford housing and on their quality of daily living?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Physical Education and Health: Fitness and Leadership</b></p> <p>By the end of the lesson, I will plan and participate in a class selected charity fund-raiser.</p>	<p>Before the activity, reflect on the ways that we can contribute to our community.</p> <p>Have the members of the class research a charity and then present and make a case for their charity. Together, as a class, select one charity to support.</p> <p>Activity – Inter-School Tournament.</p> <p>Choose a recreational sport (a GLO). Invited other schools to participate in the tournament. Make it clear to the other schools that the entry fee is to donate to the charity.</p> <p>Students will look for sponsors to donate prizes and trophies. They are responsible for all of the tasks that need to be completed for a successful tournament.</p>	<p>Through discussion and reflection, consider:</p> <p>How does our effort or work, bring about change?</p> <p>What other ways can I affect change that will make a real difference in my community? the world?</p> <p>Beyond the money, how did our charity fund-raiser impact:</p> <ul style="list-style-type: none"> <li>• the organization?</li> <li>• our class?</li> <li>• you?</li> </ul>
<p><b>Religious Education:</b></p> <p>By the end of this lesson, I will be able to critically examine a home building project and state how this benefits the community.</p>	<p>Divide the class into groups to research Habitat for Humanity. Each group will research one aspect of the website and report to the class e.g. About Us (Mission, History); How We Help (Our Program, Global Village); In your Community (Media Gallery, ReStore); Get Involved (Volunteerism).</p>	<p>How does Habitat for Humanity benefit our community?</p> <p>How do the goals of this organization reflect the Gospel values of loving God and loving your neighbor?</p>





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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Science:</b> <b>Environmental Science</b></p> <p>By the end of the lesson, I will create a brochure that identifies 2-3 environmental contaminants and offer a solution.</p>	<p>Many of the people who build homes are volunteers and many of the materials are donated. Your task is to ensure that the people know which materials are safe, how they can prevent sun or wind exposure during construction and how to ensure the home is free of environmental contaminants.</p>	<p>Students will work together to create an information brochure for the volunteers identifying the main pollutants and environmental contaminants that can affect human health such as volatile organic compounds in paints and cleaners, mould, PCBs, etc. Students need to develop alternatives or solutions to protect the environment.</p>
<p><b>Social Science:</b></p> <p>By the end of this lesson, I will be able to appreciate the effects of economic downturns on meaningful work and be critical of laissez faire economics in the process.</p>	<p>In preparation for this activity students will be keenly aware of the background causes of the Great Depression and the massive unemployment rampant in Canada – at its height at a level of 26.6%.</p> <p>In small groups, students are asked to draw on chart paper the details of King and Bennett’s responses to this crisis and judge the effectiveness of their laissez faire plans.</p> <p>These plans included: 5 cent speech, faith in the business cycle, relief camps, and Bennett’s New Deal. They are asked to assess the effect of these policies and the ability of Canadians to engage in meaningful work and gainful employment.</p>	<p>Students will present their findings to the class in small groups and offer their judgments on laissez faire economics as it impacted on the opportunities for more meaningful work.</p> <p>As a youth during the Great Depression, what could you have done to make a meaningful contribution to your family? To the community? To society?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>The Arts:</b></p> <p>By the end of the lesson, I will create a group dramatic presentation to feature an organization which contributes to the Common Good.</p>	<p>Discuss how organizations contribute to the Common Good. Habitat for Humanity addresses the need for adequate housing and support for working families. Discuss the various skills that people contribute in Habitat for Humanity initiatives (e.g. various trades people to build, media people to promote the organization, volunteers to organize and feed workers, etc.)</p> <p>Students will create a dramatic presentation that features their organization to share with the class.</p> <p>They could create posters or videos that will promote awareness of the issues discussed. Videos could feature organizations such as Canada without Poverty, United Way, New Canadian Center, Canadian Red Cross, and Alzheimer Society.</p>	<p>In what ways can you contribute to the common good?</p> <p>What skills or knowledge could you develop that would help you be a meaningful, effective contributor to society?</p>
<p><b>Reflection:</b></p> <p><b>How does being a collaborative contributor, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.</b></p>		



