

eoccc echo



*Celebrating 25 years of Commitment, Contribution,
and Community Building in our Catholic Schools*



CATHOLICITY ACROSS THE CURRICULUM

meet some local
Indigenous artists

Learning Experiences that Allow
Students to Use Critical Thinking
and the Inquiry Process



*Providing well-developed Catholic curriculum
for our communities, while reflecting the beliefs
and values of the Catholic faith community.*

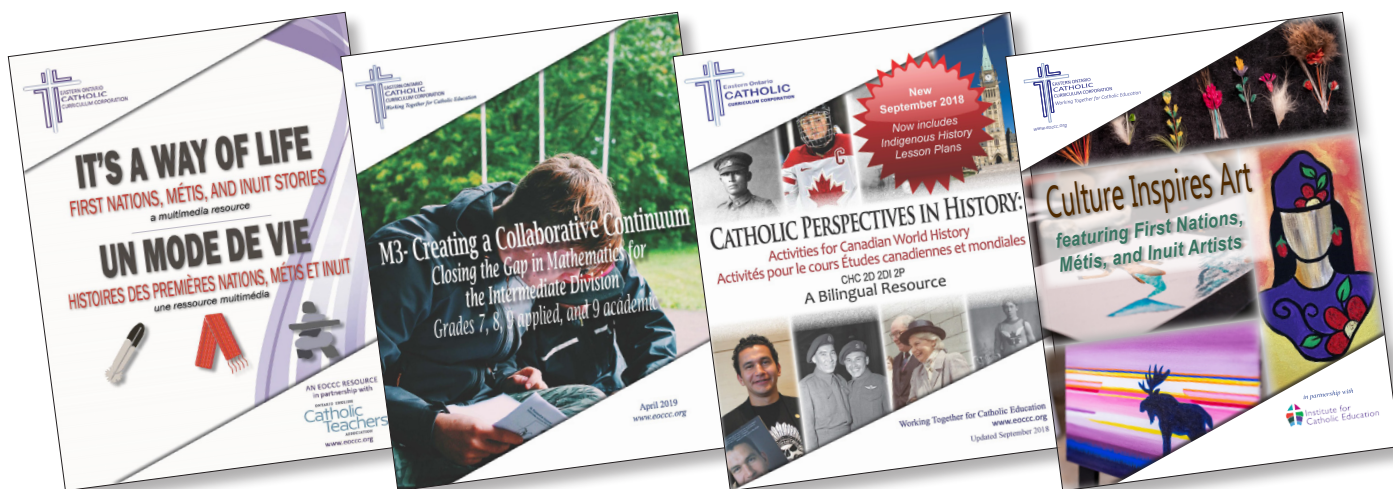
November 2020

Celebrating 25 years



Charlotte Rouleau
Executive Director

The work accomplished by the various EOCCC Committees continues to provide our member boards and teachers across the province with well-developed Catholic resources that reflect the beliefs and values of our Catholic faith community in responding to provincial and local curricular initiatives. Charlotte Rouleau praises the work of all those involved: *“Our committee members including principals, teachers, consultants are always willing to meet to discuss project proposals and work collaboratively to create rich Catholic based resources that will support classroom teachers. Committee members work tirelessly to organize retreats and conferences that focus on our faith journey. I am blessed to work with each of these wonderful people and always look forward to our discussions and breaking bread with them.”*



“...we can all do small things, with great love, and together we can do something wonderful.”

– Mother Teresa



Down Memory Lane

A new chapter often begins when a simple conversation transforms into an innovative idea. This is exactly what happened one afternoon at The Glen House in Gananoque, Ontario 25 years ago. Each October, Catholic superintendents from across Eastern Ontario would get together to report on their respective board's successes and challenges and share ideas with one another about the future.

At the end of the two-day gathering, four superintendents were just about to leave, but stopped to talk before getting into their cars. Vic D'Amico, Kevin Lydon, Lorne Keon and Greg McNally recounted how their boards each spend time and money developing its own curriculum content. Sometimes the same content was crafted by more than one school board, while other times the content wouldn't always be shared with its counterparts.

That's when the four superintendents came to a realization: why don't the eight Catholic school boards from across Eastern Ontario pool our resources and come together to develop future curriculum projects as one unit?

So begins the opening chapter to the Eastern Ontario Catholic Curriculum Corporation's story. Since that initial conversation in Gananoque, the EOCCC has produced dozens of high-quality Catholic-based curriculum resources for educators to deliver in our Catholic schools. Garnering the region's well-experienced and outstanding educators and leaders, the EOCCC has acquired a well-respected reputation across the province and country since its inception 25 years ago.



Founding EOCCC members.
From left: Greg McNally, Lorne Keon, Vic D'Amico, Carole Weir, Ron Deleskie and Kevin Lydon.

The Cooperatives are Created

Following the initial discussions in Gananoque, the four superintendents agreed to formally meet to further develop this concept of an established curriculum cooperative. They came together at the Ottawa Roman Catholic Separate School Board where Michael Moher welcomed them into his boardroom on Nov. 4, 1993. Together, the five gentlemen, including D'Amico from the Carleton Roman Catholic Separate School Board, McNally from the Lanark, Leeds and Grenville Separate School Board, Keon from the Renfrew County Roman Catholic Separate School Board and Lydon from the Stormont Dundas & Glengarry County Roman Catholic Separate School Board, brainstormed why, how and when this curriculum cooperative would unfold.

"From there, I was in charge to see if the other three boards would be interested," explains D'Amico. "All the boards were excited by the idea and so the planning continued." The original group met two more times later that same month, developing a funding proposal for the development of the Eastern Ontario Catholic Curriculum Cooperative. On Dec. 8, 1993 a proposal was sent to Jean Comtois and Brian Fleming, supported by letters from Eastern Ontario Directors of Education, asking the Ministry of Education for a \$500,000 project launch funding request. They were quickly told it couldn't happen, but not all the doors closed.

“We were told no, but the Ministry said they’d give us the funding if we do it for all Catholic boards across the province,” says D’Amico.

And so they did.

