

*Catholic Curriculum Corporation – Central and Western Region*

*&*

*The Ontario English Catholic Teachers' Association*

*A Teaching Resource for Secondary  
Teachers*

**Equity and Inclusion:  
From the Lens of the Catholic  
Social Teachings**

**Grades 9 to 12**

September 2013

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Catholic Curriculum Corporation Opening Message**

**Our Purpose**

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

**Our Mission**

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

**Our Vision**

*Faith through Learning – A Distinctive Catholic Curriculum*

**Message from the Executive Director**

On behalf of the Catholic Curriculum Corporation, I would like to thank The Ontario English Catholic Teachers' Association for the invitation to partner with the CCC and Catholic educators from across the Central and Western regions of Ontario to develop this valuable Catholic secondary teaching resource for teachers and students.

**Equity and Inclusion: From the Lens of the Catholic Social Teachings** is a classroom resource which provides teachers with nine frameworks with Guiding Questions related to Equity and Inclusion, The Ontario Catholic Graduate Expectations, Critical Literacy and the Catholic Social Teachings. Each framework is followed by exemplary lessons from a wide range of secondary subjects including Philosophy, the Arts, English, Mathematics, Science, Business, and Equity and Diversity courses. These practical lessons provide secondary teachers and students with ways to integrate a faith perspective in a multi-disciplinary approach; the lessons are grounded in our Catholic Social Teachings and Equity and Inclusion strategies. This resource provides an amazing example and springboard for secondary teachers to take and use the frameworks in their classroom. Congratulations to project lead, Fran Craig for her leadership and vision and to the writers and reviewers for their thought-filled contributions and hard work!

The Catholic Curriculum Corporation looks forward to co-presenting with OECTA at When Faith Meets Pedagogy 2013 Opening Doors of Faith. Plan on attending the conference and the workshop related to this teaching resource.

I wish continued success to all who work to share and celebrate our Catholic mission.

**Michael Bator, Executive Director CCC**

*Faith through Learning ~ A Distinctive Catholic Curriculum*

**Equity and Inclusion: Through the Lens of the Catholic Social Teachings**

**Ontario English Catholic Teachers Association Opening Message**

“Equity and Inclusion: From the Lens of the Catholic Social Teachings” is an exciting and challenging document and, fittingly, it is the result of the collaborative efforts of teachers working for teachers. Its arrival could not be more fortuitous, as the publicly funded schools of Ontario, and, more particularly, our publicly funded Catholic schools, are at a critical time in our history.

As a microcosm of the greater society, our Catholic schools reflect the stresses, challenges and problems of the broader community. At the same time, our schools, and Catholic teachers, are especially well placed to help mend some of the fractures evident in that society. Our particular strength as Catholic teachers is to be able to rely on Catholic social teachings to help guide our ministry. The richness of those teachings, which have stood the test of time, is evident as one reads “Equity and Inclusion: From the Lens of the Catholic Social Teachings.”

By integrating equity and inclusivity, Catholic social teachings, the Ontario Catholic Graduate Expectations and critical literacy, and adopting an interdisciplinary approach, the authors of “Equity and Inclusion” have provided secondary school teachers with an invaluable tool to support them in working with students who challenge them at every turn and at the same time need the reassurance that, yes, there are indeed values and structures that help us make sense of the world we live in. And although “Equity and Inclusion” was developed as a resource for our secondary school members, I believe any elementary school teachers who have the opportunity to review it will find their efforts rewarded.

“Equity and Inclusion: From the Lens of the Catholic Social Teachings” will spark many conversations, between teachers, and between teachers and students. OECTA is proud to have been able to support the development of the resource. We look forward to seeing its positive impact in our classrooms, in our schools, and beyond.

