

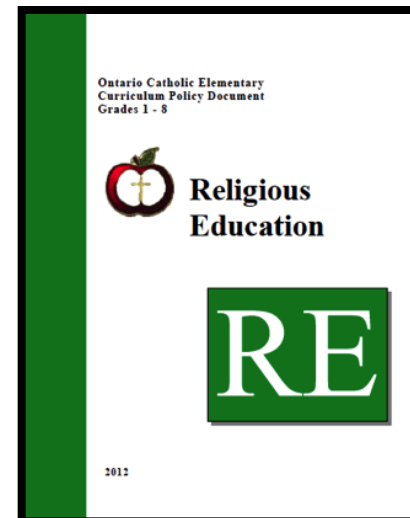
THE ONTARIO CATHOLIC CURRICULUM: RELIGIOUS EDUCATION, Grades 1 - 8

MODULE C: The Program in Religious Education



The Six Strands in the Curriculum

Prepared by the Members of the
Faith in Education Council,
Catholic Curriculum Corporation
for
The Institute for Catholic Education



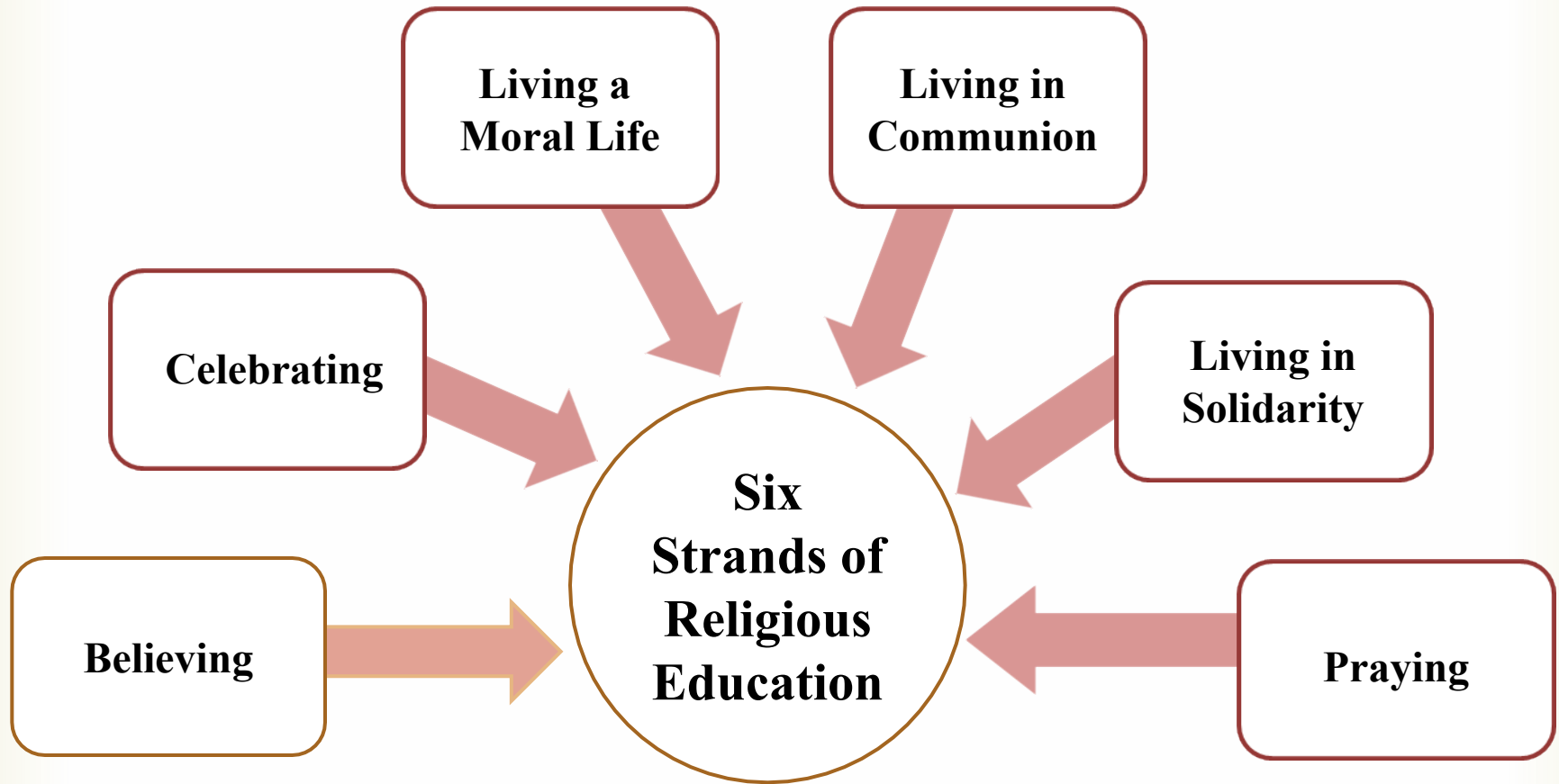
Learning Goals



We are learning to:

- articulate the key components of each of the six strands of the religious education curriculum
- make connections between the six strands of the religious education curriculum and our current practice
- identify how the program in religious education is similar to and different from that of Ministry of Education curricula

The Six Strands of Religious Education



Exploring One Strand



- ❧ Individually read the strand you have been assigned (from pages 26 to 34 of the document)
- ❧ Select ONE WORD that you would use to describe the strand
 - the word cannot be the name of the strand!
- ❧ Write your word on a sticky note

Small Group Discussion



- ❧ The first person reads aloud the selected word on their sticky note but does not share why the word was chosen (no elaboration)
- ❧ Group members, in turn, respond to the word
 - ❧ Did they choose the same word?
 - ❧ What does that word mean to them? (in relation to the strand)?
- ❧ The first person then explains why the word was chosen and the thinking behind it
- ❧ Continue until all group members have had an opportunity to share

