

LOCALLY DEVELOPED COURSE OUTLINE

Religious Education (Roman Catholi
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Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

Apr. 9, 2015

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2015	08/31/2019	Acquired	Authorization	G10
15-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G10
25-3	62.50	09/01/2015	08/31/2019	Acquired	Authorization	G11
25-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G11
35-3	62.50	09/01/2015	08/31/2019	Acquired	Authorization	G12
35-5	125.00	09/01/2015	08/31/2019	Acquired	Authorization	G12

Course Description

Religious Education (Roman Catholic) 15 – Christ and Culture

The principal aim of *Christ and Culture* is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and more systematic knowledge of themselves, Christ's message, and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a broader culture.

Religious Education (Roman Catholic) 25– Jesus Christ: God's Gift of Salvation

Jesus Christ: God's Gift of Salvation invites students to deepen their relationship with Jesus through a study of Scripture. Students will explore the Jewish historical, religious, and cultural world into which the Messiah was born and the Old Testament covenant fulfilled. Using the Gospels as primary sources, the course explores Jesus' birth, early life, and ministry; his preaching of the Kingdom of God; his special teachings, particularly the parables; and his miracles. It then focuses on the scriptural accounts of his death and Resurrection, and the Ascension, and their central significance for the church's understanding of Jesus as the Christ, the Son of God.

Religious Education (Roman Catholic) 35– In Search of the Good

In Search of the Good challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of Sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. At the heart of catechesis is the human search for happiness as the completion of the superabundant love of God. The same tension which exists between the revelation of God's love and the explorations of human reason are worked out in the areas of freedom, justice, human relations, ecology, reconciliation, life in community and political life.

Course Prerequisites

Sequence Introduction (formerly: Philosophy)

Jesus' call in the Gospels to "come follow me" is as meaningful today as it was when Christ walked the earth. The goal of Christian formation is inexorably tied up with the person of Jesus Christ and his summons to discipleship. Because of this, Catholic schools bear the responsibility of not only equipping students to be engaged thinkers with knowledge, skills, and attitudes, but also helping students respond to the Good News as disciples and ethical citizens who will contribute to their communities and the world.

Religion courses necessarily call students into this type of relationship with God. Through these courses, students are invited to deepen their relationship with Christ through knowledge of His Revelation and become Christ-like in their words, thoughts and actions.

They are:

- encouraged to become engaged in examining Catholic dogmas, doctrines, disciplines and devotions
- challenged to engage the world as ethical citizens, seeking to make it a more just and loving place for all peoples
- encouraged to reflect on and explore the great philosophical and existential questions that have always inspired humankind in the light of Christ and his Church
- drawn into a deep respect for and a greater understanding of their neighbours and the faiths that guide their worship, moral life and celebrations

All religious education in Catholic schools is seen as a partnership, involving the student, the school, family, parish and the wider community. At our best we are supporting student learning and their entrepreneurial goals by accessing all of these resources, honouring each in their respective role. Students will develop their own understanding and entrepreneurial spirit as we guide them along the path of inquiry, knowledge acquisition, and experience of what it means for people to live a life rooted in faith.

Student Need (formerly: Rationale)

Religious Education enables young people to discover the truth, nurture the attitudes and develop the skills necessary to grow as young Catholics in these changing times. For these reasons, Religious Education is designed to promote a Catholic identity that will assist them in the task of becoming life-long disciples within a multi-religious and sometimes anti-religious society. It is also designed to assist in the process of ethical and moral formation within a culture that all too often fails to recognize the call of God upon men and women, the fundamental dignity of the human person and the existence of absolute ethical norms.

In Catholic secondary schools, Religious Education functions as the academic component within the nexus of activities that seek to evangelize and catechize students. As such, it plays an essential role in the learning experiences of students and complements the various faith-related activities (e.g., chaplaincy services, community outreach, peer ministry, liturgical celebrations) that take place within the instructional setting of these schools.

It is necessary, therefore, that religious instruction in schools appear as a scholastic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. Through inter-disciplinary dialogue religious instruction in schools underpins, activates, develops and completes the educational activity of the school. (*GDC 73*)

It is possible to distinguish between Religious Education as a classroom *educational* activity and Religious Education as a classroom *religious* activity (prayer, meditation, celebrations). While the two should not be seen as mutually exclusive, this differentiation is important when the subject of assessment is considered. Not all classroom activities need or should be assessed for evaluation purposes. As an educational activity, Religious Education courses provide learning opportunities for the development of students' knowledge of religious language, concepts, and ideas. In doing so, students are able to gain access to religious literacy as expressed within the Catholic faith as well as to the religious attitudes and life skills related to a religious worldview. Learning takes place within an environment where subject matter and teaching strategies are planned in age-appropriate ways and with sensitivity to the affective and personal dimensions of students' lived experience.