James Ryan

President,  
Ontario English Catholic Teachers Association

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

**Acknowledgments**

The Catholic Curriculum Corporation and The Ontario English Catholic Teachers' Association acknowledges with thanks the contributions of the following

**Project Lead:**

Fran Craig, Curriculum Manager Catholic Curriculum Corporation (retired)

**Writers:**

Joseph Bezzina, London District Catholic School Board

Thomas Eagan, Simcoe Muskoka Catholic District School Board

Joanna Newton, Dufferin-Peel Catholic District School Board

Marian O'Connor, Brant Haldimand Norfolk Catholic District School Board

Terry Posylek, Simcoe Muskoka Catholic District School Board

Babe Santucci, Halton Catholic District School Board

Dwight Stead, Dufferin-Peel Catholic District School Board (retired)

**Reviewers:**

Charlie Agro, Hamilton-Wentworth Catholic District School Board

Martina Austin, St. Clair Catholic District School Board

Tamara Fernandes, Hamilton-Wentworth Catholic District School Board

Chris Gutteridge, St. Clair Catholic District School Board

Susan Perry, Ontario English Catholic Teachers Association

**Editor:**

Fran Craig, Curriculum Manager, Catholic Curriculum Corporation (retired)

**Special Thanks:**

Sincere thanks are also extended to OECTA for financially supporting the creation of this resource document.

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

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## Equity and Inclusion: Through the Lens of the Catholic Social Teachings

### Introduction

On April 6, 2009 the Minister of Education released the document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*. Over the past few years the members of CCC and OECTA have attended and offered leadership in numerous meetings and conferences to advance the implementation of the Equity and Inclusive Education Strategy.

During a two year exchange of information around implementation of the Ministry's Equity and Inclusive Education Strategy, some guiding questions were clarified, namely:

- How can we create a resource which will infuse the Catholic Social Teachings and the Ontario Catholic School Graduate Expectations to guide questioning?
- How can we create a secondary teaching resource, addressing various subject/curriculum expectations in a multi-disciplinary approach, which enlightens student understanding of equity and inclusion, in respecting differences?
- How can we effectively use Critical Literacy to guide our questioning techniques to bring out the best in our analysis of any social media, text, graphic organizers, diagrams, books, videos, graphs, newspapers, the Internet, magazines, art, etc. from the Catholic perspective?
- How can we engage students to respond to world events based on the three principles of the Catholic Social Teachings?

This resource was written by a team of secondary teachers for secondary teachers and students. The process included:

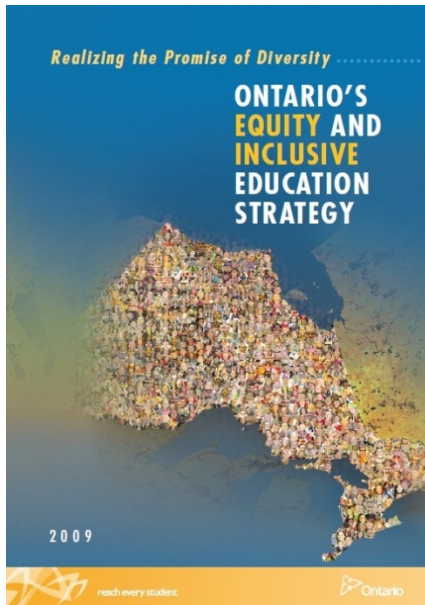
- Developing an understanding of the four areas of focus for the frameworks – Equity and Inclusion, Ontario Catholic School Graduate Expectations (OCGEs) , the Catholic Social Teachings (CST) and Critical Literacy
- Developing guiding questions constructed from the four building blocks:
  - a. The Equity and Inclusivity lens
  - b. The Catholic Social Teachings lens
  - c. The Ontario Catholic School Graduate Expectations lens
  - d. Critical Literacy lens
- Creating exemplary lessons from a variety of subject disciplines which model the use of the framework's guiding questions in a three part lesson based on a specific Catholic Social Teaching
- Review and revise the lessons based on external feedback
- Present and share the process and the teaching resource with others at events sponsored by CCC/WFMP, OECTA, or at the local board level

Ultimately the goal is for all secondary teachers to take and use the frameworks in their own classrooms, in their own subject areas, with their own students; to take the frameworks and make them your own! The goal is to foster attitudes of respecting differences and tolerance at home, in the school, community, and world while inviting students to participate in discussions and reflect upon issues regarding equity, social justice, tolerance, diversity, civic values and responsibility. It is our hope that we can equip students with the knowledge and skills needed to reflect, to judge and to act as responsible citizens in our world.