Gallery Walk



- ☞ Travel around the room taking note of the words that were chosen for each strand
- ☞ What do you notice?
- ☞ Are the words on each chart similar or different?
- ☞ This gallery walk will be repeated at the end of this session after each strand has been explored in more detail

The First Word



- ✎ Assign one person in your group who will serve as your spokesperson
- ✎ Choose one thing that your group talked about to share with the whole group
- ✎ Each strand group will have approximately two minutes to “have the first word” as each strand is introduced

Religious Education Placemat



THE PROGRAM IN RELIGIOUS EDUCATION – STRANDS IN THE CURRICULUM

	Strand image	What I am hearing...	Connections I am making to my current practice...	My anchor word...
BELIEVING				
CELEBRATING				

BELIEVING – pp. 26-27



- ✧ Focuses on “Promoting the Knowledge of the Faith”
- ✧ Based on Part I of the *Catechism of the Catholic Church, The Profession of Faith*

BELIEVING FUNDAMENTAL CONCEPTS



- ✧ God's Self Revelation in the person of Jesus Christ, Sacred Scripture, and Tradition
- ✧ Creed as a summary of Catholic Belief and a Profession of Faith
- ✧ In God's Plan of Salvation Christ founded the Church as One, Holy, Catholic, and Apostolic

CELEBRATING – pp. 27-28



✧ The ways that the Church expresses its faith through liturgy and the celebration of the sacraments, with special attention given to the importance of the Eucharist

CELEBRATING FUNDAMENTAL CONCEPTS



- ☞ The Seven Sacraments of the Church
- ☞ The Mass is the source and summit of Christian life
- ☞ The Celebrations of the Church's Liturgical Year

LIVING A MORAL LIFE

pp. 28-29



- ✧ Universal Call to Holiness: Living as a follower of Christ who reveals to us God and God's love for all of creation. We are called, in our words and deeds, to be reflections of God's love.
- ✧ ...Religious education that promotes moral formation teaches children that happiness is made possible through moral living, and moral living is the path taken in response to God's call to holiness

LIVING A MORAL LIFE FUNDAMENTAL CONCEPTS



- ❧ Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition
- ❧ Freedom and Responsibility, Reason, Conscience, and Conscience Formation
- ❧ Grace, Virtue, Holiness and Sin and Forgiveness

LIVING IN COMMUNION

pp. 30-31



☞ Focuses on our belonging to the Church as the Body of Christ: our involvement within community, our call to vocation and our sharing in the mission of the church

LIVING IN COMMUNION FUNDAMENTAL CONCEPTS



- Living in the Church as members of the Body of Christ
- The Communion of Saints

LIVING IN SOLIDARITY

pp. 31-32



- ✧ Two primary topics:
Catholic Social Teaching
and Mission
- ✧ The responsibilities of all
the baptized to share the
good news and make
Christ's message come alive
- ✧ Witnessing to the faith

LIVING IN SOLIDARITY FUNDAMENTAL CONCEPTS



- ✧ We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)
- ✧ Social Justice Teachings of the Church
- ✧ Our mission is to evangelize (i.e. proclaim the Gospel message) and to witness to Jesus Christ (Grades 4 to 8)

PRAYING – pg. 33-34



- ✧ Educates our students in the various ways the Church expresses its faith in prayer
- ✧ There are many forms: blessing, adoration, intercession and petition, thanksgiving and praise
- ✧ These forms can be personal or communal

PRAYING FUNDAMENTAL CONCEPTS



- ☞ God's universal call to prayer and our human response
- ☞ *The Way of Prayer*: Forms and Expressions of Prayer

Making Connections



- ❧ Consider what you have heard about the six strands
- ❧ What connections were you able to make to your current practice as we explored each strand?
- ❧ In your small group, takes turns sharing the connections that were made
- ❧ Be prepared to share one or two connections with the large group

Gallery Walk Revisited



- ☞ In your group, decide if there are any new words that you feel need to be added to the chart paper for your strand
- ☞ If so, write them on sticky notes and add them to your chart
- ☞ Take a gallery walk once more
- ☞ Select one word from each chart, or a word of your own, that will serve as an anchor word for each strand – record on your placemat

A note about the strands...



It should be noted that the six strands are not necessarily representative of six units of study, but represent knowledge about specific elements of the faith and its practice that are to be integrated across the strands (pg. 25)

The Program in Religious Education consists of...



- ❧ Strands
- ❧ Hope Expectations by Division (pp. 62; 105-6; and 154-55)
- ❧ Curriculum Expectations by Grade
 - ❧ Fundamental Concepts
 - ❧ Big Ideas
 - ❧ Overall Expectations
 - ❧ Specific Expectations

What are the similarities/differences between this curriculum policy document and Ministry of Education curriculum policy documents?

A final thought: Our Hope for Students



Religious Education seeks to develop not only knowledge and skills but also to foster in students the attitudes and values that are part of faith and constitute the Catholic stance within the world. Because they depend on the interaction between God's Spirit and the freedom of the individual student, attitudes and values cannot be listed as expectations, nor can they be evaluated or used for assessment purposes. (pg. 23)

Acknowledgments



Acknowledgment of Photos

☞ The CCC and ICE express appreciation for the photographs developed to symbolize each strand. They were created under the leadership of Peter Fujiwara, Department Head Communication Technology, St. Roch CSS, Dufferin-Peel CDSB, the artistic efforts of Gr. 11 student Darien Boodan and the students from St. Roch who allowed their hands to be photographed. Sincere thanks to all!