Assessment, Evaluation and Reporting in Elementary Religious Education

A Research Report

Catholic Curriculum Corporation Central and Western Region
December, 2009
Assessment, Evaluation and Reporting in Elementary Religious Education
A Research Report

Table of Content

Research Paper
Essential Learnings Primary (K-Grade 3)
Essential Learnings Junior (Grades 4-6)
Essential Learnings Intermediate (Grades 7-8)
Grade Modules (K-Grade 8)
References
Glossary

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Assessment, Evaluation and Reporting in Elementary Religious Education – A Research Report

Proposal
Conduct research that will provide a reference for Curriculum Consultants, Coordinators and future writers to use when addressing assessment, evaluation and reporting of Religious Education and Family Life Education programs in Catholic schools in Ontario.

Context
A writing team of six Catholic educators worked for 4 days, July 2, 3, 6, 7 2009. A fifth day was scheduled for responding to the review. The composition of the team ensured access to current, relevant information about Kindergarten to Grade 12 Religious Education programming, curriculum, evaluation and reporting protocols and practices, and theological educational foundations. The writers brought background and expertise that included the following:

- Curriculum Consultant, Religious and Family Life Education, including work with the initial implementation the *Born of the Spirit and We Are Strong Together* programs
- Elementary Classroom Teaching with Primary, Junior and Intermediate experience
- Secondary Religious Education Teaching, Grades 9-12
- Secondary Religious Education Department Headship
- Course Director, OECTA/OCSTA AQ Course in Religious Education
- Lead Writer, Ministry of Education Curriculum Review
- Catholic Curriculum Map Writers
- Understanding by Design: Designing Engaging and Effective Professional Development
- Presenter, Ministry of Education - Assessment and Evaluation Kindergarten to Grade 12 Provincial Symposium, 2008
- Institute for Catholic Education Designing Down from Ontario Catholic School Graduate Expectations, 2003

Process
The writers reviewed data sources (see References) to identify key aspects related to Assessment, Evaluation and Reporting in Elementary Religious Education. The following organizing framework was identified to approach the key aspects,

1. Review of the literature related to assessment, evaluation and reporting procedures and protocols
2. Review of the literature related to assessment, evaluation and reporting in Religious Education in Catholic schools
3. Review of the Backward Design process for a curriculum
4. Identify and track the instructional focus and assessment opportunities found in each unit of each grade Kindergarten to Grade 8 *Born of the Spirit and We Are Strong Together* series CCCB programs
5. Use the information from the data sources to provide a reference for addressing Assessment, Evaluation and Reporting in Elementary Religious Education

Content
Three relevant questions from the source, *Assessment, Evaluation and Reporting in Elementary Religious Education and Family Life Education: A Discussion Paper* Developed by the Institute for Catholic Education 2000, provided the focus for the content of this paper,

1. What do you consider to be essential to learning in Religious Education in the primary, junior and intermediate divisions in Catholic schools? p.4
2. In what ways, if any, do the current theories and protocols about assessment and evaluation in general, need to be modified to be appropriate for reporting on Religious Education? p.10
3. Given the Ministry’s focus on knowledge and skills, and exclusion of values from curriculum documents, discuss: the implications for Religious Education in Catholic schools p.10
Question 1
What do you consider to be essential to learning in Religious Education in the primary, junior and intermediate divisions in Catholic schools?

Catholic educators inspire students to see human life as an integration of body, mind and spirit. They foster the search for knowledge as a lifelong spiritual and academic quest. The achievement of graduates of Catholic schools can be described in terms of knowledge and skills, but also in terms of values, attitudes and actions.

Learning From Assessment CCC, 9

Essential Learning: Ministry of Education
In the Ministry of Education’s curriculum policy and program documents for all subject areas, Kindergarten to Grade 12, Curriculum Expectations describe the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, and in various other activities on which their achievement is assessed and evaluated.

- The Overall Expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade
- Specific Expectations describe the expected knowledge and skills (related to Overall Expectations) in greater detail
- Criteria is included in each curriculum document to describe in specific terms what successful attainment of the Curriculum Expectations looks like
- All curriculum expectations must be accounted for in instruction, but evaluation focuses on students’ achievement of the Overall Expectations
- Student achievement of the Overall Expectations must be communicated formally to parents by means of the Provincial Report Card using letter grades (Grades 1 to 6) and percentage marks (Grades 7 & 8)

The Ontario Catholic Secondary Curriculum Policy Document For Religious Education, (Ontario Conference of Catholic Bishops prepared by the Institute for Catholic Education, Revised 2006), follows the Ministry of Education’s curriculum design in using Overall and Specific Expectations for identified strands (Essential Learnings). Further, direction is provided for teachers to assess and evaluate these expectations with established criteria, using the same Achievement Chart framework as used in all other subject areas. (p.22).

Essential Learning: Canadian Conference of Catholic Bishops Catechetical Series
In the Canadian Conference of Catholic Bishops catechetical series, Born in the Spirit (K-6) and We Are Strong Together (Grade 7 and 8), Aims and Learning Outcomes state what the children will be expected to absorb in the Religious Education program throughout the year (see Table 2).

The Aims and Learning Outcomes from the Born in the Spirit (K-6) and We Are Strong Together catechetical series were identified and tracked using the Backward Design model. This tracking process identified a significant number of Aims and Learning Outcomes, (Goals, Knowledge & Understanding, Skills and Values and Attitudes) for each grade.

These Essential Learnings do not appear to be connected or developmentally linked from year to year (grade to grade), and do not reflect the language found in the Ministry’s curriculum design that teachers are mandated to use for all other subject areas: Overall and Specific Expectations that are assessed and evaluated with established criteria, using a common Achievement Chart framework.
Essential Learning: **Canadian Conference of Catholic Bishops Criteria for Catechesis Proposal**

In the Criteria for Catechesis Proposal, the strands or pillars provided by the Six Tasks of Catechesis could help to identify and organize the Essential Learnings from the *Born of the Spirit* and *We Are Strong Together* Religious Education programs for Kindergarten to 8, in a developmental aspect. By specifically articulating the Knowledge & Understanding, Skills, Values & Attitudes and Essential Questions for each grade using the Six Tasks of Catechesis, formal assessment of learning opportunities with accompanying criteria could be identified.

1. Promoting Knowledge of The Faith
2. Liturgical Formation
3. Moral Formation
4. Teaching To Pray
5. Education For Community Life
6. Missionary Initiation

Essential Learning: **Catholic Curriculum Maps, Catholic Curriculum Corporation**

In the Catholic Curriculum Corporation’s, Catholic Curriculum Maps, [http://www.catholiccurriculumcorp.org/resources/elementary.htm](http://www.catholiccurriculumcorp.org/resources/elementary.htm), Essential Learnings are defined for each grade, Kindergarten to 8, under four Content headings:

1. Scripture
2. Prayer and Sacramental Life
3. Profession of Faith
4. Christian Moral Development

Essential Learning: **Backward Design**

A process for developing a curriculum or unit by beginning with the end in mind and designing toward that end, Backward Design includes three stages (see Table 1)

<table>
<thead>
<tr>
<th>Stage 1: identify desired results of instruction</th>
<th>Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2: determine acceptable evidence</td>
<td>Assessment Evidence</td>
</tr>
<tr>
<td>Stage 3: plan learning experiences and instruction</td>
<td>Learning Activities</td>
</tr>
</tbody>
</table>

Backward Design provides the clear connection between Essential Learning and Assessment and Evaluation for any subject or grade. It is important to this discussion because it provides a lens to see that the Religious Education programs for Kindergarten to Grade 8 do not reflect the Backward Design model.

The Secondary Religious education Courses have resources (Rich Culminating Performance Tasks, Catholic Curriculum Corporation, 2009 [http://www.catholiccurriculumcorp.org/resources/secondary.htm](http://www.catholiccurriculumcorp.org/resources/secondary.htm)), that support Backward Design, as their clearly defined Overall Expectations provide the Essential Learnings that can be assessed and evaluated.

Essential Learning: **Writing Catholic Curriculum, Catholic Curriculum Cooperatives**

In the Catholic Curriculum Cooperatives’ *Writing Catholic Curriculum* document, Backward Design informs the process outlined for writers and teachers in planning curriculum in Catholic schools. The process provides the steps that could be used in a review of the Religious Education programs for Kindergarten to Grade 8,

**Step One**
Start by examining the content of the desired curriculum. Identify the underlying knowledge and skills for the curriculum/course under development.

**Step Two**
Identify established goals or learning expectations.

**Step Three**
Identify how the enduring understandings of the desired curriculum reflect the Gospel values and/or CATHOLIC THEMES.
Step Four
Develop Essential or Guiding Questions within a Catholic perspective.

Step Five
Create opportunities for the learner to demonstrate the degree to which they have achieved the learning expectations (i.e. knowledge and skills).
Identify the key criteria for gathering evidence.

Step Six
Consider (a) the content the course and (b) the nature of the learners when planning the learning activities.

Step Seven
Review the criteria for the entire process.

Recommendations – Question 1
1) That the Aims and Learning Outcomes for each grade be reviewed to identify Essential Learnings using Overall and Specific Expectations language for Religious Education that can be assessed, and evaluated;
2) That a Religious Education Program continuum be created using Essential Learnings in order to identify the developmental nature of Religious Education;
3) That the Six Tasks of Catechesis and the four Content areas of the Catholic Curriculum Maps be reviewed as possible strands or pillars to support assessment and evaluation of student achievement of the Essential Learnings of the Religious Education Program from Kindergarten to Grade 8
Table 1

Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
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</thead>
<tbody>
<tr>
<td>Knowledge and Understanding(s)</td>
</tr>
<tr>
<td>Skill(s)</td>
</tr>
<tr>
<td>Value(s) and Attitude(s)</td>
</tr>
</tbody>
</table>

| Students will know and understand... |
| Students will be able to...         |
| The student is someone who...       |
| Essential Question(s)               |

Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Learning</td>
<td></td>
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<tr>
<td>Assessment as Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 – Learning Activities

Table 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Essential Learning</th>
<th>Assessment, Evaluation &amp; Reporting Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Module Aims</td>
<td>Established Goals Knowledge &amp; Understanding, Skills, Values &amp; Attitudes</td>
</tr>
<tr>
<td>Theme Aims</td>
<td>Knowledge &amp; Understanding, Skills, Values &amp; Attitudes</td>
<td></td>
</tr>
<tr>
<td>Unit Aims</td>
<td>Knowledge &amp; Understanding, Skills, Values &amp; Attitudes</td>
<td></td>
</tr>
<tr>
<td>Theme Aims</td>
<td>Essential Question(s)</td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>Unit Aims</td>
<td>Established Goals Knowledge &amp; Understanding, Skills, Values &amp; Attitudes</td>
</tr>
<tr>
<td>Theme Aims</td>
<td>Knowledge &amp; Understanding, Skills, Values &amp; Attitudes</td>
<td></td>
</tr>
<tr>
<td>Cognitive- I know Knowledge &amp; Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical- I can Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetic – I am Values &amp; Attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>There is no form of evaluating a child’s growth in faith, for this requires judgments about a person’s relationship with God</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There are some ways of assessing cognitive and affective growth</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>Unit Aims</td>
<td>Established Goals</td>
</tr>
<tr>
<td>Theme Catechetical Focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive- I know Knowledge &amp; Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical- I can Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetic – I am Values &amp; Attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>By consistent observation, catechists generally know whether students are integrating what is being presented</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There is really no form of evaluation by which we can assess a student’s growth in faith, for this would be making judgments about a person’s relationship with God</td>
<td></td>
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<tr>
<td>3.</td>
<td>There are some ways of assessing cognitive and affective growth</td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Learning outcomes are the behaviours that the program is designed to instill and develop</td>
<td></td>
</tr>
<tr>
<td>Program Introduction Notes and Unit Key Concepts</td>
<td>Established Goals</td>
<td></td>
</tr>
<tr>
<td>Unit Theme Outcomes and Key Concepts Knowledge &amp; Understanding and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme Questions Essential Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Each outcome is measureable, attainable and valued</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>We will know that students are learning when we see that these outcomes have been realized in their knowledge, skills and attitudes</td>
<td></td>
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</tbody>
</table>

Question 2

In what ways, if any, do the current theories and protocols about assessment and evaluation in general, need to be modified to be appropriate for reporting on Religious Education and Family Life education?

There are many ways to assess. Teaching and learning require teachers to constantly gather information and make decisions that will benefit students.

Kushner, 19

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Catholic Curriculum Corporation – Central and Western Region

There needs to be a common understanding of what the essential learnings are within the Religious Education program from K - 8. The Essential learnings are the broad important understandings that students should retain long after they have forgotten many of the details of something that they have studied. Currently the enduring understandings are not clearly stated within the program. They are embedded in the learning goals for each unit in each grade. Strands (or broad areas of the curriculum) provide a framework to develop a range of essential learnings in related areas of the program. Strands identified in the secondary curriculum for Religious Education and used in the Catholic Curriculum Core Maps for elementary could be used to cluster the learning goals to ensure a common understanding. The four strands in the Catholic Curriculum Core Maps are Scripture, Prayer and Sacramental life, Profession of Faith, and Christian and Moral Development.

The learning goals (established goals) outline the knowledge and skills and the values and attitudes which form the learning for each unit. The success criteria describes in specific terms what successful attainment of the learning goals looks like. The Religious Education program provides many opportunities to meet the learning goals but does not identify specific criteria for teachers and students to measure progress.