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Background Information of the Four Building Blocks

Building Block: Equity and Inclusive Education Strategy



*We envision an inclusive education system in Ontario in which:*

- all students, parents, and other members of the school community are welcomed and respected;*
- every student is supported and inspired to succeed in a culture of high expectations for learning.*

*To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted.*

*We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.*

**Equity:** *A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.*

**Inclusive Education:** *Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected.*

**Diversity:** *The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.*

*Ontario's Equity and Inclusive Education Strategy, 2009, Reach Every Student Quick Facts*

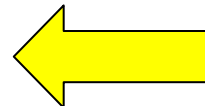
*Russo (2006) states that teachers are agents of change: teachers have the potential to interrupt, learn about, and devise strategies to counter the challenges based on factors such as socio-economic status, race, disability, and gender. This work can be done at all grade levels and in all areas of the curriculum. Teachers can act as agents of change through the topics they choose to address and the examples they include in classroom discussions. They can also use pedagogical practices that reflect the students' way of knowing and learning.*

Glaze, A and Mattingly, R., *Breaking Barriers Excellence and Equity for All*, Pearson Canada Inc. Toronto Canada 2012, p. 17

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

What does Equity and Inclusive Education Strategy look like in the framework?

DEFINING THE FOUR AREAS OF FOCUS	
<p><b>The Catholic Social Teachings</b></p> <p>A collection of encyclicals published by the Catholic Church over the last hundred years, based on and inseparable from our understanding of human life and human dignity. Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. These teachings call us to a covenant of love and justice – to see, judge and act.</p>	<p><b>The Equity and Inclusive Education Strategy</b></p> <p>An Ontario Ministry of Education initiative which envisions that all students, parents and other members of the school community are welcomed and respected and every student is supported and inspired to succeed in a culture of high expectations for learning. Everyone must feel safe, comfortable and accepted in a school community where diversity is valued, respect for others is demonstrated and a commitment to establishing a just and caring society is evident.</p>
<p><b>Critical Literacy</b></p> <p>“Literacy supports and is developed through thinking, expressing and reflecting” p. 3</p> <p>“Critical Literacy refers to students critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action.” p. 16</p> <p><i>Adolescent Literacy Guide, A Professional Learning Resource for Literacy, Grades 7-12, Literacy Gains, Curriculum and Assessment Policy Branch, Ontario Ministry of Education 2012</i></p>	<p><b>The Ontario Catholic Graduate Expectations</b></p> <p>A vision of the Catholic learner based on seven overall expectations which by which teachers plan, teach and assess. Students are invited to be: Discerning Believers in the Catholic Faith Community, Effective Communicators, Reflective, Creative Holistic Thinkers, Self-Directed, Responsible, Life-Long Learners, Collaborative Contributors, Caring Family Members and Responsible Citizens.</p>



**The Definition of Equity and Inclusion:**

An Ontario Ministry of Education initiative which envisions that all students, parents and other members of the school community are welcomed and respected and every student is supported and inspired to succeed in a culture of high expectations for learning. Everyone must feel safe, comfortable and accepted in a school community where diversity is valued, respect for others is demonstrated and a commitment to establishing a just and caring society is evident.

**The Guiding Questions:**

- How do we make everyone in our classroom feel respected, safe, and included to provide the best opportunity for growth and student achievement?
- What gifts do you bring to share with your classmates and how will you use these gifts to support your learning and the learning of others?
- How can we recognize and value the gifts of others?
- How do you see yourself as a valued and contributing member of this class, school, community, and society?
- In building a welcoming learning environment, what words and actions demonstrate respect for the dignity of all?



Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Building Block: The Catholic Social Teachings

*What is Catholic Social Teaching?*

*Catholic Social Teaching strives to foster a living faith that leads to loving action in the world today by raising up a social vision that is transformative, thereby making visible the reign of God.*

*Catholic Social Teaching (CST) is the church's presentation and articulation of its reflection upon human beings in society. It sets about naming the realities (at a given point in time), highlighting the dangers to full human flourishing and critiquing them from the point of view of the Catholic faith.*

*It embodies core themes and responses to challenges facing human beings in a complex and changing world. This body of teaching is not a fixed body of writings or doctrines but grows, develops and changes over time in order to respond to the complexities of any given age and in order to speak with relevance to the world as it exists.*

*Where does Catholic Social Teaching come from?*

- *Biblical resources - the revealed and living Word of God*
- *Moral resources - it grows out of scripture and engages human reason, knowing, experience.*
- *Ecclesial resources – the writings of Popes and Bishops*

*Sr. Katherine Feely, Catholic Social Teaching, An Overview, Education for Justice*

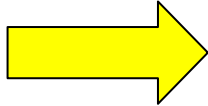
[www.educationforjustice.org](http://www.educationforjustice.org)

The Catholic Social Teachings (CST) which will be defined and used in the frameworks are:

- Common Good and Community
- Dignity of the Human Person
- Economic Justice
- Preferential Option for the Poor and Vulnerable
- Principle of Subsidiarity
- Promotion of Peace
- Rights and Responsibilities
- Solidarity
- Stewardship of God's Creation

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

What do the Catholic Social Teachings look like in the framework?



DEFINING THE FOUR AREAS OF FOCUS	
<p style="text-align: center;"><b>The Catholic Social Teachings</b></p> <p>A collection of encyclicals published by the Catholic Church over the last hundred years, based on and inseparable from our understanding of human life and human dignity. Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. These teachings call us to a covenant of love and justice – to see, judge and act.</p>	<p style="text-align: center;"><b>The Equity and Inclusive Education Strategy</b></p> <p>An Ontario Ministry of Education initiative which envisions that all students, parents and other members of the school community are welcomed and respected and every student is supported and inspired to succeed in a culture of high expectations for learning. Everyone must feel safe, comfortable and accepted in a school community where diversity is valued, respect for others is demonstrated and a commitment to establishing a just and caring society is evident.</p>
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The Definition:

A collection of encyclicals published by the Catholic Church over the last hundred years, based on and inseparable from our understanding of human life and human dignity. Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. These teachings call us to a covenant of love and justice – to see, judge and act.

All nine CST principles will be defined in the cover page. The cover page will also provide a lesson summary so you know which exemplary lessons are included for that particular Catholic Social Teaching.

The Guiding Questions:

Each framework will contain specific questions related to the theme of the Catholic Social Teaching upon which the lessons are anchored. It must be realized however that many of the CST relate to one another and when you speak about the Dignity of the Human Person, you may also be referencing actions that contribute to the Common Good and Community. The Catholic Social Teachings are an interrelated collection of church teachings, but for the purpose of these frameworks and lessons, one CST has been highlighted in each lesson, although others may also be referenced.

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Building Block: The Ontario Catholic School Graduate Expectations

*Catholic education addresses this search for meaning, this desire of the person to understand human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for meaning as a lifelong spiritual and academic quest. **The expectations guiding the journey of learning for all students in Catholic schools, therefore, are described not only in terms of knowledge and skills, but necessarily in terms of values, attitudes and actions informed by reason and faith.***

*The critical relationship between learning and believing, between knowledge and faith, is fundamental to understanding the mandate of our Catholic schools.*

*Consequently, Catholic schools must be places where students can hear Jesus' invitation to follow him, where they can receive his command to love all people, and where they can realize his presence and his promise to be with them always. Only in this way can they be nurtured and encouraged to become who they are meant to be: persons of dignity and freedom, created in the image and likeness of God as modeled in Jesus Christ. Curriculum Matters – A Resource for Catholic Teachers (ICE, 1996) p. 21*

