



REGIOPOLIS NOTRE DAME HIGH SCHOOL
Algonquin and Lakeshore Catholic District School Board



Department: Religious Education

Course Code: HRE101

Ministry Document: OCSCPD (2016) Grade 9

Course Title: Discipleship and Culture

Prerequisite: none

Grade: 9

Credit Value: 1.0

Teacher(s):

Course Description:

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

How This Course Supports the Ontario Catholic School Graduate Expectations:

This course encourages students to articulate Catholic beliefs, and to continue to journey as reflective, creative 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.

Overall Expectations For Student Learning:

By the end of this course students will demonstrate these enduring understandings in the following strands:

Scripture

- SC1. Core Teachings: Demonstrate an understanding of the relationship between Scripture* and Divine Revelation
- SC2. Understanding Sacred Texts: Retell key biblical narratives of the various Covenants (Covenant of Hope with Noah, Covenant of Circumcision with Abraham and Sarah, the Sinai Covenant with Moses and Miriam, the Davidic Covenant with King David and the New Covenant with all people through Jesus) from Creation to Jesus (Beatitudes) that illustrate God's faithful covenant relationship with a chosen people and the community's response to this relationship
- SC3. Sacred Texts and Contemporary Culture: Apply the experience and lessons of various biblical figures to contemporary experiences and events and connect the wisdom learned by biblical figures to contemporary life and current events (*e.g., how the story of slavery in Egypt and the Exodus experience teaches about the Divine call to human persons to live lives of love and freedom*)



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Profession of Faith

- PF1. Faith Foundations: Demonstrate an understanding of how the Paschal Mystery (suffering, death and Resurrection of Jesus) is a continuation and fulfillment of God's Covenantal relationships (Messianic Expectations) with the Hebrew people (through Abraham, Moses and David) and all people through Jesus (The Last Supper)
- PF2. Faith Seeking Understanding: Demonstrate an understanding of what it means to be a disciple of Jesus as revealed in the stories of the Apostles and Disciples of Jesus recorded in the New Testament and the implication of such in contemporary society
- PF3. Faith Lived: Demonstrate an understanding of how Catholic Christians as beloved children of God and disciples of Jesus, are called to live lives of holiness and wholeness expressed in love of self, neighbour and all of Creation

Christian Moral Development

- CM1. Foundations: Demonstrate an understanding of how the Social Teachings of the Church are rooted in the Decalogue and the Beatitudes, and analyze how they can be applied to living a Catholic Christian moral life
- CM2. Seeking Understanding: Demonstrate an understanding of the importance of living a Catholic moral life and the role discernment has in the call to live a moral life of faith in the contemporary world
- CM3. The Moral Life: Use the key requirements of being a disciple of Jesus to analyze the opportunities and challenges arising from the values presented by contemporary culture in light of the teachings of the Church

Prayer and Sacramental Life

- PS1. Prayer- Personal and Communal: Demonstrate a knowledge of the connections between a life of prayer (personal and communal) and the challenge of the Christian call to be loving in contemporary culture sustained by God's Grace and the Holy Spirit
- PS2. Sacrament: Demonstrate an understanding of the Church's teaching on sacramentality and explain its connection with the sacredness of all creation as revealed in the Creation and Covenant stories of the Bible and celebrated in the Eucharist
- PS3. Living Out Prayer and Sacrament: Demonstrate an understanding of the spiritual nature of the human person and the role of prayer as a way to both enrich and express personal and communal spirituality and the challenges to a Catholic Christian life of prayer in contemporary culture

Family Life Education

- FL1. Living in Relationship: Demonstrate an understanding of the Catholic Christian call to chastity as a virtue that is an expression of a healthy sense of self and the capacity to live in healthy relationships with others
- FL2 .Growing in Commitment: Demonstrate an understanding of the various types of love and connect each to the concept of fidelity as part of a covenantal relationship with God and others



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- FL3 .Created Sexual: Demonstrate an understanding of the Church’s teaching regarding chastity and sexuality, and identity are rooted in the dignity and worth of each person and respect for the human body, in light of the sacredness of human life created by God

Research and Inquiry Skills

- RI1. Exploring: Explore topics related to Scripture and living the Catholic Faith in the contemporary world, and formulate questions to guide their research
- RI2. Investigating: Create research plans, and locate and select bible passages and other information relevant to their chosen topics, using appropriate research and inquiry methods
- RI3. Processing Information: Assess, record, analyze, and synthesize information gathered through research and inquiry
- RI4. Communicating and Reflecting: Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

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 Individual Education Plan (IEP) and will be communicated to parents.