The Ministry of Education’s use of overall and specific expectations describes the knowledge and skills students are expected to acquire, demonstrate, and apply in their class work. Overall expectations must be accounted for in evaluation and reporting; specific expectations must be accounted for in instruction and assessment. The Religious Education program uses the term “Aims” that can be considered overall expectations. The “Experiences” and “Doctrines” reflects the knowledge and skills, as well as the values and attitudes, which can be considered the specific expectations. These aims and experiences need to address the essential learnings and need to be more focused for each grade so that there can be continuity between grades.

Assessment is an ongoing process, taking place before, during and after the learning cycle. Through this ongoing process of using a variety of assessment tools and strategies teachers can gather information that accurately reflects where students are in their learning of the overall and specific expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Assessment for learning provides information to differentiate and adjust teaching and learning activities. It allows teachers and students to share a common understanding of the learning goals and the criteria for success. It provides teachers and students with ongoing feedback on students’ performance. Each unit of the program provides learning opportunities that could be used for this type of assessment, but these opportunities need to have clearly defined criteria in order to adjust teaching and learning activities.

Assessment as learning is a process for developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning. The reflection opportunities in the units in the Religious Education program provide opportunities for students’ self assessment but they need to include clearly defined criteria and effective questions for guiding students’ thinking in order to achieve their learning goals.

Assessment of learning (evaluation) is summative in nature and is used to confirm what students know and can do, and to demonstrate the extent to which they have achieved the curriculum expectations. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students’ proficiency. Student achievement of the overall expectations is expressed in terms of the categories and levels outlined in an achievement chart. In the Religious Education program we can focus on student’s achievement of the Aims expressed in terms of an achievement chart. The knowledge and understanding and skills outlined in the Religious Education program can be addressed through the achievement chart categories. The Elementary Provincial Report Card focuses on two distinct aspects of student achievement: curriculum expectations (achievement chart categories) and learning skills (can be demonstrated by the student in all subjects and in other behaviour at school). Teachers are required to evaluate and report student progress/achievement for these two areas separately. The Religious Education program contains knowledge and understanding, skills and values and attitudes which reflect both curriculum expectations and learning skills. The values and attitudes outlined in the Religious Education program reflect the students’ personal “journey” towards the Ontario Catholic Graduate School Expectations, which cannot be measured through the achievement chart. Some values and attitudes listed in the Religious Education program could be considered for comments toward the Learning Skills section of the Provincial Elementary Report Card.

Evaluation is done at strategic times throughout the year. The liturgical calendar provides specific times for evaluating and reporting on students’ achievement. Rich performance tasks based on clearly defined essential learnings (overall expectations) can be used to assess and evaluate students’ achievement during those times and reporting periods.

Faith Through Learning ~ A Distinctive Catholic Curriculum
Recommendation - Question 2

4) That, while the consensus in the Catholic educational community is that values and attitudes should not be evaluated for reporting purposes, the Ministry of Education directives and protocols regarding assessment and evaluation of Knowledge & Understanding and Skills should be followed in assessing and reporting Religious Education for Kindergarten to Grade 8. This includes the Ministry’s directives regarding Levels of Achievement, use of letters, grades, and anecdotal comments;

Question 3

Given the Ministry’s focus on knowledge and skills, and exclusion of values from the curriculum documents, discuss the implications for Religious Education and Family Life Education in Catholic schools.

_The mission of Catholic School is ageless and changeless: to provide quality education grounded in Catholic principles and delivered in a Catholic environment. Providing a Catholic education in the Catholic school goes far beyond getting good test scores and being in the 99th percentile on a standardized test. It means proving young people with marketable skills with which to make their way in the world. But the products of Catholic schools have a larger, more transcendent responsibility, a spiritual one, if you will, as citizens of this world and the next._ Kushner, 19

The Ontario Ministry of Education states that for Grades 1 to 12, two distinct, but related aspects of student achievement are evaluated: (1) the achievement of curriculum expectations, and (2) the development of learning skills/work habits. Teachers are required to evaluate and report student progress/achievement for these two areas separately. Assessment, evaluation, and reporting will be based on evidence of student achievement of the provincial curriculum expectations (content standards) expressed in terms of the categories and levels outlined in the achievement chart (performance standards). The evaluation of learning skills/work habits, apart from any that may be included as part of a curriculum expectation, should not be considered in the determination of letter grades/levels of achievement or percentage grades.

If the primary purpose of assessment, evaluation and reporting is to improve student learning, then it can only be beneficial to align the practices in Religious Education with those currently in place in other subjects. In doing so, Religious Education in our Catholic schools benefits from the extensive research that has been undertaken in the area of assessment, evaluation and reporting. Refining and improving the approach to assessment, evaluation, and reporting in Religious Education will improve pedagogy in Religious Education.

It is appropriate to speak of the acquisition of knowledge, understanding and skills in a Religious Education program. While it is acknowledged that “Religious Education in Catholic elementary schools is primarily intended to nurture the faith of children” it is also of note that “Fundamental to Religious Education, even at a very young age, are [sic] knowledge and the acquisition of skills.” (Discussion Paper, 2-3). “If our students are to develop their spiritual and moral life in the context of the Catholic school, there needs to be a balance between giving them the instruction and teaching which is needed and allowing them the freedom to evaluate and integrate the faith tradition in their lives” (MacDonald, 3).

Currently, the Religious Education Programs as outlined in the Catechetical Series, _Born of the Spirit_ and _We Are Strong Together_, do not have clearly defined expectations for any grade level. There is a marked difference between the Primary, Junior, and Intermediate editions’ language for assessment. What appears as ‘expectations’ are stated as ‘aims’, ‘outcomes’, or ‘key concepts’. There are very few clearly defined parameters for assessment and many aims, outcomes or “key concepts” in every theme in each unit in every grade. Work needs to be done to clearly delineate overall and specific expectations for each grade.
Faith, Values, and Assessment

The consideration of assessment in Religious Education becomes problematic when one considers that Religious Education is not only about the acquisition of knowledge and skills. In Religious Education systematic teacher assessment should be concerned only with the student’s knowledge and skills related to the content of the faith and should not extend to an evaluation of the student’s faith response” (MacDonald, 3). The issue becomes, to what extent can the knowledge/skills be separated from goals related to the child’s life of faith, and evaluated without reference to the spiritual life of the child? (Discussion Paper, ICE, 11).

The understanding of faith/values differentiates the Catholic school from the Public school in that their values education would be a kin to the Character Education initiatives specifically. The Catholic school sees these values through the lens of faith. Within a Religious Education Program, there is a natural connection between the terms “faith” and “values”. It is important that the term “faith” is properly understood in this context. Faith remains essentially a gift and the response to that gift has three dimensions: belief, trust, and action. Belief is the cognitive dimension which is related to the faculty of knowing; trust is the affective dimension pertaining to emotion; and action (doing) is the behavioural dimension. These would be the values espoused in Religious Education.

The Revised Ontario Catholic Secondary Curriculum Policy Document: Religious Education addresses the dual purpose of Religious Education with respect to opportunities for assessment thusly:

Religious Education seeks to develop not only knowledge and disciplinary skills but also to foster in students the attitudes and values that are part of faith and constitute the Catholic stance within the world. Because they depend on the interaction between God’s Spirit and the freedom of the individual student, they cannot be listed as expectations, nor can they be evaluated or used for assessment purposes. Yet, they represent some of the ultimate hopes of religious educators. They are the seeds we seek to sow or nourish, the holy longings that live in the sacred secrecy of each individual’s heart. We present them at the head of each grouping of expectations as a reminder of the ultimate goal of the religious education program as a specifically religious enterprise, and of the faith we hope to see blossom in our students. (Discussion Paper, ICE, 11)

Background: Reporting in Religious Education

A survey was conducted by the Catholic Religious and Family Educators of Ontario (CARFLEO) and published as “Reporting in Elementary Religious Education” in April, 2008 (See References). While most boards use both anecdotal and number/letter grades (scores), there is no evidence of consistency across the province of Ontario. The question that is inevitably raised in light of these findings is what is the nature and purpose of evaluation in Religious Education. What do these numbers/letters mean? Do they assess in terms of content, knowledge, skills, values, and attitudes? Teachers in Catholic schools require a common understanding of what is being assessed and evaluated in light of the clearly articulated understandings and directives emanating from the Ministry regarding assessment, evaluation, reporting, and communication with parents.

Recommendation – Question 3

5) That Learning Skills identified in the Provincial Report Card by the Ministry of Education be expanded to include a Catholic perspective.
**Assessment, Evaluation and Reporting in Elementary Religious Education: Essential Learnings: Kindergarten to Grade 3**

**BORN OF THE SPIRIT SERIES**

<table>
<thead>
<tr>
<th>Program Aims</th>
<th>Assessment, Evaluation &amp; Reporting Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goal(s)</strong></td>
<td>1. The Aims state what the children will be expected to absorb in the program throughout the year</td>
</tr>
</tbody>
</table>
| - to join with children as they come to shape themselves through play |   - Module Aims Established Goals  
| - to celebrate Me as a trace of God | - Theme Aims Knowledge & Understanding, Skills, Values & Attitudes |
| **Knowledge and Understanding(s)** |   | |
| Students will know and understand... |   | |
| - through being part of a welcoming environment to welcome others as a trace of God |   | |
| - through activities, to embrace and celebrate that I belong to a family as a trace of God |   | |
| - through name activities, to affirm my identity as a trace of God |   | |
| - through activities, to discover and appreciate the uniqueness of my body as a trace of God |   | |
| - through activities, to explore the world of my feelings as a trace of God |   | |
| - through activities, to explore and affirm my capabilities as a trace of God |   | |
| - through exploration, to enhance my awareness of my five senses as a trace of God |   | |
| - through activities, to affirm my freedom to appropriately express my likes and dislikes as a trace of God |   | |
| - through activities, to discover and satisfy my needs as a trace of God |   | |

| **Established Goal(s)** |   | |
| - to experience the beauty and uniqueness of the earth and its seasons |   | |
| - to celebrate the wonder of earth times as a trace of God |   | |
| **Knowledge and Understanding(s)** |   | |
| Students will know and understand... |   | |
| - through fall activities, to experience the earth’s abundance as a trace of God |   | |
| - through winter activities, to experience the earth at rest as a trace of God |   | |
| - through spring activities, to experience the earth in its fullness as a trace of God |   | |
| - through summer activities, to experience the earth in bloom as a trace of God |   | |
| - through light and darkness activities, to explore the wonders of day and night as a trace of God |   | |
| - through connecting with earth elements, to discover the goodness and beauty of the earth as a trace of God |   | |

| **Established Goal(s)** |   | |
| - to involve the child in the festive celebration of the Christian story as it unfolds throughout the year |   |
**Knowledge and Understanding(s)** Students will know and understand...

- God cares deeply about them (Story of Jesus and the children – Mark 10:13-16), p. 356
- gift of creation (Genesis 1:1 – 2:4), p. 354
- through symbol, story, and song we experience the gift of God coming among us (Theme 16: “Walking in the Light”)
- through Lent and Easter we experience the gift of life in Jesus as a trace of God (Theme 17: Lent-Easter 1)
- through Easter symbols and activities we experience the gift of life in Jesus as a trace of God (Theme 18: Lent-Easter 2)
- through encouraging Sunday activities we foster the celebration of the Lord’s Day as a trace of God (Theme 19: Together on Sunday)

**Skill(s)** Students will be able to...

- experience the mystery of God in the ordinary and familiar things of life (p. 15)
- contemplate the beauty, power, and minute precision found in creation of nature (p. 14)
- participate in prayers of Praise and Thanksgiving (p. 14)
- identify the basic symbols of the Catholic tradition, i.e. people, water, Light, oil, book (Scripture), cross, table, and bread (p. 15)

**Established Goal(s)**

- to experience the joys and goodness of special times in life
- to celebrate special days as traces of God’s care

**Knowledge and Understanding(s)**

- through birthday festivities, to celebrate the child as a trace of God
- through celebration, to give praise and thanks for the earth’s abundance as a trace of God
- through cultural celebrations, to share in the customs and traditions of the community as a trace of God
- through creating expressions of love, to appreciate mothers and fathers as a trace of God

**Established Goal(s)**

- to celebrate the child’s membership in the community (e.g. parish)
- to celebrate the caring nature of the community as a trace of God

**Knowledge and Understanding(s)**

- through getting involved, to experience the school or parish community as a trace of God
- through local helpers, to discover a caring and supportive community as a trace of God

**Established Goal(s)**

- to discover and appreciate the world of plants
- to celebrate God’s creation in the world of plants
<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>through exploration, to grow in wonder and appreciation of trees as a trace of God</td>
</tr>
<tr>
<td></td>
<td>through exploration, to grow in wonder and appreciation of flowers as a trace of God</td>
</tr>
</tbody>
</table>

**Established Goal(s)**

- to discover and appreciate the world of animals
- to celebrate God’s creation in the world of animals

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>through natural exploration, to discover the wonder of insect life as a trace of God</td>
</tr>
<tr>
<td></td>
<td>through experiencing the world of pets, to grow in wonder and appreciation of animals as a trace of God</td>
</tr>
<tr>
<td></td>
<td>through observation, to grow in wonder and appreciation of birds and fish as a trace of God</td>
</tr>
<tr>
<td></td>
<td>through observation, to grow in wonder and appreciation to animals as a trace of God</td>
</tr>
</tbody>
</table>

**Established Goal(s)**

- to work out with others and in play, experiences of loss and mourning (e.g. death, separation, and painful experiences)
- the sense in the support and comfort of others a trace of God

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>through support and ritual, to discover ways of dealing with changes in life as a trace of God</td>
</tr>
<tr>
<td></td>
<td>through play and support, to deal with feelings associated with death, separation and painful experiences as a trace of God</td>
</tr>
</tbody>
</table>
Established Goal(s)
- to help the children become aware that they are welcome in the group
- to create a sense of belonging to the group through shared experiences
- to express belonging to one another
- to grow in awareness of belonging to family and friends
- to prepare a celebration
- to celebrate our belonging with family and friends

Knowledge and Understanding(s)
Students will know and understand...
- welcome and hospitality as signs of God
- names are sacred
- each individual is sacred and beautiful
- family and friends as a gift
- belonging to one another, to a family and to God is something to celebrate
- the importance of celebration

Skill(s)
Students will be able to...
- listen to a story about welcoming
- discover the wonder of ourselves
- show their belonging to a circle of friends
- share their belonging to a family
- prepare to celebrate
- gather and welcome
- celebrate their belonging with family and friends
- together with family, remember fun times

Value(s) and Attitude(s)
The student is someone who...
- welcomes one another and feels welcomed
- treasures their name

Established Goal(s)
- to explore experiences of being with adults who welcome us
- to discover Jesus as someone who welcomes children
- to come to know Jesus as a friend
- to discover that Jesus wants a world of friends
- to meet Jesus as a storyteller
- to hear Jesus tell us that we are his friends

Knowledge and Understanding(s)
Students will know and understand...
- Jesus is a person who welcomes children
• stories about Jesus are important
• Jesus invites people to be his friend
• through Jesus we come to know God
• the humanity of Jesus
• Jesus lived in Galilee
• Jesus loves to celebrate and share meals with people
• Jesus as a storyteller
• love of neighbor
• Jesus as friend

Skill(s) Students will be able to...
• spend time with adults to explore welcoming
• prepare to be better listeners with listening gestures
• enter into a story about Jesus welcoming children
• use candle, story shawl, story scroll, belonging book with stories
• use guided imagery to visit where Jesus lives
• discover how Jesus cares for and celebrates with his friends
• meet Jesus as a storyteller
• use drama and puppets to enter into stories Jesus told
• hear Jesus say, “You are my friends.”

