



# Waterloo Catholic District School Board

## STUDENT INFORMATION SHEET / OUTLINE OF COURSE OF STUDY

School: Monsignor Doyle C.S.S.			
Program Area: Religion and Family Life		Program Head: Annie Denomme	
Ministry Document: Religious Education I.C.E. Policy Document 2006			
Course Title: Be With Me		Course Type: Open	
Grade: 9	Course Code: HRE 10I	Credit: 1	Prerequisite: none
Teacher(s): J.Capa, J. Fage, T. Faria, N. Hutfluss, S. Rosario		Date: September 2017	

### Course Description:

This course invites students to a deeper understanding of both the joy and the demands of following in the way of Christ and living out the call to discipleship as it is described in Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. Students will explore a variety of topics related to the themes of personhood, interpersonal relationships, and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a Spirit-filled community.

### How This Course Supports the Ontario Catholic Graduate Expectations:

The core ideal in this course is that each student, as well as each teacher is a believing member of the Catholic faith community, intent on participating in changing society to be more Christ-like. This course encourages students to talk about what they believe, and to continue to journey as reflective, creative thinkers. By raising important questions about faith, this course leads students to a deeper understanding of their relationships with God and those around them. Students will be called to use good judgment based upon an informed conscience in their relationships, and will be called to be responsible and loving family members and citizens.

### How this Course Supports the competencies of Choices Into Action:

The study of Religion helps students to develop both interpersonal and intrapersonal skills. By learning more about themselves and those around them students become better citizens. Students will demonstrate social responsibility through critical thinking and application of Gospel values to social issues in both the local and global communities.

## 1. Enduring Understanding for Student Learning

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following Strands:

### ***Strand: Scripture***

- Students will understand that biblical narratives inform and challenge both the personal and communal faith journey by illustrating the loving relationship between God and God's people.

### ***Strand: Christian Moral Development***

- Students will understand Christian moral behaviour and personal decision making as revealed by the Beatitudes and Jesus' teachings of inclusion.

### ***Strand: Profession of Faith***

- Students will understand that faith in Jesus, informed by the Church as legitimate authority and human experience, challenges us to love and respect self and others.

### ***Strand: Prayer and Sacramental Life***

- Students will understand the connections amongst grace, prayer, and the challenges of contemporary culture and how a variety of prayer forms and rituals express and enrich personal and communal spirituality.

### ***Strand: Family Life***

- Students will understand the Gospel value of love and its impact on the development of healthy relationships, positive self-esteem, and the dignity of the human person.

\*For overall expectations for this course please go to the Institute for Catholic Education Policy Document ([www.tcdsb.on.ca/ice/index.html](http://www.tcdsb.on.ca/ice/index.html))

## 2. Expectations re: Learning Skills

It is expected that students will also demonstrate the following: (this is not intended to be an exhaustive list)

- |                    |                   |
|--------------------|-------------------|
| * Responsibility   | * Collaboration   |
| * Organization     | * Initiative      |
| * Independent Work | * Self-Regulation |

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of achievement.

## 3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

	<b>Unit Title / Description</b>	<b>Assessment &amp; Evaluation Strategies</b>
Unit 1	<b>Called to Journey (SPIES):</b> Students will investigate what it means to be 'called to journey' through an examination of their pasts, who they are now, their current relationships and their understanding of religious experience	<ul style="list-style-type: none"> <li>• Trip and Journey Life Map</li> <li>• SPIES Summative</li> <li>• Test</li> </ul>
Unit 2	<b>Called to Wholeness:</b> Students will examine the Creation Stories in Genesis and the impact sin has on broken relationships in our lives. The unit will focus on covenant stories in Scripture and consider the important role of reconciliation as a sacrament.	<ul style="list-style-type: none"> <li>• Ten Commandments Summative</li> <li>• Test</li> </ul>
Unit 3	<b>Called to Loving Relationships:</b> Students will investigate the concept of relationship through scriptural models of behaviour and Church teaching. Themes of sexuality, moral decision making, Healthy Relationships, and communication will help explore how we interact with one another following Christ's model.	<ul style="list-style-type: none"> <li>• Healthy Relationships Summative</li> <li>• Test</li> </ul>
Unit 4	<b>Called to Freedom/ Transformation:</b> Students will investigate how Jesus' model of unconditional love, witnessed through His Passion, is reflected in our lives and the lives of others. Themes of Christian service, sacrifice, and basic human rights are explored through the models of right action found in the lives of servant leaders (Jean Vanier, Mother Teresa, Martin Luther King Jr., etc.)	<ul style="list-style-type: none"> <li>• Quiz or Test</li> </ul>
Final Evaluation	Culminating Project:	<ul style="list-style-type: none"> <li>• 3-5 days in class work periods 20% of final mark</li> </ul>
Final Evaluation	Final Exam	<ul style="list-style-type: none"> <li>• 76 minute exam 10% of final mark</li> </ul>

### 5. Key Dates, Special Events and Additional Considerations:

- Student/Parent/Teacher Conferencing Dates:
- Course Exams start on (Exact date will be dependent on period)

### 6. Teaching/ Learning Strategies:

A variety of teaching and learning strategies, as outlined in the Beyond Monet, Think Literacy and W.C.D.S.B. document Teaching and Learning: Strategies for Effective Practice will be utilized. Strategies will take into account the course expectations, as well as the variety of intelligences and learning styles of the students.

### 7. Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

CATEGORIES OF KNOWLEDGE, SKILLS AND VALUES	WEIGHTING (%)		
	TERM EVALUATION	FINAL EVALUATION ACTIVITIES	
Knowledge / Understanding	25%	25%	
Thinking / Inquiry	25%	25%	
Communication	25%	25%	
Application / Making Connections	25%	25%	
<b>BREAKDOWN OF FINAL MARK</b>	<b>70%</b>	<b>30%</b>	<b>=100%</b>

Students with incomplete summative evaluations and/or culminating activities in the course and/or those not achieving the credit at the end of the semester will be required to attend a 2 hour credit rescue period during the examination schedule to complete and demonstrate overall or missing expectations for the course. Students completing all culminating activities and achieving level 1 standings at the end of the semester will not be required to attend the 2 hour credit recovery time scheduled during the examination schedule.

## 8. School, Department and Classroom Policies:

The following policies apply to this course:

- Students are responsible for knowing and remembering the policies outlined in the Student Handbook. Failures to have done so will not exempt students from having the policies apply.
- Students are responsible for organizing all course information appropriately in a notebook. It is recommended that students have a separate notebook for each subject
- If a student is absent on the day of a test, quiz or assignment due date and/or fails to complete assessments by the scheduled due date, it is expected that he or she **initiates** the **Request to Achieve Process**, as outlined in the School Board **Assessment and Evaluation Policy**, to make up all missed work as soon as possible after his/ her return to class.
- Prior to midterm and semester end report cards, teachers will inform those students who may potentially receive a failing mark or no mark on their report card because they have provided insufficient evidence to demonstrate achievement of curriculum expectations. For semester end, such students will not be granted a credit in this course.
- All other classroom policies as explained by your teacher will apply to this course.