

THE CRAFT OF TEACHING THEOLOGY: A PEDAGOGICAL TOOLKIT FOR THE HIGH SCHOOL TEACHER

Monday, June 25—Thursday, June 28, 2018, 6:00 PM—9:00 PM

This course is designed to assist students in developing religion curriculum for adolescents, particularly at Catholic secondary schools. It invites students to consider the goals of a high school religion curriculum and the pedagogical approaches that are most useful in reaching those goals. It attends to the practices of effective teaching, such as curricular planning, resource selection, and pedagogical strategies, and places those practices within a framework of Catholic educational philosophy and theology.

PRE-COURSE WORK

Required Reading: USCCB, *Doctrinal Elements of a Curriculum Framework*

Suggested Reading: Larson & Keiper, *Instructional Strategies for Middle and High School, Part One*.

Prepare: Reflect on the following questions: What is the goal or purpose of the religion curriculum in a Catholic high school? Why do you do (or want to do) this work? What are the theological concepts that undergird your understanding of your work as a religion teacher?

- If you are taking the course for credit, please write up your reflections in a short essay, no more than 1000 words. Submit it through Canvas by class (6pm) on Monday, June 25.

- If you are auditing the course, you may choose to write up your reflections as a short essay or draft some personal notes to use during our discussion on the first day of class.

REQUIRED READING

Groome, Thomas H. "What Makes a School Catholic?" In *The Contemporary Catholic School: Context, Identity, and Diversity*, edited by Terence H. McLaughlin, Joseph O'Keefe, SJ, and Bernadette O'Keefe, 107-125. New York: Routledge Falmer, 1996.

Larson, Bruce and Timothy Keiper. *Instructional Strategies for Middle and High School*. Second Edition. New York: Routledge, 2013.

[United States Conference of Catholic Bishops. *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Material for Young People of High School Age*. Washington, DC: United States Conference of Catholic Bishops, 2008.](#)

BOSTON COLLEGE

SCHOOL OF THEOLOGY AND MINISTRY

SUMMER AT STM 2018

CYNTHIA CAMERON

Adjunct Professor of
Catholic Studies, Sacred
Heart University



Cynthia Cameron was, for nearly twenty years, an educator in Catholic secondary schools, having served at Marianapolis Preparatory School, a coeducational school in CT, and at Georgetown Visitation Preparatory School, an all-girls' school in DC, as a teacher, campus minister, and senior administrator. She earned a PhD in theology and education at Boston College's School of Theology and Ministry; her dissertation looked at adolescent girls through the lenses of theological anthropology, developmental psychology, and practices of Catholic single-sex schooling. Her current research focuses on questions of age in theological anthropology and on pastoral and theological responses to the phenomenon of self-harm among girls and young women. She currently teaches in the Catholic Studies department at Sacred Heart University.

EDUCATION

BA, Denison University (Religion)
MAR, Yale Divinity School (Hebrew Scriptures)
MA, Catholic University of America (Secondary School Administration)
GC, Washington Theological Union (Theology)
PhD, Boston College (Theology and Education)

CONTACT INFORMATION

camerocy@bc.edu