The Eastern Ontario members extended their reach, approaching the Northern, Southern and Western Ontario school boards for support. Northern Ontario had an existing cooperative while the Southern boards had a similar set-up to that of the Eastern Ontario group. The Western Ontario boards, however, weren’t bridging any of its resources together.

On March 11, 1994, Vic D’Amico along with Joe Di Profio of Northern Ontario, Mike McPhee of Central/Southern Ontario, and Elizabeth Popovich from the Western Ontario area met as regional representatives to develop a funding proposal that would represent all of Ontario. Five days later, a proposal creating the Ontario Catholic Curriculum Cooperative was sent to the Transitions Assistance Fund. The group requested \$1.2 million and submitted letters of support from most Catholic Directors in Ontario.

Five weeks later, the province announced \$500,000 in funding to the Ontario Catholic Curriculum Cooperative, and the concept became reality. A Board of Directors was formed which included Jim Clark, Vic D’Amico, Joe Di Profio and Mike McPhee. Aims and operating principles were established and a budget was struck that allocated the grant as follows: \$145,000 to the Community of Catholic School Boards (central), \$150,000 to the Eastern Ontario Catholic Curriculum Cooperative, \$50,000 to the Northern Ontario Catholic Curriculum Cooperative, \$150,000 to the Western Ontario Catholic Curriculum Cooperative and \$5,000 to the Ontario Catholic Curriculum Cooperative. The Northern Ontario region received less funding because it already received financial support from the Ministry of Northern Affairs.

Following six months of brainstorming sessions, proposal writing and province-wide collaboration, the EOCCC concept became a reality – and that’s when the real work got started.

The First Board of Directors’ Meeting

Following the provincial funding announcement, the stakeholders got together on May 25, 1994 to host the Eastern Ontario Catholic Curriculum Cooperatives first official meeting. Representatives from the eight school boards created a Board of Directors, which included one representative from each school board, as well as a representative from the Ministry of Education and OECTA. The EOCCC’s first Board of Directors included: Rhena Charland (OECTA); Jean Stone-Seguin (MET); Vic D’Amico (Carleton), Ron DeLeskie (Hastings Prince Edward County); Lorne Keon (Renfrew County); Kevin Lydon (Stormont, Dundas and Glengarry); Greg McNally (Lanark, Leeds & Grenville); Mike Moher (Ottawa), Mike O’Connor (Prescott-Russell) and Carole Weir (Frontenac-Lennox and Addington). D’Amico was named Chair and he eventually became the Executive Director following his retirement with the Ottawa Catholic School Board.

Once the jobs were determined, the group launched its project development sessions: the excitement for this collaboration was obvious.

“The energy at the meetings and planning sessions was contagious. Everyone saw the benefit of collaborating to produce curriculum resources to serve students and staff in classrooms across the jurisdiction,” explained McNally. “One success led to another. It seemed in the late 1990s that the EOCCC had been around for years, yet it was really in its infancy. The positive impact on teaching and learning was immediate.”

Executive Directors

Vic D’Amico
1994-1996

Deirdre Thomas
1996-1997

Sandie Bender
1997-1999

Gerry Bibby
1999-2007

Lorne Keon
2007 - 2015

Charlotte Rouleau
2015-Present

The Project Work Begins

Once a year, the EOCCC met to prepare a project development plan for the upcoming academic year.

“We all came to the table and pitched curriculum projects,” explains D’Amico. “We then brainstormed each suggestion and decided how we could accomplish each one. We eventually produced a finalized list of 10 projects we would tackle as a Cooperative.”

A team was then established for each project, bringing together teachers, principals and supervisory officers from across all eight school boards. The EOCCC got full support from all school boards as it meant the boards received project materials for free while their staff members were growing and developing skills when contributing to these projects.

“The people involved in each Project Team would develop superior skills provided by the leader,” says Vic. “They then became better curriculum developers and teachers, which demonstrates how the EOCCC projects, in a sense, provided professional development for all the boards.”

Gerry Bibby agreed. He served as the EOCCC Executive Director from 1999-2007. He stressed the important role the EOCCC played in every educator’s life.

“As educators, still growing in their faith, we as a Cooperative assisted them by inviting them to be part of a Catholic learning community that offered them context, spirituality, spiritual leadership and the power and confidence in their vocations as adult faith leaders in our Ontario Catholic Schools,” he said. “Our resources assisted them in their commitment to a vision of Catholic education with Gospel values at the centre of all their activities.”

Tony Cosentino, Religious Education & Family Life Resource Teacher with the RCCDSB shares this reflection:

“I started working with the EOCCC in 1999, as curriculum was being reorganized to accommodate the Ministry of Education’s Secondary Reform. It was an exciting time. Fr. Mulligan’s prophetic book, ‘Catholic Education, the Future is Now’, was released that year. The Institute for Catholic Education (ICE) had just published the ‘Ontario Catholic Graduate Expectations’ and ‘Educating the Soul’. There was a renewed passion for Catholic education, and desire for authentic Catholic curriculum in Ontario’s schools. The EOCCC accepted a proposal from ICE to partner with them in developing a much-needed Catholic curriculum writing tool. EOCCC Executive Director, Gerry Bibby, and ICE’s Angelo Biotta and Sr. Joan Cronin led a team of Eastern Ontario writers for two years to produce ‘Curriculum Support for Catholic Schools’ (CSFCS). CSFCS was a turning point in Catholic curriculum development in Ontario. It gave shape to an emerging generation of distinctive Catholic curriculum writing throughout the province. Its impact cannot be underestimated. CSFCS had a formative impact on my understanding of Catholic education and I am grateful to have been part of its development.”

France Dupuis, retired FSL consultant with CDSBEO echoes Tony’s sentiments:

“Pour moi, EOCCC m’a permis d’avoir des ressources en français semblables à celles de mes collègues anglais qui représentent nos valeurs catholiques. EOCCC est le pont qui unit les quatre conseils catholiques anglophones de l’est de l’Ontario et cela m’a permis de travailler étroitement avec des collègues qui m’ont aidée à approfondir mes propres valeurs catholiques et à collaborer sur des projets qui bénéficient nos élèves et nos enseignants autant en français qu’en anglais.”

