

Planning and Teaching Strategies

- ❖ ***Introduction*** / 61
 - Sensitivity Awareness / 61
 - Points to Keep in Mind as You Teach This Resource / 61
 - Researching on CD-ROMs and the Internet / 61
 - Steps in Creating a Research Strategy / 61
 - Drafting a Research Strategy / 61
 - Searching on CD-ROMs / 61
 - The Internet and the World Wide Web: Order within Chaos / 62
 - How Search Engines Work / 62
 - Boolean Operators / 63
 - Natural Language Queries / 63
 - Researching on the Internet and World Wide Web:
 - Quality, not Quantity / 63
 - Evaluating Electronic Information / 64
 - Good Citations / 65
- ❖ ***Instructional Strategies*** / 66
 - Frameworks / 66
 - Multiple Intelligences / 66
 - Bloom's Taxonomy / 66
 - Strategies / 67
 - Cooperative Learning Techniques / 67
 - Cognitive Organizers / 69
 - Role-Play / 71
 - Holding a Debate / 72
 - Enrichment / 72
 - Accommodating Student Differences / 72
 - Assessment and Evaluation / 74
 - Guiding Principles for Assessment and Evaluation / 74
 - Assessment Strategies / 74

Chapter-by-Chapter Support Materials

❖ ***Chapter 1: What Are Ethics? What Is Fair?*** / 79

Chapter Overview / 79

Curriculum Outcomes / 79

Specific Outcome Matches by Checkpoints, Activities, Reflections, Brain Freezes, Quick Bytes, and Figures / 80

Additional Information Relevant to This Chapter / 81

1. More about Habitat for Humanity / 81
2. Summaries of Events Depicted in Fig. 1.19 / 82

Before You Begin / 82

Suggested Chapter Teaching Schedule / 83

Sample Lesson Plans / 83

Accommodating Student Differences / 84

General Suggestion: Vocabulary in Chapter 1 / 84

Specific Suggestions / 84

Suggested Chapter Review Questions / 87

Answers to Student Resource Questions / 89

Additional Activities/Discussion Questions / 99

❖ ***Chapter 2: Social Justice and Me*** / 102

Chapter Overview / 102

Curriculum Outcomes / 102

Specific Outcome Matches by Checkpoints, Activities, Reflections, Brain Freezes, Quick Bytes, Case Studies, and Figures / 103

Additional Information Relevant to This Chapter / 104

UNICEF Stretches Every Donation as Far as Possible / 105

Before You Begin / 105

Suggested Chapter Teaching Schedule / 105

Sample Lesson Plans / 106

Accommodating Student Differences / 107

General Suggestion: Vocabulary in Chapter 2 / 107

Specific Suggestions / 107

Suggested Chapter Review Questions / 110

Answers to Student Resource Questions / 112

Additional Activities/Discussion Questions / 122

❖ **Chapter 3: *Belonging and Me* / 124**

Chapter Overview / 124

Curriculum Outcomes / 124

Specific Outcome Matches by Checkpoints, Activities,
Reflections, Brain Freezes, Quick Bytes, and Figures / 125

Additional Information Relevant to This Chapter / 126

Before You Begin / 127

Suggested Chapter Teaching Schedule / 127

Sample Lesson Plans / 127

Accommodating Student Differences / 129

General Suggestion: Vocabulary in Chapter 3 / 129

Specific Suggestions / 129

Suggested Chapter Review Questions / 132

Answers to Student Resource Questions / 134

Additional Activities/Discussion Questions / 140

❖ **Chapter 4: *Science and Religion: Friends or Enemies?* / 142**

Chapter Overview / 142

Curriculum Outcomes / 142

Specific Outcome Matches by Checkpoints, Activities, Reflections,
Brain Freezes, Quick Bytes, Case Studies, and Figures / 142

Additional Information Relevant to This Chapter / 144

Excerpts from Canada's Proposed New Law on
Reproductive Technology, 2002 / 144

Before You Begin / 144

Suggested Chapter Teaching Schedule / 144

Sample Lesson Plans / 145

Accommodating Student Differences / 146

General Suggestion: Vocabulary in Chapter 4 / 146

Specific Suggestions / 146

Suggested Chapter Review Questions / 149

Answers to Student Resource Questions / 150

Additional Activities/Discussion Questions / 158

❖ **Chapter 5: Faith and Responsibility in
the Global Village / 162**

Chapter Overview / 162

Curriculum Outcomes / 162

Specific Outcome Matches by Checkpoints, Activities,
Reflections, Brain Freezes, Quick Bytes, and Figures / 163

Additional Information Relevant to This Chapter / 164

1. Hutus and Tutsis in Burundi / 164
2. Panel Blames UN, US for Rwanda Massacre / 166
3. Biblical Verses Referred to in Student Resource or
Teacher's Resource Guide / 167

Before You Begin / 168

Suggested Chapter Teaching Schedule / 168

Sample Lesson Plans / 168

Accommodating Student Differences / 169

General Suggestion: Vocabulary in Chapter 5 / 169

Specific Suggestions / 170

Suggested Chapter Review Questions / 172

Answers to Student Resource Questions / 174

Additional Activities/Discussion Questions / 182