Value(s) and Attitude(s) The student is someone who...
• enjoys a display of the customs and traditions of Jesus
• enjoys a visiting storyteller

Established Goal(s)
• to appreciate the Bible as a book of stories
• to come to know the God Jesus loved
• to celebrate the Bible as God’s word
• to deepen a sense of reverence for God’s book
• to deepen the children’s appreciation of God
• to recognize God and Jesus in the image of the Good Shepherd

Knowledge and Understanding(s) Students will know and understand....
• the Bible as a special book for Christians
• the Bible as the book about Jesus
• the Bible as the story of God
• the Bible as the book of God’s word consists of two parts: Old Testament and New Testament
• Christian celebrations are centred on the Bible as God’s word
| Christian symbols: cross, candles, baptized people, church, baptism, Eucharistic table |                    |
| God as known through images |                    |
| God imagined as shepherd |                    |
| the image of Jesus as a good shepherd |                    |
| Jesus is like God |                    |

**Skill(s)** Students will be able to...

- use song, guided imagery and art to enter into the parables Jesus told
- discover that Jesus speaks about God in parables
- prepare and celebrate the Bible as the word of God
- visit a church to explore the baptismal font, paschal candle, table of God’s word, table of the Eucharist, processional cross
- explore images of God
- use art, drama, and song to enter into Psalm 23, the parable of the lost sheep and the story of the Good Shepherd
- discover the image of the Good Shepherd in God and Jesus

**Value(s) and Attitude(s)** The student is someone who...

- treasures the book of God’s word
- belongs with cross, candle and the name “Christian”

**Established Goal(s)**

- to treasure the gift of motherhood
- to discover how God chose Mary to give us Jesus
- to enter into Advent as a time of anticipation
- to appreciate the good news of “God-with-us”
- to appreciate God’s desire to be with us
- to celebrate Advent

**Knowledge and Understanding(s)** Students will know and understand....

- Mary as the mother of Jesus
- Mary’s joyful gift of self
- Hail Mary
- Mary permitted the Son of God to become one of us
- Advent as the season of Mary
- Advent as waiting for God’s coming
- the liturgical season of Advent
- Advent: a season to be celebrated
- the humanity of Christ
Catholic Curriculum Corporation – Central and Western Region

<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>use drama, art and song to enter into the story of the Annunciation</td>
</tr>
<tr>
<td></td>
<td>honour Mary by praying the Hail Mary with accompanying ASL gestures</td>
</tr>
<tr>
<td></td>
<td>wait in Advent</td>
</tr>
<tr>
<td></td>
<td>prepare to reach out to others in Advent</td>
</tr>
<tr>
<td></td>
<td>use guided imagery to visit Mary as she waits with child</td>
</tr>
<tr>
<td></td>
<td>celebrate Advent in story and rite</td>
</tr>
<tr>
<td></td>
<td>prepare an Advent celebration</td>
</tr>
<tr>
<td></td>
<td>gather and welcome</td>
</tr>
<tr>
<td></td>
<td>celebrate waiting in Advent</td>
</tr>
<tr>
<td></td>
<td>celebrate Advent and Christmas at home with family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>appreciates the gift of mothers</td>
</tr>
<tr>
<td></td>
<td>enjoys a visit from an expectant mother</td>
</tr>
</tbody>
</table>

| Established Goal(s) | to savour the Christmas story |
|---------------------| to enter into Epiphany |
|                     | to explore experiences of caring |
|                     | to recognize how God cares for us |
|                     | to express wonder, praise and thanks for God as creator |
|                     | to explore all of creation as a gift from God |

<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>remember their Christmas experiences</td>
</tr>
<tr>
<td></td>
<td>gather under stars to celebrate Epiphany</td>
</tr>
<tr>
<td></td>
<td>use guided imagery to enter into the story of the shepherds and the story of the Magi</td>
</tr>
<tr>
<td></td>
<td>use art and role play to reflect on the Epiphany</td>
</tr>
<tr>
<td></td>
<td>share a story about being cared for</td>
</tr>
<tr>
<td></td>
<td>explore how we care for others daily</td>
</tr>
<tr>
<td></td>
<td>use scripture stories to discover that Jesus shows us how God cares for us</td>
</tr>
<tr>
<td></td>
<td>use song and art to reflect on caring</td>
</tr>
<tr>
<td></td>
<td>use earth centres and song to explore and celebrate God’s gifts of nature</td>
</tr>
<tr>
<td></td>
<td>use a parable to see how God takes care of us</td>
</tr>
<tr>
<td></td>
<td>use an art collage(s) to reflect on how each of us can care for the earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reaches out to a person or group in the community</td>
</tr>
<tr>
<td></td>
<td>enjoy a story about creation based on the Book of Genesis</td>
</tr>
</tbody>
</table>

Faith Through Learning – A Distinctive Catholic Curriculum
17
<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Value(s) and Attitude(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to discover how and why our names are so important</td>
<td>Students will know and understand:</td>
<td>Students will be able to:</td>
<td>The student is someone who...</td>
</tr>
<tr>
<td>to appreciate that God loves us and calls us by name</td>
<td>• people and their names are holy</td>
<td>• use story, role play, games and art to discover how and why our names are so important</td>
<td>• appreciates the gift of fathers</td>
</tr>
<tr>
<td>to explore images of God</td>
<td>• God knows us by name</td>
<td>• prepare and celebrate God calling us by name</td>
<td></td>
</tr>
<tr>
<td>to come to know Jesus’ image of God</td>
<td>• God calls by name</td>
<td>• use story, drama and art to explore images of God</td>
<td></td>
</tr>
<tr>
<td>to experience and explore ways we talk with those we love</td>
<td>• God is personal and has a name</td>
<td>• discover Jesus’ name of God: Abba/Father</td>
<td></td>
</tr>
<tr>
<td>to learn to pray the Our Father</td>
<td>• God is known in many images</td>
<td>• explore how we express our feelings, especially in our family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• God as Abba/Father</td>
<td>• learn from Jesus how to talk to God</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• God as Abba/Father is our Father too</td>
<td>• create personal prayers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• speaking with God as prayer</td>
<td>• pray the Our Father together and bring the prayer home as a gift</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jesus prayed to God the Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the Our Father as our prayer and the prayer of the Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established Goal(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to experience meals as an expression of belonging</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to discover how Jesus included everyone</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to reflect on ways Jesus shows his love for us</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to hear and respond to Jesus’ invitation to love as he loved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to grow in awareness of belonging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand God’s desire for everyone to be friends</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Knowledge and Understanding(s)
Students will know and understand:
- God wants to gather all people into a family
- Jesus gathers people through meals
- Lent as a time of preparation for Easter
- the symbols of Easter
- Jesus loves people and takes care of them
- taking care of other people is holy work
- the task of taking care of others
- the importance of friendship
- God’s family is a circle of friends
- the joy of friendship

### Skill(s)
Students will be able to:
- use scripture stories to discover God’s desire to gather everyone
- use scripture stories to find out how Jesus gave food to everyone just as God wanted
- celebrate the beginning of Lent with prayer and rite
- use clay, mobiles, mime and puppets to display favourite scripture stories in which Jesus shows how God cares for us
- add special intentions to the Lenten prayer basket
- use clay, mobiles, mime and puppets to display favourite ways to care
- choose a way to reach out together to the community
- use art and story to cherish friends and friendship
- use story and prayer to discover how God’s circle of friends grows bigger with love

### Value(s) and Attitude(s)
The student is someone who...
- enjoys circle dancing with circle of friends

### Established Goal(s)
- to reflect on how difficult it is to love one another
- to see Jesus as someone who accepts us and invites us to become more loving people
- to explore the need to receive and give forgiveness
- to reflect on what it means to love fully
- to see Jesus’ life and death as God’s love for us

### Knowledge and Understanding(s)
Students will know and understand:
- the difficulty of loving
- Jesus’ love and friendship allow people to love
- reconciliation
- the virtue of love
- forgiveness
- Jesus forgives, God forgives
- as God’s children we forgive
- the Last Supper as a symbol of love
- the cross of Jesus as a sign of love
- Holy Week
- the death of Jesus

**Skill(s)** Students will be able to...
- discover that it is difficult to love
- discover Jesus’ invitation to love and Zacchaeus’ response
- show ways of loving
- reflect on light in Lent
- sing and dance in circle of peace
- explore the need to forgive and to be forgiven
- share a spontaneous prayer of petition about forgiveness
- use a scripture story to find out how Jesus welcomes and forgives
- share a reflection on oil in Lent
- discover that God asks us always to forgive
- remember Palm Sunday
- enter into the story of the Last Supper
- sign each other with the sign of the cross to remember Jesus’s death and God’s love for us
- gather in ritual in Holy Week
- share Lent and Easter at home

**Established Goal(s)**
- to celebrate the resurrection of Jesus and his new life
- to reflect on the promise of new life after death
- to deepen appreciation of baptism
- to become aware of new life through water and the Spirit
- to deepen appreciation of belonging to the Christian community
- to celebrate belonging to the family of God through baptism

**Skill(s)** Students will be able to...
- explore new life in nature
- use story and art to enter into the Easter story (based on John 20.1-18)
- celebrate the new life of Easter
- listen to Jesus promise to send the Holy Spirit
- finding out that they are baptized in the Spirit
- hearing about their own celebration of baptism
• celebrate the Holy Spirit at a local parish church
• reflect on the celebration
• use centres to explore water
• use blessed water to sign one another
• discover how the Christian community welcomes new members
• remember our baptism in celebration

Value(s) and Attitude(s) The student is someone who...
• rejoice in the new life of Easter
• have fun decorating an Easter tree
• enjoy a visiting neophyte (newly baptized Christian)

Established Goal(s)
• to come to know the Holy Spirit as the life of God within us
• to see the Christian community as people who share the life of God: Father, Son and Spirit
• to remember the story of God
• to proclaim our belief
• to prepare a celebration of belonging
• to celebrate our belonging to God’s family

Knowledge and Understanding(s) Students will know and understand....
• families as sacred
• the Holy Spirit makes us one
• the importance of our bodies
• the Holy Spirit works in us
• the world as God’s world
• the goodness of all things
• the story of God with the children/memory
• the Creed as a memory of God’s story
• we belong to God
• life is a celebration of our belonging to God

Skill(s) Students will be able to...
• create mobiles and place mats to show that families share
• engage in a centering Abba prayer
• use art and body awareness activities to share that the Holy Spirit is always with us
• pray the Glory Be with accompanying ASL gestures
• share the prayer Glory Be at home
• remember and praise God for creation
• pray the Creed together as a prayer of praise and belief
- remember and celebrate what God has done is a song of belief and praise
- stir up memories of their year together
- use music, story, mime/drama, puppets and art to prepare to celebrate their belonging
- celebrate their belonging to God
- offer each other a sign of peace as they go forth into summer

**Value(s) and Attitude(s)**

The student is someone who...
- enjoys a parish visitor share how the parish is a family
### Year 2 – We Belong to the Lord

**Established Goal(s)**
- to enjoy being together
- to create space together that expresses who we are
- to share our stories of friendship
- to discover the joy of having friends
- to strengthen ties of friendship by preparing for a party
- to celebrate our friendship

**Knowledge and Understanding(s)**

Students will know and understand...
- attitudes of welcome, hospitality, friendship, giving thanks
- human foundation, gathering, creation of space
- the importance of stories
- the importance of celebration

**Skill(s)**

Students will be able to...
- get acquainted and know our names
- create a space together that expresses who we are
- mark out our space
- share our stories of friendship
- getting along with one another
- prepare for and celebrate our friendship
- strengthen ties of friendship by preparing for a party
- sing a song of welcome and friendship