Catechesis challenges students to explore their lived experiences in light of revelation, encouraging students to deepen their understanding of themselves and their relationship with God, with others and with the world. Information for the student is drawn from a number of resources: Sacred Scripture, the *Catechism of the Catholic Church*, approved textbooks, the sciences, cultural studies, philosophy, the media, and technology. They offer a new way of understanding that confronts and challenges us. We cannot grow in self-understanding unless we are willing to consider a higher viewpoint, a clearer explanation, or a more comprehensive view.

Learning occurs through the skilful use of many learning strategies such as research, comparative essay writing, reading, and presentation, to name but a few. The teacher relies on a variety of learning strategies to address the diversity of students' lived realities as well as to present them with information in new and innovative ways. Again, we turn to the *General Directory for Catechesis* and hear echoed once more a need for a respect for the soil of the believer.

Young people need help to put their faith into words. They should be able to express what they believe in language that is common to believers around the world. This need is met through many teaching techniques: addressing multiple intelligences, memorization of key concepts, and journaling. Students should achieve a genuine understanding of Catholic teachings so that their learning is not simply a memorizing of formulae but is an intelligent articulation of their lived, developing faith in a language that is appropriate to both the Catholic tradition and to their age and ability.

Scope and Sequence (formerly: Learner Outcomes)

Religious Education (Roman Catholic) 15

RE 15 students will examine the culture in which they are maturing, and reflect on Christ's invitation to transform it. They will be encouraged to demonstrate through word and action the teaching of Christ: that a disciple's life is a life lived for others and in service of Christ and his Church. Through the study of various print and visual texts, as well as discussion and reflection, the course provides opportunity for students to more fully explore their relationships with God, others and self as presented in their own and other cultures and from a Catholic perspective.

Religious Education (Roman Catholic) 25

RE 25 students will closely examine the life, death, resurrection and ascension of Jesus Christ. They will deepen their understanding of the joy and sacrifice of discipleship by considering the invitation to seek the Truth in all things, and make decisions based on love of God, self and neighbour. In this course, students will have an opportunity to demonstrate their learning, through a variety of print, visual and oral media, and deepen their understanding of the Old Testament, each of the four Gospels as four distinct accounts of the message of Jesus and the role of Paul in the early years of Church development and history.

Religious Education (Roman Catholic) 35

In RE 35, students will explore their creativity in the ways they choose to communicate what they have learned and their response to the call to discipleship. They will explore ethical and moral guides for living and learn that the major life decisions of a disciple of Christ must flow from a living relationship of love with the Lord and the wisdom acquired through that relationship. As true disciples, students strive to live in the world conscious that their choices should be rooted in their relationship with Christ and fidelity to his call. They focus on making moral and ethical decisions based on Truth.

Guiding Questions (formerly: General Outcomes)

- 1 Students will explore what creation stories from a variety of World Religions and Church teachings reveal about what it means to be human**
- 2 Students will understand the dynamic nature of culture, the need for adaptability and optimism, and our role as agents within culture.**
- 3 Students will understand how the signs, symbols and rituals of various World Religions, including Canada's FNMI communities, influence culture.**
- 4 Students will examine the impact that faith in Christ, and the God who Jesus reveals, should have upon culture.**
- 5 Students will explore ideas about and challenges that arise when examining relationships with self, others, and God as presented both in culture and from a Catholic perspective.**
- 6 Students will recognize that Christians are called to relate to the world as disciples and witnesses.**
- 7 Students will understand and experience humility and open-mindedness through active participation in the prayer life of the Eucharistic community**
- 8 Students will identify Scripture and Tradition as the primary sources of Christian belief.**
- 9 Students will explore the history of Judaism as a foundation of Christianity while demonstrating respect, empathy and compassion for the history of the Jewish people**
- 10 Students will know the Christian response to Jesus' question: "Who do people say I am?"**
- 11 Students will explore salvation doctrine of other World Religions**
- 12 Students will understand the ministry and core teachings of Jesus and their implications for Christian life through a study of the gospels.**
- 13 Students will explain, working with multiple perspectives, ways contemporary Christians cooperate in bringing about the Reign of God.**
- 14 Students will learn about Paul's life, missionary journeys and his letters.**
- 15 Students will examine how the church developed and expanded following the Apostolic Era.**
- 16 Students will explore the many ways Catholics pray using Scripture.**