From Cooperative to Corporation

With any organization, change is inevitable.

When amalgamation occurred in 1998, the eight school boards were reduced to four. Although the amalgamation changed each school board's geographical boundaries, the EOCCC's remained the same. It was, however, affected in its numbers as the EOCCC Board of Director's roster was then reduced to four members.

The EOCCC experienced another structural change, this time within its name. Tying up loose legal ends, the EOCCC became incorporated in 2013, which changed the last C in its name from Cooperative to Corporation.



Lorne Keon
Executive Director, 2007-2015

When reflecting on how the EOCCC contributed to Catholic education in Eastern Ontario, the Executive Director at the time, Lorne Keon, praises the people.

"This is so much better than we ever anticipated and it has blossomed beyond what we potentially envisioned when it all began." says Keon. "A great strength of the EOCCC has been the way the four boards have supported it in an unflinching manner. We have worked with some great people and overall, it has been a wonderful success."

David Giroux, Superintendent of School Effectiveness with ALCDSB, and current President of the EOCCC shares this reflection:

"This is my 30th year in Catholic Education so I remember when EOCCC began! Various units were available to support educators in teaching curriculum that had a distinctly Catholic focus. As a Principal for many years, I promoted the use of EOCCC resources as a curriculum supplement. It was great to see the evolution of the resources over time from paper and print to CD/DVD and now mostly digital. I attended EOCCC conferences as a teacher and as a Principal. I have had the privilege of sitting on the Board of Directors for many years as the CPCO rep and as a Supervisory Officer. I have also had the pleasure of being the President of EOCCC for a number of years. In that role, I have been able to work closely with the Board members and the Executive Director to help guide and support the various projects in which EOCCC has been involved. We have been blessed to have such a unique resource available to the four Catholic school Boards in Eastern Ontario for 25 years."



David Giroux, ALCDSB
Current EOCCC President

The Mid-Year Retreat

Each year in February, EOCCC offers teachers, principals, superintendents and educational staff an opportunity to attend the Mid-Year Retreat, to reflect, pray and nurture one's faith by spending some quiet time with God. Religious Education leads from the four member Boards lead faith sessions with songs and prayer that reflect a chosen retreat theme.

The Galilee Retreat Centre in Arnprior provides a beautiful space where the soul replenishes itself, the body relaxes and the mind experiences transformation. Une atmosphère décontractée et la bonne bouffe nous donnent une combinaison idéale pour des échanges entre collègues et une retraite fabuleuse.



Past and present Mid-Year Committee Members
Cindy Morgan, CDSBEO, Paul Mantha, CDSBEO, Tony Cosentino, RCCDSB and Jan Bentham, OCSB

The Annual Catholic Curriculum Conference

To promote EOCCC new projects and resources, an annual Catholic Curriculum Conference for teachers is hosted in its home territory, alternating from Cornwall, Kingston and Ottawa. Although traditionally it has been an elementary-level conference, the focus of the Conference for several years has been K to 12. Each board sends teachers to this conference to learn about the new EOCCC resources and to learn about current, effective practices and pedagogy presented by classroom teachers from the member boards. Each presenter makes explicit connections to the Religious Education expectations and the Ontario Catholic School Graduate Expectations.

Catholic teachers and educational staff continue to look for practical resources that build authentic, sound, distinctive Catholic curriculum, bringing together overall expectations with Catholic Social Teachings. The Catholic Curriculum Conference has been great at providing excellent capacity building opportunities not only in our region but by showcasing its materials to school boards across Ontario.



Past and present Conference Committee members, Lisa Trumpour-Panetta and Stacey Porter-Eves, ALCDSB

"I first learned about EOCCC as a classroom teacher in the early 1990s attending the annual Catholic Curriculum Conference. I recall how meaningful the opening prayer service was with students sharing the gift of music with us. It was truly a moving experience. The various sessions allowed us to hear directly from classroom teachers about materials they had written and used in their practice which meant that we left with a valuable resource - with Catholic values at the heart of it - that was ready to use in our classrooms."

- Lynn Denault
Retired Consultant, RCCDSB

During its first few years, EOCCC produced a catalogue of available resources and sent it throughout Ontario to promote its curriculum resources. We even sold the resources to public school boards. We would sell print copies of the resources. With time and the advancement of technology, we began to provide CDs to teachers who wanted copies of the resource.

By 2016, EOCCC launched its new website featuring resources grouped by division to allow you to see what's available for the various subject areas including Religion, Indigenous Education, FSL, Math and other various topics. Access to view our numerous videos that focus on First Nation, Métis and Inuit cultures, as well as classroom videos focusing on math from grades 1 to 9, are easy to launch and all our resources are now free to download.

EOCCC continuously seeks ways to promote its materials, like the most recent video clip on EOCCC's Catholic Resources.



“The resources that have been created by educators are phenomenal and so responsive to the current classroom. They have evolved from paper copies to innovative digital interactive resources that can be updated and adapted. The promotional videos and postcards have been well received and continue to be shared to ensure that all educators have access to the great resources. The collaborative opportunities to work with other board teams has been so rewarding. The connections to Catholic Values permeates all resources which is of great importance.”

- Kim Lacelle, Coordinator, OCSB

“I have thoroughly enjoyed being a part of the EOCCC M3 and Math Inquiry Projects. These projects have connected me with other passionate educators that share a common vision of Catholic education and effective Math instruction. Each collaborative session provided incredible professional development that continues to impact my pedagogical practices. The experience of collaboratively envisioning, building, shaping, creating and sharing a resource that can be used by all educators in Ontario, is one that I am very fortunate to have been a part of more than once. I am incredibly proud to share these resources and speak about my EOCCC experiences and encourage others to apply to be a part of a writing team. I also enjoyed a personal journey, moving from writer to project lead. I was able to apply everything that I had learned from my knowledgeable, kind, supportive lead and mentor, Kim Lacelle, while leading a team that completed the final component of the M3 resource. This was another amazing experience, from a different perspective.”

