

## Appendix B

Curricular Connections for **Laudato Si: On Care for Our Common Home** can be found in:

1. The Ontario Catholic Elementary Curriculum Religious Education Policy Document Grade 1-8 connections to *Laudato Si: On Care for Our Common Home* are embedded within the “Living in Solidarity” strand. Below you will find samples from Gr. 1, 4, 8 that show how “Caring for Our Common Home” concepts scaffold in an age appropriate way to strengthen the understanding of Living in Solidarity.

Samples:

Grade 1: Living in Solidarity

<b>Fundamental Concept: LS1</b>
We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)
<b>Big Ideas:</b>
➤ God made human persons in His own image and likeness (i.e. we are communal by nature, endowed with a spiritual and mortal soul, intelligence, and free will) and we share a special relationship with God (God calls each of us by name).
<b>Fundamental Concept: LS2</b>
Social Justice Teachings of the Church
<b>Big Ideas:</b>
➤ Jesus taught us about the dignity of all people and how we are to identify with and to love our neighbour.
➤ The Church community promotes the dignity of the poor and outcast through acts of friendship and charity.
➤ Offering friendship and charity promotes the proper development of persons and allows them to achieve their full potential as human beings.

## Grade 4: Living in Solidarity

### **Fundamental Concept: LS1**

We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)

#### **Big Ideas:**

- Legitimate authority must conduct itself in a manner that preserves its institutions and promotes the common good of society as a moral force based on freedom and a sense of responsibility.
- Since all legitimate authority comes from God, it is to be respected and upheld.

### **Fundamental Concept: LS2**

Social Justice Teachings of the Church

#### **Big Ideas:**

- Scripture reveals the dignity of the human person, the goodness of all creations and the responsibility of persons and society to protect what God has created and the common good of all.
- The Church's Social Justice Teachings promote the proper development and flourishing of the human person, culture and education, the promotion of the common good, stewardship of creation, democratic societies, and the legitimate exercise of authority through social structures and institutions both at the local and international level.

### **Fundamental Concept: LS3**

Our mission is to evangelize (i.e. proclaim the Gospel message) and to witness to Jesus Christ [CCC nos. 748-870]

**Big Ideas:**

- Jesus' life and ministry was universal; it included outreach to believers and non-believers.
- Christ entrusted this mission to the apostles, to the Church, to all baptized Christians, and to people of good will and faith, who believe in God.
- People of various Christian churches, other religious faith traditions share common values with Catholic Christianity: belief in God, Truth, justice, morality, dignity of the human person, a sense of the common good, beauty and culture, stewardship of creation, and a desire to deepen their relationship with God the Creator of all.
- Ecumenism and Inter-Religious Dialogue invites Christians to seek unity, to respect the gift of religious diversity in the search for the Truth and in the articulation of common beliefs, while developing an attitude of respect for religious differences and the openness and desire to seek communion.

## Grade 8: Living in Solidarity

**Fundamental Concept: LS1**

We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)

**Big Ideas:**

- The principles of social justice have their roots in Sacred Scripture and form the basis for the Social Justice teachings of the Catholic Church.
- The role of civil authority is to promote human dignity and the common good of society.
- Each of us is called by God (vocation) to make a difference in our world through our Catholic Christian witness for the betterment of society and the created world.

**Fundamental Concept: LS2**

Social Justice Teachings of the Church

**Big Ideas:**

- Promoting the Church’s Social Justice Teachings ensures respect for the human person and the common good of society.
- The Church’s Social Justice Teachings promote the proper development and flourishing of the human person, culture and education, the promotion of the common good, democratic societies, and the legitimate exercise of authority through social structures and institutions both at the local and international level.
- The call to conversion is not only individual but communal because of the existence of sinful inequalities within community that are in contradiction to the Gospel.

**Fundamental Concept: LS3**

Our mission is to evangelize (i.e. proclaim the Gospel message) and to witness to Jesus Christ [CCC nos. 748-870]

**Big Ideas:**

- Jesus’ mission was to witness to God and the Gospel message of salvation.
- Guided by the Holy Spirit, Christians participate in Christ’s mission of evangelization by witnessing to the Gospel message of Truth in their words, actions and deeds of service to all people.
- Ecumenism and inter-religious dialogue invites Christians to seek unity, to respect the gift of religious diversity in the search for the Truth and in the articulation of common beliefs, while developing an attitude of respect for religious differences and the openness and desire to seek communion.

2. The Ontario Catholic Elementary Curriculum Family Life Education Policy Document Grade 1-8. Connections to *Laudato Si: On Care for Our Common Home* are also captured in the overall expectations. Particularly the “Living in the World” strand has connections to *Laudato Si: On Care for Our Common Home* embedded within. Below you will find samples from Gr. 1, 4, 8 that show how “Caring for Our Common Home” concepts scaffold in an age appropriate way to strengthen the understanding of “Living in the World”.