**Value(s) and Attitude(s)**

The student is someone who...
- enjoys being together
- discovers the joy of having friends
- enjoys an adult friend
- shares our stories of friendship
- savours our celebration
- enjoys one another in song

1. The Aims state what the children will be expected to absorb in the program throughout the year
   - **Unit Aims** Established Goals
   - **Theme Aims** Knowledge & Understanding, Skills, Values & Attitudes

2. There is no form of evaluating a child’s growth in faith, for this requires judgments about a person’s relationship with God

3. There are some ways of assessing cognitive and affective growth

4. Guide for assessing the child’s communication development
   - Listening gestures
   - Ring around a story
   - Big book of friendship
   - Music and song
   - Guided imagery
   - Remember

5. Teacher prompts to gather feedback from behavior patterns
   - Experience
   - Participation
   - Valuing
   - Self-evaluation
Knowledge and Understanding(s) Students will know and understand:
- the importance of belonging, community, names and family
- the gathering rite
- Baptism gives a right to a place in the assembly
- belonging in the Church
- the local assembly
- the presence of God in the assembly

Skill(s) Students will be able to:
- share memories of belonging
- share memories of how they belong
- discover the story of their names
- reflect on gathering and welcoming
- remember Sunday gatherings
- visit a local church
- take their place in the assembly
- celebrate their belonging to God in baptism
- sing songs about welcome, gathering, friendship,
- know the gathering rite

Value(s) and Attitude(s) The student is someone who:
- appreciates belonging to their family
- savours their gathering celebration
- appreciates the gathering rite on Sunday
- treasures their belonging to God’s family in Baptism

Established Goal(s)
- to develop a listening attitude to the word of God
- to celebrate the word of God
- to experience Jesus Christ the Word
- to savour the experience of celebrating the word of God
- to listen to Jesus who reveals himself in the word
- to respond to Jesus the Word

Knowledge and Understanding(s) Students will know and understand:
- the importance of listening
- the Bible as Word of God
- proclamation
- Jesus Christ as the Word of God
- hearing the word
• Jesus Christ speaks in the proclamation
• Sunday assembly in the parish
• Jesus is the Word of God
• the deeds of Jesus
• responses to the word of God

Skill(s) Students will be able to...
• be better listeners
• hear together the “Come and See” story
• feast at the Table of God’s word
• remember our celebration of God’s word
• get to know Jesus better through John the Baptist’s question “Are you the one God promised to send into the world?”
• remember miracle stories about healing from Year 1
• listen to the miraculous catch of fish

Value(s) and Attitude(s) The student is someone who...
• savours the word of God in song, guided imagery, art, movement
• enjoys a visitor from the Sunday assembly
• enjoys a Scripture story-fest

Established Goal(s)
• to enter into Advent
• to celebrate Mary’s response to the Word
• to treasure Mary’s response to God’s word
• to rejoice in God’s presence among us
• to listen to John the Baptist’s response to God
• to hear the invitation to change our hearts

Knowledge and Understanding(s) Students will know and understand....
• Advent
• Mary’s response: Annunciation
• listening to God’s word
• Mary’s response: the visitation
• activity of the Holy Spirit in the word
• acting on God’s word

Skill(s) Students will be able to...
• listen to the Annunciation story
• celebrate the word of God in Advent
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- begin an Advent ritual activity (story candle) for school and home
- listen to the Visitation story
- celebrate the word of God in Advent
- continue the Advent ritual activity (story candle) for school and home
- listen to the story of John the Baptist preaching
- celebrate the word of God in Advent

**Established Goal(s)**
- to enjoy being together again
- to recognize Jesus the Word of God as gift
- to enter into God’s story given to us in the Creed
- to treasure what we believe
- to explore the community’s prayer in the General Intercessions
- to celebrate God’s gift in prayer

**Knowledge and Understanding(s)** Students will know and understand....
- Epiphany: the gift of Jesus
- the Word of God as gift
- the Word of God is about Jesus Christ
- the Creed as memory of God’s story: Creator; Jesus Christ: born, died, raised, come again; Spirit: active in Christian community
- Baptism: initiation into God’s Word and history
- the importance of our faith

**Skill(s)** Students will be able to...
- listen to the story of the Magi
- continue the Advent ritual activity (story candle) for school and home
- explore God’s story given to us in the Creed through art, song and dance
- pray the Creed together
- learn about the Intercessory Prayer
- enter into the Intercessory Prayer as a class

**Value(s) and Attitude(s)** The student is someone who...
- celebrates the word of God in Advent

**Established Goal(s)**
- to appreciate the gifts of the earth
- to recognize the earth as God’s gift to all
- to nurture an attitude of wonder and awe for the fruits of God’s creation
- to celebrate the work of human hands
<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand....</th>
</tr>
</thead>
<tbody>
<tr>
<td>• God the creator</td>
<td></td>
</tr>
<tr>
<td>• the goodness of creation</td>
<td></td>
</tr>
<tr>
<td>• Creation as God’s gift</td>
<td></td>
</tr>
<tr>
<td>• praise and thanksgiving</td>
<td></td>
</tr>
<tr>
<td>• Bread and wine: the Eucharistic species</td>
<td></td>
</tr>
<tr>
<td>• the altar as Eucharistic table</td>
<td></td>
</tr>
<tr>
<td>• the altar as presence of Christ</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• hear how the earth is God’s gift to all</td>
<td></td>
</tr>
<tr>
<td>• celebrate the work of human hands</td>
<td></td>
</tr>
<tr>
<td>• making and sharing gifts of bread and ‘wine’</td>
<td></td>
</tr>
<tr>
<td>• learning about the table of the Eucharist</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appreciates the gifts of the earth by tasting, seeing, hearing, smelling, and touching</td>
<td></td>
</tr>
<tr>
<td>• enjoys the hands-on experience of table making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>to explore how we honour people</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to explore how we honour God</td>
</tr>
<tr>
<td></td>
<td>to remember what God has done in creation</td>
</tr>
<tr>
<td></td>
<td>to remember what God has done in our midst</td>
</tr>
<tr>
<td></td>
<td>to explore the action of the Spirit on the gifts of bread and wine</td>
</tr>
<tr>
<td></td>
<td>to explore the creation the action of the Spirit upon the assembly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand....</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the action of praise</td>
<td></td>
</tr>
<tr>
<td>• the Eucharistic Prayer: Preface and acclamation</td>
<td></td>
</tr>
<tr>
<td>• Memorial and Praise</td>
<td></td>
</tr>
<tr>
<td>• The Last Supper</td>
<td></td>
</tr>
<tr>
<td>• the Institution narrative</td>
<td></td>
</tr>
<tr>
<td>• this is my body/my blood</td>
<td></td>
</tr>
<tr>
<td>• growth into Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>• the power of the Eucharistic Prayer</td>
<td></td>
</tr>
<tr>
<td>• our response: acclamations</td>
<td></td>
</tr>
<tr>
<td>• the Holy Spirit changes the gifts and us; helps us remember Jesus; and gathers people into the Church</td>
<td></td>
</tr>
</tbody>
</table>
### Skill(s)

Students will be able to...
- learn more about the Eucharistic Prayer: preface, Holy, Holy
- blessing, praising, thanking God in song and mural
- discovering more about how things change
- learning more about how Jesus feeds and nourishes us every Sunday

### Value(s) and Attitude(s)

The student is someone who...
- savours our favourite memories
- savours the memory of the Last Supper
- savours the Sunday assembly as a people of memory and praise
- enjoys food and drink and exploring how they nourish us
- enjoys the Pentecost story
- savours the action of the Holy Spirit, who gathers us every Sunday, helps us remember Jesus, reminds God of Jesus’ promise and feeds us with food that is Jesus Christ

### Established Goal(s)

- to explore the Our Father as our request for daily bread and reconciliation
- to explore the seal of our prayer in the Sign of Peace
- to enter into the suffering and death of Jesus
- to appreciate the death of Jesus in the bread broken and the cup poured out
- to recognize that we are called to serve others
- to listen to the invitation to feast at the table

### Knowledge and Understanding(s)

Students will know and understand...
- the Our Father prayer of Jesus, prayer of Church
- God as giver of what we need
- forgiveness/peace
- the passion of Jesus
- death “for us”
- Eucharist as sacrament of the death and resurrection
- the identity of Jesus as servant
- the rite of washing feet
- the relation of Eucharist and service to others Importance of helping others

### Skill(s)

Students will be able to...
- remember the Our Father and praying it with gestures
- discover the Our Father as the Sunday assembly’s prayer for daily bread
- explore gestures of peace and forgiveness
- enter into the Passion story of Christ
- preparing to feast at the table of the Eucharist
Value(s) and Attitude(s) The student is someone who...
- treasures Jesus' gift of himself (bread broken and wine poured out for us)
- enjoying the story of Jesus washing the feet of his friends

Established Goal(s)
- to explore our Easter experiences
- to enter into the joy of the Easter story
- to savour the presence of the risen Christ in the Easter community
- to reflect on how it is Jesus who gathers and feeds us
- to recognize that the food we share at the Sunday assembly is Jesus, the bread of life
- to hear Jesus invite us to be bread for all

Knowledge and Understanding(s) Students will know and understand...
- the importance of meals
- Jesus is risen
- Easter is experiencing Jesus
- the Eucharist as a memorial of Easter
- Communion
- eating the bread of life as recognition
- the Eucharist as encounter
- eating and drinking with Jesus
- Jesus feeds 5000
- Jesus is the bread from Heaven
- Jesus as our food and drink
- God's generosity
- Jesus shows God's generosity

Skill(s) Students will be able to...
- unfold our Easter experiences
- celebrate with an Alleluia party
- discover more about how Jesus feeds the Sunday assembly
- hear in Scripture how Jesus feeds those who come to him
- discover that the food we share at the Sunday assembly is Jesus, the bread of life
- show our love and care for others by participating in an outreach activity

Value(s) and Attitude(s) The student is someone who...
- enjoys the story of the first Easter
- expresses Easter joy in art, mime and imagery
- enjoys a morning feast with friends and family
- savours the “breakfast on the shore” story
**Established Goal(s)**
- to explore the meaning of the dismissal rite
- to discover what it means to be sent forth
- to reflect on the action of the Eucharist
- to treasure our belongings to the risen Jesus
- to remember the joy of our being together
- to celebrate our being sent forth

**Knowledge and Understanding(s)**

Students will know and understand:

- blessing
- God’s blessing as a blessing of life
- Eucharist as a sanctification of life
- meeting the risen Lord
- the Eucharist as encounter
- the four actions of the Eucharist
- mission
- memory of Jesus
- celebration of God’s presence

**Skill(s)**

Students will be able to:

- share peace with each other
- explore how we serve one another
- discover more about the dismissal rite on Sunday
- entering into the story of Emmaus
- remember the year together
- prepare to celebrate their experiences
- be sent forth in blessing

**Value(s) and Attitude(s)**

The student is someone who:

- savours God’s blessings with music, imagery and art
- savours the celebration of the Eucharist: gathering; Word; Eucharist; being sent forth
- savours our year together in celebration
<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Value(s) and Attitude(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to begin to create a space where all feel comfortable</td>
<td>Students will know and understand....</td>
<td>Students will be able to...</td>
<td>The student is someone who...</td>
</tr>
<tr>
<td>to explore hopes and dreams for our world</td>
<td>“Welcome” and “hospitality” as signs of God</td>
<td>gather together as a class</td>
<td>shares hopes and dreams for our world</td>
</tr>
<tr>
<td>to learn about God’s dream of gathering all people into one family</td>
<td>the importance of space for divine-human interaction</td>
<td>listen to God’s dream from the book of God’s word</td>
<td>explores images of God’s dream</td>
</tr>
<tr>
<td>to prepare a celebration of gathering</td>
<td>God’s desire to gather all people</td>
<td>prepare a special gathering place</td>
<td>prepares and savours celebration</td>
</tr>
<tr>
<td>to gather and celebrate God’s dream for us</td>
<td>the importance of the Bible as word of God</td>
<td>celebrate God’s dream to gather all people</td>
<td></td>
</tr>
</tbody>
</table>

**Established Goal(s)**
- to explore our gatherings with family and with community
- to appreciate what binds us together in communities
- to explore how the activity of God’s Spirit in the Eucharist creates Church
- to prepare for a celebration of the Eucharist
- to celebrate Eucharist
- to remember our oneness by sharing bread

**Knowledge and Understanding(s)**
- the Holy Spirit’s activity of gathering
- in human actions of gathering, the Holy Spirit is at work
- the Eucharist as the action of the Holy Spirit and as sharing in God’s banquet
- the Eucharistic liturgy
- gathering rite, Liturgy of the Word, Liturgy of the Eucharist, and the dismissal rite
- the bread of God’s presence
the work of St. Vincent de Paul and his followers today

Skill(s) Students will be able to...
- explore what binds us together in community
- celebrate with the book of God’s word, cross and candle
- prepare and celebrate Eucharist
- break bread together

Value(s) and Attitude(s) The student is someone who...
- remembers family gatherings
- appreciates the Holy Spirit, who gathers and inspires us
- savours the celebration (gathering rite, Liturgy of the Word, Liturgy of the Eucharist, the dismissal rite)
- welcomes friends and family
- is sent forth to love and serve

Established Goal(s)
- to recognize their place in the Eucharistic assembly
- to remember that we are baptized into God’s story
- to immerse ourselves into the symbols of Baptism
- to celebrate our belonging to the Christian community
- to recognize that Baptism and Eucharist call and empower us to service
- to explore the activity of God’s Spirit in community service