- 17 Students will understand themselves through critical thinking and personal discovery as moral persons invited to live the way of Christ through an examination of ethical theories.**
- 18 Students will understand the self-revelation of God through the interpretation of Exodus and the prophetic call narratives.**
- 19 Students will recognize revelation and the Tradition of the Catholic Church as a guide to moral living.**
- 20 Students will explore and respect how other World Religions understand their sacred texts as guides to moral living.**
- 21 Students will understand the spiritual dimension of relationships, marriage and family life.**
- 22 Students will examine how other World Religions approach current moral issues.**
- 23 Students will identify through prayerful reflection what contributes to happiness and the good life.**
- 24 Students will recognize the nature of human freedom, both as individuals and as members of their community**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will explore what creation stories from a variety of World Religions and Church teachings reveal about what it means to be human	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Students will examine Scripture passages in Genesis to discover a Catholic understanding of what it means to be human	X X
1.2 Students will compare and contrast creation stories from a variety of World Religions with the creation stories in Genesis	X X
1.3 Students will understand the need to have a profound respect for the dignity and mystery of persons as social beings created in the image and likeness of God	X X
1.4 Students will understand that human beings through their connectedness with God and by their nature and vocation are directed toward the good despite the capacity for disorder and sin	X X
2 Students will understand the dynamic nature of culture, the need for adaptability and optimism, and our role as agents within culture.	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Students will identify culture as a set of meanings, beliefs, values and practices that identify us as belonging to a particular group while giving meaning to the world in which we live	X X
2.2 Students will describe their experiences of culture, identifying how they form and are formed by culture	X X
3 Students will understand how the signs, symbols and rituals of various World Religions, including Canada's FNMI communities, influence culture.	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Students will discuss and investigate religion as integral to culture as a source of identity, belonging and meaning in life	X X

3.2 Students will critique the values, beliefs, symbols, rules and meanings of their culture in light of Church teachings and consider the role of believers in the Church as important for the betterment of society	X	X
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4 Students will examine the impact that faith in Christ, and the God who Jesus reveals, should have upon culture.	15-3	15-5	25-3	25-5	35-3	35-5
4.1 Students will describe how God's self-revelation to Moses shaped the Hebrew culture and Jewish rituals of today	X	X				
4.2 Students will understand that through the Incarnation, God became human in the person of Jesus and reveals God to us	X	X				
4.3 Students will examine the challenges of remaining faithful to our religious convictions within a contemporary and primarily secular culture	X	X				
4.4 Students will explore how Christ is made present and active in Canadian culture, through the Christian actions of persons	X	X				

5 Students will explore ideas about and challenges that arise when examining relationships with self, others, and God as presented both in culture and from a Catholic perspective.	15-3	15-5	25-3	25-5	35-3	35-5
5.1 Students will understand their potential in living as a child of God	X	X				
5.2 Students will understand that the other is an image of the face of God	X	X				
5.3 Students will describe a Christian understanding of both agape-love and Eros-love	X	X				
5.4 Students will examine their own understanding and experience of friendship, intimacy, and the Sacrament of Marriage	X	X				
5.5 Students will understand and respect other persons as not being sexual objects	X	X				
5.6 Students will explore how love and goodness are gifts that lead to their ability to love and be generous	X	X				

6 Students will recognize that Christians are called to relate to the world as disciples and witnesses.	15-3 15-5 25-3 25-5 35-3 35-5
6.1 (Relating to the Other) Students will explore the dynamics of relationships within society's institutions	X
6.2 (Relating to Civil Society) Students will investigate how Sunday Eucharist and the liturgical calendar (Lent, Easter, Advent, Christmas) celebrate the mystery of Christ throughout the year	X
6.3 (Relating to Civil Society) Students will compare the Christian understanding of time and its purpose with that of the prevalent culture (i.e. what is time for?)	X
6.4 (Relating to Civil Society) Students will analyse and discuss the Christian understanding of peace as something that exists between people or between people and God, and is linked to justice, truth, grace, faithfulness and love	X
6.5 (Relating to Civil Society) Students will explain the relationship between power and service from a Catholic perspective	X
6.6 (Relating to Church) Students will investigate how the Church is an effective sign of salvation for us	X
6.7 (Relating to Church) Students will study how the tasks of the Church include bearing witness to Christ and serving those in most need	X
6.8 (Relating to Church) Students will analyse and discuss the contributions the Church has made to society (e.g. education, health, art, distribution of goods, political policy/law)	X
6.9 (Relating to Church) Students will examine what it means to belong to the Body of Christ in all its human frailty	X
6.10 (Relating to the World: Disciples and Witnesses) Students will reflect and respond to the idea that the choices we make have both a personal and global impact	X
6.11 (Relating to the World: Disciples and Witnesses) Students will identify the important witness given by contemporary and historical Christian persons to bear on social issues through social action	X