The vision of the learner:

**A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

**An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.

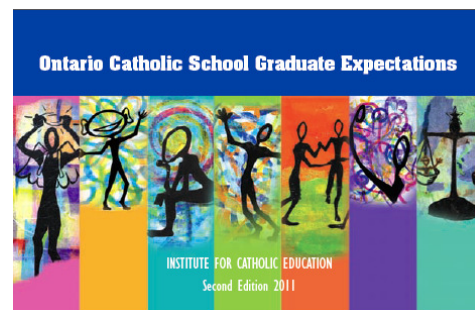
**A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the Common Good.

**A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential

**A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the Common Good.

**A caring family member** who attends to family, school, parish and the wider community.

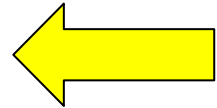
**A responsible citizen** who gives witness to Catholic Social Teaching by promoting peace, justice and the sacredness of human life.



Equity and Inclusion: Through the Lens of the Catholic Social Teachings

What do the Ontario Catholic School Graduate Expectations look like in the framework?

DEFINING THE FOUR AREAS OF FOCUS	
<p><b>The Catholic Social Teachings</b></p> <p>A collection of encyclicals published by the Catholic Church over the last hundred years, based on and inseparable from our understanding of human life and human dignity. Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. These teachings call us to a covenant of love and justice – to see, judge and act.</p>	<p><b>The Equity and Inclusive Education Strategy</b></p> <p>An Ontario Ministry of Education initiative which envisions that all students, parents and other members of the school community are welcomed and respected and every student is supported and inspired to succeed in a culture of high expectations for learning. Everyone must feel safe, comfortable and accepted in a school community where diversity is valued, respect for others is demonstrated and a commitment to establishing a just and caring society is evident.</p>
<p><b>Critical Literacy</b></p> <p>“Literacy supports and is developed through thinking, expressing and reflecting” p. 3</p> <p>“Critical Literacy refers to students critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action.” p. 16</p> <p><i>Adolescent Literacy Guide, A Professional Learning Resource for Literacy, Grades 7-12, Literacy Gains, Curriculum and Assessment Policy Branch, Ontario Ministry of Education 2012</i></p>	<p><b>The Ontario Catholic Graduate Expectations</b></p> <p>A vision of the Catholic learner based on seven overall expectations which by which teachers plan, teach and assess. Students are invited to be: Discerning Believers in the Catholic Faith Community, Effective Communicators, Reflective, Creative Holistic Thinkers, Self-Directed, Responsible, Life- Long Learners, Collaborative Contributors, Caring Family Members and Responsible Citizens.</p>



**The Definition of Ontario Catholic Graduate Expectations:**

A vision of the Catholic learner based on seven overall expectations by which teachers plan, teach and assess. Students are invited to be: Discerning Believers in the Catholic Faith Community, Effective Communicators, Reflective, Creative Holistic Thinkers, Self-Directed, Responsible, Life- Long Learners, Collaborative Contributors, Caring Family Members and Responsible Citizens.

**The Guiding Questions:**

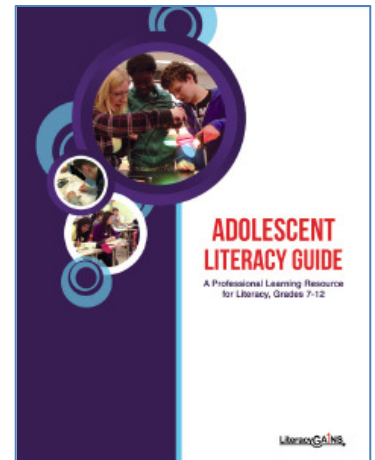
- What scriptural reference might guide our thinking in this Catholic Social Teaching?
- How does the Catholic Social Teaching, [Insert the name of the Catholic Social Teaching] call us to respond or act:
  - As a discerning believer?
  - As an effective communicator?
  - As a reflective, creative, holistic thinker?
  - As a self-directed responsible life-long learner?
  - As a collaborative contributor?
  - As a caring family member?
  - As a responsible citizen?

