

## TEACHERS & ADMINISTRATORS

STAGE	REFLECTION	PROFESSIONAL LEARNING OPPORTUNITIES
DEVELOP AWARENESS	<b>Teachers:</b> How can I make the Catholic Theme(s) for my grade visible in the curriculum?	September and October Divisional/ Department meeting discussions
	<b>Administrators:</b> How can I provide support to make the Catholic Themes for all grades visible in my school or in my family of schools?	Family of Schools meeting discussions
BUILD KNOWLEDGE AND SKILLS	<b>Teachers:</b> How can I make the Catholic Theme(s) for my grade visible in the curriculum?	November 2 PA Day activities
	<b>Administrators:</b> How can I provide support to make the Catholic Themes for all grades visible in my school or in my family of schools?	November 2 PA Day activities
REFLECT ON RESULTS WITH COLLEAGUES	<b>Teachers:</b> How can I make the Catholic Theme(s) for my grade visible in the curriculum?	November 2 PA Day activities Divisional/Department meeting discussions
	<b>Administrators:</b> How can I provide support to make the Catholic Themes for all grades visible in my school or in my family of schools?	November 2 PA Day activities Family of Schools meeting discussions
APPLY NEW PRACTICES	<b>Teachers:</b> How can I make the Catholic Theme(s) for my grade visible in the curriculum?	Unit/course and lesson planning
	<b>Administrators:</b> How can I provide support to make the Catholic Themes for all grades visible in my school or in my family of schools?	School Improvement Planning

### Is there a Catholic Curriculum Map for combined grades?

No. Teachers and Principals will use the appropriate Map based on the Religion and Family Life program used in that combined grade.

The School Administrator will inform staff of the appropriate Map to use.

**Focusing Question:** *Am I teaching my grade level program through the lens of faith?*

### Who is required to use the Catholic Curriculum Maps in program planning?

All elementary and secondary classroom teachers and program specific teachers, are required to use the appropriate grade level Catholic Theme and Essential Question to guide program planning and delivery.

The School Administrator will inform staff about the use of the appropriate Map in their program.

**Focusing Question:** *Does my school deliver all programs through the lens of faith?*

### Focusing on our Faith ... in our work

Catholic Teachers demonstrate their commitment to students and student learning by,

- † Building inclusive classrooms based on the inherent dignity of the learner and the principles of Catholic social teaching
- † Teaching an integrated program where there are strong connections between religious education, the life of the learner, and the importance of community celebration and outreach
- † Creating and sustaining learning communities within their own schools and classrooms that promotes a message of cooperation and commitment to the common good\*

### Reflecting ... How do I demonstrate my commitment?

**Teachers should ask:**

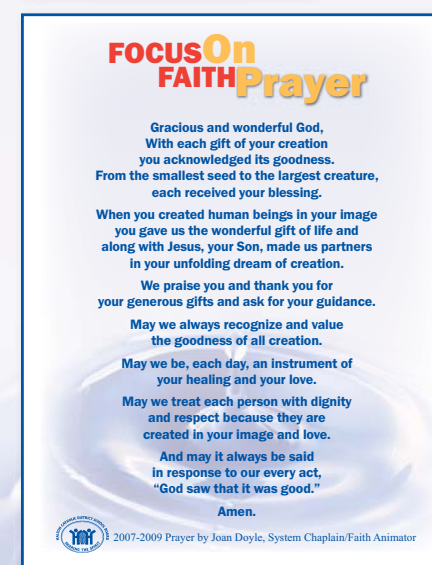
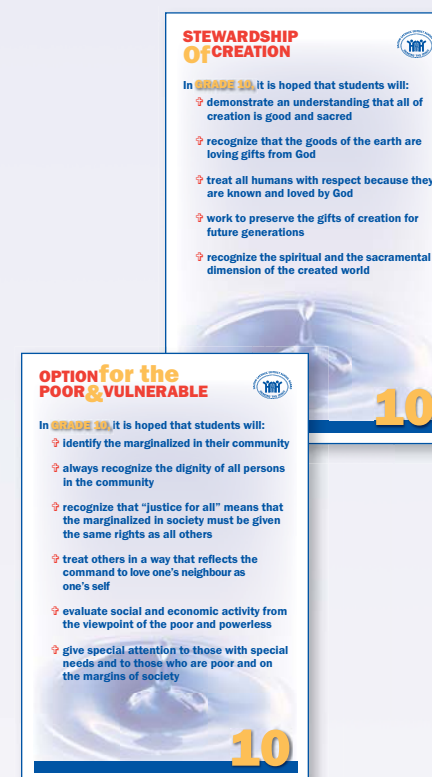
*How can I make the Catholic Theme(s) for my grade visible in the curriculum?*

**Administrators should ask:**

*How can I provide support to make the Catholic Themes for all grades visible in my school or in my family of schools?*



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# FOCUS On FAITH Update



### About Focus on Faith

In the Halton Catholic District School Board, faith infuses every aspect of our work.