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Caring Family Member

Vision of the Learner	A <b>caring family member</b> attends to family, school, parish, and the wider community.
Learning Goal	The student will respond through various subject tasks to reflect upon what it means to be a caring family member who respects the rights of all and contributes to the common good.
<b>Mentor Artifact(s)</b>	<p>Rick Hoyt you-tube - Ironman Triathlon:  <a href="http://www.youtube.com/watch?v=dDnrLv6z-mM">http://www.youtube.com/watch?v=dDnrLv6z-mM</a></p> <p>Building a Windmill/Harnessing the Wind – William Kamkwamba  <a href="http://www.ted.com/talks/lang/eng/william_kamkwamba_on_building_a_windmill.html">http://www.ted.com/talks/lang/eng/william_kamkwamba_on_building_a_windmill.html</a></p> <p>World Family Organization  <a href="http://www.worldfamilyorganization.org">www.worldfamilyorganization.org</a></p>
Catholic Graduate Expectations	<p>A <b>caring family member</b>:</p> <ul style="list-style-type: none"> <li>(a) Relates to family members in a loving, compassionate and respectful manner.</li> <li>(b) Values and honours the important role of the family in society.</li> <li>(c) Ministers to the family, school, parish, and wider community through service.</li> </ul>
Scriptural Reference	<p><b>Joshua 24:15(b)</b></p> <p>“...As for me and my household, we will serve the Lord. “</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p><b>Ephesians 3:14-21</b></p> <p>“For this reason I bow my knees before the Father, from whom every family in heaven and on earth is named.”</p>
<p><b>MINDS ON</b> (Elicit and Engage)</p>	
<p>Minds On!</p>	<p>Brainstorm ideas for the term ‘family’. What constitutes a family in today’s society and how have our definition of family changed from 50 years ago? What are the various roles associated with family today?</p> <p>Explore the “World Family Organization” website and/or William Kamkwamba’s story about “harnessing the wind”, and/or Rick Hoyt’s triathlon experience.</p> <p>Activity: Take A Stand Place a line down the middle of the classroom and establish that one side is <b>I agree</b> and the other is <b>I disagree</b>. Make a series of statements to the class and students move to the side they feel best suits their response to the statement. If students are comfortable they may share reasons for or against with their classmates.</p> <p>Guiding Statements:</p> <ol style="list-style-type: none"> <li>1. Roles within families should be distributed equally.</li> <li>2. Teenagers have little to contribute to family life.</li> <li>3. There are more stereotypes placed upon non-traditional families than there are on traditional ones.</li> <li>4. A caring family member is one who puts other’s needs before their own.</li> <li>5. A caring family member is more apt to contribute more to home, school and parish than those who take family for granted.</li> </ol> <p><b>How is being a caring family member bringing you closer to living a life in the light of the Gospel values?</b></p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