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Building Block: Critical Literacy

***Critical Literacy** refers to students critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action.*

*Critical learners are active participants in understanding meaning and message. Critical literacy invites students to move beyond passively accepting the text's message to question, examine or dispute the power relations that exist between readers and authors. It moves learners to reflection, transformation and action. (McLaughlin & DeVoogd, 2004)*



Critical Literacy means...

- Recognizing that texts contain certain perspectives and biases
- Recognizing that point of view influences how a text is interpreted and understood
- Determining whose voices are present or absent
- Evaluating multiple perspectives for bias, reliability, fairness and validity
- Analyzing how language is used
- **Taking a stance and engage in a response in the interest of equity, fairness and social justice**
- Using technology to seek divergent perspectives, interact with authentic audiences and express ideas

*Adolescent Literacy Guide, A Professional Learning Resource for Literacy, Grade 7-12,  
Literacy Gains, 2012*

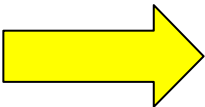
*Helping students attain strong literacy skills will facilitate success in all subject areas. When teachers use content from history, science or other subject areas, they are able to go deeper into topics and engage students in higher order thinking. Research has shown that when students have more opportunities to read and discuss content, integrating their literacy skills in a range of subjects, their reading comprehension improves and conceptual knowledge is strengthened.*

Glaze, A and Mattingly, R., *Breaking Barriers: Excellence and Equity for All*,  
Pearson Canada Inc. Toronto Canada 2012, p. 57

Equity and Inclusion: Through the Lens of the Catholic Social Teachings

What does Critical Literacy look like in the framework?

DEFINING THE FOUR AREAS OF FOCUS	
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**The Definition of Critical Literacy:**

*Literacy supports and is developed through thinking, expressing and reflecting. (page 3)*

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*Adolescent Literacy Guide, A Professional Learning Resource for Literacy, Grades 7-12, Literacy Gains, Curriculum and Assessment Policy Branch, Ontario Ministry of Education 2012*

**The Guiding Questions:**

- What kinds of issues of equity, power and social justice are relevant to the topic?
- How can we analyze the information presented for bias, reliability, fairness, and validity?
- How can we challenge our assumptions?
- What types of actions and/or responses are appropriate in the subject?
- How does our faith (age, culture, life experiences, values, etc.) influence how the message is interpreted?
- How might the text be changed to offer alternative perspectives or recognize and include missing voices, such as the marginalized?

## Equity and Inclusion: Through the Lens of the Catholic Social Teachings

### Background Information on the Three Part Lesson

Each framework has either two or three exemplary (example) lessons. The components include:

#### Lesson Header

- the grade, subject, course code, the lesson title and the suggested time required for instruction
- the Lesson Overview provides a brief statement of the focus of the lesson

#### Guiding Questions from the Framework

Guiding Questions were selected from a specific CST framework with specific questions imbedded in the lessons related to:

- Equity and Inclusive Education
- Catholic Social Teaching
- Ontario Catholic School Graduate Expectations
- Critical Literacy

#### Curriculum Connections

- the subject and strand are identified
- the Overall Expectation(s) addressed in the lesson
- the Specific Expectation(s) addressed in the lesson

#### Catholic Social Teachings & Ontario Catholic School Graduate Expectations

- the Catholic Social Teachings evident in the lesson
- the Ontario Catholic School Graduate Expectations that are developed in the lesson

#### Learning Goals

- brief statements that describe in student-friendly language what students should know and be able to do by the end of the lesson

#### Instructional Components and Context

- the **prior learning, teacher readiness, student readiness** provides additional information prior to teaching
- the **terminology** that the teacher and the students will need to know and understand
- the **materials** that the teacher will ensure are available for the instructional delivery of the lesson, including the blackline masters provided in the resource
- the **internet resources** that the teacher might access prior to the lesson as background information or during the lesson for use with the students
- the **resources** could include curriculum documents or other print materials referenced in the lesson
- a **NOTE** to teachers provides additional information or suggestions