Staff responds to the call to build strong Catholic learning communities through individual, and cooperative action.

In 2006, a system Focus on Faith Steering Committee comprised of Trustees, Senior Administrators, Parents, School Administrators, Teachers, Support Staff and Union Affiliates, was struck to identify board-wide strategies that support this call.

The following key strategies were determined for implementation during the 2007–2008 school year:

### Identification of a Board Theological Theme

The theological theme “*And God saw that it was good,*” was identified as an important theological theme for the Board community for 2007-2009, consistent with the Board’s Mission Statement and Governing Values, as a means to align and support Catholic initiatives and our call to build strong Catholic learning communities.

- † A prayer in support of the Board Theme, was written for students and staff and will be posted in prominent places in the Board.
- † This theme will be emphasized during Board and school liturgies, and will guide the planning of Faith Days and Professional Learning activities during 2007-2009.

### Adopt Unifying Catholic Themes for Each Grade, Kindergarten to Grade 12

Beginning September, 2007, the curriculum for each grade will be guided by a Catholic Theme(s) that is drawn from the Social Teachings of the Catholic Church. These Themes find their source in the Kindergarten to Grade 8 Religious Education and Family Life Education

programs, and in the Grades 9 to 12 Revised Ontario Catholic Secondary Curriculum Policy Document for Religious Education.

† In Grade 9-12, two themes have been chosen per grade as a cross-curricular focus.

Grade 9:

Human Dignity  
Rights and Responsibilities

Grade 10:

Option for the Poor and Vulnerable  
Stewardship of Creation

Grade 11:

Global Solidarity  
Promotion of Peace

Grade 12:

Community and the Common Good  
Dignity of Work

† It is the expectation that all teachers will make authentic connections to one, or both, of the themes specified for the grade level for the specific courses they teach.

† While is not intended to be a “force fit” or an “add-on, it is intended to reawaken what the teacher is already doing in the classroom.

† Catholic Curriculum Core Maps have been developed to support the Catholic Theme for each grade level

† The Catholic Curriculum Map for Grades 9–12 can be found in the Grade level *Focus on Faith Update*.

Curriculum in Catholic schools is an instrument of evangelization. Amid the pursuit of academic excellence, our curriculum supports the foundational reason for the existence of our schools – to create communities of faith where learners come to know the person of Jesus in an intimate way to then bring forth the reign of God.

\*Additional Qualification Courses In Religious Education, Program Information And Course Descriptors, OECTA/OCSTA October, 2005, p.7

# 10 RELIGION & FAMILY LIFE

CONTENT AREA AND FOCUSING QUESTIONS	SKILLS
<b>HOPES</b> Describes the subject matter and provides a focus for study	The precise outcomes students are expected to know
<b>SCRIPTURE</b>  How does the Gospel teach us to respond to our neighbour?  How can we come to a deeper understanding of Jesus through Scripture?	<ul style="list-style-type: none"><li>• Identify the four Gospels as the heart of the Christian Scripture and the primary source of knowledge about Jesus</li><li>• Recognize the Gospels as a testimony of faith in Jesus</li><li>• Develop appropriate skills for interpreting Scripture</li><li>• Explain the “good news” of the Gospel story as a way to know God’s saving love for humanity</li></ul>
<b>PRAYER AND SACRAMENTAL LIFE</b>  How do we recognize the role of prayer in our lives?  How do we appreciate the place of symbol and ritual in liturgical celebrations?	<ul style="list-style-type: none"><li>• Recognize the spiritual and the sacramental dimension implicit in human experience and the created world</li><li>• Explain the meaning and role of, the Eucharist and Anointing of the Sick in the life of a Christian</li><li>• Demonstrate a knowledge of the various purposes of prayer and assess the value of both personal and communal prayer within Christianity</li><li>• Identify and describe the role and history of the Sacraments in the life of Catholics, especially Eucharist and Anointing of the Sick</li></ul>
<b>PROFESSION OF FAITH</b>  How do we understand ourselves as made in the image of God?  How are we called to respond to our neighbours and to all of creation in a spirit of justice?	<ul style="list-style-type: none"><li>• Recognize that there is an absolute truth and God is its source</li><li>• Demonstrate a profound respect for the dignity and mystery of the human person as both blessed and broken, created, loved and redeemed by God</li><li>• Demonstrate an understanding of the role of the Church in God’s plan for salvation, and the Church as the “people of God”</li><li>• Demonstrate an understanding of the main creedal forms of the Catholic Church</li></ul>
<b>CHRISTIAN MORAL DEVELOPMENT</b>  Do we recognize and respond to the face of God in the Other?  How do we allow the Holy Spirit to guide and strengthen my moral decision making so that we may live a life of virtue?	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations</li><li>• Demonstrate how justice is a demand of natural law</li><li>• Recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love</li><li>• Use the preferential option for the poor as the criterion for analyzing social justice issues</li></ul>
<b>FAMILY LIFE</b>  How do we respect the dignity of all forms of life at all stages?  How do we understand our gift of sexuality as our commitment to love?	<ul style="list-style-type: none"><li>• Demonstrate an understanding of the sacredness of the human person, body and spirit from conception to natural death</li><li>• Recognize and explore the meaning of “integrity” and “belonging in human life”</li><li>• Examine healthy patterns of relating with a focus on family, friendship, intimacy, sexuality and communication</li></ul>