Knowledge and Understanding(s) Students will know and understand....
- the Eucharist as source of life for Christians
- membership in the Eucharistic assembly
- the right to participate in the Sunday assembly
- the rite of Baptism as our incorporation into Christ
- the Sacraments of Initiation: Baptism, Confirmation, Eucharist
- belonging to God means also belonging to one another
- service to others as a consequence of Initiation
- the gift of the Holy Spirit as a power to act like Christ

Skill(s) Students will be able to...
- retell the celebration through art
- share stories and mementoes of their Baptism
- remember the Creed
- explore the baptism ritual
- prepare a ritual of anointing
- explore what it means to “Go and serve the Lord”
• listen to adults in their community and older students share stories about their service

**Value(s) and Attitude(s)** The student is someone who...

• savours their place in the celebration of the Eucharist
• welcomes family visitors
• savour the ritual of anointing
• Appreciates how we serve

**Established Goal(s)**

- to enter into the Spirit of Advent through the person of Isaiah
- to see Isaiah as a figure upon whom the Spirit of God rests
- to enter into the Spirit of Advent through the person of Mary
- to see Mary as a figure upon whom the Spirit of God rests
- to enter into the Spirit of Advent through the person of Joseph
- to celebrate Advent with a pageant

**Knowledge and Understanding(s)** Students will know and understand....

• the liturgical season of Advent-Christmas
• the glory of God
• the figure of Isaiah in the history of salvation
• the activity of God’s Spirit in history
• the Holy Spirit comes upon Mary
• Mary as a model of faith
• Mary’s role in the history of salvation
• the place of Joseph in the story of Jesus
• the role of the Spirit in the history of salvation

**Skill(s)** Students will be able to...

• explain Isaiah’s response to God’s call
• explore Mary’s response to God’s call
• explore Joseph’s response to God’s call
• engage in an Advent pageant to celebrate Advent hope

**Value(s) and Attitude(s)** The student is someone who...

• enters into the season and celebrates God’s spirit of Advent
• hears more about God’s dream through the story of Isaiah, the Annunciation story, and the story of Joseph

**Established Goal(s)**

- to explore the mystery of Christmas
- to celebrate God dwelling among us
- to recognize how the Holy Spirit fills Jesus with the power of God
to learn about God’s dream in the words and actions of Jesus

- to explore the dream of God
- to see the Holy Spirit at work in Jesus

Knowledge and Understanding(s) Students will know and understand....

- the celebration of Christmas-Epiphany
- the mystery of the Incarnation
- God dwells in our midst
- God calls all people
- Jesus and John the Baptist
- the Baptism of Jesus
- the Holy Spirit comes upon Jesus
- Jesus acts in the power of the Holy Spirit
- Jesus is Messiah
- the Miracles of Jesus
- the Good News of the Gospel

Skill(s) Students will be able to...

- celebrate Epiphany and the God who dwells among us
- remember the coming of the Holy Spirit upon Jesus
- explore the ways of God’s dream through the temptation stories
- remember Jesus’ proclamation in Nazareth
- explore John the Baptist’s surprise that Jesus is the Messiah

Value(s) and Attitude(s) The student is someone who...

- savours the celebration of Christmas
- enters into the mystery of the Incarnation and the healing stories of Jesus
- savours the activity of the Spirit

Established Goal(s)

- to discover the different ways that Jesus called his disciples
- to recognize that Jesus shared his mission with the disciples
- to celebrate the coming of God’s Spirit upon the disciples
- to see how the Holy Spirit strengthens the disciples to continue Jesus’ work
- to see how the Holy Spirit strengthens people
- to discover the call of the Holy Spirit in our own time

Knowledge and Understanding(s) Students will know and understand....

- the “kingdom of God” as God’s gathering of a new people and as centre of proclamation
- disciples continue this gathering
- the lifestyle of “following Jesus”
- the Holy Spirit, promised by Jesus
- Pentecost as the beginning of a new people
- disciples receive the Holy Spirit to gather the Church
- the mission of the Church
- the Holy Spirit calls people to repent and be baptized
- the different effects of the Holy Spirit on people
- people acting in the Spirit
- the notion of witness

**Skill(s)** Students will be able to...
- discover the different ways that Jesus called his disciples
- locate Gospel references (find their way in the Bible)
- discover how we grow in the Spirit
- discover how courage and strength are born of the Spirit
- give thanks for people of the Spirit

**Value(s) and Attitude(s)** The student is someone who...
- enters into the ways of following Jesus through drama
- enters into the first Pentecost event
- appreciates the call of the Holy Spirit in our time

**Established Goal(s)**
- to acknowledge God’s Spirit in all creation
- to treasure the gifts of God
- to recognize our mission to have dominion over the earth
- to acknowledge the fragility of the ecosystem
- to identify areas where we can make a difference
- to celebrate the earth

**Knowledge and Understanding(s)** Students will know and understand....
- the doctrine of creation
- the work of the Holy Spirit in creation
- the praise of God in and for creation
- human beings are created in the image of God
- the glory and honour of human beings
- the responsibility of the earth
- humans as “a little less than God”
- the “image of God”
- the responsibility for creation
- the role of praise in the maintenance of creation
<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• discover how the Holy Spirit renews the face of the earth</td>
</tr>
<tr>
<td></td>
<td>• explore the place and role of people in creation</td>
</tr>
<tr>
<td></td>
<td>• discover their responsibility to care for the earth and for one another</td>
</tr>
<tr>
<td></td>
<td>• praise and bless God for creation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• savours the season of Lent</td>
</tr>
<tr>
<td></td>
<td>• listens in their hearts to Psalms 8 and 104</td>
</tr>
<tr>
<td></td>
<td>• appreciates the beauty of God’s creation</td>
</tr>
<tr>
<td></td>
<td>• enters into a prayer of intercession</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• to experience Jesus as one who forgives</td>
</tr>
<tr>
<td></td>
<td>• to explore our lives in the light of God’s dream</td>
</tr>
<tr>
<td></td>
<td>• to explore the need to be forgiven</td>
</tr>
<tr>
<td></td>
<td>• to celebrate the power of the Holy Spirit to forgive</td>
</tr>
<tr>
<td></td>
<td>• to celebrate the story of the Passion</td>
</tr>
<tr>
<td></td>
<td>• to remember how we are reconciled in the suffering and death of Jesus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand….</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the religious meaning of sin</td>
</tr>
<tr>
<td></td>
<td>• Jesus brings forgiveness</td>
</tr>
<tr>
<td></td>
<td>• God is a generous God</td>
</tr>
<tr>
<td></td>
<td>• how to forgive one another</td>
</tr>
<tr>
<td></td>
<td>• that Jesus showed how to forgive</td>
</tr>
<tr>
<td></td>
<td>• that forgiveness is celebrated as God’s gift and love</td>
</tr>
<tr>
<td></td>
<td>• our generosity to others</td>
</tr>
<tr>
<td></td>
<td>• the love of God in the death of Jesus</td>
</tr>
<tr>
<td></td>
<td>• in forgiveness we remember the death of Jesus</td>
</tr>
<tr>
<td></td>
<td>• the story of the Passion and death of Jesus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• discover how Jesus lives the spirit of forgiveness</td>
</tr>
<tr>
<td></td>
<td>• listen to scripture stories about the forgiving love of God</td>
</tr>
<tr>
<td></td>
<td>• explore the reality of sin in our world and in our lives</td>
</tr>
<tr>
<td></td>
<td>• explore their everyday choices and their consequences</td>
</tr>
<tr>
<td></td>
<td>• explore feelings of guilt</td>
</tr>
<tr>
<td></td>
<td>• recognize the need to forgive and to be forgiven</td>
</tr>
<tr>
<td></td>
<td>• reflect on God’s constant love and the Sacrament of Reconciliation</td>
</tr>
<tr>
<td>Value(s) and Attitude(s)</td>
<td>The student is someone who...</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>• savours the penitential service</td>
<td></td>
</tr>
<tr>
<td>• enters into the Passion story of Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>• treasures Jesus’ gift of himself</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to celebrate the Easter gift of reconciliation</td>
</tr>
<tr>
<td>to enter into the mystery of new life in the Spirit</td>
</tr>
<tr>
<td>to experience changes</td>
</tr>
<tr>
<td>to see the Spirit alive in the changes of life</td>
</tr>
<tr>
<td>to recognize and cherish Easter people in our midst</td>
</tr>
<tr>
<td>to celebrate new life in the Spirit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jesus is raised from the dead in the power of the Holy Spirit</td>
</tr>
<tr>
<td>• Christians celebrate Easter in the liturgy</td>
</tr>
<tr>
<td>• Easter celebrates God’s love for Jesus</td>
</tr>
<tr>
<td>• Easter reveals God</td>
</tr>
<tr>
<td>• new creation in the Holy Spirit</td>
</tr>
<tr>
<td>• spring as a “sacrament” of God’s power to give life</td>
</tr>
<tr>
<td>• the transformation of the Christian in Christ</td>
</tr>
<tr>
<td>• God as the power of life</td>
</tr>
<tr>
<td>• our resurrection</td>
</tr>
<tr>
<td>• the power of witness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• discovers Jesus’ Easter gift of peace and reconciliation</td>
</tr>
<tr>
<td>• explore the new life of spring through a nature walk</td>
</tr>
<tr>
<td>• celebrate Easter with an Alleluia party</td>
</tr>
<tr>
<td>• listen to stories about new life, about Easter people and discovering Easter people around us</td>
</tr>
<tr>
<td>• share personal stories about new life and growth</td>
</tr>
<tr>
<td>• create a class rainbow out of the colours we choose to show how we change</td>
</tr>
<tr>
<td>• explore how we are renewed in the Spirit</td>
</tr>
<tr>
<td>• mime new life</td>
</tr>
</tbody>
</table>
Value(s) and Attitude(s) The student is someone who...
- rejoices in the new life of Easter
- enters into the mystery of new life through imaginary writing
- celebrates new life in the Spirit in ritual

Established Goal(s)
- to recognize ourselves as Church, God’s great gathering
- to proclaim our belonging in the Spirit through the Creed
- to understand that the Holy Spirit inspires us to share in the mission of Jesus
- to appreciate the variety of gifts in the Church
- to remember who we are in the Spirit
- to celebrate that we are the Church

Knowledge and Understanding(s) Students will know and understand....
- the Church as God’s gathering
- we are the Church
- the Creed as the story of the faith
- Christian service
- saints as alive with the Spirit
- the Church is called to serve (missionary task)
- the Holy Spirit continues the work of Jesus
- in the Spirit we belong to the gathering of God
- God’s dream

Skill(s) Students will be able to...
- explore, learn and profess the Apostle’s Creed
- listen to a story about St. Marguerite Bourgeoys
- remember how the Holy Spirit was present in the life of St. Vincent de Paul
- explore the missionary work of the Church
- share their special gifts with one another to show how we can reach out with care
- gather the memories of the year
- prepare a final preparation