6.12 (Relating to the World: Disciples and Witnesses) Students will discuss their own ability to contribute as a witness of Christ within their community	X
6.13 (Relating to the World: Disciples and Witnesses) Students will understand that all Catholics have as their mission to work for the common good of a society by bringing their Gospel values to works of charity and justice	X

7 Students will understand and experience humility and open-mindedness through active participation in the prayer life of the Eucharistic community	15-3 15-5 25-3 25-5 35-3 35-5
7.1 Students will identify prayer as one way that followers of Christ witness to the love of God	X X
7.2 Students will understand that all of life as an opportunity for prayer	X X
7.3 Students will plan a thematic prayer celebration incorporating appropriate prayer forms and ritual action	X X

8 Students will identify Scripture and Tradition as the primary sources of Christian belief.	15-3 15-5 25-3 25-5 35-3 35-5
8.1 Students will understand that Catholics interpret the Bible in a unique way accepting and studying Scripture as God's living word	X X
8.2 Students will reflect on and respond to praying with Scripture in order to understand the deeper meaning of contemporary realities	X X

9 Students will explore the history of Judaism as a foundation of Christianity while demonstrating respect, empathy and compassion for the history of the Jewish people	15-3 15-5 25-3 25-5 35-3 35-5
9.1 Students will summarize the core covenant stories of the Old and New Testament	X X
9.2 Students will explain the meaning of covenant and the importance of having a relationship with Jesus	X X

9.3 Students will increase their knowledge of Palestine during the time of Jesus and the early Church by studying the political and social environment, religious beliefs and groups, and the changes, over time, to the Holy Land	X X
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10 Students will know the Christian response to Jesus' question: "Who do people say I am?"	15-3 15-5 25-3 25-5 35-3 35-5
10.1 Students will describe how God is revealed to us in the Incarnation and in the Trinity	X X
10.2 Students will explore the understanding that Jesus Christ was and is, at the same time, both fully human and fully divine	X X
10.3 Students will understand that belief in the resurrected Jesus is central to Christian Catholic beliefs	X X

11 Students will explore salvation doctrine of other World Religions	15-3 15-5 25-3 25-5 35-3 35-5
11.1 Students will research what other world religions teach about Jesus and the Catholic salvation doctrine	X X
11.2 Students will investigate religious doctrines of salvation in other World Religions	X X
11.3 Students will compare and contrast the Catholic understanding of Jesus with perspectives from other World Religions	X X

12 Students will understand the ministry and core teachings of Jesus and their implications for Christian life through a study of the gospels.	15-3 15-5 25-3 25-5 35-3 35-5
12.1 Students will compare the infancy narratives recorded by the evangelists Matthew and Luke	X X
12.2 Students will reflect on and respond to their understanding of the values expressed in the vision and mission of Jesus	X X
12.3 Students will identify, in the parables, lessons that reveal truths about the Kingdom of God	X X

12.4 Students will explain why Jesus desires us to take seriously his commandments to love God and others	X X
12.5 Students will understand how Jesus redeems humanity through his Death and Resurrection	X X

13 Students will explain, working with multiple perspectives, ways contemporary Christians cooperate in bringing about the Reign of God.	15-3 15-5 25-3 25-5 35-3 35-5
13.1 Students will understand that discipleship is following Jesus in one's thoughts, words, and actions	X X
13.2 Students will identify persons who model the Christian way of life and follow the way of the cross with faith and hope	X X
13.3 Students will understand that commitment to Christian service is an expression of a response to the call of discipleship	X X
13.4 Students will identify how discipleship demands that all creation be treated with respect and dignity	X X

14 Students will learn about Paul's life, missionary journeys and his letters.	15-3 15-5 25-3 25-5 35-3 35-5
14.1 Students will outline key points in Paul's life including his three missionary journeys	X
14.2 Students will identify the major themes of Paul's seven letters	X
14.3 Students will survey the background and content of the Deutero-pauline letters	X

