



OTTAWA
CATHOLIC
SCHOOL BOARD

Grade 8 Religion and Family Life

Inspired education.
Inspiring students.

Religious Education Description and Critical Outcomes: This program continues where the Grade 7 program ended. It assists young believers in nurturing their relationship with God in and through Christ in the context of a Spirit-filled community. By using the “faith summary” of the Apostles’ Creed, this program allows young believers to participate with the Church in exploring the dimensions of our relationship with God, Jesus and the community of the Holy Spirit.

Unit 1- We believe in the Holy Spirit: identify and evaluate expectations that affect their behaviour; identify ways the Holy Spirit gives us the strength to carry out God’s will; identify the gifts of the Spirit in their own lives and in the lives of others; name and describe the fruits of the Spirit and identify them in their lives; evaluate their own willingness to be present to others and to live in community.

Unit 2- We believe in the holy Church: define holiness; name the seven sacraments of the Church: know that the sacraments are life-giving encounters with God which help us to become holy; identify the ways Baptism, Confirmation and Eucharist give us a purpose in life and offer us strength and support; identify moments when God has given healing to them and to those they know; identify the need for healing and forgiveness in their lives.

Unit 3- We believe in one, holy, catholic and apostolic Church: explain the meaning of the word ‘catholic’ and the ways the Church is for all people; explain the task of the Church and all of its members in continuing the work of Christ by making the love of God available to all; Identify lifestyle choices that serve others and share the Good News.

Unit 4- We believe in the communion of saints: identify those who are a part of the community of saints and explain how the community functions as a whole; describe the Christian attitude toward death; use the stories of one or more saints to find inspiration and courage in the face of a difficult situation.

Unit 5- We believe in... the forgiveness of sins: identify the way rules help them to live life to the fullest; restate each of the Ten Commandments in terms of the challenges that they pose for Grade 8 students today; explain the role of conscience in answering the questions “What’s right? What’s wrong?”; define sin and describe the conditions that make something a serious sin; identify ways of developing their conscience; evaluate their own willingness to forgive in terms of Jesus’ teaching about forgiveness; outline the process of sacramental reconciliation.

Unit 6- We believe in... the resurrection of the body: explain how the way they treat their bodies affects their relationship with God and with others; define “love” and determine appropriate and inappropriate expressions of love and affection; draw guidance from gospel stories which touch upon the issue of suffering; make a commitment to reach out to someone who is suffering.

Unit 7- We believe in Jesus... life everlasting.: express a growing sense of responsibility for stewardship of the earth; identify some of the causes and results of violence within their own community and the steps being taken to confront violence; confront violence in their own lives by preparing and practising peacemaking behaviours; understand the Golden Rule and apply it to a decision making situation.

Unit 8- Amen: recite the Apostles’ Creed; articulate the meaning of ‘Amen’; name ways they will live out the beliefs that they express in the Creed; be familiar with the term “real presence” and understand what it says about the Eucharist; outline the flow of the Eucharistic liturgy and express the purpose and value of each part of the liturgy in relationship to our faith and our lives; participate actively in the liturgy (teach actions and

attitude).

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: Stand By Me (\$25), Fully Alive Student Book (\$22).

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

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 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%)

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: _____