



Waterloo Catholic District School Board

STUDENT INFORMATION SHEET / OUTLINE OF COURSE OF STUDY

School: Monsignor Doyle Catholic Secondary School			
Program Area: Religion and Family Life		Program Head: Annie Denomme	
Ministry Document: Religious Education I.C.E. Policy Document 2006			
Course Title: Church and Culture		Course Type: University/College	
Grade: 12	Course Code: HRE 4MI	Credit: 1	Prerequisite: none
Teacher(s): S. Rosario		Date: September 2017	

Course Description:

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. While grounded in Revelation, the course also examines the contributions of Philosophy and the sciences to a Catholic understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life. Social and ecological justice issues such as justice and peace, freedom, and political life are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of relationships, marriage, and family life are explored from a Catholic perspective. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of God while growing in their ability to live accordingly as moral persons and active, life-giving members of global society.

How This Course Supports the Ontario Catholic Graduate Expectations:

Throughout students' time in a Catholic school, they are exposed to courses that have infused the Ontario Catholic Graduate Expectations within their content and approach. This course provides students with an opportunity to look at these expectations in greater detail than in the past. It enables students to name, for themselves, their own vision of what a Catholic graduate should demonstrate within the culture and then compare this with the Ontario Catholic Graduate Expectations. In this way, they may be able to recognize that they already have a sense of what a Catholic graduate should be able to demonstrate upon graduation. This course enables students to reflect upon how these expectations can be used to assess their own faith and moral journey. Students have the opportunity to discover how these expectations can be further integrated in their faith journey beyond graduation through the discussion of key issues that are evident in contemporary culture. What is important is that the Catholic education community provides students with pertinent Church teachings and the necessary theological and scripture interpretational skills to assist them in this journey.

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

- Recognize the role of scripture in ethical decision making and explain how to use it to appropriately analyze and critique situations of personal and social justice.

Strand: Profession of Faith

- Identify and evaluate the impact of Christian anthropology, philosophy & the sciences, and contemporary conscience in the human search for meaning and purpose as it pertains to the Catholic understanding of sin, reconciliation, and sin's impact on human happiness.

Strand: Christian Moral Development

- Describe the moral and ethical imperatives articulated in Catholic Social Teaching and explore how it impacts the discernment of contemporary issues of just living.

Strand: Prayer and Sacramental Life

- Explore the broad meaning of the term vocation as the Sacraments of Marriage and Holy Orders and including the adoption of a prayerful stance before all forms of work as service to God and others.

Strand: Family Life

- Explore the meaning of the inherent dignity of the human person and its impact on our intrinsic sense of responsibility towards self, family, and the sacredness of life and relationships.

*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
- * Responsibility
- * Initiative
- * Collaboration
- * Organization
- * 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.

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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.

	Unit Title / Description	Assessment & Evaluation Strategies
Unit 1	Justice and Self: In this unit the students enter into an examination of self. Students consider the role of personality, gender, racial/ethnic, and religious identity that mould them. By understanding the forces that drive people to make autonomous decisions, they can begin to affect change in the world. This unit carries the student's individual examination of identity to the communities in which they exist.	-Personality and Moral Development Quiz
Unit 2	A Call to Justice and Peace: This unit begins with the student's examination of justice by exploring the interconnectedness of all God's Creation through the lens of the Interdependent Systems Theory. Students then deepen and clarify their knowledge and understanding of Christian Anthropology and the Catholic social justice teachings. Following a Social Justice Symposium, students begin their practicum part of the study. Spiritual literacy, language literacy and liturgical literacy will be emphasized throughout the units.	-Oral Presentation -Unit Quiz/Test
Unit 3	Justice and Human Dignity: In this unit students explore moral decision-making and how it is connected to the issues surrounding eugenics and the consistent ethic of life. These understandings will facilitate the conversations which occur when a more global approach is taken in terms of social justice.	-Critical Reflections (Examining present issues in our world)
Unit 4	Justice and Community Students will examine the concept of community through the lens of interdependent systems. The anatomy of exclusion, inclusion, barriers to peace, our social structures, power and solidarity and our call to stewardship are explored. Issues surrounding work and economics including the intended use of work, the Catholic view of work, the misuse of work, and the impact of work on society. An investigation of poverty, economics and education flows out of the examination of work. Throughout the unit students are guided to recognize the scriptural grounding for a call to respond personally and in solidarity with others, to the needs of this world for the common good.	-Fair Trade Assignment -Unit Test
Unit 5	Justice and Relationships: During this unit, students will examine types of relationships, love, infatuation, and intimacy. The sacrament and vocation of marriage and single life are explored through the lens of social justice. Students will revisit information regarding conception, sexually transmitted infections, HIV/AIDS with particular focus on chastity, abstinence and sexual decision making. Sexual orientation will be re-examined in light of the formation of personhood and issues in human dignity. Deliberate connections will be made to Catholic social justice teachings and the role that we play in building the Kingdom on earth. Students will investigate their relationship with the environment as a crucial focus for just living.	-Investigating the Church's Teaching on vocation and issues in sexuality -Unit Test
Final Evaluation	15% - Research Essay 15%- Final Exam *Practicum Report will be assessed in the Final Exam	

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 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 will be required to write a two hour exam during the final exam period.

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.