**The LIVING IN THE WORLD (Fully Alive Strand)**

## OVERALL EXPECTATIONS

**E1. Appreciating God's Goodness:** appreciate that humans are called to image the love of God by caring for all of God's gifts of creation. (CCC 1881-1885, 1892-1894; CCCC 402, 403; GS 33-39)

**E2. Exploring Human Nature:** demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God's world. (CCC 1897-1909, 1910-1917, 1926-1927; CCCC 405-410; GS 40-45)

**E3. Reflecting, Responding, and Analyzing:** apply an understanding of the global dimension of human nature in personally relevant contexts. (CCC 268-278, 290-292, 295-301, 316-320, 337-344; CCCC 50, 52, 54, 62; C in V Ch 4; GS 77-92)

## SPECIFIC EXPECTATIONS

By the end of Grade 1, students will:

### E1. Appreciating God's Goodness

**E1.1** recognize the value of human work

### E2. Exploring Human Nature

**E2.1** recognize that they learn about the world in a variety of ways

**E2.2** recognize that everyone is responsible for caring for the world

### E3. Reflecting, Responding, and Analyzing

**E3.1** identify some aspects of the world that they find interesting

**E3.2** identify some of the ways in which people care for their homes

**E3.3** identify some of the kinds of work that adults do

## SPECIFIC EXPECTATIONS

By the end of Grade 4, students will:

### E1. Appreciating God's Goodness

**E1.1** recognize and appreciate that the world is a special home

### E2. Exploring Human Nature

**E2.1** recognize and appreciate the importance of being good caretakers of the physical environment

### **E3. Reflecting, Responding, and Analyzing**

**E3.1** describe some of the ways in which the world is their home

**E3.2** identify some of the ways that people can care for the physical environment

**E3.3** examine some of the ways people contribute to building the world through work

## **SPECIFIC EXPECTATIONS**

By the end of Grade 8, students will:

### **E1. Appreciating God's Goodness**

**E1.1** recognize and appreciate the social dimension of their faith

**E1.2** recognize and appreciate the responsibility to participate in the work of creating a more just society

### **E2. Exploring Human Nature**

**E2.1** describe the requirements of individual and social justice

**E2.2** recognize and appreciate that justice is the virtue that helps us respond to the rights and dignity of each person

**E2.3** recognize and appreciate the shared responsibility to participate in efforts to protect human rights

### **E3. Reflecting, Responding, and Analyzing**

**E3.1** examine the responsibility to participate in building a just society

**E3.2** analyze two issues related to social justice: poverty and respect for life

**E3.3** describe the personal qualities and skills that are essential to contribute to the efforts to create a more just society

3. Further curricular connections can be found in:

**Social Studies:** Many Gifts program (Gr. 1-6) and in Intermediate Geography program;

**Science:** Understanding Life systems and Understanding Earth and Space Systems strands (Gr. 1-8)

4. TCDSB partners with **Development and Peace** whose campaign theme this year “Create a Climate of Change” is based on Pope Francis’ *Laudato Si: On Care for Our Common Home*. Elementary and Secondary Schools Student Leadership programs partner with Development and Peace and participate in workshops for teachers and students on “Create a Climate of Change” which highlighted connections to *Laudato Si: On Care for Our Common Home*. Luke Stocking continues to do various presentations throughout our Board including one at the Board meeting in November 2015 and one for C-SLIT in November 2015.
5. Ontario Catholic Secondary Curriculum Religious Education Policy Document Grade 9-12 connections to *Laudato Si: On Care for Our Common Home* are embedded within “Christian Moral Development” and “Family Life Education” strands in Grades 9 -12. Below you will find samples taken directly from the Gr. 10 and 12 Religion courses listed within the policy document that show how “Caring for Our Common Home” concepts are incorporated into these strands.

Grade 10 – Open

#### CHRISTIAN MORAL DEVELOPMENT

Our hope is that Religious Education will help students:

- respond to the challenge of God’s preferential option for the poor;
- acknowledge that the love of God for all people demands justice;
- recognize that there is absolute truth, and that God, as revealed in Jesus Christ, is its source;
- recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;
- let the Holy Spirit guide and strengthen them in applying Christian moral principles in making moral decisions and living a life of virtue;
- participate, and encourage participation, in community service as a primary way for developing the common good.

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations (CCC §1928-1942);
- demonstrate how justice is a demand of natural law (CCC §1954-1960);
- recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love;
- demonstrate a knowledge of the social teachings of the Church (CCC §2419-2425);
- use the preferential option for the poor as the criterion for analysing social injustice issues (CCC §2443-2449).

## **FAMILY LIFE EDUCATION**

Our hope is that Religious Education will help students:

- choose and promote chastity as the personal integration of sexuality in the service of love;
- respect the dignity of all forms of life – and in particular, of human life – at every stage of its existence;
- demonstrate sensitivity and compassion for persons with HIV/AIDS.

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- describe the stages of cognitive and affective development throughout the life span;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.