- Amanda Cameron, Teacher, OCSB



The cross commissioned by EOCCC for their 25th Anniversary

The Cross

The cross commissioned by EOCCC for their 25th Anniversary was inspired by traditional iconography and patterned on the EOCCC logo. As an icon it is meant to enhance the beauty of worship. Although decorative, its purpose is prayer. It's a visual message of the Word. Like Sacred Scripture we can sit before an icon listening and speaking to the One who would speak with us as a friend. Framed in oak, the cross can be hung on a wall or placed in a stand so that people might gather around it. In a community setting, the EOCCC cross becomes a gathering place; a place to lay down our own burdens and those of others.

At nearly 48 inches tall, the physicality and vulnerability of Christ is in full view. His face appears serene almost neutral, it isn't happy or sad, angry or in pain. The reason for his neutrality is to make room for us. We can approach him in any state, just as we are, he imposes nothing. He is just there for us.

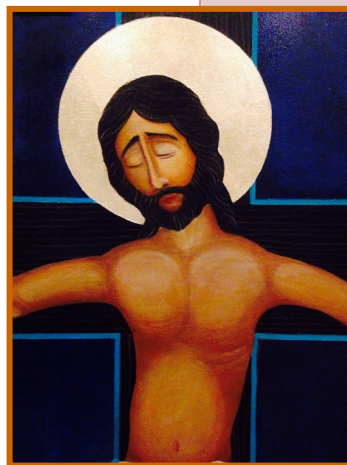
Unlike most art, this cross can be touched. By placing our hand upon the cross, pressing a finger to a wound or even resting our head upon the icon, we incarnate our prayer without the burden of words.

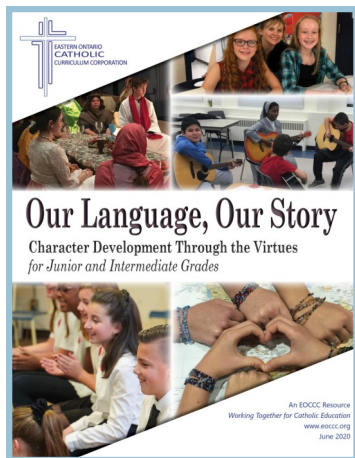
We look forward to bringing the cross to our annual Mid-Year Retreat and Catholic Curriculum Conference as a symbol of our faith and God's unconditional love for us.

**Artist
Geoffrey
Guitard talks
about the
making of this
beautifully
hand crafted
cross**



"For reasons I don't fully understand, most of my artistic efforts have been intimately linked to the mystery of the cross. I have carved, painted, and assembled dozens of crosses over the years. With every cross that takes shape on my workbench, I approach each step as a meditation. As a husband, father of 3 and ordinary lay Catholic, I've spent the last ten years serving as a high school chaplaincy leader in the Ottawa Catholic School Board. Whether it's in family life, art or ministry, my life's work is about learning to see, to listen, to stop and not pass by; to draw near and extend the consoling and healing ministry of Jesus."





Our Language, Our Story Character Development Through the Virtues for Junior and Intermediate Grades

Our Language, Our Story is the Eastern Ontario Catholic Curriculum Corporation's character development resource for Catholic teachers in the junior and intermediate divisions. It uses the Theological and Cardinal Virtues as points of reference for student learning and activities.

Our Language, Our Story 2020 has been adapted to compliment current elementary Religious education programming. Connections have been made to the **Growing in Faith, Growing in Christ** program where possible. It meets the needs of Catholic educators as a lesson-oriented resource, designed for delivery in the junior and intermediate divisions. Its impact on the students and staff of our Catholic schools for many

years to come will help ensure that we remain faithful to our part in the Church's evangelizing mission. This is why parents send their children to Catholic schools. They value the faith-based education and character formation for discipleship that Catholic educators provide, and they expect nothing less.

"The strengthening of the will and the repetition of specific actions are the building blocks of moral conduct; without the conscious, free and valued repetition of certain patterns of good behaviour, moral education does not take place. Mere desire, or an attraction to a certain value, is not enough to instill a virtue in the absence of those properly motivated acts."

Pope Francis, Amoris Laetitia #266

*"We are given the great commission to go forth, infused with the divine virtues of faith, hope and love, and make disciples by witnessing to Christ and his Gospel."
—Renewing the Promise*

The Gift: A Call to Re-tell our Story

The continued call for character development programs in Ontario schools is a gift to Catholic education – an opportunity for us to re-tell our story as a people of faith. It has the potential to strengthen our staff and students as followers of Christ, nourishing our system at a province-wide level.

Re-telling our story in this way allows us to proclaim our distinctiveness and importance to society. This continues to be crucial in a time when many continue to question the importance of multiple publicly funded education systems in Ontario.

So what is character, and why would we teach its importance in our Catholic schools?

Ontario's Bishops refer to character as "something that is constructed, something I choose more or less deliberately". (OCCB, Character Development and the Virtuous Life: A Position Paper, 2009. P. 2.) This is different from personality, which is something more permanent, who I am. Character, on the other hand, deals with how I respond to life's challenges and blessings or interact with others. While personality is more ethically neutral, character has a definite moral aspect. There are good and bad ways of responding to life and relating to our neighbour. Applying the best of our faith heritage to these areas can help us become the persons God has called us to be – what many great Christian writers would term, a person of virtue.

So, what are the virtues? Virtues are good practices, which over time, become part of our character. Practicing the virtues tempers our personalities and enables us to live and work peacefully with one another. Education through the virtues can help Catholic educators fulfill their mission to teach in the light of the Catholic faith. This will strengthen the distinctive Catholic character of our students and school communities. Practicing the virtues will help our young people grow as followers of Jesus and bring the transforming witness of His Gospel to the world.

