

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

INTEGRATION OF CATHOLIC FAITH COMMITTEE

Monday, October 23, 2017

Catholic Education Centre

Board Room

6:30 p.m.

			Page
1.	OPENING PRAYER		
2.	ROLL CALL		
3.	APPROVAL OF THE AGENDA		
4.	APPROVAL OF THE PREVIOUS MINUTES:		
	a) Integration of Catholic Faith Committee Meeting of April 24, 2017	A. Stong	2
5.	BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING		
6.	PRESENTATION(S): N/A		
7.	ACTION ITEMS: N/A		
8.	DISCUSSION / INFORMATION ITEMS:		
	a) New Evaluation of Religious Education in Primary Grades	M. Way Skinner	5
	b) New Secondary Religious Education Curriculum	M. Way Skinner	13
	c) Update on Grade 11 Native Studies English Course	S. Ulgiatti	
9.	NOTICES OF MOTION		
10.	FUTURE AGENDA ITEM(S)		
11.	ADJOURNMENT		

Committee Members: T. Ciaravella (Vice-Chair), C. Cotton, C. Ferlisi, D. Giuliani, A. Stong (Chair)

Lord, open our eyes that we may see You in our brothers and sisters.
Lord, open our ears that we may hear the cries of the hungry, the cold,
the frightened and the oppressed.
Lord, open our hearts that we may love each other as You love us.
Renew in us Your spirit. Lord, free us and make us one.
We make, this prayer, in Your name.
Amen.

MINUTES INTEGRATION OF CATHOLIC FAITH COMMITTEE

Monday, April 24, 2017

Attending:

Trustee Committee Members: T. Ciaravella, C. Cotton, C. Ferlisi, A. Stong

Other Trustees: Student Trustee B. Smith

Absent with Notice: D. Giuliani

Administration: A. D'Addese, N. Davie, N. DiNardo, D. Murgaski, O. Oloya,
K. Pickard-Lefterys, J. Sarna, S. Ulgiati, M. WaySkinner

Recording: S. Greco

Presiding: D. Murgaski, Superintendent of Curriculum & Assessment
(Preceding Integration of Catholic Faith Elections)

PART A

1. OPENING PRAYER

2. ROLL CALL:

Trustee D. Giuliani absent with notice.

3. ELECTION OF OFFICERS FOR 2016-2017:

A. Stong - Chair
T. Ciaravella - Vice Chair

PRESIDING: A. Stong, Committee Chair

4. CALL TO ORDER

Committee Chair, A. Stong called the meeting to order at 6:38 pm.

5. APPROVAL OF THE AGENDA DECLARATION OF CONFLICT OF INTEREST – FROM PREVIOUS MEETING

THAT the agenda be approved as presented. No Declarations of Conflict of Interest.

MOTION: Cotton/Ferlisi

CARRIED

6. REVIEW OF THE TERMS OF REFERENCE

Minor revisions were suggested to the Purpose/Mandate section. D. Murgaski will revise the Terms of Reference accordingly. A revised copy will be shared with the Committee prior to the May 24th Executive committee as these will be included in the May 30th Regular Board Meeting agenda package. With the above changes, the Terms of Reference for 2017 were approved.

MOTION: Ferlisi/Ciaravella

THAT the Board approve the Terms of Reference for 2017 for the Integration of Catholic Faith Committee.

CARRIED

7. APPROVAL OF THE PREVIOUS MINUTES: Nil

8. BUSINESS ARISING FROM MINUTS OF PREVIOUS MEETING: NIL

PART B

DISCUSSION / INFORMATION ITEMS:

a) Indigenous Peoples Initiatives at YCDSB

Teaching Smudge

"Smudging is a tradition, common to many First Nations, which involves the burning of one of the four sacred medicines gathered from the earth. The four medicines are sweet grass, sage, cedar and tobacco."

