

	Grade 8 Religious Education and Family Life	Inspired Education. Inspiring Students.
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Teacher: ****Teacher Name****

Theological Emphasis: The Grade 8 Growing in Faith, Growing in Christ program follows the flow of the liturgical year, respecting the different seasons with all the moods and colours found in them. Drawing on various stories from Scripture, students will learn the mood and meaning of all of the Church seasons. Each season has its own theological emphases, guiding us through the story of our salvation. The content of the units informs and forms our students. Using their gifts and witness of faith, teachers evangelize as they hand on the faith. The Grade 8 Growing in Faith, Growing in Christ program fits nicely within the Church’s evangelizing mission.

Unit 1- Seeking Truth and Justice: This unit will emphasize how the Holy Spirit guides us to seek truth and act justly. This will be discussed through how the Holy Spirit equips us to seek truth and spread the Good News; reveals God’s plan for our salvation through the four senses of Scripture; helps us through Scripture and the teachings of the Church to act justly and serve the common good; and, guides us through Scripture and the teachings of the Church to develop our conscience and make morally good decisions.

Unit 2- We Are United as Our Universal Church: This unit will emphasize how our Church is united as a community of faith. This will be discussed through an exploration of the Latin and Eastern Catholic Churches, the profession of the Nicene Creed, the practice of diverse rituals and creation of art. A focus on acts of charity, works of service, prayer, and virtues of faith, hope, and love will be provided.

Unit 3-The Person, Presence, and Power of the Holy Spirit: This unit will emphasize how the Holy Spirit guides the mission of the Church and its people. This will be discussed through how Sacred Scripture and Tradition reveal the Trinity as three distinct Persons in one God. A focus will be placed on participation in Mass and the sacrament of Confirmation.

Unit 4- The Holy Spirit Inspires and Transforms Us: This unit will emphasize how Lent and Easter reveal Jesus’ mission and the role of the Holy Spirit in our lives. This will be discussed through a focus on prayer, the pillars of Lent and the grace of the Holy Spirit.

Unit 5- Our Call to Evangelize: This unit will emphasize how the Holy Spirit enriches us to model and share the kingdom of God. This will be discussed through how we are called to live and grow in faith to continue Jesus’ mission and how the Trinity guides us, especially through the Church, to grow closer to Jesus, live as God intends, and spread His love.

Fully Alive (Family Life) Description and Overall Expectations:

Theme 1 – Created and Loved by God

We consider the human person as the wonder of creation, made in the image of God and given the powers of human intelligence and free will. We examine the human abilities to learn, to remember, to reason, to create, to feel, and to act freely. We explore the concept of character (i.e., the moral self) and discuss the importance of the four cardinal virtues (prudence, justice, fortitude, and temperance) for moral growth.

Appreciating God’s Goodness: recognize and appreciate the unique gifts of the human person.

Exploring Human Nature: describe a wonder of the world that reflects the intelligence and creativity of humans.

Reflecting, Responding, and Analyzing: analyze aspects of the human ability to learn, remember, to reason; to create, to and to act freely; analyze scenarios related to the four cardinal virtues.

Theme 2 – Living in Relationship

We consider the significance of human relationships and the unique contribution we make in each person's life. We examine the importance of families. We explore some of the challenges of adolescence for both parents and young people and the need to resolve conflicts in a respectful way. We discuss the qualities of true friendship and consider some attitudes and behaviours that cause friendship difficulties.

Appreciating God's Goodness: recognize and appreciate the value of relationships in their lives.

Exploring Human Nature: recognize that all families have challenges in their lives.

Reflecting, Responding, and Analyzing: practice strategies for managing disagreements between parents and young; describe the abilities that true friends demonstrate in their friendships; identify and examine behaviours and attitudes that cause stress in friendship.

Theme 3 – Created Sexual: Male and Female

We reflect on the gift of sexuality and God's plan for us to be loving and life-giving persons. We explore the role of sexuality within marriage and for those who are single and reflect on the virtue of chastity. We examine some of the pressures on young people. Finally, we reflect on the meaning of true love as it is expressed in the enduring commitment of marriage.

Appreciating God's Goodness: recognize and appreciate the true meaning of sexuality and the challenge of accepting responsibility for this gift; recognize and appreciate the role of family, friends, and God in their lives as they mature.

Exploring Human Nature: describe the meaning of intimacy, marriage, sexual intimacy, the single state, and celibacy; examine the meaning of true love between a man and a woman.

Reflecting, Responding, and Analyzing: analyze external and internal pressures on young adolescents to become involved at an early age in exclusive male-female relationships; examine methods of family planning in the light of Catholic teaching.

Theme 4 – Growing in Commitment

We examine the meaning of commitment as a choice to be involved, to give ourselves to other people and to our activities. We explore our commitments to others, especially family members and friends. We consider the meaning of a commitment to the future, the challenges of meeting our commitments, and the significance of moral development as we grow up.

Appreciating God's Goodness: recognize and appreciate the responsibility to be committed family members, friends, and brothers and sisters in Christ; recognize and appreciate that their commitment to the future is to prepare to become mature adults.

Exploring Human Nature: recognize and appreciate the challenge of meeting their commitment to themselves now and in the future.

Reflecting, Responding, and Analyzing: examine the meaning of making a moral choice and the role of conscience.

Theme 5 – Living in the World

We discuss a common project, shared by all people, to build a society that reflects human dignity and value. We examine the characteristics of just behaviour, the meaning of social justice, and the necessary qualities and skills to do the work of social justice. We reflect on the virtue of solidarity, which is commitment to the common good of all people, and analyze two issues related to social justice.

Appreciating God's Goodness: recognize and appreciate the social dimension of their faith.

Exploring Human Nature: describe the requirements of individual and social justice.

Reflecting, Responding, and Analyzing: analyze two issues related to social justice: poverty and respect for life; describe the personal qualities and skills that are essential to contribute to the efforts to create a more just society.

Subject Resources: Growing in Faith, Growing in Christ (GIFGIC) (\$40), Fully Alive Student Book (\$22). The textbook is also available digitally. The link is: https://media.pearsoncanada.ca/intl/pec/school/ca_sch_religion_sso/

The username and password are: **Username:** ocsb **Password:** Student99

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

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| 1. Responsibility | fulfills responsibilities and commitments (<i>e.g. accepts and acts on feedback</i>) |
| 2. Organization | manages time to complete tasks and achieve goals (<i>e.g. meets goals, on time</i>) |
| 3. Independent work | uses class time appropriately to complete tasks (<i>e.g. monitors own learning</i>) |
| 4. Collaboration | works with others, promotes critical thinking (<i>e.g. provides feedback to peers</i>) |
| 5. Initiative | demonstrates curiosity and an interest in learning (<i>e.g. sets high goals</i>) |
| 6. Self-Regulation | sets goals, monitors progress towards achieving goals (<i>e.g. sets, reflects goals</i>) |

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Reporting on Student Learning:

Student learning will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking, communication and application of all overall expectations.

The fall progress report gives feedback on learning skills (i.e, needs improvement, satisfactory, good or excellent) and emerging student achievement (i.e. progressing with difficulty, progressing well, progressing very well)

The report card grade will be based on evidence of student learning, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____