Value(s) and Attitude(s) The student is someone who...
- remembers that we belong to the Church
- appreciates the activity of the Holy Spirit in the Church
- appreciates how we are able to reach out and care for others
- savours the joy of being together
- celebrates that we are the Church
<table>
<thead>
<tr>
<th>Program Aims</th>
<th>Assessment, Evaluation &amp; Reporting Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goal(s)</strong></td>
<td>1. The general aim and the aims of each theme state what the student will be expected to absorb in the course of the year’s program</td>
</tr>
<tr>
<td>to experience the joy and enthusiasm of new beginnings</td>
<td>▪ Unit Aims <strong>Established Goals</strong></td>
</tr>
<tr>
<td>to enter into the Pentecost story and to remember the work of the Holy Spirit in the following of Jesus</td>
<td>▪ Theme Catechetical Focus</td>
</tr>
<tr>
<td>to experience family stories as signs of belonging</td>
<td>Cognitive- I know <strong>Knowledge &amp; Understanding</strong></td>
</tr>
<tr>
<td>to learn that the New Testament is a testimonial of faith handed on to us by the first Christians and our parish family today</td>
<td>Practical- I can <strong>Skills</strong></td>
</tr>
<tr>
<td>to experience the New Testament and learn how to use it</td>
<td>Aesthetic – I am <strong>Values &amp; Attitudes</strong></td>
</tr>
<tr>
<td>to reverence the Bible as the Word of God</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and Understanding(s)</strong> Students will know and understand...</td>
<td>2. By consistent observation, catechists generally know whether students are integrating what is being presented</td>
</tr>
<tr>
<td>• the meaning of the feast of Pentecost</td>
<td></td>
</tr>
<tr>
<td>• the Bible as the book of the Good News (Gospel) about Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>• the Bible as the book of the Christian Community</td>
<td></td>
</tr>
<tr>
<td>• the Bible as the Old Testament and the New Testament</td>
<td></td>
</tr>
<tr>
<td>• the structure of a celebration of the Word</td>
<td></td>
</tr>
<tr>
<td><strong>Skill(s)</strong> Students will be able to...</td>
<td>3. There is really no form of evaluation by which we can assess a student’s growth in faith, for this would be making judgments about a person’s relationship with God</td>
</tr>
<tr>
<td>• find their way through the Bible</td>
<td></td>
</tr>
<tr>
<td>• participate in rituals with others</td>
<td></td>
</tr>
<tr>
<td>• prepare a celebration of the Word</td>
<td></td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong> The student is someone who...</td>
<td>4. There are some ways of assessing cognitive and affective growth</td>
</tr>
<tr>
<td>• welcomes other</td>
<td>▪ Verbal feedback</td>
</tr>
<tr>
<td>• is reverent toward the Bible</td>
<td>The Remember Sample Unit Review Pages</td>
</tr>
<tr>
<td>• enters into celebrations of the Word</td>
<td>Big Treasure Book</td>
</tr>
<tr>
<td>• listens to the Word with her/his heart and savours it</td>
<td>▪ Non-verbal feedback: observe some of the following behavior patterns</td>
</tr>
<tr>
<td><strong>Established Goal(s)</strong></td>
<td>Experience</td>
</tr>
<tr>
<td>to recognize the importance of memories</td>
<td>Participation</td>
</tr>
<tr>
<td>to enter into the memories of the first disciples of Jesus</td>
<td>Valuing</td>
</tr>
<tr>
<td>to reflect on the meaning of meeting a special person</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Knowledge and Understanding(s)</td>
<td>Students will know and understand...</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>• how we hand on the story of Jesus</td>
<td></td>
</tr>
<tr>
<td>• how the following of Jesus began</td>
<td></td>
</tr>
<tr>
<td>• the importance of “remembering” God’s great deeds in Jesus</td>
<td></td>
</tr>
<tr>
<td>Skill(s)</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• connect the story of Jesus with everyday life</td>
<td></td>
</tr>
<tr>
<td>• learn and respond in song to Jesus</td>
<td></td>
</tr>
<tr>
<td>Values and Attitudes</td>
<td>The student is someone who...</td>
</tr>
<tr>
<td>• attracted to the person of Jesus</td>
<td></td>
</tr>
<tr>
<td>• beginning to know who Jesus is</td>
<td></td>
</tr>
<tr>
<td>Established Goal(s)</td>
<td>to appreciate the storyteller in our midst</td>
</tr>
<tr>
<td>• to see Jesus as a storyteller</td>
<td></td>
</tr>
<tr>
<td>• to enter into and enjoy the parables of Jesus</td>
<td></td>
</tr>
<tr>
<td>• to understand that Jesus uses ordinary images to bring the message of God’s reign of love into people’s lives</td>
<td></td>
</tr>
<tr>
<td>• to inspire wonder and delight in God’s unconditional love</td>
<td></td>
</tr>
<tr>
<td>• to learn the Good Shepherd’s psalm as an expression of trust in God’s loving care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the importance of storytelling</td>
<td></td>
</tr>
<tr>
<td>• the meaning and use of parables by Jesus</td>
<td></td>
</tr>
<tr>
<td>• the images for the kingdom of God that Jesus used in the parables</td>
<td></td>
</tr>
<tr>
<td>• the image of the good shepherd for Jesus and God</td>
<td></td>
</tr>
<tr>
<td>Skill(s)</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• listen to stories</td>
<td></td>
</tr>
<tr>
<td>• make connections between parables and the kingdom of God</td>
<td></td>
</tr>
<tr>
<td>• re-enact kingdom stories</td>
<td></td>
</tr>
<tr>
<td>Values and Attitudes</td>
<td>The student is someone who...</td>
</tr>
<tr>
<td>• desires to know more about what God has done for us</td>
<td></td>
</tr>
<tr>
<td>• wants to celebrate what God has done for us</td>
<td></td>
</tr>
<tr>
<td>• has a sense of trust in God’s care for us</td>
<td></td>
</tr>
<tr>
<td>Established Goal(s)</td>
<td>to explore the experience of darkness and light in our lives</td>
</tr>
<tr>
<td>• to discover the promise of light in the message of John the Baptist</td>
<td></td>
</tr>
<tr>
<td>• to hear and reflect on the message of John the Baptist</td>
<td></td>
</tr>
<tr>
<td>• to recognize how Jesus bear witness to Jesus</td>
<td></td>
</tr>
<tr>
<td>• to savour a special story tree – the stump of Jesse</td>
<td></td>
</tr>
</tbody>
</table>
to celebrate all those who have witnesses to the light of Christ in our lives

Knowledge and Understanding(s) Students will know and understand that...
- the meaning of the season of Advent
- the story and message of John the Baptist
- the meaning of the Jesse tree

Skill(s) Students will be able to...
- connect the theme of darkness and light to life situations
- explore stories of people who witness to the light
- partake in Advent rituals and customs

Values and Attitudes The student is someone who...
- enters into the spirit of Advent
- understands that Jesus makes a difference to our world
- is hopeful

Established Goal(s)
- to appreciate the symbol of light in the celebration of the nativity
- to explore the celebration of Epiphany
- to explore the meaning of the presentation of Jesus in the Temple
- to celebrate the Epiphany
- to recognize in Jesus someone eager to learn about the Jewish religious tradition
- to situate Jesus in his own land among his own people

Knowledge and Understanding(s) Students will know and understand...
- the meaning of Christmas and Epiphany
- the story of the birth of Christ and infancy narratives
- key geographical details of the Holy Land
- the sacred times and places in Jesus’ day

Skill(s) Students will be able to...
- prepare a celebration of light
- identify people of light
- create and work with a map of the Holy Land

Values and Attitudes The student is someone who...
- delights in getting to know Jesus better
- celebrates Christmas and Epiphany as the birth and manifestation of Christ
- has an awareness of the sacred

Established Goal(s)
- to see how Jesus was filled with the power of God’s Spirit
- to understand Jesus’ mission as the sign of God’s kingdom
- to learn the many ways that God brings hope and healing to people
to recognize our call to share in Jesus’ work for the kingdom

to evoke a sense of awe and wonder in the presence of all that Jesus said and did

to celebrate the good news of Jesus in praise and thanksgiving

**Knowledge and Understanding(s)** Students will know and understand that...
- the meaning of the Baptism of Jesus by John the Baptist
- Jesus as a preacher and miracle worker
- Jesus was about the kingdom of God

**Skill(s)** Students will be able to...
- pick out the signs of the kingdom of God in the community
- search the Bible for caring actions of Jesus

**Values and Attitudes** The student is someone who...
- appreciates how God cares for people
- wants to share in Jesus’ work
- is attentive to the needs of others

**Established Goal(s)**
- to enter more deeply into the movement of the Holy Spirit in us
- to appreciate God’s intimate involvement in our lives
- to explore our thirst for life
- to celebrate Jesus as God’s gift of living water
- to join Philip in his longing to know the Father
- to grow in our understanding that Jesus and the Father are one

**Knowledge and Understanding(s)** Students will know and understand...
- the Bible stories of Nicodemus, the Samaritan woman and Philip (John 3,4,14)
- the meaning of the season of Lent – Easter
- what it means to be born anew “of water and the Spirit”
- the relationship of Jesus to God

**Skill(s)** Students will be able to...
- connect water and the Spirit with Christian initiation
- piece together a portrait of the person of Jesus

**Values and Attitudes** The student is someone who...
- desires to know and love God
- finds in Jesus the way of God
- is aware of God’s action in me through the Spirit

**Established Goal(s)**
- to discover that Jesus had enemies
- to witness the faithfulness of Jesus in the face of opposition
- to see how the Last Supper helps us understand the meaning of Jesus’ life and death
to learn that the Eucharist is an invitation to live a life of love and service
to deepen our understanding of the meaning of Jesus’ death
to ritualize Jesus’ freeing act of forgiveness

**Knowledge and Understanding(s)** Students will know and understand that...
- the story of the opposition to Jesus and Jesus’ faithfulness
- the events of the last days of Jesus
- the stations of the cross
- Jesus died and lived for other
- Jesus forgave his enemies

**Skill(s)** Students will be able to...
- prepare for and participate in the liturgy of Holy Week
- respond to the story of the passion and death of Jesus

**Values and Attitudes** The student is someone who...
- is a Lenten person: engaging in prayer, fasting, and almsgiving
- engages in the celebration of Holy Week
- moved by the story of the passion and death of Jesus
- serves and helps others as Jesus served

**Established Goal(s)**
- to share the disciples’ joy in discovering that Jesus is risen
- to learn what the presence of the risen Lord means to his friends and to us
- to enter into Thomas’s profession of Jesus as Lord and God
- to ponder the question “Who do you say that I am?”
- to understand more fully how deeply Jesus trusted his Father
- to recognize that we too are invited into a relationship of trust with God

**Knowledge and Understanding(s)** Students will know and understand that...
- the Easter stories and the symbols of resurrection and life
- the Christian community today continues to witness to the death and rising of Jesus
- the Christian confession of Jesus as Lord and God

**Skill(s)** Students will be able to...
- recognize people touched by Easter
- make the connection between the Eucharist and the death and rising of Jesus

**Values and Attitudes** The student is someone who...
- celebrates Easter and enters into Jesus’ death and rising
- celebrates the death and rising of Jesus in the Eucharist every Sunday
- confesses Jesus as Lord and God
### Established Goal(s)
- to understand that the Holy Spirit continues the work of Jesus Christ in us
- to recognize the role of Baptism, Confirmation, and Eucharist in our initiation into the life of Jesus Christ
- to see how people empowered by the Spirit, are witnesses to Jesus
- to remember Jesus in the formation of the creed
- to savour our memories of the year
- to celebrate our story

### Knowledge and Understanding(s) Students will know and understand...
- the Apostles’ Creed
- the promise of Jesus to send the Holy Spirit
- the role of the Holy Spirit in Christian living
- what the Creed means for the Christian community

### Skill(s) Students will be able to...
- make the connection between the Sacraments of Initiation and the new life of the risen Christ

### Values and Attitudes The student is someone who...
- is moved to a newness of life by the Spirit given in Baptism
- is a witness of faith in Jesus Christ
- celebrates the memory of the Lord Jesus in Word and Sacrament
- has become a closer friend of Jesus Christ
### Year 5 – May We Be One

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Value(s) and Attitude(s)</th>
</tr>
</thead>
</table>
| to affirm the uniqueness of each person | Students will know and understand:  
  - God’s friendship is like a rock  
  - God has no favourites  
  - God’s dream to gather all people  
  - the structure of a celebration of the world | Students will be able to:  
  - work with symbols  
  - prepare a celebration of the Word  
  - participate in rituals with others | The student is someone who:  
  - welcomes others  
  - recognizes themselves as God’s work of art  
  - includes everyone  
  - enters into celebrations of the Word |
| to see community as formed by the rich diversity of persons within it | | | |
| to recognize that God has no favourites | | | |
| to see that the Holy Spirit calls us to unity with people who are different from us | | | |
| to reflect on God’s dream to gather all people as one | | | |
| to see how Jesus’ followers continue the work of gathering | | | |

| Knowledge and Understanding(s) Students will know and understand:  
  - Peter’s faith is the rock upon which the Church is built  
  - the way the Church began in Jerusalem  
  - the Holy Spirit gathers people in Baptism and Confirmation  
  - how they are initiated into the Christian community | Skill(s) Students will be able to:  
  - find his/her way through the Bible |

1. The general aim and the aims of each theme state what the student will be expected to absorb in the course of the year’s program
   - Unit Aims
   - Established Goals
   - Theme Catechetical Focus
     - Cognitive - I know: Knowledge & Understanding
     - Practical - I can: Skills
     - Aesthetic - I am: Values & Attitudes

2. By consistent observation, catechists generally know whether students are integrating what is being presented.

3. There is really no form of evaluation by which we can assess a student’s growth in faith, for this would be making judgments about a person’s relationship with God.

4. There are some ways of assessing cognitive and affective growth
   - Verbal feedback
     - The Remember
     - Sample Unit Review Pages
     - Big Treasure Book
   - Non-verbal feedback: observe some of the following behavior patterns
     - Experience
     - Participation
     - Valuing
     - Self-evaluation
- correlate Scripture texts with geography and art
- link today's rituals of Baptism and Confirmation with those of the early Church

**Value(s) and Attitude(s)** The student is someone who...
- appreciates his/her Baptism
- professes faith in Jesus Christ
- celebrates sacraments as encounters with Jesus Christ
- gives thanks for the action of the Holy Spirit

**Established Goal(s)**
- to see how the Lord Jesus is at the centre of our experiences of gathering
- to recognize the Church rooted in the Christian story and the breaking of the bread
- to understand the structure of the Eucharistic liturgy
- to prepare and celebrate Eucharist
- to recognize how the Eucharist nourishes us and leads us into God’s kingdom
- to deepen our sense of belonging to the community of praise

**Knowledge and Understanding(s)** Students will know and understand....
- Easter is about meeting the Lord
- the structure and flow of the Mass
- the link between the Eucharist and the Last Supper of Jesus
- the Eucharist completes the process of Christian Initiation

**Skill(s)** Students will be able to...
- make connections with the story of Jesus
- reflect on my experiences
- prepare a celebration of the Eucharist

**Value(s) and Attitude(s)** The student is someone who...
- is part of the Christian family; the Church
- celebrates the Eucharist
- savours the celebration of the Eucharist

**Established Goal(s)**
- to enter into the hopes and expectations of people
- to learn how the time of Advent helps us walk in hope
- to see Mary as one who hopes in God’s promise
- to learn to pray with Mary and the Church
- to prepare a Jesse Tree and savour the stump of Jesse
- to celebrate the Advent promise of God-with-us

**Knowledge and Understanding(s)** Students will know and understand....
- Isaiah and John the Baptist as the prophets of Advent
<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Students will know and understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the meaning of covenants</td>
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<tr>
<td></td>
<td>• the story of Abraham and Sarah, Moses, Ruth and Naomi, and Jonah in the Bible</td>
</tr>
<tr>
<td></td>
<td>• God as a God of covenants</td>
</tr>
<tr>
<td></td>
<td>• how the faith has spread in Canada and throughout the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• research the history of the growth of faith in my parish and diocese</td>
</tr>
<tr>
<td></td>
<td>• make a world map</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• celebrates the feast of the Epiphany</td>
</tr>
<tr>
<td></td>
<td>• appreciates solid friendships</td>
</tr>
<tr>
<td></td>
<td>• rejoices in the diversity of God’s people</td>
</tr>
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<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>to deepen our awareness that the Church is called to reach out with the kindness of God</td>
<td></td>
</tr>
<tr>
<td>to see justice as essential to being Church</td>
<td></td>
</tr>
<tr>
<td>to hear the call to open our doors to others</td>
<td></td>
</tr>
<tr>
<td>to discover how people welcome and reach out to others</td>
<td></td>
</tr>
<tr>
<td>to uncover the place of justice in ecological relationships</td>
<td></td>
</tr>
</tbody>
</table>
to celebrate our ones with all creation