Todd Jamieson, an Oneida artist and YCDSB Knowledge Keeper began the meeting with a traditional smudge using sage. Mr. Jamieson explained that a smudging ceremony is done before any meeting and it is a ritual cleansing done by the Native North American people. Smudging is used to cleanse, purify and bless the part of our Mother, the Earth. Committee Chair A. Stong thanked Mr. Jamieson for leading and performing this honorary custom to YCDSB.

S. Ulgiati, Consultant, Equity, Faith Leadership & Student Engagement and L. Paonessa, Principal of Student Success provided information relating to a deeper understanding of the Indigenous Peoples Initiatives underway in our board, related to a land acknowledgement and curriculum development in secondary and elementary. As well, work is being done with regards to community outreach and a more streamlined process of self-identification. They provided an overview on smudging, shifting use of language, YCDSB Land Acknowledgement, Native Studies English in Secondary, Process of Self-Identification, Racialized Student Grant (Elementary) and Community Speaks Events. Clarification was given to the correct use of the word "Indian" now being referred to "Indigenous" as changed by the Government of Ontario. The seven Sacred Indigenous / Tribal Life Values are closely aligned with the YCDSB Character Virtues. S. Ulgiati advised there are currently 31 sections of Native Studies courses throughout our fifteen secondary schools and next year we will have forty-eight. Curriculum Resources are currently being developed. Currently we have ninety-one self-identified students in our schools and their achievement is being monitored closely. The Board is currently reviewing the process of self-identification to be able to launch an online platform. The Board has received approval for a Ministry Racialized Student Grant for grade 6 students. A "Community Speaks" session was held with over 60 participants. In closing, S. Ulgiati commented that we are being approached by other Boards inquiring how we launched the Native Studies course to be so successful. Chair Stong thanked S. Ulgiati and L. Paonessa for an informative overview.

Proposed Land Acknowledgement Agreement

Discussion occurred regarding the wording of the YCDSB Land Acknowledgement. Committee members agreed that an education / history piece is necessary to educate staff and students on what is a Land Acknowledgement? *"A Land Acknowledgement is a formal statement that recognizes the unique and enduring relationships that exists between Indigenous Peoples and their traditional territories"*. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on and a way of honouring Aboriginal people.

Post Meeting:

Following the April 24th Meeting of the Integration of Catholic Faith Committee, the following was approved by the Committee and put forth for Board approval at the May 30th Board Meeting (as part of the Report to Board).

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge, those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.

b) Exploring Catholicity

M. WaySkinner, Coordinator of Religion, Family Life and Equity provided information on the understanding of Catholicity. Based in the work of systematic theologians, there are nine elements that contribute to our Catholicity and understanding of what it means to be Catholic: Positive View of Humanity; Commitment to Community; A Sacramental Worldview; Scripture and Tradition; Universal Spirituality; We are Catholic; Devotion to Mary; Commitment to Justice and Holistic.

c) New Secondary Religious Education Program

M. WaySkinner, Coordinator of Religion, Family Life and Equity provided information on the new Secondary Religious Education Policy document approved by the Assembly of Catholic Bishops of Ontario for implementation in all English Catholic District School Boards in Ontario. Writing teams will complete the development of resources by August 31, 2017. The resources will be reviewed by the ACBO and revised as per the bishops' feedback. Final approval will be addressed at the March 2018 Plenary session of the ACBO. This will provide an opportunity for Catholic DSB's to inservice staff from April to June 2018 for September 2018 implementation.

d) Enhancement Material for Catholic Education Week: Walking Together in Faith

M. WaySkinner, Coordinator of Religion, Family Life and Equity provided information to further support Policy 613, "Equity and Inclusive Education" This resource builds upon the OCSTA Catholic Education Week themes for 2017.

e) Evaluation in Religious Education in the Primary Grades

N. Davie and K. Pickard-Lefterys, Program Consultants: Religious Education, Family Life, Equity provided information on Assessment and Evaluation of Religious Education in the Primary Grades. They provided the rationale for adopting the practice of providing a report card mark for Religious Education in Grades 1 to 3 and the resources that are available to support staff through the implementation process.

f) Update of Secondary Prayer Centres

J. Sarna, Superintendent of Education provided information on the status of the prayer centres in the secondary schools. To date, there are thirteen out of fifteen schools that have set up Prayer Centres as outlined in Policy 315. The two remaining schools will have all required items by the end of this school year. The Committee felt that it was important not only to have Prayer Centres in place in every classroom but for teachers to educate students as to why they are in place. Suggestions brought forward included having the Religious Education Department prepare a brief outline that can be shared with Religious Education teachers. Other suggestions included having high school teachers engaged in activities on Faith Day.