## Equity and Inclusion: Through the Lens of the Catholic Social Teachings

### Appendices

- provided to support either teacher information or student activities
- listed in **Materials** section of **Instructional Components and Context** of the lesson plan template
- located directly behind the lesson in which they are referenced

### The Three-Part Lesson

#### Minds On

- teacher instructions including guiding questions and suggested responses
- this portion of the three-part lesson includes:
  - establishing a positive learning environment
  - connecting to prior learning and/or experiences
  - setting the context for learning
- intended to be brief

#### Action

- teacher instructions including guiding questions and suggested responses
- this portion of the three-part lesson includes:
  - introducing new learning or extending/reinforcing prior learning
  - providing opportunities for practice and application of learning (guided → independent)

#### Consolidation

- teacher instructions including guiding questions and suggested responses
- this portion of the three-part lesson includes:
  - providing opportunities for consolidation and reflection
  - helping students demonstrate what they have learned

### Connections

- identifies specific assessment opportunities for the teacher
  - **assessment as learning** – The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning
  - **assessment for learning** – The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.



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- **assessment of learning** – The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition, 2010, Ministry of Education, Glossary p. 143-144*

- identifies possible differentiated instruction for learning
  - highlights opportunities for differentiation within the lesson – content, process, product, affect/environment
  - resources used to embed differentiation include DI GAINS on the EduGAINS website (<http://www.edugains.ca/newsite/di2/index.html>)

**differentiated instruction** – An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student’s readiness, interest, and learning preferences.

*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools First Edition, 2010, Ministry of Education, Glossary p. 146*

**Continued Learning Opportunities**

- opportunities for continued learning are optional activities
- the continued learning opportunities, depending on the needs and interests of the students in relation to curriculum expectations and activities provided in the three part lesson, offer avenues for extended learning

**Please Note:**

**Copyright** – Many sources were used in the creation of **Equity and Inclusion: From the Lens of the Catholic Social Teachings**. To respect copyright, every attempt has been made to provide accurate sources with references in the lessons, a web reference, or copyright permissions as per the source.

**Web Links** – All links are current as of the release of this document, but it is strongly recommended that educators review these links carefully before sharing them with students as they may have been discontinued or changed by the original site owner without notice.

**CCC and OECTA Partnership Teaching Resource**

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**The Overview of Frameworks and Lessons**

Catholic Social Teaching	Lesson One	Lesson Two	Lesson Three
Common Good & Community	Grade 11 Equity and Diversity and Social Justice HSE3E  See me, not the Stereotype: Racial Profiling and its Effects on the Common Good	Grade 12 International Business BBB4M  Proof the world is getting better day-by-day	Grade 12 Philosophy HZT 4U  The Common Good
Dignity of the Human Person	Grade 9 English Eng1P/D  I Have a Dream	Grade 11 Media Arts ASM 30  Created in the Image of God	
Economic Justice	Grade 10 Introduction to Business BBI20  SWOT Equity in the Common Good	Grade 10 Mathematics MPM2P  Is income fairly distributed amongst countries of the world?	
Preferential Option for the Poor & Vulnerable	Grade 10 Drama ADA 20  The Social Justice Stations of the Cross	Grade 12 Philosophy HZT 4U  Ethics, duty and the preferential option for the poor	
Principle of Subsidiarity	Grade 11 Philosophy HZB3M  A Just Society: Examining and respecting our differences	Grade 12 Philosophy HZT 4U  Social and Political Philosophy through the lens of Catholic Social Teaching	
Promotion of Peace	Grade 12 English Eng3C/U  Blessed are the Peacemakers	Grade 12 Physics SPH4U  Modern Physics - Mass and Energy	
Rights & Responsibilities	Grade 10 Academic Science SNC2D Grade 12  Climate Change: The Anthropogenic Affect	Grade 12 Equity and Social Justice: From Theory to Practice HSE 4M  Exploring Contemporary Equity and Social Justice organizations and movements through the Catholic Social Teaching: Rights and Responsibilities	
Solidarity	Grade 9 Mathematics MFM1P or MPM1D  How do we help the world's poor?	Grade 10 English Eng10P/D  Am I my Brothers' and Sisters' Keeper?	Grade 11 The Enterprising Person BDP30  Randy Pausch – The Last Lecture
Stewardship of God's Creation	Grade 10 Dance ATC20  Canticle of the Sun	Grade 10 Science SNC2D  Understanding The Greenhouse Effect	Grade 12 Mathematics MDM4U  Which country is a good steward?