Critical Thinking Tasks:		
<p>Through service, “The World Family Organization”, Rick Hoyt and William Kamkwamba are examples of what it means to be caring family members who work toward bettering the lives of their own families and/or our international family. How can you as a caring family member serve your home, school, parish and community in order to be more like Jesus called us to be? Use your subject area as an example.</p>		
SUBJECT TASKS		
SUBJECT and LEARNING GOAL	ACTION (Explore, Explain)	CONSOLIDATION (Elaborate, Evaluate, Extend)
<p><b>Business and Technology: Cosmetology</b></p> <p>By the end of the lesson, I will find one new way to connect with seniors and interview them about their role in families.</p>	<p>Welcome seniors within our school community by:</p> <ul style="list-style-type: none"> <li>• Allowing students to fine tune their skills in working with shut-ins or seniors</li> <li>• To attend our Hair Salon</li> <li>• By arranging weekly visits to various senior homes.</li> </ul>	<p>In your journal, elaborate on your experience of having seniors in our school? In our community?</p> <p>What can seniors teach us about us about being a caring family member? Interview and record their ideas.</p>
<p><b>English:</b></p> <p>By the end of the lesson, I will write a letter to explain the importance of relationships in a family.</p>	<p>Students will create a family tree that includes those closest to them, whether blood relative or not, physically present or not.</p> <p>On the front, they can include pictures and captions. On the back, they will explain how each individual impacts their lives and the importance of being a caring family member. Students will create a symbol for each relationship and place it beside the individual’s picture.</p>	<p>Students will write a letter to God, thanking God for the people in their family tree and explain how the relationships with these individuals have helped them as caring family members.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Mathematics:</b></p> <p>By the end of the lesson, I will display graphs and/or maps showing how electricity costs affect my family.</p>	<p>To calculate the amount of electricity used with a particular appliance in your home:</p> <p>Total hours of use X (times) Appliance wattage / (divided by) 1,000 (converts watts to kilowatts) = Total kWh of electricity consumed</p> <p>Using the smart meter time-of-day information: How much money would you save by running a dishwasher at night?</p>	<p>Consider your family utilities bills:</p> <ul style="list-style-type: none"> <li>• Find 3 ways you could cut back (or reduce the cost) of your utilities bill</li> <li>• Draw a double bar graph to show the savings</li> </ul> <p>Describe how these changes contribute to your family and make you a contributing family member?</p>
<p><b>Religious Education:</b></p> <p>By the end of the lesson, I will create a visual display that demonstrates the importance of relationships.</p>	<p>As a class view the video for the Iron Triathlon. Discuss with the class, the characteristics that are demonstrated that would make someone a caring family member.</p> <p>Read the Parable of the Last Judgment Matthew 25: 31-46.</p> <p>Have the students brainstorm, in groups of 4-5, how we can, in a very practical way, live out Christ's commands to feed, comfort, welcome, support those in need in our own families.</p> <p>Create a visual display of their ideas using drawings or cut out pictures and present these to the whole class.</p>	<p>Have the students reflect on the importance of these relationships in their lives and how these relationships help us to live the Gospel message of loving God and loving your neighbor as yourself.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Science:</b></p> <p>By the end of this lesson, I will design and build an energy efficient project for my family.</p>	<p>Go To: <a href="http://www.solarcookers.org/">www.solarcookers.org/</a> or <a href="http://www.operationwindmill.org/">www.operationwindmill.org/</a> or <a href="http://www.pottersforpeace.org/">www.pottersforpeace.org/</a> to learn about one of the organizations.</p> <p>Design and build at minimum cost with simple materials either a working model of a windmill or a solar cooker or a water filter system.</p>	<p>Chart the design, steps in building and the cost of your project.</p> <p>Reflect on how your family tries to be good energy stewards?</p>
<p><b>Social Science:</b></p> <p>Canada and WWI, Adjusting to Civilian Life After WWI</p> <p>By the end of the lesson, I will explore the suffering and disconnect within families who had soldiers returning home in 1918 and offer a remedy.</p>	<p>In preparation for this activity, students will have read and discussed the myriad ways Canadian soldiers sacrificed and suffered through the industrial warfare of WWI including: chlorine gas, machine guns, shell shock, and artillery. Upon return to Canada, 250,000-600,000 soldiers were mentally or physically wounded (1 in 30 citizens; 1 in 4 fathers approximately)</p> <p>Research and brainstorm the problems faced with people as they returned from war.</p>	<p>Students will write a paragraph to reflect on the affects that war had on families after WWI. Students are then asked to pair/share and share in small groups. As a whole class engage in a 10 minute discussion on the disconnect in families as a result of the Great War.</p> <p>Finally, students are asked how they would remedy such alienation in families.</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>The Arts:</b></p> <p>By the end of this lesson, I will use forum theatre to explore and present ideas about family relationships</p>	<p><b>Snowball Activity:</b> On a sheet of paper students list various sources of conflict and circumstances of conflict that we often face within our families, whether it is an immediate or extended member.</p> <p><b>Forum Theatre:</b> Students discuss possible scenarios when emotions and/or reactions interfere with the resolution of an issue. As a class, decide on a scenario to play out. Using forum theatre format, students in the audience will have the opportunity to step in and change the outcome of the scene in a positive manner.</p>	<p><b>Journal:</b> What personal qualities and perspectives help one be a supportive, contributing member of a family?</p> <p>How did the forum theatre activities build your understanding or help you gain insight into family relationships?</p>
<p><b>Reflection:</b></p> <p><b>How does being a caring family member, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.</b></p>		