9. NOTICE OF MOTION: NIL

10. FUTURE AGENDA ITEM(S): NIL

11. ADJOURNMENT

THAT the Integration of Catholic Faith Committee meeting adjourns at 9:40 pm

MOTION: Ciaravella/Cotton

CARRIED

York Catholic District School Board

REPORT

Report To: Integration of Catholic Faith Committee
From: Administration
Date: October 23, 2017
Report: New Evaluation of Religious Education in Primary Grades

The York Catholic District School Board primary teachers are evaluating student knowledge of Religious Education curriculum in the primary grades, for the first time this year.

The following text provides you with the comments that will be used on the report cards.

This evaluation process will be presented at the Integration of Catholic Faith Committee meeting on Monday, October 23, 2017.

Prepared and Submitted by: M. Way Skinner, Coordinator, Religion, Family Life, Equity
Endorsed by: D. Murgaski, Superintendent of Curriculum & Assessment



Religion Comments for Grade 1 Growing in Faith, Growing in Christ

Progress Report

Unit 1: I Am A Child Of God

- With #Q understanding, #N explains that we are all unique and God calls us each by name.
- With #Q understanding, #N describes the New Commandment Jesus gave and how he taught us to love each other.
- With #Q effectiveness, #N uses the sign of the cross and tells how prayer can bring us closer to God.
- With #Q knowledge, #N retells the creation story and demonstrates how we can care for the earth.
- With #Q knowledge, #N retells the stories of Noah, Abraham, and Moses and explains the promises God made
- With #Q effectiveness, #N creates a brief prayer to a saint and explains how the saints teach us to be holy.
- With #Q effectiveness, #N retells the story of the Good Shepherd, comparing it to Jesus' love for us.
- With #Q understanding, #N explains a few of the Ten Commandments and how they relate to our lives.

Religion Comments for Grade 1 Growing in Faith, Growing in Christ

January Report

Unit 2: The Road To Bethlehem

- With #Q understanding, #N identifies Advent as a time to prepare for Jesus' birth and explains one of its symbols.
- With #Q understanding, #N explains the importance of Mary saying yes to God.
- With #Q understanding, #N explains how we show our love for Jesus by serving others.
- With #Q knowledge, #N retells the nativity story and explains how God kept the promise to send a saviour.
- With #Q effectiveness, #N describes how we can be more like the Holy Family.

Unit 3: My Life In Jesus

- With #Q knowledge, #N tells the story of Jesus' Baptism and explains how we are welcomed into the Church family.
- With #Q knowledge, #N retells the Wedding at Cana and describes how Jesus shows us the importance of family.
- With #Q understanding, #N explains how our parish offers us opportunities to live like Jesus.
- With #Q knowledge, #N retells a miracle story and explains how it demonstrates Jesus' unconditional love.
- With #Q understanding, #N explains how specific saints have taught us to care for the poor and lonely.

January Report Next Steps

#N will be provided with further opportunities to read and explore the stories and teachings of Jesus.

Religion Comments for Grade 1 Growing in Faith, Growing in Christ

June Report

Unit 4: The Story Of Lent And Easter

- With #Q understanding, #N explains the meaning of the ashes received on Ash Wednesday.
- With #Q knowledge, #N identifies how we observe Lent as a season of prayer, sacrifice and giving.
- With #Q understanding, #N explains how the Prodigal Son teaches us to ask God's forgiveness.
- With #Q knowledge, #N compares the words used at Mass to the words Jesus used at the Last Supper.
- With #Q knowledge, #N sequences the events of Holy Week and explains the significance of Easter.