Assessment and Evaluation of Student Achievement:

The process of assessment and evaluation in secondary school Religious Education courses is a complicated one. It is a fundamental responsibility of all professional educators to collect, record, analyze, interpret and share information about student progress and achievement. At the same time, Religious Education teachers recognize this reality: no individual may presume to judge in a definitive way an individual’s relationship with God. Hence, a question that is often asked in Religious Education is “what is to be assessed?” The simple answer is the expectations are to be assessed. Those expectations which are to be evaluated fall under the following categories:

- Knowledge and Understanding
- Thinking
- Communication
- Application

Thirty percent of the grade will be based on a final evaluation in the form of both a culminating assignment, and a faith in action component. These assessments are suitable to the course content and administered towards the end of the course.

Seventy percent of the students mark in the course consists of the term work. All classes are designed to give students opportunity to demonstrate their understanding in many ways, and for teachers to give quality feedback specific to the student work. The design of any summative evaluation should, where possible, provide students with the opportunity to demonstrate their learning across the four categories in the Achievement Levels. Summative evidence should represent the most recent performance of the student and therefore be conducted towards the end of a unit or course.



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Every category in the Achievement Levels must be reflected in the determination of the student's term work. The emphasis given to each category will reflect the orientation and context of each individual course. It must be clear to both teacher and students which tasks will be assessed for feedback and improvement, and which will be used for summative purposes.

All summative evaluation activities are due on the date specified by the teacher. In accordance with the ALCDS Board policy, once assignments (class set) have been returned to students, a teacher is under no obligation to accept late work. If a student misses summative evaluation, it is the student's responsibility to discuss the completion of the activity and subsequent consequences with the teacher on the day of the student's return to school. However, extenuating circumstances may warrant, at the teacher's discretion, an extension or an alternative demonstration of the expectations. Seventy percent of the grade will be based on the evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Learning Skills:

- Students must attend class regularly and consistently engage in class activities and discussions.
- Homework is a continuation of class tasks and should be completed in order to ensure success on summative evaluations.
- Parental contact will be made regarding students failure to complete required tasks including homework and assignments.
- This course lends itself to a variety of teaching strategies and learning styles. These strategies encourage students to think critically, work cooperatively, conduct ethical research, discuss complex social issues, and make informed decisions for themselves and society. When students are presented with a variety of learning situations, they construct meaning and develop skills that are useful throughout life. Students can then apply these skills to real-life situations. This course is ideally suited to conduct independent study units to develop research skills, critical thinking skills, and encourage students to become life-long learners.

The Ministry of Education's new document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* will guide assessment and evaluation policies and practices in all Ontario schools. More information can be found at:

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Teaching and Learning Strategies:

A variety of methods and strategies of evaluation will be used such as quizzes, tests, and visual and oral presentations and reflective and formal writing assignments. Various forms of differentiated instruction will be utilized to accommodate the wide variety of learning styles. It is the responsibility of the student to respectfully communicate any difficulties that he/she may be having during the course regarding concepts and or due dates.

Text/ Resources For This Course:

Written on Our Hearts
Catechism of the Catholic Church
NRSV Bible



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[Ressources Supplémentaires](#)
[Ressources en français](#)

Board, School, Department and Classroom Policies:

The following policies apply to this course:

- Growing Success – Assessment and Evaluation*. 2010. Ministry of Education: Ontario Provincial Government.
- ALCDSB Late Policy
- Ontario Catholic School Curriculum Policy Document (2016)

Please Note:

Help is always available for students who need assistance with the course material. Please do not hesitate to ask for clarification whenever necessary. I look forward to working with you this semester and making this course a great learning experience for you.