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Resource List

**Catholic Resources:**

*Catechism of the Catholic Church: Revised in Accordance with the Official Latin Text Promulgated by Pope John Paul II.* 2nd ed. Vatican City: Libreria Editrice Vaticana, 1997  
<http://www.vatican.va/archive/ENG0015/INDEX.HTM>

*Catholic Curriculum Maps*, Catholic Curriculum Corporation and Halton CDSB, 2006  
[www.catholiccurriculumcorp.org](http://www.catholiccurriculumcorp.org)

Catholic Social Teaching, Education for Justice, 2012  
[www.educationforjustice.org](http://www.educationforjustice.org)

*Compendium of the Social Doctrine of the Church*, Pontifical Council for Justice and Peace, 2004  
[http://www.vatican.va/roman\\_curia/pontifical\\_councils/justpeace/documents/rc\\_pc\\_justpeace\\_doc\\_20060526\\_compendio-dott-soc\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html)

*Curriculum Matters*, A Resource for Catholic Educators, Institute for Catholic Education, 1996

*Educating the Soul*, Writing Curriculum for Catholic Secondary Schools, Institute for Catholic Education and Catholic Curriculum Cooperative – Central Ontario Region, 1998

*Equity, Diversity and Inclusivity*, London DCSB, 2010 Draft

*Fundamental Principles of Catholic Social Teaching*, Anglican-Roman Catholic Justice and Peace Commission, 2012

[www.romancatholic.kingston.on.ca](http://www.romancatholic.kingston.on.ca)

<http://www.acbo.on.ca/englishweb/publications/100years.htm>

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

## CCC and OECTA Partnership Teaching Resource

### Equity and Inclusion: Through the Lens of the Catholic Social Teachings

Ontario Catholic School Graduate Expectations, Institute for Catholic Education, Second Edition 2011

[www.iceont.ca](http://www.iceont.ca)

*Principles of Catholic Social Teaching*, Religion and Family Life Education, London DCSB, 2011

*The Social Attitudes of a Catholic*. Ryan, Michael. Woodslee, Ontario: Solidarity Books, 2005

#### Ministry of Education Resources:

*Adolescent Literacy Guide*, A Professional Learning Resource for Literacy, Grades 7-12, Literacy Gains, Curriculum and Assessment Branch, Ontario Ministry of Education, 2012

*Equity and Inclusive Education in Ontario Schools*, Guidelines for Policy Development and Implementation, Queen's Printer for Ontario, 2009

*Growing Success*, Assessment, Evaluation and Reporting in Ontario Schools, Queen's Printer for Ontario, 2010

<http://www.edugains.ca/newsite/di2/dilearningexamples.html> (adapted three part lesson template)

*Realizing the Promise of Diversity*, Ontario's Equity and Inclusive Education Strategy, Queen's Printer for Ontario, 2009

#### Other Resources:

*Breaking Barriers: Excellence and Equity for All*, Glaze, A and Mattingly, R., Pearson Canada Inc. Toronto CA 2012

*Proof the World is Getting Worse Day by Day*, Torstar Syndication Services, [www.StarStore.ca](http://www.StarStore.ca) (Printed with permission)

*The Early Days of Pugwash*, Rotblat, J. Physics Today, June 2001, American Institute of Physics, AIP Publishing (Printed with permission)