Unit 5: Jesus Is Always With Us

- With #Q understanding, #N explains how Jesus calls us to be part of the Church by following His example.
- With #Q understanding, #N explains that the Holy Spirit was sent on Pentecost to guide us.
- With #Q effectiveness, #N prays the Hail Mary and explains how Mary is a true example of how to live like Jesus.
- With #Q knowledge, #N tells how Jesus taught us to show mercy and love to others.
- With #Q effectiveness, #N recites the Lord's prayer and explains its meaning.

June Report Next Steps

#N is encouraged to continue to explore our relationship with Jesus through prayer and reflection.



Religion Comments for Grade 2 Growing in Faith, Growing in Christ

Progress Report

Unit 1: We Belong To God's Family

With #Q understanding, #N identifies All Saints' and All Souls' Days as important feasts of Ordinary Time.

With #Q understanding, #N prays the Apostles Creed, recognizing it is a statement of beliefs that we say at Mass.

With #Q effectiveness, #N names the parts of the Mass and recites the common prayers.

With #Q effectiveness, #N explains how the life of a saint reflects the teachings of Jesus.

With #Q understanding, #N identifies how the Beatitudes call us to love and serve the Lord and one another.

With #Q effectiveness, #N describes the sacrament of Reconciliation as God's gifts of mercy and forgiveness.

January Report

Unit 2: The Road to Bethlehem

With #Q understanding, #N recognizes Advent as a time to prepare for Jesus' coming.

With #Q effectiveness, #N makes connections to Mary and Joseph, who said "yes" to God.

With #Q knowledge, #N identifies how the Church helps us prepare for the coming of Jesus.

With #Q knowledge, #N retells the Epiphany story and our call to spread the Good News.

With #Q knowledge, #N recalls the story of Jesus' Baptism and how we are welcomed into God's family.

Unit 3: Jesus Guides Us

With #Q knowledge, #N recalls how Jesus' actions guide us to live peacefully.

With #Q understanding, #N explains that Jesus calls us to love, pray and have faith.

With #Q knowledge, #N retells how the Father, Son and Holy Spirit are one.

With #Q effectiveness, #N identifies how we are united by the sacrament of the Eucharist.

With #Q effectiveness, #N compares Jesus and the saints to show how we can live a faithful life.

January - Next Steps

#N will have further opportunities to explore the seasons of our Liturgical year.

Religion Comments for Grade 2 Growing in Faith, Growing in Christ

June Report

Unit 4: The Story of Lent and Easter

With #Q effectiveness, #N categorizes Lent as a season to think about our need for forgiveness.

With #Q effectiveness, #N illustrates how we help others through prayer and action.

With #Q effectiveness, #N retells the story of Lazarus and connects it to Jesus' resurrection.

With #Q knowledge, #N describes how the Eucharist nourishes us spiritually and draws us closer to God.

With #Q understanding, #N explains that the resurrection brings us hope for eternal life.

Unit 5: We Are Blessed in Faith

With #Q understanding, #N explains how sharing the Good News calls us to be kind and loving to others.

With #Q effectiveness, #N describes why we honour our Mother, Mary through prayer and the arts.

With #Q effectiveness, #N understands that Jesus gave us the Holy Spirit to guide us.

With #Q understanding, #N identifies the fruits of the Holy Spirit and connects them to our daily lives.

With #Q effectiveness, #N recognizes the signs and symbols of the Blessed Trinity.

With #Q understanding, #N describes how we share in the mission of the apostles and the saints.

June - Next Steps

#N is encouraged to reflect on our role in sharing the Good News.



Religion Comments for Grade 3 Growing in Faith, Growing in Christ

Progress Report

Unit 1: Our Catholic Community

With #Q understanding, #N explains that Jesus taught us how to live in Community.

With #Q effectiveness, #N describes how we can live like Mary.