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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

# Responsible Citizen

Vision of the Learner	A <b>responsible citizen</b> gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.
Learning Goal	The students will respond through various subject tasks and reflect on what it means to be a responsible citizen who respects the rights of all and contributes to the common good.
Mentor Artifact(s)	<p><a href="http://www.nfb.ca/film/hannahs_story/">http://www.nfb.ca/film/hannahs_story/</a> (29 minutes)</p> <p><a href="http://www.nfb.ca/film/salvation">http://www.nfb.ca/film/salvation</a> (50 minutes)</p> <p>The Ministry of Education has purchased a subscription to the National Film Board for all publicly funded schools in Ontario.</p>
Catholic Graduate Expectations	<p>A <b>responsible citizen</b>:</p> <ul style="list-style-type: none"> <li>(a) Acts morally and legally as a person formed in Catholic traditions.</li> <li>(b) Accepts accountability for one’s own actions.</li> <li>(c) Promotes the sacredness of life.</li> <li>(d) Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</li> <li>(e) Respects and affirms the diversity and interdependence of the world’s peoples and cultures.</li> <li>(f) Respects and understands the history, cultural heritage and pluralism of today’s contemporary society.</li> </ul>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>g) Exercises the rights and responsibilities of Canadian citizenship.</p> <p>h) Contributes to the common good.</p>
<p>Scriptural Reference</p>	<p><b>Isaiah 61.1</b></p> <p>The spirit of the Lord Yahweh has been given to me, For Yahweh has anointed me. He has sent me to bring good news to the poor, to bind up the hearts that are broken; to proclaim liberty to captives, freedom to those in prison</p> <p><b>Proverbs 31:8-9</b></p> <p>Speak, yourself, on behalf of the mute, on behalf of all the unwanted; speak, yourself, pronounce a just verdict, uphold the rights of the poor, of the needy.</p>
<p><b>MINDS ON</b> (Elicit and Engage)</p>	
<p>Minds On!</p>	<p>Discuss the terms “marginalized” with the class and brainstorm other words that suggest negative attitudes towards individuals or groups of people (e.g. racist, bigotry). Organize the students into small groups and ask them to brainstorm and list individuals or groups of people that have been marginalized, or outcast, in our culture, or throughout history. (e.g. prejudice against Jews, Muslims, homeless people, those suffering from mental illness, leprosy)</p> <ul style="list-style-type: none"> <li>• Identify issues in your own community or in the world that inspire you to take action.</li> <li>• What is our responsibility to people who are outcast or situations that are unjust?</li> <li>• How can your response to this issue show that you are a witness to Catholic social teaching?</li> </ul> <p><b>How does being a responsible citizen learner bring you closer to living a life in the light of the Gospel Values?</b></p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