15 Students will examine how the church developed and expanded following the Apostolic Era.	15-3 15-5 25-3 25-5 35-3 35-5
15.1 Students will synthesise various titles that reflect the New Testament Christology	X
15.2 Students will summarize several heretical Christological teachings accompanied by the Church's response	X
15.3 Students will review the tenets of the Nicene Creed	X

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16 Students will explore the many ways Catholics pray using Scripture.	15-3 15-5 25-3 25-5 35-3 35-5
16.1 Students will demonstrate awareness of the Catholic understanding that a life of prayer empowers believers to love as Christ loved	X X

17 Students will understand themselves through critical thinking and personal discovery as moral persons invited to live the way of Christ through an examination of ethical theories.	15-3 15-5 25-3 25-5 35-3 35-5
17.1 Students will distinguish between and discern ethical and moral experiences	X X
17.2 Students will examine three ethical theorists (Aristotle, Kant, Levinas) and apply their theories to their own experiences	X X
17.3 Students will articulate a clear understanding of the nature of human action	X X
17.4 Students will describe the importance of human actions in the shaping of the self	X X
17.5 Students will appreciate the need to grow in self-awareness as moral persons called to service	X X
17.6 Students will define conscience and recognize the importance of forming and informing the conscience for moral decision making	X X

18 Students will understand the self-revelation of God through the interpretation of Exodus and the prophetic call narratives.	15-3 15-5 25-3 25-5 35-3 35-5
18.1 Students will identify the role of Scripture and Tradition in ethics and in moral decision-making	X X
18.2 Students will appreciate Scripture as a source of life for the Church	X X
18.3 Students will recognize the self-revelation of God in the book of Exodus and the prophetic call stories	X X

19 Students will recognize revelation and the Tradition of the Catholic Church as a guide to moral living.	15-3 15-5 25-3 25-5 35-3 35-5
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19.1 Students will explain the ethical and moral implications of the Kingdom of God	X X
19.2 Students will explore the stories of contemporary community leaders who are witnesses to God's love	X X
19.3 Students will articulate a Catholic understanding of Grace	X X
19.4 Students will summarize the values/expectations of members the early Church as described in the letters of Paul and Acts of the Apostles	X X
19.5 Students will appreciate the Church as a source of moral formation	X X

20 Students will explore and respect how other World Religions understand their sacred texts as guides to moral living.	15-3 15-5 25-3 25-5 35-3 35-5
20.1 Students will research how other World Religions understand their sacred texts as guides to moral living	X X
20.2 Students will compare and contrast the Catholic understanding of Scripture with sacred texts from other World Religions	X X

21 Students will understand the spiritual dimension of relationships, marriage and family life.	15-3 15-5 25-3 25-5 35-3 35-5
21.1 Students will understand the religious significance of marriage, particularly its sacramental nature	X X
21.2 Students will reflect on the commitment necessary for a faithful marriage	X X
21.3 Students will explore the Church's understanding of the vocation of a Catholic family as the Domestic Church	X X

22 Students will examine how other World Religions approach current moral issues.	15-3 15-5 25-3 25-5 35-3 35-5
22.1 Students will research how other world religions approach current moral issues	X X

22.2 Students will compare and contrast the Catholic understanding of morality and ethics with how other World Religions approach current moral issues	X X
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23 Students will identify through prayerful reflection what contributes to happiness and the good life.	15-3 15-5 25-3 25-5 35-3 35-5
23.1 Students will describe how various philosophers have understood the good life (e.g. Plato, Aristotle, Aquinas, Kant, and Levinas)	X
23.2 Students will reflect on the role of virtues in shaping a happy and healthy human world	X
23.3 Students will describe the relationships among freedom, obligation and goodwill	X
23.4 Students will describe the nature and importance of norms, rules, laws, natural law, principles and commandments	X
23.5 Students will explain the relationship between the Beatitudes and our vocation to happiness	X

24 Students will recognize the nature of human freedom, both as individuals and as members of their community	15-3 15-5 25-3 25-5 35-3 35-5
24.1 Students will understand that human freedom is a God-given capacity of the self	X
24.2 Students will reflect on their own ethical and moral development in light of prominent theories of personality, moral, and faith development (Erickson, Kohlberg, Fowler)	X
24.3 Students will describe limits of human freedom (e.g. living with a disability, rejection)	X
24.4 Students will reflect on current notions of human freedom in light of prominent political theories (e.g. Hobbes, Locke, Rousseau, Rawls)	X
24.5 Students will recognize freedom as an invitation to generosity, both as an individual and as a community	X
24.6 Students will compare the political structures and practices of Canadian politics with the image of Christian politics outlined in, "The Church in the Modern World"	X

