



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



Department: Religious Education
Ministry Document: OCSCP (2016) Grade 10
Course Title: Christ and Culture
Grade: 10
Credit Value: 1.0

Course Code: HRE201

Prerequisite: none

Course Description:

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

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: Identify the Christian Scriptures as the primary source of knowledge about Jesus
- SC2. Understanding Sacred Texts: Investigate in the Gospels the teachings of Jesus as an invitation to grow toward wholeness/holiness by living as his faithful disciples, reaching out to others
- SC3. Sacred Texts and Contemporary Culture: Explain the "good news" of the Gospel story, the Acts of the Apostles and Paul's letters as the story of God's saving love for humanity

Profession of Faith

- PF1. Faith Foundations: Demonstrate that God's Self-gift in Jesus, as Messiah, established a New Covenant with us
- PF2. Faith Seeking Understanding: Analyze the role of the Holy Spirit in the lives of the early Church, the People of God, who were the first witnesses in God's plan for salvation
- PF3. Faith Lived: Demonstrate a profound respect for the dignity and mystery of the human person, known, loved and redeemed by the grace of God



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Christian Moral Development

- CM1. Foundations: Analyze the importance of freedom and social justice, and impact of sin on our personal and collective lives, by researching and applying the teachings of Jesus to their own culture and own life situations
- CM2. Seeking Understanding: Demonstrate a knowledge of the principles of Catholic Social Teaching in the social encyclicals of the Church as witnessed through our saints in holiness and apply their importance for moral decision-making
- CM3. The Moral Life: Explore how the charisms of ‘saints’ and founders of religious communities have aided humanity, showing us how to exercise our charisms received in Baptism

Prayer and Sacramental Life

- PS1. Prayer- Personal and Communal: Demonstrate an understanding of devotional prayers and other prayer forms as supports for our liturgical/sacramental life
- PS2. Sacrament: Demonstrate an understanding of sacramentals and the Sacraments of Eucharist, Reconciliation and Anointing of the Sick as they relate to healing, and the role of sign, symbol and ritual in the celebration of each
- PS3. Living Out Prayer and Sacrament: Describe and contrast the richness of the different spiritualities that exist in our Church and why they developed

Family Life Education

- FL1. Living in Relationship: Examine healthy patterns of relating with a focus on friendship, intimacy, sexuality, communication, boundaries, consent and having a healthy sense of self
- FL2 .Growing in Commitment: Explain how the reciprocals self-giving relationship within the Holy and Life-Giving Trinity informs our understandings of our commitments to others
- FL3 .Created Sexual: Explain the place of sexuality in God’s plan for humanity and the various ways its role or expression may be distorted

Research and Inquiry Skills

- RI1. Exploring: Explore topics that make connections between Church and culture, and formulate questions to guide research
- RI2. Investigating: Create research plans, and locate/select information relevant to chosen topics, using appropriate social science and theological research and inquiry methods
- RI3. Processing Information: Assess, record, analyze, and synthesize information and connections gathered through research and inquiry
- RI4. Communicating and Reflecting: Communicate the results of their research, inquiry, and higher order thinking connections clearly and effectively, and reflect on and evaluate research, inquiry, thinking, and communication skills



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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.

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.



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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:

[French Resources](#)

[Ressources Supplémentaires](#)

Bible

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.