Critical Thinking Tasks:		
<p>The films, “Hannah’s Story” and “Salvation” profile people who contribute to the common good through acts of compassion. How can your actions promote peace, justice, and the sacredness of human life?</p>		
SUBJECT TASKS		
SUBJECT and LEARNING GOAL	ACTION (Explore, Explain)	CONSOLIDATION (Elaborate, Evaluate, Extend)
<p><b>Business and Technology:</b> Food and Hospitality</p> <p>By the end of this lesson, I will create a foods program that helps others to eat at home with proper nutrition.</p>	<p>Create a program that encourages proper eating to help students who are not living at home, e.g.:</p> <ul style="list-style-type: none"> <li>• Allow the students to come to the foods room at the end of school day to pick up pre-made meals</li> <li>• Encourage them to cook their own food in crock pots at lunch, thus learning some basic cooking skills</li> <li>• Provide a balanced food guide</li> </ul>	<p>How does your action change the wheel of dependency?</p> <p>How does your action impact the less fortunate?</p>
<p><b>English:</b></p> <p>By the end of this lesson I will be able to construct an oral and visual media text.</p>	<p>Select a current event which will focus on a social justice issue (peace, justice, sacredness of life). Present the case from the Catholic Expectation of a Responsible Citizen.</p> <p>Students will create a commercial to persuade others to get involved with this cause.</p>	<p>Examine and list the people who tried to be responsible citizens.</p> <p>How did their actions demonstrate a moral response?</p> <p>How do you try to be a responsible citizen?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>Mathematics:</b></p> <p>By the end of the lesson, I will be able to reflect upon data to interpret graphs about pollution and make responsible decisions as a global citizen.</p>	<p>Research the amount of air pollution caused by traffic. Report your findings.</p> <p>List two or three ways you can reduce air pollution weekly.</p>	<p>Why is it important for you to research and act responsibly about air pollution in our society?</p> <p>Are there any health benefits to you other than air quality?</p>
<p><b>Physical Education and Health:</b></p> <p>By the end of the lesson, I will recognize and chart the characteristics of mental illness and its effect on people’s lives.</p>	<p>View the video ‘Hannah’</p> <p>Through the information provided in the Physical Education Program discuss mental illness and its effect on people’s lives.</p> <p>Chart student responses.</p> <p>Contact Canadian Mental Health Association and invite a Public Health Nurse as a guest speaker.</p> <p>Have students validate their list of original ideas after the speaker.</p>	<p>In what ways has your study of mental health made you appreciate the sacredness of human life?</p> <p>Do you believe that we live in a compassionate society?</p>
<p><b>Religious Education:</b></p> <p>By the end of the lesson, I will research a community service organization and brainstorm ways that I can support their work.</p>	<p>After completing the ‘Minds On’, have the students research the work of the Salvation Army in your area. If there is no Salvation Army, choose another service organization.</p> <p>Contact the organization and find out what are their most immediate needs that could be filled with help from your class.</p>	<p>When the project is completed, go back to the ‘Minds On’ activity.</p> <p>How has this project changed some of their ideas about the marginalized?</p> <p>Has the project been successful?</p> <p>What were the elements that made it a success?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>Brainstorm with the students the best way to meet that need. It could be time spent working at the food bank, money raised for specific items or items collected to be donated.</p> <p>Have the students decide the best way to achieve this goal on a school-wide basis, with their class as the leader.</p>	<p>What roadblocks or obstacles did they face?</p> <p>Referring specifically to the Christ In Culture program, through this project, how have they been Christ in culture?</p>
<p><b>Science:</b> Environmental Science</p> <p>By the end of this lesson, I will be able to create a media message about caring for our world.</p>	<p>Discuss and explore environmental issues within school, neighborhood, and community.</p> <p>Take action within the school. As a collective group (i.e. the entire class), choose an environmental issue within the school; brainstorm solutions. Create an action plan. Create a media message to unfold the action plan and follow through.</p>	<p>How has <b>nature</b> been <b>marginalized</b>?</p> <p>How have the people who stand up and show they care for nature been marginalized?</p>
<p><b>Social Science:</b></p> <p>By the end of the lesson, I will make a two minute presentation outlining my opinion about the historical nature of the church in conflict during the mid 1700s.</p>	<p>For this activity, students will have extensively studied the history of European imperialism in the Americas. Moreover, they will have a critical understanding of the plight of Aboriginal people and the compromised role that orders like the Jesuits played in local conflicts.</p>	<p>Why is it important to understand the plight of the Aboriginal people to make informed opinions as a responsible citizen?</p> <p>If you were alive in this era, what could you have done or said to show that you live in a compassionate society?</p>



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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

