

TEACHERS & ADMINISTRATORS		
STAGE	REFLECTION	PROFESSIONAL LEARNING OPPORTUNITIES
DEVELOP AWARENESS	Teachers: How can I make the Catholic Theme(s) for my grade visible in the curriculum?	September and October Divisional/ Department meeting discussions
	Administrators: 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	Teachers: How can I make the Catholic Theme(s) for my grade visible in the curriculum?	November 2 PA Day activities
	Administrators: 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	Teachers: How can I make the Catholic Theme(s) for my grade visible in the curriculum?	November 2 PA Day activities Divisional/Department meeting discussions
	Administrators: 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	Teachers: How can I make the Catholic Theme(s) for my grade visible in the curriculum?	Unit/course and lesson planning
	Administrators: 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

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

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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GLOBALsolidarity

In **GRADE 11**, it is hoped that students will:

- recognize that we are our brothers' and sisters' keepers
- recognize that we are one human family regardless of ethnicity, creed, economic, or ideological differences
- demonstrate a recognition that to love one's neighbour has local and global implications in an interdependent world
- demonstrate an understanding of the Catholic Church's position in interfaith dialogue
- participate in projects that work for justice

PROMOTION OF PEACE

In **GRADE 11**, it is hoped that students will:

- recognize that peace is not simply the absence of war but rather a mutual respect between all people and nations
- recognize that peace is the fruit of justice and is dependent upon the right ordering among human beings
- demonstrate relationships that build the Kingdom of God rather than tear it down
- articulate how religious covenant informs responses to contemporary issues
- recognize the inherent dignity in all people of good will

FOCUSOn FAITHPrayer

Gracious and wonderful God,
With each gift of your creation
you acknowledged its goodness.
From the smallest seed to the largest creature,
each received your blessing.

When you created human beings in your image
you gave us the wonderful gift of life and
along with Jesus, your Son, made us partners
in your unfolding dream of creation.

We praise you and thank you for
your generous gifts and ask for your guidance.
May we always recognize and value
the goodness of all creation.

May we be, each day, an instrument of
your healing and your love.

May we treat each person with dignity
and respect because they are
created in your image and love.

And may it always be said
in response to our every act,
"God saw that it was good."
Amen.

© 2007-2009 Prayer by Joan Doyle, System Chaplain/Faith Animator

FOCUSOn FAITHUpdate



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.

11 RELIGION & FAMILY LIFE

CONTENT AREA AND FOCUSING QUESTIONS HOPES Describes the subject matter and provides a focus for study	SKILLS The precise outcomes students are expected to know
SCRIPTURE Do we understand how Scripture informs the Catholic Church's stance regarding relationships with other religions? Do we understand the importance of sacred writings in the development of morals and religious identity of other faiths?	<ul style="list-style-type: none">• Explain the Catholic Church's position on inter-faith dialogue• Connect the sacred writings of the world's major religious traditions and their importance for life decisions
PRAYER AND SACRAMENTAL LIFE Do we know and respect the role that prayer, worship and symbols play in the worlds' major religious traditions?	<ul style="list-style-type: none">• Demonstrate a knowledge of religious worship as a response to sacred reality;• Understand the role of prayer, worship and religious symbolism within the world's major religious traditions
PROFESSION OF FAITH Do we appreciate the role of family and the centrality of human dignity and personhood in the world's religious traditions? Do we respect the various expressions of the Sacred found in different world religions?	<ul style="list-style-type: none">• Examine the human search for meaning in the context of religious traditions and their view of sacred mystery• Explore the ultimate questions about life as found in Christian tradition and the major world religions
CHRISTIAN MORAL DEVELOPMENT Do we appreciate the role that the various world religions play in the human search for meaning and in guiding daily living?	<ul style="list-style-type: none">• Describe the moral codes found in various world religions• Explain the relationship between religious covenant and how it informs responses to critical contemporary issues
FAMILY LIFE How do the conflicting messages of contemporary culture distort intrinsic dignity of the human person in the view of major world religions?	<ul style="list-style-type: none">• Examine the role of family within the world's major religious traditions• Recognize that understanding and valuing the full meaning of sexuality, and gender roles, are ongoing life challenges guided by the virtue of chastity

UNIFYING CATHOLIC THEMES Global Solidarity & Promotion of Peace

ASSESSMENT Examples of opportunities for students to demonstrate understanding of content skills	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<ul style="list-style-type: none">• Articulate the relevance of the Hindu, Buddhist, Sikh, Hebrew, Muslim and Christian Scriptures in the life decisions of their adherents• Read selected passages: compare and contrast non-Christian and Christian scriptures• Analyze the connections between the life stories of religious founders and sacred scriptures in relation to the life of Jesus from the Christian scriptures• Research and present the Catholic Church's position on inter-faith and ecumenical dialogue using <i>Nostra Aetate</i>.	CGE1D CGE2C
<ul style="list-style-type: none">• Describe key religious symbols and rituals within major world religions using poster assignments and group presentations• Write a reflection on the way that religious prayer and worship is a human response to the presence of Sacred reality• Describe the role of prayer within the Jewish tradition and its impact on Christian prayer forms	CGE2C CGE1C
<ul style="list-style-type: none">• Articulate the key points of Vatican II's "Declaration on the Relation of the Church to non-Christian Religions" (<i>Nostra Aetate</i>)• Explore the importance of religious creeds for the various religions of the world.	CGE1J CGE1I
<ul style="list-style-type: none">• Compare and contrast the moral guidelines of the major world religions with those found in contemporary culture• Examine and evaluate the role moral codes play in shaping the worldview of people of faith (e.g., Eightfold Path, Torah/Talmud, Five Pillars of Islam, Magisterial teaching of the Church)	CGE3D CGE4G
<ul style="list-style-type: none">• Explain the message of the Canadian Catholic bishops and/or the local bishops, concerning HIV/AIDS• Use various forms of media to create positive images of the person and of human sexuality that reflect a sense of shared values between the major world religious traditions	CGE4H CGE5C CGE6C