Work periods: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose ONE of the following to complete individually:

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| **Exodus**  The book of Exodus has four themes that impact our lives:  **Slavery:** any form of addiction, confinement, or lack of  freedom  **Exodus:** experience of freedom, transition or social  movement  **Covenant:** agreement, promise, contract, commitment, or  protection  **Promised Land**: reaching a goal, obtaining happiness,  reconciliation, or reunion  a. Find 3 recent articles (2014 – 2018) from a newspaper  or magazine that address any of these themes. A  minimum of two themes are to be addressed. A copy of  the article must be NEATLY cut out and pasted on a  sheet of paper OR printed off.  b. Provide a reflection/discussion on 2 of the 4 themes.  Discuss how the article(s) you have chosen relate to  that theme.  c. Explain how the Catholic Graduate expectations can be  incorporated into these themes. You need a minimum of  two CGEs.  This is to be typed in 12 font (Comic Sans MS, Arial, or Times New Roman) and printed off in black, dark blue, dark green or dark purple ink.  Minimum length is one typed page – excluding the attached articles. | **Modern Day Parable**  In Mark’s Gospel, Jesus tells his disciples that he speaks to them in parables because “they are able to hear it.” His Kingdom of God storied linked their everyday world with what they did not understand. These were metaphors that revealed God acting among us.  a. Choose ONE of the parables listed below, analyze it for  its meaning, and modernize it for teenagers today while  retaining the original meaning and/or message. Apply  the five traits of parables to your modernization.  **The Sower** - Matthew 13: 1-9  **The Unforgiving Servant** – Matthew 18: 23 – 35  **The Labourers in the Vineyard** – Matthew 20:1 –15  **The Rich Fool** - Luke 12:13 – 21  **The Pharisee and the Tax Collector** –Luke 18:9-14  b. On a separate sheet of paper or at the end of your oral,  discuss how a teenager can incorporate the Catholic  Graduate expectations into this parable. You need a  minimum of two CGEs.  This assignment may be videotaped, recorded, played as a drama, or be in written format.  Production notes (rough only) are required for drama, videotape or recorded piece. The written piece is to be typed in 12 font (Comic Sans MS, Arial, or Times New Roman) and printed off in black, dark blue, dark green or dark purple ink. |
| **Hands of Christ**  We are the hands and feet of Christ’s presence.    a. Copy out St. Teresa’s prayer from page 81 of the  ***Christ and Culture*** text. Put it in the centre of a  12 x 18 page. You may hand write it or type using  14 font.  b. Illustrate the text with a collage around the  prayer or with your own drawings that depicts  how we are called to be the hands of Christ in our  communities, in our family relationships, and in  our friendships.  c. Discuss how the Catholic Graduate expectations  can be incorporated by following this prayer. You  need a minimum of two CGEs.  This section must be typed in 12 font (Comic Sans  MS, Arial, or Times New Roman) and printed off  in black, dark blue, dark green or dark purple ink. | **Ten Commandments**  Our world is increasingly secular and individualistic.  The Ten Commandments call us to avoid these pitfalls by demonstrating love of God and our neighbour.  a. Explore two examples from 2014 – 2018 that  break the commandments.  b. Create a two - three page graphic novel/comic  strip with a minimum of 6 boxes per page, to  demonstrate how the modern day examples go  against the commandments and the CGEs, and  explain why it is important to a teenager’s future  to avoid these pitfalls. You must address at least  2 commandments and 2 CGEs.  c. The graphics must be coloured or if completing  in black and white have extensive shading.  The dialogue boxes must have legible writing. A  computer program may be used to complete this  choice. |

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| Criteria | Level Four | Level Three | Level Two | Level One | Below level |
| **Knowledge and Understanding (20)**   * Key facts and terms included * Accurate traits of chosen task * Insightful explanations | Demonstrates thorough understanding of facts and terms  Highly accurate traits  Insightful comparisons with excellent explanations | Demonstrates considerable understanding of facts and terms  Mostly accurate traits  Considerable comparisons with good explanations | Demonstrates some understanding of facts and terms  Few traits  Some attempt at comparisons with some explanation | Demonstrates limited understanding of facts and terms  Limited traits  Basic comparisons with little explanation | Demonstrates no understanding of facts and terms  No traits  No comparisons and no explanations |
| **Thinking and Inquiry (20)**     * Thought of task in creative manner * Analysis * Comparisons are evident, concise and easy to decipher | Creative thinking skills have been utilized with a high degree of effectiveness  Brilliant analysis  Thorough comparisons that are concise and easy to decipher | Creative thinking skills have been utilized with considerable effectiveness  Considerable analysis  Considerable comparisons that are concise and easy to decipher | Creative thinking skills have been utilized with some effectiveness  Some analysis but coherence is lacking  Comparisons are not adequately complete. They leave questions in the mind of the viewer/reader. | Creative thinking skills have been utilized with limited effectiveness  Limited analysis with a lack of coherency    Incomplete comparisons that are not concise and not easy to decipher | No creative thinking skills  No analysis  No comparisons |
| **Communication (15)**   * Titles, symbols, visuals, and colour accurately and effectively employed * Accurate spelling and grammar * Visual material accurately depicts theme * Dramatic and interesting portrayal | Highly accurate and effective titles, symbols, visuals and colour  Visuals depicted the theme in a thoroughly accurate manner  No spelling or grammatical errors  Thoroughly dramatic and interesting portrayal | Adequate and effective titles, symbols, visuals and colour  Visuals depicted the theme in a considerably accurate manner  Few spelling or grammatical errors  Dramatic and interesting portrayal | Some accurate and effectiveness in titles, symbols, visuals and colour  Visuals depicted the theme with some accuracy  Many spelling or grammatical errors  Some drama and portrayal | Minimal accuracy in titles, symbols, visuals and colour  Visuals did not depict the theme in an accurate manner  Numerous spelling or grammatical errors  Portrayal is not interesting and is messy. Poor attention to detail. | Missing titles, symbols, visuals and colour  Visuals do not depict the theme  Too many spelling or grammatical errors. Unreadable  No portrayal |
| **Application (15)**   * Concepts from prior work were transferred to this task * Real life examples were employed; anyone could live these teachings * Good use of class time * Handed in on time, original rubric * Name on everything | High degree of ability in transferring concepts to a new context  Brilliant real-world examples help with understanding  Consistently remained on task  Handed in early  Original rubric, name on everything | Considerable ability in transferring concepts to a new context  Good real-world examples help with understanding  Consistently remained on task  Handed in on time  Original rubric , name on everything | Moderate ability in transferring concepts to a new context  Real-world examples are difficult to understand  Off task at times; needed to be reminded to focus  Handed in a day late  Copy of rubric  Name on one piece | Limited ability in transferring concepts to a new context  Poor real-world examples with no direction to help with understanding  Often off task; did not focus when requested  Handed in 2 -3 days late  Rubric not with project – late  Name missing | No ability in transferring concepts to a new context  No real-world examples  Not on task at all  Over a week late  No rubric  No name on anything |