	<p>The year is 1754. The papacy has recently told the Jesuits in South America to cede control over their mission territories to the Spanish and the Portuguese. As a result, Indigenous people, the Guaranis, have been enslaved and their land taken by these empires.</p> <p>You have an opportunity to express your arguments and opinions to Pope Julius III, (Giam Maria Ciochi del Monte), who has made a brave sea voyage to Rio de Janeiro, Brazil to broker a compromise between various parties.</p> <p>Express your opinion about the situation in two minutes and in your role. Be clear about your vested interests in the matter.</p> <p>Roles:</p> <ol style="list-style-type: none"><li>1. Jesuit Priest</li><li>2. Vatican Official</li><li>3. Guaranis Chief</li><li>4. Guaranis Woman</li><li>5. Spanish Sugar Merchant</li><li>6. Spanish American Colonial Rancher</li><li>7. Spanish Slave Trader Mercenary</li><li>8. Portuguese Government Official</li></ol>	
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Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p><b>The Arts:</b></p> <p>By the end of the lesson, I will use role play and characterization to explore social issues and identify ways in which dramatic exploration promotes an appreciation of diverse cultures.</p>	<p>The teaching on love emphasizes that when people are weak, they need love the most. In preparation for role play, students will research stories to gain insight of the weak in our community.</p> <p>One source is <i>Voices: Women, Poverty and Homelessness in Canada</i> by Rusty Neal, available on the website of The National Anti-Poverty Organization Canada: <a href="http://www.cwp-csp.ca/resources/vulnerable-populations/">http://www.cwp-csp.ca/resources/vulnerable-populations/</a>.</p> <p>Students will gather information that will allow them to write in role as a person who is vulnerable or marginalized. They will write about what they fear, what they imagine, and what they hope.</p> <p>Students will meet in small groups and share their in-role writing. Together they will create a tableau that represents all of their characters. They will share parts of their in-role reflection through <i>Voices in the Head</i>. Students can choose a phrase, one line, or a few lines to speak while in a still picture.</p>	<p>How can you stand up for the victims of injustice? How do the research and the in-role activity help you understand the injustices in the world?</p> <p>How can the teachings of our faith help you to form our messages and actions?</p>
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*Catholic Curriculum Corporation*

## Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**Reflection:**

**How does being a responsible citizen, who respects the rights and responsibilities of all and contributes to the common good, bring you closer to living a life in the light of the Gospel values? Focus on one learning experience and describe how your thinking has changed.**





*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**Ontario Catholic School Graduate Expectations**

**The graduate is expected to be:**

**A Discerning Believer Formed in the Catholic Faith Community who**

- CGE1a** Illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** Participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** Actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** Develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** Speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- CGE1f** Seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- 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;
- CGE1h** Respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** Integrates faith with life;
- CGE1j** Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator who**

- CGE2a** Listens actively and critically to understand and learn in light of gospel values;
- CGE2b** Reads, understands and uses written materials effectively;
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** Writes and speaks fluently one or both of Canada's official languages;
- CGE2e** Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker who**

- CGE3a** Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** Creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** Makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** Adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.



## *Catholic Curriculum Corporation*

### Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

#### **A Self-Directed, Responsible, Life Long Learner who**

- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** Demonstrates flexibility and adaptability;
- CGE4c** Takes initiative and demonstrates Christian leadership;
- CGE4d** Responds to, manages and constructively influences change in a discerning manner;
- CGE4e** Sets appropriate goals and priorities in school, work and personal life;
- CGE4f** Applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** Participates in leisure and fitness activities for a balanced and healthy lifestyle.

#### **A Collaborative Contributor who**

- CGE5a** Works effectively as an interdependent team member;
- CGE5b** Thinks critically about the meaning and purpose of work;
- CGE5c** Develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** Respects the rights, responsibilities and contributions of self and others;
- CGE5f** Exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

#### **A Caring Family Member who**

- CGE6a** Relates to family members in a loving, compassionate and respectful manner;
- CGE6b** Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** Values and honours the important role of the family in society;
- CGE6d** Values and nurtures opportunities for family prayer;
- CGE6e** Ministers to the family, school, parish, and wider community through service.