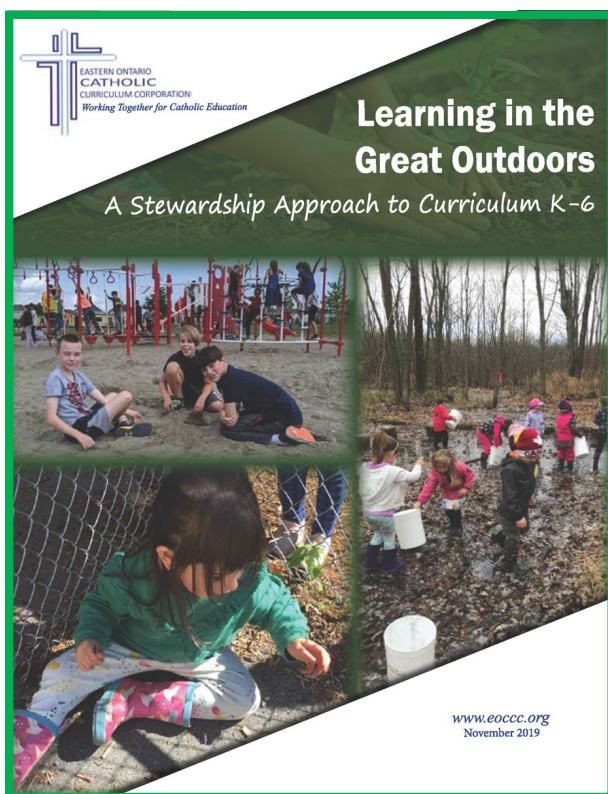
The Theological Virtues

The three theological virtues (Faith, Hope and Love) are God's gift to us at Baptism. As we nurture our faith and practice these virtues, they become more prominent in our lives, to guide our character as it develops over a lifetime of discipleship.

The Cardinal Virtues

The four cardinal virtues (Prudence, Temperance, Fortitude, Justice) are practices on which all the other virtues hinge (cardinal, meaning hinge in Latin). These practices are learned and developed over time.

visit eoccc.org



“As stewards of God’s creation, we are called to make the earth a beautiful garden for the human family.” –Pope Francis

Stewardship: Catholic Teaching in Action

In our Catholic schools, we work each day to respect God’s creation: animals, plants, the environment, humanity, and so on. We have environmental action clubs, recycling programs, greenhouses and community gardens, and we celebrate Earth Month and Earth Day every April. The team that gathered to work on this resource recognizes the great work that is already happening in our Catholic schools. We have worked to develop lessons and activities that will help you further develop ecological learning that reflects our Catholic Social Teaching to “Care for Creation”. This resource is meant as a starting point or a stepping-stone for teachers of Kindergarten and grades 1 to 6 to take learning outside and incorporate outdoor learning into day-to-day teaching and learning practices.

Pope Francis, an avid environmentalist writes “I urgently appeal, then, for a new dialogue about how we are shaping the future of our planet. We need a conversation which includes everyone, since the environmental challenge we are undergoing, and its human roots, concern and affect us all” (Laudato Si). It is our belief, as a team of teachers, that our Catholic schools must initiate this conversation with our students so that our Catholic graduates leave our schools with a sound understanding of learning in nature, learning with nature, and respect for nature. By taking learning outside, teachers can help students become Christians who care for and respect the environment.



Outdoor Education Prayer

God of all, Thank you for the gift of creation. For the mountains that stretch miles high and for the oceans that go on as far as the eye can see. For the deserts with countless grains of sand and rocky islands with wind-swept pine trees. Help us to discern your presence in all of your wonders and to be humbled by the great love you show all of your people by sharing this world with us. Give us the wisdom to lead all of our students towards a greater appreciation of your works, and to help them to shine like the sun and the stars in the skies above.

Dear God, guide us to be stewards of your creation and to protect and cherish the blessings of nature that in your infinite love you made to share with your children, yesterday, today and tomorrow.

Amen

Teddy Charles, OCSB, 2019

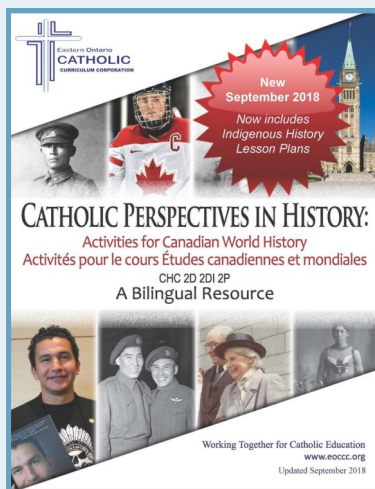


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How can we begin with what God has provided, allow children to interact naturally in their world, and place our focus on where mathematics joins the two?



Dr. Anne Jamieson, Executive Director of the Institute for Catholic Education (ICE) states “Our faith, and the Word of God, are filled with math stories, math language, and math ideas like patterns. If Math is a communication, a language, we must remember that ALL communication comes from God.”



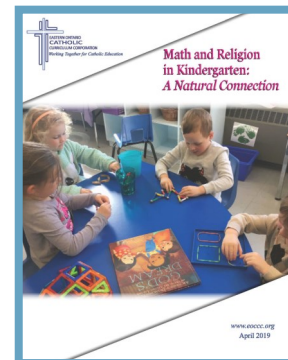
All resources are free. Visit eoccc.org

Math and Religion in Kindergarten: A Natural Connection

Research has shown that effective instruction of mathematics requires teachers to have a confident and thorough understanding of math concepts in order to recognize when math is happening from a variety of entry points and within overlapping curriculum strands and contexts. If educators can do this, they will be able to catch, name, and challenge mathematical behaviours as they happen throughout learning environments. As with mathematics, a thorough knowledge and confidence in Catholic teachings and tradition is needed to catch, name, and gently challenge young students as they grow in their experience and in their faith, and to set a foundation for a lifelong personal relationship with God.

The format of this resource highlights a story from the Bible, a picture book, or a symbol of Catholic faith to initiate an inquiry that provokes children’s thinking, play, and explo-

ration. As children develop theories about the way things work (for example, mathematical relationships), the awesome presence of God in the world around us will become clear through conscientious use of the three approaches to teaching Catholic Education: integration, extension, and infusion.



Catholic Perspectives in History: Activities for Canadian World Studies

Each learning experience has been built around a particular theme, which carries through the various strands, representing various time periods in our history. The intent is for our students to inquire into and reflect upon the many influences that our faith has had on our history.

