Waterloo Catholic District School Board

STUDENT INFORMATION SHEET / OUTLINE OF COURSE OF STUDY

School: Monsignor Doyle C.S.S.			
Program Area: Religion & Family Life		Program Head: Annie Denomme	
Ministry Document:: Religious Education I.C.E. Policy Document 2006			
Course Title: Christ and Culture		Course Type: Open	
Grade: 10	Course Code: HRE 201	Credit: 1	Prerequisite: None
Teacher(s): J. Capa, T. Faria, M. Kerr, R. Remillard		Date: September 2017	

Course Description:

This course both invites and challenges the adolescent to personalize the principles to guide Catholics in understanding their role in shaping culture through our discipleship. The exploration of these principles starts with the Scriptural foundations to the questions of what it means to be human and how God has and continues to shape our humanity through culture. The principles are then developed through the Gospel themes that reveal how Jesus' Kingdom of God is expressed in all of our relationships: to ourselves, to others, to our civil society, to our church, and to our Global community.

How This Course Supports the Ontario Catholic Graduate Expectations:

The fundamental premise of this course is that both teacher and students are discerning believers, intent on participating in the transformation of society. Understanding that the students operate from, and yearn to deepen their spirituality, this course encourages students to articulate Catholic beliefs, and to continue to journey as reflective, creative and critical thinkers. By raising important questions about their faith, this course leads students to a deeper understanding of their relationship with God and neighbour. The students are called to be caring family members and responsible citizens who respect and understand the history, cultural heritage, and pluralism of today's contemporary society.

How this Course Supports the competencies of <u>Choices Into Action</u>:

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 the Gospel as testimonies of faith and the grace of God's saving love that models contemporary Christian living.

Strand: Profession of Faith

- Students will understand that justice, founded in the life of Christ and the Church, is the essential ingredient for the liberation of human beings and the key expression of Christian love.

Strand: Christian Moral Development

- Students will understand that justice, founded in the life of Christ and the Church, is the essential ingredient for the liberation of human beings and the key expression of Christian love.

Strand: Prayer and Sacramental Life

- Students will understand and articulate the sacramental life of the Church as explicitly expressed in Eucharist and Anointing of the Sick and implicitly rooted in the human journey towards redemption.

Strand: Family Life

- Students will understand the sacredness of all human life as expressed in family, relationship, and sexual intimacy.

*For overall expectations for this course please go to the Institute for Catholic Education Policy Document (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)

*	Independent Work	*	Collaboration
*	Responsibility	*	Organization
*	Initiative	*	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.

4. Key Dates, Special Events and Additional Considerations:

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

5. Teaching/ Learning Strategies:

A variety of teaching and learning strategies, as outlined in Beyond Monet, Think Literacy, and the 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.

6. Course Breakdown & Assessment and Evaluation Strategies

	Unit Title / Description	Assessment & Evaluation Strategies
Unit 1	**Called to Jesus:** Through the study of the Gospels in their Judaic roots students will come to know the Jesus of History and the Christ of Faith. Understanding Jesus as the Sacrament of God will lead students to an appreciation of their call to live a sacramental life. This knowledge will form the basis for students to begin to think critically about their world.	News Assignment Summative Unit Test
Unit 2	**Called to be Church:** Students will the core question "What does it mean to be Catholic?" Students explore their personal faith journey, along with an investigation of an aspect of parish life and Church life through the Sacraments. These core understandings are then applied to particular aspects of Catholicism, namely: prayer, Mary, and the Church. Throughout the unit, students write a journal that traces their explorations of each of the topics. Students will compile artistic responses to their experiences and insights throughout the unit.	Artistic Response and Critical Reflection Summative Unit Test
Unit 3	**Called to Healthy Relationships** Steeped in Jesus' call to love God with one's whole body, mind and soul, students come to know the sacredness of the human person. Students are challenged to examine the quality of their relationships in light of the profound example of Jesus' love. Acknowledging the impact of culture on the lives of young people, students compare cultural priorities with the Gospel imperative.	Verbal Visual Assignment Summative Unit Quiz
Unit 4	**Called to be Holy and Just** Students will examine discipleship and holiness in the scriptures and apply insights to their own lives. Students will grow in their understanding of the gospel call to live justly in light of Social Justice teachings found in Scripture and Catholic Church Tradition. Students will explore local and global social justice issues. Students will then complete a research assignment in which they examine a person of Christian character and the issues that he/she faced.	People of Good Character Research Assignment Summative Unit Test
Final Evaluation	Paper and Pencil Exam 10% Culminating Activity 20%	

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 ACTIVITY	
Knowledge / Understanding	25%	25%	
Thinking / Inquiry	25%	25%	
Communication	25%	25%	
Application / Making Connections	25%	25%	
BREAKDOWN OF FINAL MARK	70%	30%	=100%

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. Learning Resources:

The Institute for Catholic Education Policy Document (www.tcdsb.on.ca/ice/index.html)
Path Through Catholicism, Link

9. 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.