#### **A Responsible Citizen who**

- CGE7a** Acts morally and legally as a person formed in Catholic traditions;
- CGE7b** Accepts accountability for one's own actions;
- CGE7c** Seeks and grants forgiveness;
- CGE7d** Promotes the sacredness of life;
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** Respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** Exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** Respects the environment and uses resources wisely;
- CGE7j** Contributes to the common good



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

**Key Principles of the Catholic Social Teachings**

<p style="text-align: center;"><b>Human Dignity</b></p> <p>In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching.</p>	<p style="text-align: center;"><b>Dignity of Work and Rights of Workers</b></p> <p>In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. If the dignity of work is to be protected, then the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative.</p>
<p style="text-align: center;"><b>Community and the Common Good</b></p> <p>In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity &amp; promote the common good.</p>	<p style="text-align: center;"><b>Stewardship of Creation</b></p> <p>Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions which cannot be ignored.</p>
<p style="text-align: center;"><b>Rights and Responsibilities</b></p> <p>Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities - to one another, to our families, and to the larger society.</p>	<p style="text-align: center;"><b>Solidarity</b></p> <p>Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Solidarity means that "loving our neighbor" has global dimensions in an interdependent world.</p>



*Catholic Curriculum Corporation*

Secondary Critical Thinking Tasks and Ontario Catholic School Graduate Expectations

<p style="text-align: center;"><b>Option for the Poor and Vulnerable</b></p> <p>Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt. 25) and instructs us to put the needs of the poor and vulnerable first.</p>	<p style="text-align: center;"><b>Role of the Government</b></p> <p>Because we are social beings, the state is natural to the person. Therefore, the state has a positive moral function. It is an instrument to promote human dignity, protect human rights, and build the common good. Its purpose is to assist citizens in fulfilling their responsibility to others in society. Since, in a large and complex society these responsibilities cannot adequately be carried out on a one-to-one basis, citizens need the help of government in fulfilling these responsibilities and promoting the common good. According to the principle of subsidiarity, the functions of government should be performed at the lowest level possible, as long as they can be performed adequately. If they cannot, then a higher level of government should intervene to provide help.</p>
<p style="text-align: center;"><b>Participation</b></p> <p>All people have a right to participate in the economic, political, and cultural life of society. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. Conversely, it is wrong for a person or a group to be excluded unfairly or to be unable to participate in society. In the words of the U.S. bishops, "The ultimate injustice is for a person or group to be treated actively or abandoned passively as if they were non-members of the human race. To treat people this way is effectively to say they simply do not count as human beings."</p>	<p style="text-align: center;"><b>Promotion of Peace</b></p> <p>Catholic teaching promotes peace as a positive, action-oriented concept. In the words of Pope John Paul II, "Peace is not just the absence of war. It involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements." There is a close relationship in Catholic teaching between peace and justice. Peace is the fruit of justice and is dependent upon right order among human beings.</p>
<p style="text-align: center;">Office for Social Justice, Archdiocese of St. Paul and Minneapolis 328 West Kellogg Blvd., St. Paul, MN 55102 (651) 291-4477 <a href="http://www.osjspm.org">www.osjspm.org</a></p>	

## **BLOOM'S REVISED TAXONOMY**



### **Creating**

Generating new ideas, products, or ways of viewing things

*Designing, constructing, planning, producing, inventing.*

### **Evaluating**

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging



### **Analysing**

Breaking information into parts to explore understandings and relationships

*Comparing, organising, deconstructing, interrogating, finding*



### **Applying**

Using information in another familiar situation  
*Implementing, carrying out, using, executing*



### **Understanding**

Explaining ideas or concepts  
*Interpreting, summarising, paraphrasing, classifying, explaining*



### **Remembering**

Recalling information  
*Recognising, listing, describing, retrieving, naming, finding*