Indigenous Contributions to Canadian and World History

- ◆ Indigenous Contributions to WWI and WWII
- ◆ From Truth to Reconciliation - Indian Residential Schools
- ◆ Indigenous Contributions to Sport
- ◆ Treaty Rights and Our Journey to Reconciliation
- ◆ Honorer la vérité, réconcilier pour l’avenir
- ◆ Contributions importantes des Premières Nations, Métis et Inuits

Catholic Perspectives in Canadian and World History

- ◆ Significant Canadians
- ◆ Reflection on Discrimination and Mistreatment of Minorities
- ◆ Principle of Solidarity through Collaborative Talk
- ◆ Canadian Social Welfare Programs
- ◆ Citoyens et citoyennes qui à l’instar de leurs œuvres ont marqué l’histoire du Canada
- ◆ Citoyenneté canadienne et patrimoine culturel
- ◆ Les situations de conflits au Canada : Une photo vaut mille mots
- ◆ L’évolution des programmes d’aide sociale au Canada

Bilingual
resource for
Grade 10



Christian Meditation

Christian Meditation has been infused in this resource for students. It is a practice that has exceptional benefits for adults also. The experience of Christian Meditation, as a form of contemplative prayer, teaches us:

- We are precious in God's eyes.
- God has a personal relationship with me.
- God is sustaining me at each moment with infinite love.
- I matter to God - God is present to me always.
- There is a center within me where I can find peace and joy.
- I can carry this peace and joy with me and into my relationships everywhere.

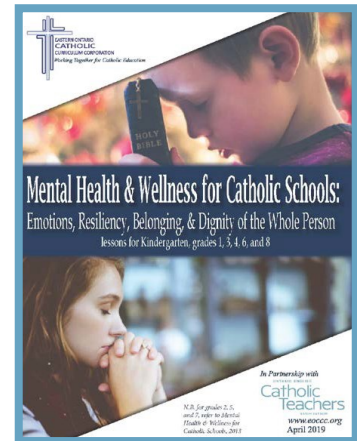
(adapted from Christian Meditation with Children: Rediscovering Our Contemplative Roots)
Brant-Haldimand-Norfolk Catholic SB



Mental Health & Wellness for Catholic Schools: Emotions, Resiliency, Belonging, & Dignity of the Whole Person

The first edition of this curriculum resource, *Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resiliency and Dignity of the Whole Person* (2013) includes learning experiences for grades 2, 5 and 7. The second edition *Mental Health & Wellness for Catholic Schools: Emotions, Resiliency, Belonging & Dignity of the Whole Person*, includes new material comprised of five lessons for each grade (Kindergarten, 1, 3, 4, 6, & 8), including one for each area of focus (Emotions, Resiliency, Belonging, Dignity of the Whole Person), as well as a cumulative activity/celebration for each. The learning experiences are intended to be used as proactive, resilience-building material for entire classes and the themes of each are evidence informed. In this way, it is hoped that teachers will find, or create, the time and opportunity for the learning experiences to happen in their classes, as these are such

important topics to be explored with our children and youth. Several mentor texts are suggested for each learning experience throughout the resource.



Sample Learning Experience - grade 8

Minds On (Envision)

We all have emotions. Our emotions are real. It is important to pay attention to both your physical body and your mind when dealing with emotions.

1. As a class, brainstorm ways that the physical body can show emotion.
2. It is important to name what you are feeling. Be specific with your emotions so others will understand you and what you are feeling. Often people will generalize emotions. For example, someone might say they are "feeling bad". This can be hard for those around them to fully comprehend, as feeling bad could be experiencing a sore stomach or headache, tension as the result of a disagreement with a friend, worry about an upcoming test, or many other interpretations.

Action (Sow)

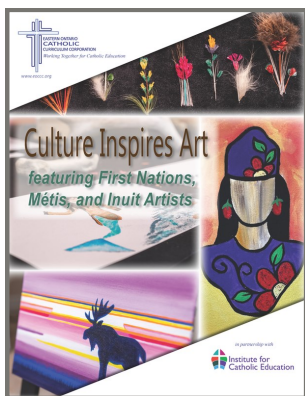
Create a class word jar(s) of emotions. You will need a jar or small pail, fine tip markers, and popsicle sticks.

Students will write the name of an emotion down on a popsicle stick. For many classes this will be most effective when done in small groups.

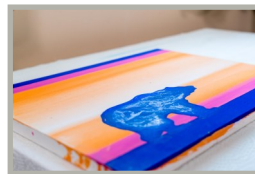
As a challenge you could see if your class could come up with 120 words describing specific emotions in 20 minutes with no duplicates. (There are many "Emotions from A to Z" type lists available on-line, if stuck). To get your class started you could suggest students seek other words for feeling good, such as blessed, cheerful, comfortable, appreciative, accepted, included, wonderful, etc.

When the jar is full, have groups of students pick one word stick from the jar and dramatize that emotion. See if others can guess what emotion it is.

Culture Inspires Art—First Nations, Métis, and Inuit Artists



EOCCC in partnership with the Institute for Catholic Education, began producing this resource before COVID-19 was a reality. We did not realize how timely it would be in so many ways. Providing a **video-based** resource during a time where face-to-face, synchronous and asynchronous learning is happening, allows you to invite First Nations, Métis, and Inuit Artists into your classrooms and even in your students' homes through distance learning. The Front Matter is extensive and very important as it guides the thinking of the learning experiences. It allows you to look at cultural protocols, Indigenous history and culture appropriation prior to delving into the art work. In hopes of supporting teachers who are passionate



about art, or who may require guidance in delivering this part of the Art curriculum or for those who do not have a deep understanding of First Nations, Métis, or Inuit cultures, this resource will provide a greater understanding of each culture and hopefully, inspire the learner to create art. The four accompanying videos feature the Artists in their creative space showing the viewer how to create works of art using a variety of mediums such as acrylic, water colour and more.

This resource examines the following inquiry questions:

How might an understanding of Indigenous Art be deepened by analyzing contemporary art works by artists from Eastern Ontario who represent Mohawk, Algonquin, Métis and Inuit cultures?

How might the lens of Catholicity be used to discern a deeper understanding of each?

Spiritual Connections to Artistic Expression



Art is a reflection of the very essence of who we are. It tells our story, and it can reveal our true selves. Art incorporates our personality, our history, our culture and our time.