With #Q understanding, #N explains the mysteries of the rosary and why this is an important prayer.

With #Q knowledge, #N tells how the saints are models for our Catholic community.

With #Q knowledge, #N tells how we can use free will to make loving choices.

With #Q effectiveness, #N names examples of God's forgiveness and mercy.

January Report

Unit 2: The Road to Bethlehem

With #Q effectiveness, #N describes Advent as a season of preparing for Jesus.

With #Q effectiveness, #N uses the Jesse tree to show how God told the prophets about Jesus' coming.

With #Q knowledge, #N explains how grace helped Mary and Joseph accept God's will.

With #Q effectiveness, #N can act out the nativity story and explain the true meaning of Christmas.

With #Q knowledge, #N tells how we can be missionaries in our communities.

Unit 3: Born of the Spirit

With #Q accuracy, #N names the gifts, symbols and titles of the Holy Spirit.

With #Q knowledge, #N explains that God made a covenant to help us follow His plan.

With #Q effectiveness, #N describes the Ten Commandments and God's laws as ways to show love.

With #Q knowledge, #N tells how the Holy Spirit is present in the Mass, the sacraments, and scripture.

With #Q knowledge, #N tells how we are the Body of Christ, called to share in the Church's mission.

January Next Steps:

#N will continue to have opportunities to explore the role of mission in our faith.



Religion Comments for Grade 3 Growing in Faith, Growing in Christ

June Report

Unit 4: Our Lenten Journey

With #Q effectiveness, #N describes the significance and meaning of our Lenten symbols.

With #Q knowledge, explains the different types of sin and how they can hurt our relationships.

With #Q accuracy, #N identifies God's mercy and how to show mercy to others.

With #Q knowledge, #N tells how Jesus' resurrection fulfils God's promise of salvation.

Unit 5: The Promise of The Holy Spirit

With #Q knowledge, #N tells why Easter is the most important season of the Church year.

With #Q understanding, #N explains how the Holy Spirit helped the disciples to believe in the risen Jesus.

With #Q knowledge, #N tells what the disciples were called to do to carry out Jesus' mission

With #Q understanding, #N explains the significance of Pentecost.

With #Q effectiveness, #N describes how the Holy Spirit is present in our sacraments and liturgical rituals.

With #Q effectiveness, #N identifies Mary as Mother of the Church who helps us love God.

With #Q accuracy, #N gives examples of how the Holy Spirit is with us on our Faith Journey.

With #Q knowledge, #N explains what it means to be created in the image of God.

With #Q effectiveness, # N describes how we are witnesses to Jesus' presence through our words and actions.

June Next Steps

#N will continue to explore how the Holy Spirit helps us to share the Good News.

Grade 9 Course Overview Chart – July 2017

Unit 1	Big Ideas, Themes, Concepts	Expectations	Lesson Topics
1. Creation and Covenant	- Familiarity with the Bible is an important life-skill. - Sacred Scripture as God's Self-Revelation - Role of Truth in the Catholic approach to Sacred Scripture - Salvation history can be seen as a pattern of Creation, De-creation & Re-creation - God is revealed in all creation. "The beauty of creation reflects the beauty of the Creator" [CCC no. 341] - God created all things and saw that it was good. (Gen 1) - We are beloved children of God who are chosen by God to reveal God to the world. - Our relationship with God is a Covenant that is rooted in love, and involves a commitment from us. - The stories and lessons of the Bible can be applied to the personal, communal, and global experiences, situations and events of our time. - God affirms and blesses humanity and all of creation - Recognize the sacredness of the human person created in God's image and explore how we are to model this. in Genesis. - Humans participate in God's recreation of the world including ecological stewardship (care for creation) and caring for one another. - Through Jesus, all people are adopted into God's Covenant with the Jewish People as God's Chosen People.	Overall: SC1-3, PF1, CM3, PS2, FL1-3, RI1-4 Specific: SC1.1-1.3, SC2.1-2.2, SC3.1, PF1.1, CM3.2, PS2.1, FL1.1, FL2.1, FL2.3, RI 1.1-1.3, RI2.1-2.3, RI3.1-3.3, RI 4.1-4	Lesson 1: Course Introduction Lessons 2-3: What is the Bible? Lesson 4: Truth in the Bible: Biblical Interpretation Lessons 5-6: Literary Forms in the Bible. Lessons 7-8 Creation Lessons 9-11. De-Creation Lessons 12-14 Re-Creation, Covenant & Hope Lessons 15-18 Covenants – Noah to King David Lessons 19-20 CPT Overview and Process (This can be done during the introductory Lessons)