Grade 12 – University

## **CHRISTIAN MORAL DEVELOPMENT**

Our hope is that Religious Education will help students:

- appreciate how persons are created with free will and with the ability to discern right from wrong;
- accept the teachings of Jesus and the Church in their moral choices;
- recognize the right of persons to form labour unions;
- commit themselves to community service in relation to the common good;
- confess their sin as a failure in genuine love for God and neighbour;
- appreciate work as a participation in co-creation.

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- identify the main features of a Christian anthropology (CCC §127-174, 1700-1729) and examine the human search for meaning and purpose;
- evaluate the contributions of philosophy and the sciences to a Catholic understanding of ethics and morality;
- apply a contemporary understanding of conscience to the process of conscience formation and moral decision-making;
- define the Catholic understanding of the nature of sin and reconciliation, both social and individual, and explore sin's impact on human happiness;
- apply Church teaching to contemporary ethical and moral issues.

## **FAMILY LIFE EDUCATION**

Our hope is that Religious Education will help students:

- realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;
- appreciate the importance of institutions for the common good of society (e.g., family, church, political institutions).

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

Grade 12 – College

## **CHRISTIAN MORAL DEVELOPMENT**

Our hope is that Religious Education will help students:

- appreciate how persons are created with free will and with the ability to discern right from wrong;
- accept the teachings of Jesus and the Church in their moral choices;
- recognize the right of persons to form labour unions;
- commit themselves to community service in relation to the common good;
- confess their sin as a failure in genuine love for God and neighbour;
- appreciate work as a participation in co-creation.

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- distinguish between morality and ethics;
- understand and apply Catholic social teaching to various situations;
- explore the relationship between Church and politics.

## **FAMILY LIFE EDUCATION**

Our hope is that Religious Education will help students:

- realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;
- appreciate the importance of institutions for the common good of society (e.g., family, church, political institutions).

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- analyse Catholic teaching on marriage;
- explore ways in which the family is called to be nurturing.

Grade 12 – Workplace

## **CHRISTIAN MORAL DEVELOPMENT**

Our hope is that Religious Education will help students:

- appreciate how persons are created with free will and with the ability to discern right from wrong;
- accept the teachings of Jesus and the Church in their moral choices;
- recognize the right of persons to form labour unions;
- commit themselves to community service in relation to the common good;
- confess their sin as a failure in genuine love for God and neighbour;
- appreciate work as a participation in co-creation.

## **OVERALL EXPECTATIONS**

By the end of this course, students will:

- examine the human search for truth and happiness;
- define the Catholic understanding of sin and reconciliation, both social and individual, and explore the impact of sin on the human condition;
- evaluate contemporary ethical and moral issues in light of the Church's moral teaching.

## **FAMILY LIFE EDUCATION**

Our hope is that Religious Education will help students:

- realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;
- appreciate the importance of institutions for the common good of society (e.g., family, church, political institutions).

## OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

6. In addition to the Religious Education courses, many different courses from varying subjects offered in secondary schools align with the theme. Some examples of these courses are: World Issues, Geography, Science, Biology, Leadership Courses, etc.
7. In addition to the Catholic Secondary Curriculum Religious Education Policy Document Grade 9-12, the Institute for Catholic Education (ICE) also provides supplemental resources for Secondary teachers such as the “Catholic Companion Guide to Equity and Social Justice” for Grade 12 University/College Religion Courses, “Stewards of the Gift” for Grade 10 Civics, etc.
8. Elementary and Secondary Teachers also have access to supplemental resources found on the Catholic Curriculum Corporation Website ([www.catholiccurriculumcorp.org](http://www.catholiccurriculumcorp.org)). Some of these resources support the Pope’s encyclical on “Laudato Si: Caring for our Common Home” such as: “Changing Pedagogy Using Student Voice: Fostering Responsible Catholic Citizenship”, “Called to Change the World”, “Equity and Inclusion: From the Lens of the Catholic Social Teachings”, etc.
9. Teacher Professional Development support is offered for Secondary teachers through a workshop during “TCDSB’s Leaders of Your Own Learning Professional Development Day” on February 12<sup>th</sup>, 2016. This workshop run by Stephen Scharper and Roberto Chiotti will discuss aspects of “Laudato Si” and how the architectural structure of St. Gabriel’s parish was

constructed to “establish a link between the sacredness of the gathered community of Faith and the sacredness of the Earth” (Fr. Paul – St. Gabriel’s Parish).

10. Unique to Toronto Catholic District School Board are the Overseas Outreach Service secondary courses to the Philippines, Tanzania, and India. These courses fully embody the concept from the Pope’s encyclical “Laudato Si: Care for our Common Home” with an experiential learning model. Also Board-wide run Catholic Student Leadership activities like: When Faith Meets Pedagogy Youth Forum; ACCTS (A Catholic Call to Serve); SMILE (Students Mentoring Interdisciplinary Leadership Experience; L’ARCHE TCDSB Overseas retreat and Local retreats for staff and student at L’ARCHE Daybreak; Camp Olympia Catholic Leadership Programs; PAST Camp Olympia program; Catholic Leadership Camp Province Wide (TCDSB hosts through CSLIT); Focus on Youth Community Relations Program; Missions Canada (Bishops) etc....