No education could ever be complete without a study of the arts. It explains and ties together all curricula. In this case, Indigenous Art is revealed through the generosity of four artists who have graciously shared their culture, their story, and their process so that we, as learners, can be inspired by their work.

This inspiration and engagement will lead to greater understanding of each culture, and hopefully, inspire the learner to create art.

It is of utmost importance, that we understand that appropriating this work would be disrespectful and will not lead us to reconciliation with

Indigenous peoples. It needs to be done in a good way so that we teach future generations how to be respectful of First Nations, Métis and Inuit Artists.

When integrating cross-curricular subjects into Catholic Education, the Directory of the Institute for Catholic Education for Curriculum development, "also suggests that an essential part of that process should include the identification of the 'soil of the believer.'

To look with discerning eyes at the soil into which the transmission of the Christian faith, the seeds of the Good News of Jesus Christ are sown.

This would involve examining not only the nature of the students who are being taught but also the culture in

which they live with their families. Both have a powerful influence on what our students experience, value and believe".

When connecting to the Religious Education 1-8 curricula, it is in the **Living in Solidarity** Big Ideas, that we, as Catholic Teachers, can see ourselves called in response to the Truth and Reconciliation Commission's **Calls to Action**.

They also align with the United Nations Declaration of the Rights of Indigenous Peoples.

Visit eoccc.org to view the videos and resource guide

Meet the Artists



Sylvia Tennisco is an Algonquin cultural artist who has been practicing for 25 years. Her art is based mostly around Algonquin themes: land, animals, birch bark, and anything pertaining to nature or the environment. She was influenced by her grandmother, Isabelle Commando, who was an Algonquin language speaker and who was versed in their local history.



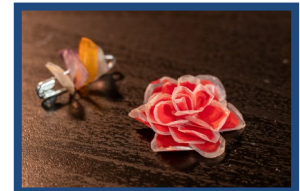
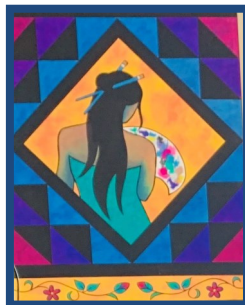
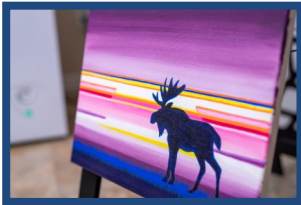
Tammy King, Mohawk Artist states "I feel in my heart that I was born to be an artist, everything that I have been through leads up to me finding my way to the paintbrush. I believe that all of the struggles, hurt, love, and loss have been put in my path for a reason. I am now able to put these stages of my life on canvas for the entire world to view. Here is my story. I never stopped chasing my dream of being a famous artist and quilt maker. My talent flows through my veins like life and love."



Saelym DeGrandpré is an Inuit artist from the Ottawa area. Her family roots are in Qamani'tuaq (Baker Lake), Nunavut. Saelym practices various art forms including print-making, sculpting, bead-work, sewing, traditional tattooing, and poetry. Her art ties modern and traditional elements, as she explores Inuit traditions and her own artistic reflections.



As a Métis Artist, **Jaime Morse's** practice includes carrying on traditions of fish scale art, using porcupine quills/hair and caribou/moose hair. Jaime also practices Métis bead-work which includes land mapping and storytelling and her drawings reflect floral imagery based on traditional Indigenous knowledge.

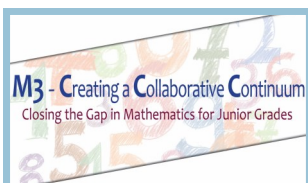
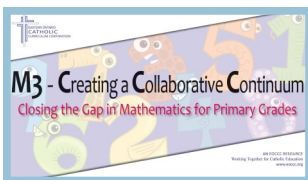


Videos feature artists working in their home or studio

M3—Creating a Collaborative Continuum

Closing the Gap in Mathematics for Primary & Junior Grades

visit eoccc.org



These resources were created to support the need for improvement in the learning and teaching of mathematics. Within this resource, a selection of previously released primary and junior EQAO questions have been modified in order to scaffold and align with the primary and junior expectations outlined in the Ontario Mathematics Curriculum. In addition to the modified tasks, **exemplars are provided, which creates great learning and teaching opportunities for educators.** This developmental continuum will support teachers in closing the gaps for primary and junior grades.

Students require ample opportunities for independent practice. A balance between group/partner, guided, and independent tasks is key.

“sharing different solutions not only helped students build their repertoire of strategies but also provided them with the opportunity to connect their solutions to other representations and ways to apply to the mathematics.”

Making Space for Students to Think Mathematically—Research Monograph #59 Research Into Practice February 2015

Une enquête d'études sociales en FLS: mission possible!

Le document comporte 12 tableaux de planification qui proposent des situations d'enquête et des tâches finales pour les élèves de la 1^{ère} à la 6^e année et ce, dans les deux domaines à l'étude dans le document The Ontario Curriculum - Social Studies (2018) : Heritage and Identity et People and Environments. À partir de ces suggestions, vous pourrez élaborer des tâches diversifiées avec et pour vos élèves. Avec ce document, vous trouverez également la structure d'un modèle de tableau de planification, en format Word, que vous pourrez utiliser si vous désirez créer d'autres situations d'enquête. De plus, tous les éléments soulignés dans les tableaux sont des hyperliens qui vous permettront de passer automatiquement

à un document de référence. Le processus de planification que nous vous proposons se répartit en quelques étapes.



« Comment mes élèves peuvent-ils se questionner, rechercher et analyser des informations, comprendre des concepts et les communiquer dans leur langue seconde? »

LES ÉTAPES DE NOTRE PROCESSUS DE PLANIFICATION D'UNE ENQUÊTE

1. Choisir votre question d'enquête.
2. Développer les objectifs d'apprentissage en lien avec la question.
3. Déterminer les contenus d'apprentissage nécessaires.
4. Déterminer comment les élèves vont démontrer leurs apprentissages.
5. Penser aux compétences communicatives langagières nécessaires pour la tâche finale.
6. Déterminer les critères de réussite possibles pour la tâche finale.
7. Déterminer les attentes du document Ontario Catholic School Graduate Expectations mises en évidence dans la planification de l'enquête.
8. Rechercher les ressources nécessaires à l'enquête.