Unit 2	Big Ideas, Themes, Concepts	Expectations	Lesson Topics
Slavery to Freedom	- The Exodus story from slavery to freedom can be understood historically, politically and psychologically, spiritually, and socially - The Last Supper is connected to the 10th Plague in Exodus (Night of Passover or Pesach), and is the sacrificial meal that includes all people in God's Covenant with the Jewish people, and provides the centre of Catholic life. - Concepts of slavery, whether physical, spiritual, emotional, or psychological, etc., are not just realities of the past, but are part of our lived experience today. - The Bible provides wisdom regarding what it means to be truly free, and how to be truly free (e.g., wellness /well-being, wholeness /holiness, mental and spiritual health, inclusivity). - Models of liberation are sources for personal freedom – (Holy People, Saints, etc. - We are called to be witnesses to Christ in our contemporary society.	Overall: SC1-3; PF1-2; CM1-2; FL1-3; PS1-3; RI1-3 Specific: SC2.2-2.3, SC3.1-3.3; PF1.1-2, PF2.1; CM 1.1-3, CM2.2, CM3.1-2; FL1.1-1.3; FL2.1-2.3, FI 3.1-3.3; PS 1.1-1.3, PS2.1-2.3, PS3.1-3.3; RI1.1-1.3, RI2.2-2.3, RI3.1-3.3	Lesson 1 Oppression and Freedom Then & Now Lesson 2: Slavery to Freedom Lesson 3: The Exodus Story: Slavery "In Our Time & Place." Lesson 4: Exodus & Slavery: Our Past & Be A Hero Lesson 5-6: Types of Enslavement Lesson 7: On the Road to Freedom Lesson 8: Making a Path for Freedom Lesson 9: Building Freedom that Lasts Lesson 10-11: Land and Liberation Lesson 12-13: Models of Liberation

Unit 3	Big Ideas, Themes, Concepts	Expectations	
Justice and Wisdom	- As humans, we are creatures composed of both spirit and body. - Through the prophets, God calls us to be people of justice. - We are called to develop our consciences. - Being able to discern about moral decisions is an essential part of living a Catholic Christian Morality. - Catholic discernment involves turning to Scripture, the Teachings and Tradition of the Church (Saints, Theological, Cardinal and Moral virtues), and Prayer Life and wisdom of the current living faith community - A model of moral decision making assists us making difficult decisions. Explore what is meant by intimacy and sexuality, and the various signs of healthy and unhealthy relationships. - Recognize the sacredness of the human person created in God's image and explore how we are to model this. - Explore the meaning and beauty of sexuality and how its role or expression may be distorted. - Reconciliation, mercy & forgiveness are essential to living a life of virtue. - Daily prayer (rote, spontaneous, with Scripture, etc.), both personal and communal is part of a Catholic Spirituality that provides the grace we need for the weekly culmination of our prayer in the Eucharist, source and summit of our Christian life. - We need God's grace to be true witnesses to Christ in our contemporary society. - The Sacraments provide opportunities for us to receive the Grace we need to live lives of holiness, goodness, and authentic witness to Christ. - The Eucharist is core of our faith, and of all the other sacraments. Eucharist celebrates God's loving covenant with all people through Jesus.	Overall: SC2-SC3; PF1-3; CM1-3; PS1-3, FL1-3; RI1, RI4 Specific SC2.1, 3.2; PF1.1, PF1.3,2.1-2.3, 3.1; PS1.1, PS2.1, PS.3.3; CM1.1-1.3, CM2.2-2.3; FL1.1, FL2.1-2.3 FL3.1; RI1.1-1.3, 4.1-4.3	Lessons 1-4 : History of Salvation From Joshua to Jesus Lesson 5: People of Wisdom...Hebrew Prophets Lessons 6-7: Prophecy and Justice – Contemporary Prophets Lesson 8: Prophetic Wisdom – Seven Grandfather Teachings Lesson 9: Prophetic Action (Christian Service) Lessons 10-11: Building The Reign of God Lesson 12: How Do We Know What God Wants? Lesson 13: Wisdom in Our World

