

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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HUMANdignity

In **GRADE 9**, it is hoped that students will:

- ✦ demonstrate an understanding that all of human life is sacred
- ✦ recognize that any vision of society should begin with the recognition of the dignity of the human person
- ✦ demonstrate an understanding that they are known and loved by God
- ✦ recognize that human dignity does not have to be earned – everyone possesses dignity because they are created in the Image of God
- ✦ recognize that the human person is the clearest reflection of God's presence in the world

RIGHTS & RESPONSIBILITIES

In **GRADE 9**, it is hoped that students will:

- ✦ demonstrate an understanding that every person has the fundamental right to life
- ✦ be a voice of change in the world to ensure that every human has the basic necessities of life – food, shelter and clothing, employment, health care, and education
- ✦ recognize that, along with their own rights, they have duties and responsibilities to one another, to families, and to the larger society
- ✦ strive to ensure that the treatment of others reflects a belief in the equal rights and treatment of all
- ✦ understand that their consumer "wants" may have a positive or negative affect on those in other parts of the world

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.

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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.

CONTENT AREA AND FOCUSING QUESTIONS	SKILLS
HOPES Describes the subject matter and provides a focus for study	The precise outcomes students are expected to know
SCRIPTURE Do students accept and study Scripture as a guide for their daily living?	<ul style="list-style-type: none"> • Demonstrate an understanding of the Bible and the Historical Critical Method • Demonstrate an understanding of the Old and New Testaments • Make connections between Biblical events and their own life experience
PRAYER AND SACRAMENTAL LIFE How do we respond to the challenge of faith through prayer and the celebration of the sacraments?	<ul style="list-style-type: none"> • Understand the role of signs and symbols in the sacraments • Demonstrate a knowledge of connection between a life of prayers and the challenges in contemporary culture • Demonstrate an understanding of reconciliation/forgiveness as foundational to a relationship with God and self
PROFESSION OF FAITH How do we use Jesus as an example of virtuous living?	<ul style="list-style-type: none"> • Explain how the incarnation of Christ has importance and relevance for the Christian community • Consider how faith is shaped by the human experience (one’s family, culture, and temperament) • Describe Mary as a model of discipleship
CHRISTIAN MORAL DEVELOPMENT How do we understand the sacredness of life and human dignity with self and relationships?	<ul style="list-style-type: none"> • Demonstrate the moral principles of decision making using the ‘See, Judge, Act, and Evaluate’ model • Understand the nature of conscience in moral decision making • Understand the nature of personal and social sin and the role of forgiveness
FAMILY LIFE How do we respond to the gift of our sexuality as an expression of God’s love for us?	<ul style="list-style-type: none"> • Explore the importance of fostering a positive and healthy self-esteem: physically, intellectually, spiritually and socially • Discern personal values in light of Gospel values and Church teaching • Analyze the role of family in society and in the Church • Demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships

ASSESSMENT	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
Examples of opportunities for students to demonstrate understanding of content skills	
<ul style="list-style-type: none"> • Locate and compare key Scriptural passages (e.g. Ten Commandments and the Beatitudes) and their relevance in daily life • Identify the canon of Sacred Scripture: Old Testament – 27 books New Testament – 46 books • Identify the various literary genres of the Bible (Parables, Wisdom Sayings, Apocalyptic) 	CGE 1A CGE 1C CGE 1I CGE 2A CGE 2E
<ul style="list-style-type: none"> • In chart form, list the seven sacraments and a sign and symbol associated with each • Identify and describe a family celebration within the context of sign and symbol • Write a personal prayer to Jesus reflecting the challenges you are facing in your personal life • Compare Reconciliation and Easter in chart form 	CGE 1J CGE 1E CGE 1G CGE 3A CGE 3D
<ul style="list-style-type: none"> • Identify and explain the virtues and virtuous living as a call to discipleship • Write a reflection demonstrating how the discipleship of Mary is an example of love of God and neighbour • Summarize how followers of Jesus are called to love self and others • Using the Stations of the Cross, examine the Christian affirmation of hope for their own lives in light of the birth, death and resurrection of Jesus (Liturgical Seasons: Advent and Lent) 	CGE 2A CGE 2E CGE 5C CGE 7H
<ul style="list-style-type: none"> • Using the decision making model, assess moral dilemmas • Interpret the 4th Commandment in their personal life • Present models where Christ is present in the poor, the marginalized, and the oppressed in our society • Define forgiveness and identify areas in their lives where they are called to forgive 	CGE 4A CGE 4C CGE 4E CGE 5C CGE 5F
<ul style="list-style-type: none"> • Explore the importance of fostering a positive and healthy self-esteem: physically, intellectually, spiritually and socially • Discern personal values in light of Gospel values and Church teaching • Analyze the role of family in society and in the Church • Demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships 	CGE 6A CGE 6B CGE 6C CGE 6D CGE 6E