**Knowledge and Understanding(s)** Students will know and understand....
- the rights of the child
- every human being is created in the image and likeness of God
- the message of justice of the prophets Isaiah and Amos
- the earth as the human environment
- justice is an important virtue for Christians

**Skill(s)** Students will be able to...
- make appropriate judgments about situations of injustice
- look after the poor, welcome strangers, act with justice, take care of the environment

**Value(s) and Attitude(s)** The student is someone who...
- cares about justice
- has a generous spirit and welcomes others
- is sensitive to the earth’s ecology
- celebrates God's gifts of creation

**Established Goal(s)**
- to see creation as God’s covenant
- to understand disorder in the world as a breach of the covenant
- to probe the mystery of evil
- to understand that our unfaithfulness cannot undo God’s faithfulness
- to see that God reconciles the world through Jesus in the Holy Spirit
- to celebrate God’s reconciling action through the Holy Spirit in the Church

**Knowledge and Understanding(s)** Students will know and understand....
- Lent is a season to prepare for Easter
- the story of creation
- creation is a covenant, a relationship with God
- the story of how sin and evil came into the world
- what is sin
- God is a God who saves

**Skill(s)** Students will be able to...
- be a steward of creation
- prepare a penitential service
- participate in the rite of reconciliation

**Value(s) and Attitude(s)** The student is someone who...
- appreciates God’s creation
- recognizes the difference between good and evil
### Established Goal(s)
- enters into the spirit of Lent through prayer, fasting, and almsgiving
- celebrates the sacrament of Reconciliation

### Knowledge and Understanding(s)
- to invite wonder at the superabundance of God’s love
- to recognize the Holy Spirit acting in and among people
- to recall the significance of anointing in our faith tradition
- to understand the Church’s ministries as rooted in the anointing with the Spirit
- to understand the Triduum as the celebration of the mystery of God’s love
- to prepare for the Easter Vigil as the central celebration of our faith

### Skill(s)
- Students will be able to...

### Value(s) and Attitude(s)
- The student is someone who...

---

### Established Goal(s)
- to celebrate the risen Lord through sign, symbol, and story
- to deepen appreciation of the feast of Easter
- to learn how we become Easter people
- to learn how we hold on to the Easter vision in our lives
- to see the victory of Easter in people’s lives
- to realize that the Spirit of Jesus challenges people

### Knowledge and Understanding(s)
- Students will know and understand....

### Skill(s)
- Students will be able to...

---

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49
• identify Easter people

**Value(s) and Attitude(s)** The student is someone who...

• enters with a full heart into the Easter celebration
• is an Easter person
• who has a deep desire to know Christ

**Established Goal(s)**

- to explore the Church’s witness through the life of Paul
- to see missionary activity as the result of the experience of the risen Lord
- to learn about the structure and marks of the Church
- to see that witnessing is essential to being Church
- to review and reflect upon what it means to be Church
- to celebrate being Church

**Knowledge and Understanding(s)** Students will know and understand...

• the story of Paul
• the meaning of the Ascension of Christ
• the marks of the Church
• the Holy Spirit as the bond that keeps the Church together
• Christ as the cornerstone of the Church

**Skill(s)** Students will be able to...

• engage in activities that witness to Christ
• recognize and know the structure of objects
• participate in reviewing the activities of the year
• act as ‘missionary’ of Christ and the Church

**Value(s) and Attitude(s)** The student is someone who...

• witnesses to Christ
• has grown in participation of Christian life
• celebrates my belonging to the Church
Established Goal(s)
- to create a space for friendship
- to discover God’s love in our friendship
- to appreciate friendship as a unique gift
- to recognize God as source of light
- to prepare ourselves to receive the light
- to celebrate God as light

Knowledge and Understanding(s) Students will know and understand....
- the Bible as the Word of God
- the structure of a celebration of the Word
- the meaning of the symbol of light and of the lantern

Skill(s) Students will be able to...
- do the things that friends do
- create a welcoming environment
- make links between the Scriptures and daily life
- find their way through the Bible
- prepare a celebration of the Word

Value(s) and Attitude(s) The student is someone who...
- Is a friend to others
- Is reverent toward the Word of God
- celebrates

Established Goal(s)
- to see the other as the image of God
- to come to an awareness of the moral experience
- to meet Moses as light and prophet of God
- to explore the image of God as liberator
- to reverence the Holy Name of God
- to respect every name

Knowledge and Understanding(s) Students will know and understand....
- the meaning of a moral experience and conscience
- the other as image of God
- the story of Moses
- the story of the revelation of God in the burning bush

Skill(s) Students will be able to...
- experience a situation as moral
- make a moral judgment

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   - Non-verbal feedback: observe some of the following behavior patterns
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     - Participation
     - Valuing
     - Self-evaluation

Faith Through Learning ~ A Distinctive Catholic Curriculum
51
- appreciate freedom as a gift
- respect the holiness of a name
- keep the Name of God holy

**Value(s) and Attitude(s)** The student is someone who...
- is a moral person
- has respect for the other
- has reverence before the Name of God

**Established Goal(s)**
- to remember how God invites Israel into a covenant relationship
- to reflect on the meaning of covenant
- to proclaim the gifts of the commandments as part of the covenant
- to explore the first three commandments
- to see love of neighbor as love of God
- to celebrate the acceptance of God’s covenant love

**Knowledge and Understanding(s)** Students will know and understand...
- the meaning of a covenant
- the different covenants of Israel
- the covenant between God and Israel at Mount Sinai
- the Ten Commandments
- the summary of the Ten Commandments: Love God, Love your neighbor

**Skill(s)** Students will be able to...
- live in covenant friendship
- recite the Ten Commandments
- act in accordance with the Ten Commandments
- honour God and neighbor

**Value(s) and Attitude(s)** The student is someone who...
- lives within the covenant
- lives the Ten Commandments
- loves God and neighbour

**Established Goal(s)**
- to acknowledge infidelity to the commandments of the covenant
- to celebrate those who kept alive the hope of Israel’s salvation
- to discover Israel’s awakening to a new covenant
- to remember the promise of a covenant written in our hearts
- to see Mary as bearer of God’s promise
- to celebrate Jesus as fulfillment of the promise
<table>
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<td>• sin as the breaking of the covenant relationship with God</td>
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<tr>
<td>• the biblical story of the Exile</td>
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<tr>
<td>• the teaching of the prophets Isaiah and Jeremiah</td>
<td></td>
</tr>
<tr>
<td>• the biblical women who kept hope alive</td>
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<tr>
<td>• the story of Mary and Joseph</td>
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<thead>
<tr>
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<th>Students will be able to...</th>
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<tr>
<td>• keep the Ten Commandments</td>
<td></td>
</tr>
<tr>
<td>• connect the teaching of the Ten Commandments with my life</td>
<td></td>
</tr>
<tr>
<td>• apply the Advent symbols and rituals</td>
<td></td>
</tr>
<tr>
<td>• tell the story of the Annunciation</td>
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</tbody>
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<th>Value(s) and Attitude(s)</th>
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<td>• enters into the hope of Advent</td>
<td></td>
</tr>
<tr>
<td>• welcomes the Ten Commandments</td>
<td></td>
</tr>
<tr>
<td>• is attentive to others</td>
<td></td>
</tr>
<tr>
<td>• believes that God became human in Mary’s child Jesus</td>
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<tr>
<td>to know Christmas as a celebration of God’s abundant love</td>
<td></td>
</tr>
<tr>
<td>to celebrate the ways God’s love is manifested in Jesus</td>
<td></td>
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<tr>
<td>to understand the foundation of justice</td>
<td></td>
</tr>
<tr>
<td>to stir up a sense of justice</td>
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<tr>
<td>to examine issues of justice</td>
<td></td>
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<tr>
<td>to accept the challenge of justice</td>
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<td></td>
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<tr>
<td>• the evangelist John’s story of Jesus’ origin</td>
<td></td>
</tr>
<tr>
<td>• the new covenant is revealed through Jesus</td>
<td></td>
</tr>
<tr>
<td>• the meaning of justice</td>
<td></td>
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<tr>
<td>• apply the symbols of Christmas and Epiphany</td>
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<tr>
<td>• connect the teaching of the new covenant with life</td>
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<tr>
<td>• explore issues of justice</td>
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<tr>
<td>• take action in situations of injustice</td>
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<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
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<tbody>
<tr>
<td>• appreciates the abundance of God’s goodness</td>
<td></td>
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<tr>
<td>• is a sign of God’s covenant</td>
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</tbody>
</table>
### Established Goal(s)
- to appreciate the moral life of the kingdom of God
- to hear Jesus call us to generosity
- to see how the beatitudes reveal the kingdom
- to make the vision of Jesus our own
- to recognize the beatitudes as gift of God
- to give praise and thanks for the bountiful goodness of God

### Knowledge and Understanding(s)
Students will know and understand:
- the meaning of the Sermon on the Mount
- the basis of Jesus’ teaching on the moral life
- the meaning of the beatitudes
- the meaning of paradox

### Skill(s)
Students will be able to:
- act with generosity and goodness
- connect the beatitudes with life
- express my thanks to God in prayer and celebration

### Value(s) and Attitude(s)
The student is someone who:
- welcomes the teaching of Jesus
- acts with a generous heart
- celebrates the goodness of God
- is filled with the spirit of the beatitudes

### Established Goal(s)
- to introduce Lent as a time of prayer, fasting and almsgiving
- to explore God’s graciousness in the parable of the Prodigal Son
- to explore and appreciate the Lenten discipline of fasting
- to see Lent as a time of covenant renewal
- to introduce the corporal works of mercy
- to recognize Jesus in the poor

### Knowledge and Understanding(s)
Students will know and understand:
- the meaning of the Lenten activities of prayer, fasting and almsgiving
- the meaning of prayer
- the corporal works of mercy
- the meaning of food and the traditions of fasting

### Skill(s)
Students will be able to:
- pray
• apply the corporal works of mercy
• find ways to help the hungry, the poor and the homeless
• understand and apply the practice of fasting

Value(s) and Attitude(s)  The student is someone who...
• enters into the spirit of Lent
• prays
• has compassion for the poor
• has a sense of solidarity with others
• makes room for others

Established Goal(s)
• to treasure the events of the night before Jesus died
• to see Jesus as the highest example of moral life
• to encounter Jesus as the forgiveness of the Father
• to explore forgiveness in the lives of the students
• to enter into the Passion and death of Jesus
• to prepare for the celebration of Easter

Knowledge and Understanding(s) Students will know and understand....
• the meaning of the Last Supper
• why Jesus is the symbol of the new covenant
• the meaning of forgiveness
• the story of the Passion and the death of Jesus

Skill(s) Students will be able to...
• understand the symbol of the Eucharist
• connect the service of Jesus to situations in their lives
• recognize how difficult it is to forgive/undertake the way of forgiveness
• take part in the drama of Jesus’ Passion and death

Value(s) and Attitude(s) The student is someone who...
• celebrates the season of Lent
• has a sense of service
• forgives
• venerates the cross of Jesus

Established Goal(s)
• to celebrate the risen Lord
• to recognize the death and resurrection of the Lord in the Eucharist
• to recognize the risen Lord in the power of love
• to recognize the death and resurrection of the Lord in reconciliation
to realize how meeting the risen Lord leads to new life
to recognize the death and resurrection of the Lord in Baptism

**Knowledge and Understanding(s)** Students will know and understand....
- the meaning of the Triduum of Easter
- the meaning of the sacrament of Reconciliation
- the meaning of Baptism
- the meaning of the sacraments of initiation

**Skill(s)** Students will be able to...
- understand the various ways in which Jesus is present among us
- meditate
- partake in the sacrament of Reconciliation
- grasp the relationship of Baptism and Confirmation to Easter

**Value(s) and Attitude(s)** The student is someone who...
- is filled with Easter joy
- is a witness of reconciliation
- is proud to have been initiated into Christ Jesus
- is filled with the Holy Spirit

**Established Goal(s)**
- to recognize the action of God’s spirit in the lives of saints
- to explore what it is to be a moral witness in the power of the Holy Spirit
- to explore our lives of witnesses
- to retrace the journey of the year
- to prepare a celebration of the Eucharist
- to celebrate the Eucharist

**Knowledge and Understanding(s)** Students will know and understand....
- the meaning of witness
- the meaning of saint, martyr, confessor, virgin, doctor
- the qualities of moral witness
- stories of several saints

**Skill(s)** Students will be able to...
- recognize the action of God’s Spirit in the life of good people (other)
- identify qualities of a moral life
- retrace the journey of the year and see themselves as a witness to Christ
- connect the Eucharist with their mission in life

**Value(s) and Attitude(s)** The student is someone who...
- is a witness of Christ
- rejoices in the holiness of others
- is like a lantern
### Established Goal(s)

Students will formulate, explore and express their identity in relationship to the larger faith community

### Knowledge and Understanding(s)

Students will know and understand:

