

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

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:

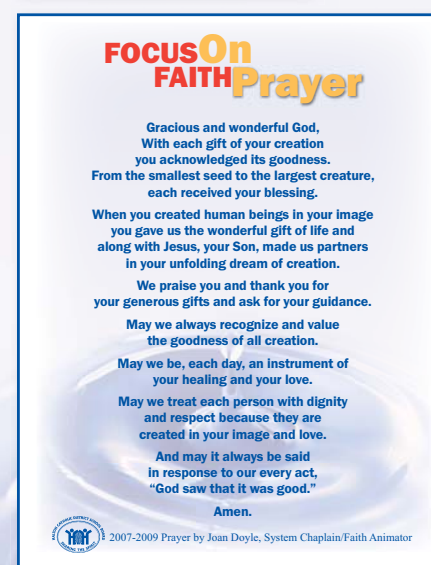
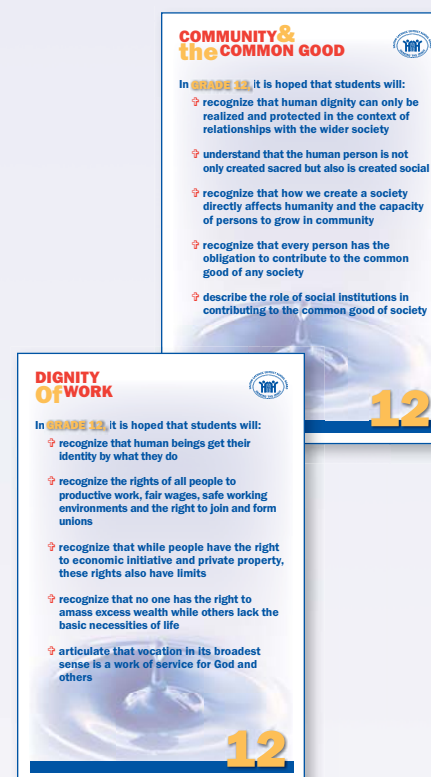
How can I make the Catholic Theme(s) for my grade visible in the curriculum?

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

12 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 look to Scripture to gain a better understanding of the human dignity of every person? Do we understand that Scripture calls us to a life of justice and moral living?	<ul style="list-style-type: none">• Explain the Catholic understanding of the Bible as God's self-revelation• Use appropriate exegesis to analyze Scripture• Identify the role of Scripture in ethical and moral decision-making• Explain how Scriptures can be used in analysing and critiquing personal and social situations
PRAYER AND SACRAMENTAL LIFE How are we called to live our chosen vocations (single, married, religious life) as Christians?	<ul style="list-style-type: none">• Explain the Catholic understanding of the Sacrament of Marriage (CCC §1601-1658), and Holy Orders (CCC §1536-1589)• Define the broad meaning of the term “vocation” as an adoption of a stance before all forms of work as service to God and for others• Use various forms of prayer to express the spiritual implications of striving to live a moral life
PROFESSION OF FAITH How do we live the call to holistic discipleship in a contemporary context? Do we appreciate the multifaceted nature of the human person?	<ul style="list-style-type: none">• Describe the role of the Church as an institution empowered by the Holy Spirit and charged with the responsibility of the moral and ethical formation of her people• Explore the origin and purpose of Catholic social teaching• Explore ways Church teaching can help people understand contemporary ethical and moral issues as part of the discernment process
CHRISTIAN MORAL DEVELOPMENT How do we make moral choices in the light of scriptural and church teachings? How do we understand the dignity of work as an individual and communal good?	<ul style="list-style-type: none">• Identify the main features of a Christian anthropology (CCC §127-174, 1700-1729) and examine the human search for meaning and purpose• Evaluate the contributions of philosophy and the sciences to a Catholic understanding of ethics and morality• Apply a contemporary understanding of conscience to the process of conscience formation and moral decision-making• Define the Catholic understanding of the nature of sin and reconciliation, both social and individual, and explore sin's impact on human happiness• Apply Church teaching to contemporary ethical and moral issues
FAMILY LIFE How do we recognize, and respond to, the inherent dignity of each human person? Do we appreciate the importance of institutions in serving the common good?	<ul style="list-style-type: none">• Describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others• Define the family as a foundational context for Christian ethical and moral life• Apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life• Describe the role of social institutions in promoting the common good

UNIFYING CATHOLIC THEMES

Community and the Common Good & Dignity of Work

ASSESSMENT Examples of opportunities for students to demonstrate understanding of content skills	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<ul style="list-style-type: none">• Compare the role and traits of the prophet (i.e. Amos) with contemporary prophetic figures (i.e. Jean Vanier, Romero, Rosalie Bertell)• Use exegetical tools to analyze the creations stories• Examine the “Sermon on the Mount” as images of the Kingdom and the “Revelation of Gospel” ethics	CGE1C CGE2B
<ul style="list-style-type: none">• Participate in various forms of theological reflection and prayer• Explain the meaning of the term “religious vocation” as it applies within today’s Church and its various forms of community life• Compare and contrast the Church’s teaching on marriage with those of other societies• Research, report on, the various challenges to married life	CGE1I CGE5D
<ul style="list-style-type: none">• Define a Catholic understanding of happiness and analyze the challenges in contemporary society to both personal and societal happiness• Define key tenets in Catholic social teaching (e.g., human dignity, solidarity, the common good, social sin, and subsidiarity)• Apply the key tenets of Catholic social teaching to a critical examination of contemporary culture issues such as the dignity of work (CCC §2427-2430), technology, poverty, role of the media, violence, racism, gender issues, ecology• Define and analyze the impact of the Church’s preferential option for the poor• Explain the relationship between the common good and private good in Catholic teaching	CGE7E CGE3B
<ul style="list-style-type: none">• Distinguish between ethics and morality using real life situations as examples• Define the relationship among the three elements of conscience (capacity, process, judgement) and the Church’s teaching regarding virtues, conscience formation, judgement and decision-making (action)• Explain why the Ten Commandments are imperatives for making moral decisions today• Apply the basic principles of Catholic moral teaching (e.g. natural law, principle of double effect, respect for human life and human dignity, the common good) to contemporary moral issues• Explore contemporary issues of social sin, forgiveness and restorative justice	CGE3D CGE6B CGE6C
<ul style="list-style-type: none">• Identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living• Articulate a Christian understanding of the family as domestic church and the manner in which it participates in, and contributes to, a healthy and just society• Research and apply the Church’s teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology and assisted suicide• Demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting	CGE3F CGE6A CGE7D