Unit 4	Big Ideas, Themes, Concepts	Expectations -- Overall and Specific -- O/S	Lessons
Encountering God	• The New Testament Canon • Jesus is the incarnation of God. • As humans, we are creatures composed of both spirit and body. • Mass is a remembrance of the Last Supper in which Christ is fully present in the Word, the Priest, the Congregation and especially in the Eucharist. • The Bible is the source of our understanding of what it means to be a disciple of Jesus. • The life of Jesus as told in the Gospels provides a model for Christian living. • To be a follower of Jesus required certain things of the Apostles and Disciples. • Discipleship requires faith and action	Overall: SC1-3; PF1-3; PS1-3; CM1-3; FL1-2; RI1-4 Specific: SC1.2, SC2.1-2.3, SC3.1; PF1.1-3; PF2.1-2.3, PF3.1; PS1.1-1.3; 2.1-2.3; PS3.2-3.3; CM1.1-1.3, CM3.1-3.2; FL1.2, FL2.1-2.3; RI1.1-1, RI2.2, RI3.1-3.2; RI4.1-4.3	Lessons 1-3: New Testament: Formation of Canon. Lesson 4-5: Biblical Stories of Call and Struggle Lesson 6-7: Biblical Models of Our Call to Discipleship Lessons 8-11: Incarnation, Jesus, & Discipleship Lesson 12-15: Our Bodies as Temples Lesson 16: The Seven Smarts Lesson 17-18: What Do I Do with All These Gifts?

Unit 5	Big Ideas, Themes, Concepts	Expectations	Lessons
Building the Reign of God	- Discipleship requires faith and action - The teachings of the Church guide us toward understanding what we must do to be authentic witnesses to the life of Christ. - The Church's Social Teachings (human dignity, community and the common good, rights and responsibilities, preferential option for the poor, participation in the life of the world, dignity of work, stewardship of creation, solidarity, role of government, and promotion of peace) provide the basis and framework for the Catholic Christian moral life. - We need God's grace to be true witnesses to Christ in our contemporary society. - Prayer connects us to the Creator and prayer life provides the sustaining grace we need to do the work we must do, as disciples of Christ, in our modern world. - As Catholics, we have many ways to pray. Some elements of our contemporary society challenge us and make it more difficult to live a life of prayer. - A people of the Beatitudes - The Acts of the Apostles & the Epistles provide models and expectations of Christian community. - Humans participate in re-creation (building the reign of God) through the life and teachings of the Church - To be followers of Jesus in our world today means we are a holy people who express love of self, others and all of Creation - Mary is a model of discipleship. - Family plays a crucial role in modern society and the life of the Church.	Overall: SC1-3; PF1-3; PS1, PS3; CM1-3; FL1, FL3; RI1-4 Specific: SC1.1-1.3; SC2.1-SC2.3, SC3.1; PF1.1-1.3; PF2.1-2.3; PF3.1, PF3.2; PS1.1-1.3, PS3.1-3.3; CM1.2-1.3, CM2.1, CM2.3, CM3.1-2; FL1.1-1.3, 3.1; RI1.1-1.3, RI2.2, RI3.1-3.3; 4.1-4.3	Lessons 1- 3: What is Church? Lesson 4: Building the Reign of God in Our Time Lessons 7- 8: Jesus – Being a People of Living Hope