

	All Saints Catholic High School Grade 9 -- Discipleship and Culture HRE10	
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Teacher:

Prerequisite Course: None

Description and Overall Expectations: 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.

Scripture: explain the relationship between Scripture and Divine Revelation; demonstrate knowledge of major stories and events in Scripture (the Sermon on the Mount, the Sinai covenant), and discuss the Christian faith with reference to these passages; explain how the message of Scripture informs and challenges society; express connections between the relationships described in biblical events and their own life experiences; communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life.

Profession of Faith: describe what it means to believe and live in Christ, and name some of the joys and demands involved; articulate the Christian call to take on the attitude of Christ; understand the Christian call to life in the community of faith, the Church.

Christian Moral Development: demonstrate a knowledge of how Church teaching informs moral decision-making; understand the role and nature of conscience in moral decision-making; review and apply the decision-making model of see, judge, act, evaluate; understand the nature of sin, both personal and social.

Prayer and Sacramental Life: use a variety of prayer forms to enrich and express personal and communal spirituality; demonstrate a knowledge of the connections between a life of prayer and the challenge of the Christian life in contemporary culture; understand the role of sign and symbol in sacramental expression.

Family Life: demonstrate an understanding that the human body is sacred; discern personal values in light of gospel values; analyse the role of family in society and in the Church; recognize the signs of healthy and unhealthy relationships; examine the meaning of the word 'love' in light of the gospel meaning and its use in society.

Course Resources: Textbook and Resources provided by the Teacher.

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.

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 HRE10, 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: _____