Facilities or Equipment

Facility

Regular classroom

Facilities:

Equipment

No special equipment required

Learning and Teaching Resources

Teacher/Student Primary Resources

- *Catechism of the Catholic Church* (Second Edition). Doubleday, 1997
- *Catholic Youth Bible*(NRSV)
- *Christ and Culture*. Ottawa, Ontario: Concacan, CCCB, 2004
- *Encountering Jesus in the New Testament*, Notre Dame, Indiana: Ave Press, 2009
- *In Search of the Good: A Catholic Understanding of Moral Living*, Ottawa, Ontario, Concacan, CCCB, 2004
- *Jesus Christ: God's Love Made Visible*. Winona, Minnesota: St. Mary's 2011
- *Jesus Christ: God's Revelation to the World*. Notre Dame, Indiana: Ave Press, 2009
- *Jesus of History, Christ of Faith*. Winona, Minnesota: St. Mary's Press,
- *World Religions: A Canadian Catholic Perspective*. Toronto, Ontario: Novalis/Nelson, 2011

Student Supplementary Texts

- *YouCat (Youth Catechism of the Catholic Church)*, San Francisco, CA, Ignatius Press, 2010
- *Theology of the Body for Teens: Discovering God's Plan for Love and* West Chester, Pennsylvania: Ascension Press, 2008

Teacher Supplementary Print Materials

- Benedict XVI, *Jesus of Nazareth: From the Baptism in the Jordan to the Transfiguration*, New York: Doubleday, 2007
- Benedict XVI, *Jesus of Nazareth: Holy Week: From the Entrance Into Jerusalem to the Resurrection*, New York: Doubleday, 2011
- Brock, Daniel. *Teaching Teens Religion: How to Make It a Favourite C* Toronto, Ontario: Novalis, 2009
- Griffith, Kimberly and Anna Nguyen. "Are Educators Prepared to Affect Affective Domain?" *National Forum of Teacher Education Journal-Electronic no.3E (2005)*
- Groome, Thomas. *Sharing Faith*, Eugene, Oregon: Wipf and Stock, 19
- McMahon, Christopher. *Jesus Our Salvation*, Winona, Minnesota: Anselm Academic, 2007
- Pinckaers, Servais. *The Pursuit of Happiness – God's Way: Living the Beatitudes*, New York, New York: Alba House, 1998
- Scholz, Daniel. *Jesus in the Gospels and Acts: Introduction to the New Testament*, Winona, Minnesota: Anselm Academic, 2009
- *The Catechetical Documents: A Parish Resource*, Liturgy Training Publications, 1996
- *The Catholic Connections Handbook*. Winona, Minnesota: St. Mary's F 2009
- *The Catholic Source Book*, Harcourt Religion Publishers, 2007
- *The New Testament: The Good News of Jesus Christ*, Winona, Minnesota: St. Mary's Press, 2012
- West, Christopher. *Theology of the Body for Beginners*, West Chester, Pennsylvania: Ascension Press, 2009
- Zalot, Joseph and Benedict Guevin, OSB, *Catholic Ethics in Today's World* Winona, Minnesota: Anselm Academic, 2007

Teacher Supplementary AV

- *Jesus Christ (Video Collection)*. Notre Dame, Indiana: Ave Maria Press
- *Catholicism*. Word on Fire Catholic Ministries: Skokie, Illinois, 2011 (Fr Barron)
- *Film Clips for Catholic Youth Faith Formation (series)*. Oxnard, California: Paulist Productions, 2011

Sensitive or Controversial Content

Sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRS #39 Administrative Procedures.

Issue Management Strategy

Health and Safety

No safety issues identified

Risk Management Strategy

Statement of Overlap with Existing Programs

Religious Education (Roman Catholic) 15/25/35 does not have significant overlap with provincial programs of study.

Student Assessment

Religious Education (Roman Catholic) 15/25/35 assessment is similar to that of other required subjects and highlights the knowledge and skills found within the program. Assessment is an essential part of the entire teaching and learning process, including religious education: assessment includes the ongoing observation and reflection on specific expectations by students and evaluation involves the demonstration of those desired expectations.

A more complete statement about assessment for Religious Education (Roman Catholic) 15/25/35 can be found in the Appendix.

Course Approval Implementation and Evaluation

This course will be monitored and evaluated by:
The respective Administration of the school, the teacher of the course and the Associate Superintendent of Inclusive Learning.
The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

