

	Grade 10 Christ and Culture HRE20	Inspired Education. Inspiring Students.
---	---	--

Teacher: ****Teacher Name****

Prerequisite Course: None

Description and Overall Expectations: This course requires students to explore the shaping of culture through Gospel values. Students will explore the foundational topics of what does it mean to be human, what is culture, and Christ and culture, friendship and intimacy, living together in solidarity, and relating to the Church and world. Connections between the living church and contemporary culture are explored in terms of what it means to be a responsible adolescent in a secular, pluralistic world.

Scripture: recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples; explain the “good news” of the Gospel story as a way to know God’s saving love for humanity.

Profession of Faith: demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken, created, loved and redeemed by God; identify various ways in which the Church expresses itself as the “people of God”.

Christian Moral Development: recognize that knowing the life and teachings of Jesus is important for moral decision-making; demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture; demonstrate a knowledge of the social teachings of the Church; use the preferential option for the poor as the criterion for analysing social injustice Issues.

Prayer and Sacramental Life: explain the meaning and role of Eucharist and Anointing of the Sick in the life of a Christian; demonstrate a knowledge of the various purposes of prayer; identify and assess the value of both personal and communal prayer within Christianity.

Family Life: recognize and explore the meaning of integrity and belonging in human life; examine healthy patterns of relating with a focus on intimacy and the resolution of conflicts; demonstrate an understanding of the sacredness of the human person, body and spirit from conception until natural death.

Course Resources: *Christ and Culture*

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:

- | | |
|---------------------|--|
| 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.

Mark Breakdown:

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In HRE20, the summative evaluation will consist of a rich summative assessment task (30%) and no final exam.

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

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: _____