## UNIFYING CATHOLIC THEMES

### Option for the Poor and Vulnerable & Stewardship of Creation

ASSESSMENT	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
Examples of opportunities for students to demonstrate understanding of content skills	
<ul style="list-style-type: none"><li>• Demonstrate the similarities and differences between the various Gospel portraits of Jesus using a graphic organizer</li><li>• In the voice of a particular Evangelist, respond to Jesus’ question, “Who do you say that I am?”</li><li>• Use various artistic forms to describe the Gospel portraits of Jesus</li><li>• Retell the parables of Jesus in relation to contemporary times</li><li>• Use the tools of exegesis to interpret the Gospels</li></ul>	<b>CGE1C</b> <b>CGE2A</b> <b>CGE3B</b>
<ul style="list-style-type: none"><li>• Create a timeline of significant life events and develop a symbol to represent each event</li><li>• Create a graphic organizer outlining the key elements of each of the Church’s seven sacraments</li><li>• Describe a personal experience that was also a sacramental experience</li><li>• Write a brief personal account of the insights gained from participation in a “teaching” Mass or school Mass</li><li>• Create and celebrate a prayer service which incorporates symbol, ritual, and various forms of prayer</li></ul>	<b>CGE4C</b> <b>CGE5B</b> <b>CGE1F</b>
<ul style="list-style-type: none"><li>• Identify Scripture passages in which Jesus reveals God’s love for all creation</li><li>• Critique the depiction of humans in the media as opposed to the Christian meaning of personhood as being created in the image and likeness of God</li><li>• Articulate the Christian meaning of the terms “Incarnation” and “Christology”</li><li>• Investigate and report on how Christian organizations continue the work of Jesus in the world</li><li>• Create a prayer service to invite the Holy Spirit to guide our work as disciples in the world</li><li>• Write a picture book to teach young children about Mary as Mother of God and Mother of the Church</li><li>• Articulate, through personal reflection, an understanding of the communion of saints (loved ones who have died)</li></ul>	<b>CGE7D</b> <b>CGE6E</b> <b>CGE1E</b>
<ul style="list-style-type: none"><li>• Write a homily to relate a specific teaching of Jesus to today’s contemporary context</li><li>• Write a personal reflection that describes the student’s understanding of their role within creation</li><li>• Create a dramatic presentation which reveals an understanding of the call to be stewards of creation, and/or bring justice to the world as an expression of Christian love</li><li>• Reflect on who are the poor and vulnerable in our Canadian context</li><li>• Analyze and critique the mission statements, or business practices, of major corporations to identify the balance between the right to own and the requirements to share in specific situations</li></ul>	<b>CGE3F</b> <b>CGE4F</b> <b>CGE5A</b>
<ul style="list-style-type: none"><li>• Create “the game of life” which highlights themes of anger management, intimacy, emotional development, the family life cycle, healthy relationships, and sexual decision making</li><li>• Create a children’s book which demonstrates an understanding of positive conflict resolution based on Gospel values</li><li>• Explore the meaning of respect for life from conception until natural death</li><li>• Critique the depiction of sexuality in the media as opposed to the Christian understanding of the importance of sexuality and sexual attraction as gifts from God</li></ul>	<b>CGE6A</b> <b>CGE6B</b> <b>CGE1E</b>