New to coding? Take a look at these coding introductory level ideas.



The resource focuses on inquiry-based coding that embraces the United Nations' Sustainable Development Goals, with an emphasis on Catholic Social Teaching. Recognizing that all teachers are at various points in their coding journey, this resource will be meaningful for teachers and students who are new to coding, as well as those with prior coding experience, through engaging, easy-to-use tasks that are tangible and explicitly connected to Grade 7 and 8 cross-curricular opportunities. Simply put, computer code is a set of rules or instructions. It is made up of words and numbers, that when you put them in the right order will instruct your computer to do something. Today's learners are living, learning, and growing in the midst of a technological revolution. Coding skills provide opportunities for learners of all ages to be innovative which ultimately leads them to become empowered creators and innovators. As a fundamental computational thinking skill, coding is becoming necessary in the workforce. K-12 students' proficiency in STEM is essential for preparing them for careers in rapidly growing sectors in our economy and perhaps in fields that may not yet exist. Thank you to OECA for partnering with us on this project!



As you embark on this coding journey with your students, it is hoped that you and your students will experience the powerful and deep connections to critical thinking, creativity, communication, collaboration, character, and citizenship.



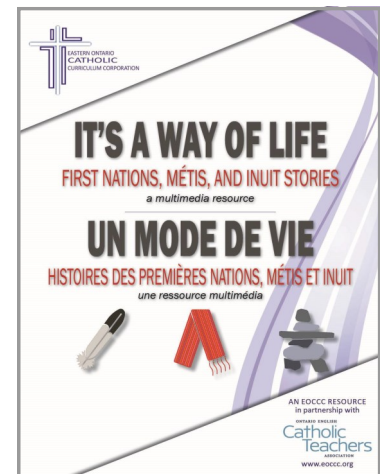
“We need to do a better job of getting young people to understand what coding is and how it’s important, how to program, how to problem solve, how to create the most elegant algorithm possible.”

Prime Minister
Justin Trudeau

Visit eoccc.org

It's a Way of Life/Un mode de vie— a multi-media bilingual resource for students in the primary division

Involved, knowledgeable and talented are a few of the words used to describe the First Nations, Métis and Inuit participants in this multi-media resource which includes **videos**. It features Indigenous youth and adults who are sharing their way and who are an inspiration to all. The purpose of this project is to provide Catholic educators with an Indigenous resource for the primary division. This bilingual media resource was developed with grade 1-3 students in mind. The resource contains a variety of learning experiences that you may wish to use with your students. They are meant as ideas or suggestions and can be used as springboards to other activities designed by you for your particular group's needs and interests of students. You may also find that an idea from one grade may be revised to create another learning experience for your class. The stories included in this production are from the First Nations, Métis and Inuit cultures. You will note that there are a number of similarities in these stories. Most of them include animals: such as, birds, owls, ravens, beavers, rabbits, mice, porcupines etc. and frequently a supernatural being such as Raweno, Chahkabesh, Bitter Spirit, Nanabozho etc. They usually tell about how something came to be such as why the porcupine has quills or they teach us a lesson, such as why it is important to listen to adults. Sometimes the stories told by communities can be scary and if you speak to the Indigenous peoples they will tell you that they are designed to keep the children safe from danger.



This multi-media resource includes seven videos featuring Indigenous youth speaking about their culture and showcasing their dancing and singing talent, and proudly wearing their regalia.

La légende métisse des castors—extrait du guide



Ally Friedman raconte l'histoire métisse du castor et comment il a eu sa queue. Anciennement, les castors avaient des queues poilues, mais un jour, il y eut un feu de forêt et les castors ont aidé à éteindre le feu. Ils ont éteint le feu en mouillant leur queue et en l'agitant sur les flammes. Tous les animaux étaient très reconnaissants envers les castors pour tout leur travail, mais la queue du castor était maintenant plate et dure sans poils. Le Créateur a donné un choix aux castors,

soit de ravoir leur belle queue ou garder leur queue plate. Les castors ont décidé de garder leur queue plate et se souvenir de leur acte courageux plutôt que de leur beauté. Ally parle également de l'importance de la gigue pour les peuple Métis. Pour avoir de la musique à giguer, il nous faut un violon. Le violon est une

partie très importante de la musique métisse; en fait, dans les premières années, les artisans Métis construisaient leur propre violon. Ally parle du châle coloré et de sa signification. Ally explique la signification des couleurs du châle et de ses nombreuses utilisations passées et présentes. Ally présente son amie Sahra qui danse une gigue.



See all the videos at eoccc.org

Our Partners

Collaboration has remained a true EOCCC mission since its inception – even with outside organizations.



We have partnered with OECTA for many of our writing projects including Observing, Documenting and Communicating Learning in Kindergarten in our Catholic Community, and Mental Health & Wellness for Catholic Schools: Emotions, Resiliency, Belonging & Dignity of the Whole Person. We are certainly appreciative of OECTA's support with our annual Catholic Curriculum conference and their willingness to promote EOCCC's resources throughout Ontario.

The Institute for Catholic Education is another valuable partner that has been supporting some of our work especially in Indigenous Education. The most recent project includes video footage that we have taken of four local Indigenous artists – Mohawk, Métis, Inuit and Algonquin – that highlight a piece of art that they have created. A pedagogical resource accompanies the videos to guide teachers at the elementary level in the area of Visual Arts.



The Ministry of Education was instrumental in funding EOCCC during its creation. Most recently they worked with EOCCC on a Math project featuring some of our member board classroom teachers from primary to grade 8 focusing on 60 minutes of effective math learning, teaching and assessment and sample lesson sequences. The result included team planning for 300 minutes of math instruction.

Over the years, EOCCC resources have also made their way into university hallways. They have been shared with our sister corporations and even across Canada and beyond thanks to our provincial partners such as OCSOA, CPCO, ACBO, CARFLEO, CCSTA, and OCSTA.