- Each person is created by God, is good and lovable, and is called to grow
- Each person has unique gifts and talents to offer the world
- God calls us to serve with our gifts and talents
- We develop an understanding of what we are called to do by examining our interests, our likes and dislikes. (Our personal call can be found ‘where the desires of our heart meet the needs of the world’.)
- We can learn about God by taking human beings as a starting point
- We are intellectual, emotional, physical, social, volitional, and spiritual people. Each of these aspects of ourselves affects our relationships
- We are called to develop each aspect of ourselves in harmony with the development of each other aspect and in harmony with God’s call
- Each aspect of ourselves is a gift from God. All are important
- We are normal if we are developing as whole people
- We are shaped by the communities in which we participate
- To truly be part of the Christian community, we must know its story, as it is told in both the New and Old Testaments, and make it our own
- God calls us to live in communities and interacts with us as members of a community
- The Bible is addressed to the community and should be interpreted in the community
- At no point in time will every aspect of an individual’s faith be strong and complete. The fullness of faith is found only in the community of faith

### Skill(s)

Students will be able to:

- Be able to use a process of self-examination to name their own gifts, talents, personality traits and goals
- Name the value of the things they like about themselves
- Constructively identify those things they wish to improve about themselves
- Name the positive potential in a variety of personality types
- Demonstrate a knowledge of the many aspects of self-body, mind, emotions, will, ability to relate to others, spirit — and of the need to develop each aspect of these

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1. Learning outcomes are the behaviours that the program is designed to instill and develop
   - Program Introduction Notes and Unit Key Concepts
   - Established Goals
   - Unit Theme Outcomes and Key Concepts
   - Knowledge & Understanding and Skills
   - Theme Questions

2. Each outcome is measurable, attainable and valued

3. We will know that students are learning when we see that these outcomes have been realized in their knowledge, skills and attitudes

4. The achievement of expected outcome will be enabled by a spiraling process that moves through
   - Exploration & personal experience
   - Acquisition of information
   - Application to lived situations
   - Reflection in prayer
   - Expression in action

5. Evaluating student performance and the choice of the most appropriate assessment tools will always be a matter of professional judgment for the teacher
   - Evaluation strategies strengthen the connection to real-life performance
   - Assessment tools will include methods and procedures that offer students a creative range of classroom and “outside the classroom” opportunities for demonstrating achievement of the outcomes
   - Content knowledge can be evaluated by appropriately designed unit tests
### Express 'normal' as that which helps them develop their full potential in each aspect of self
### Understand their own growth toward or movement from wholeness, and the way that this affects their relationship with God and the Christian community
### Articulate the importance and requirements of participation in a community
### Demonstrate familiarity with the structure of the Bible and be able to locate biblical passages
### Understand the Bible as the story of the Christian community and its relationship with God
### Know that the Christian community invites them to share in the abundant life of Jesus
### Demonstrate skills for relating the community’s story, as found in the Bible, to their own lives
### Name some ways that the community’s story is their story

#### Essential Question(s)
- Who am I?
- Am I normal?
- Do I belong?

#### Established Goal(s)
- Students will explore and express the meaning of believing, and what it means to believe in God

#### Knowledge and Understanding(s)
- Living life to the full demands a willingness to go beyond ourselves and take risks
- To be a person who believes is to be a person who is willing to make commitments God is the only one to whom we can entrust ourselves completely and without reservation
- Trust is not a single act; rather, it is an ongoing attitude toward life and relationships
- Our beliefs shape who we are and the choices we make. We must understand our beliefs in order to understand ourselves and others.
- God is faithful: what God says, God
- God does not remove us from all struggles, but rather walks with us and supports us in our searching and our struggling
- We are called to develop patience. Without patience, it is difficult to live life to the full
- The story of the Exodus and of God’s faithfulness to Israel is repeated over and over in the big and small events of our lives and our history

#### Skill(s)
- Students will be able to...
  - Be able to articulate the meaning of trust and belief
  - Recognize that belief is rooted in a relationship of trust that demands honesty
  - Recognize Abraham as an example of a person whose whole life was shaped by trust
  - Name and evaluate what is involved in different types of believing and trusting
  - Demonstrate the skills and attitudes needed to build trusting relationships

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- Each theme identifies specific activities or performances that contribute to or enable the achievement of the learning outcomes
- The criteria by which performance is to be measured must be clearly stated and known by the student; the teacher should take to include students in the setting and review of such criteria
- Requirements for reporting student performance are set by local school boards
- Focusing on specific outcomes will help teachers prepare such reports
- Name God’s faithfulness as it is revealed in the story of the Exodus - that God is faithful even in very difficult situations, even when we are unfaithful
- Connect the hope in the Exodus story to their own lives
- Identify signs of God’s presence and fidelity in the world around them
- Identify ways they can help one another recognize the faithfulness of God

**Essential Question(s)**
- Whom do I trust?
- Am I all on my own?

**Established Goal(s)**
- Students investigate the personality of God as parent

**Knowledge and Understanding(s)**
- Students will know and understand...
  - God ‘the Father’ is not subject to the weakness and limitations of human parents. God’s love is the most ideal love that we can imagine from either a mother or a father
  - God’s parental tenderness can also be expressed in the image of motherhood
  - By calling God ‘Father’, Jesus names God as a model for parenthood and reminds us of the great significance of parenting
  - To think of God as our parent is to acknowledge our relationships to all other people
  - When we name God as our parent, we set up an intimate relationship with God where we agree to both give and receive love. We also accept responsibility for continuing God’s work on earth
  - The commandments take on their full meaning within the covenant
  - Through the covenant, God binds God’s self to the people, just as parents bind themselves to a child through adoption
  - The choice of faithful obedience to the covenant is a life-giving choice
  - Because god is the parent of all, we cannot separate our relationships with God from our relationships with one another
  - The commandments teach us the importance of respect in all that we do
  - As parent, God guides us and sets us free
  - God does not ‘lord it over us’. God writes God’s law on our hearts
  - God gives each one of us the freedom to choose
  - God could be in control, but instead God has given us control
  - The Ten Commandments state what is required in the love of God and love of neighbor
  - The observe, judge, act model is an effective method for helping us stay in control of our decision making
  - We are responsible for informing and developing our consciences

**Skill(s)**
- Students will be able to...
  - Reflect upon the meaning of being loved and the variety of ways in which love is
demonstrated

- Identify ways the God’s love for us is reflected in the love & concern that people feel for us
- Articulate the Church’s belief that God’s love goes far beyond human limitations
- Explain how fatherhood and motherhood help us to understand God
- Identify the signs of love and caring in the world around them
- Demonstrate an understanding of the Sinai Covenant as the sign of God’s love and care for the Israelites
- Explain the ways in which the Ten Commandments liberate and allow for greater love
- Name the importance of covenants within their own lives and the way those covenants motivate moral behavior
- Examine their behavior in the light of the Ten Commandments
- Distinguish between good and bad uses of authority
- Evaluate examples of control and authority in their lives
- Describe the difference in the way God exercises authority and in the way many humans exercise authority
- Explain and use the observe, judge, act model for moral decision making

**Essential Question(s)**

- Who loves me?
- It’s a free country, why shouldn’t I do whatever I want?
- Who is in control?

**Established Goal(s)**

Students will consider the wonder of creation and the ways in which God invites us to participate in creation and in God’s creative action

**Knowledge and Understanding(s)** Students will know and understand....

- God creates for people and with people
- The act of creating demands both love and responsibility
- Each of us has gifts that are needed in order for creation to unfold according to God’s plan
- The creative power of God becomes our foundation for creativity as we relate to others
- God wants human beings to be intimately involved in caring for creation
- God creates from nothing. God is the source of all that is
- All creation is good
- Stories reveal the truths of the heart
- Genuine science and genuine faith are never in direct competition. Both reveal the one truth that comes from God
- We are stewards of creation
- The environmental crises is a result of our unwillingness to live justly
- Human beings were created to share, give and love. We are incomplete if we live entirely
as individuals
- God created us male and female in the divine image. Humanity is incomplete unless it is both male and female
- Our sexuality is part of who we are and must never be belittled
- Every person has dignity and value
- We must challenge anything that undermines our dignity or the dignity of others

**Skill(s)** Students will be able to...
- Define creativity and name ways they are creative
- Describe the relationship between God’s creating and their creating
- Explain the ways that God invites us to share in the ongoing creation of the world
- Evaluate their own contributions to the world and their own willingness to give what they can give
- Explain the ways the creation story can help them to understand their own creativity
- Articulate the ways the two stories of creation reveal the balance and co-operation of God intended in the world
- Understand the relationship between biblical stories, science and history
- Demonstrate their commitment to care for the environment
- Evaluate environmental issues in light of God’s plan for creation
- Name and evaluate the ways that being female or male shapes the ways they express themselves
- Be able to define human dignity and recognize the things that support it and undermine it
- Know that to accept other people, we must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations
- Identify ways Jesus reached out to those who were excluded

**Essential Question(s)**
- Is what I do good enough?
- That’s not my job! Is it?
- Why do I need you?

**Established Goal(s)**
- Students will explore what makes Jesus believable and ways the faith community identifies Jesus.

**Knowledge and Understanding(s)** Students will know and understand....
- To name someone is to establish a particular relationship with him or her
- Titles of Jesus: Messiah means ‘anointed one’. Jesus means ‘God saves’ Son of god is the best title we have, yet Jesus stretched our understanding of even that title
- Jesus was a Messiah (anointed) in his threefold role as priest, prophet, and king
- A title or a religious image cannot fully describe Jesus
- Jesus challenges the basic power structures within society and our role within those structures
- Jesus reveals himself in different ways to different people in different situations
- Jesus gives us courage to go beyond the expectations that have been placed on us or on the people we know
- Jesus is believable because he really does give life in abundance
- Jesus is believable because he meets us with love wherever we are
- Encounters with Jesus changes people
- Encounters with Jesus took place in biblical times both before and after his death and resurrection, and have continued to take place in the centuries since those events
- Through his actions, Jesus reveals God’s care for us
- To believe in Jesus is to accept new possibilities in our lives

**Skill(s)** Students will be able to...
- Express their understanding of the meaning of a name and the ways we use names to classify people
- Identify the expectations that people had for Jesus and the ways they tried to make him fit those expectations
- Explain the significance of the many titles for Jesus
- Identify the ways that the titles they used for Jesus shape their relationship with Jesus
- Compare and contrast their expectations of Jesus with those of the people of Jesus’ time
- Identify the ways that Jesus challenged people’s expectations, attitudes and behavior in Scripture and the ways those Scripture stories challenge us
- Retell a variety of stories of people whose lives were changed by Jesus
- Recognize the ways that believing in Jesus changes people’s lives
- Formulate answers to the disciples’ question: “What kind of man is this?”
- Identify personal encounters with Jesus

**Essential Question(s)**
- What’s in a name?
- How does Jesus challenge me?
- What makes Jesus believable?

**Established Goal(s)**
- Students will explore the nature of the kingdom of God and what it means to be part of that kingdom.

**Knowledge and Understanding(s)** Students will know and understand....
- The kingdom of God is not a place. It is a way of living. When we live the way God wants us to live, we are living in the Kingdom of God
- We address Jesus as the Lord because he is the one who is ‘in charge of’ the kingdom. He...
Faith Through Learning ~ A Distinctive Catholic Curriculum

makes it possible for us to share in the joy of the kingdom.

- When we call Jesus “Lord”, we agree to see right and wrong as he does
- Our culture often encourages us to live in ways that are opposed to God’s way
- We can find true freedom and happiness only by living our lives according to God’s way
- Happiness is found in developing loving relationships
- In the kingdom of God, many relationships of power will be reversed
- If we are benefitting from injustice, we will be held accountable
- If we suffer from injustice, our suffering will be brought to an end
- Parables have two levels of meaning: the literal meaning and the figurative level
- Understanding the meaning of parables requires thinking and conversion
- Parables draw us into the mystery of the kingdom of God, which is greater than the human mind can comprehend
- Every action I take on behalf of God’s kingdom will have an effect that goes far beyond me.
- The kingdom of God is not about competition. It is about unity and sharing in joy

**Skill(s)** Students will be able to...

- Identify what it means to live in the kingdom of God, where Jesus is Lord
- Retell the story of the temptation of Jesus in the desert and articulate what it tells us about living life God’s way
- Explain how our culture can encourage us to live as God wants us to live, and how it can encourage us to live in ways that are opposed to God’s way
- Reflect on what it means to be happy using Luke 6.20-42 as a point of reference
- Examine the things they are doing in their own lives that either promote or prevent true happiness
- Articulate their understanding of the nature, purpose, and effects of Jesus’ parables about the kingdom of God
- Identify signs of the kingdom of God in their own lives
- Articulate their understanding of the Lord’s prayer and its implications for their lives

**Essential Question(s)**

- Am I free to be me?
- What do I need to be happy?
- Is my way the best way?

**Established Goal(s)**

- Students will express the ways in which God is with us in Jesus, in which God works with us, and in which we can work with God

**Knowledge and Understanding(s)** Students will know and understand....

- Jesus was conceived through the initiative of god with human co-operation. Part of the mystery of salvation is that God involves us in an intimate way
- Mary is an example of one who hears the word of God and responds to it whole-heartedly
- When we accept a challenge and take a positive step, we are co-operating with grace
- Mary was sustained by divine grace throughout her life. (We receive this same grace in Baptism. Mary challenges us to co-operate with it fully.)
- Co-operation with the grace of God allows for new beginnings, no matter what the circumstances
- As we learn more about when and where Jesus lived, we can identify more with his humanity and see how his life can be a model for our own
- Jesus is fully human and fully divine, from the moment of his conception and for all eternity
- Jesus demonstrates that true holiness does not go against human nature but rather is the purest expression of human nature
- Jesus is an expression of God’s tremendous love for us
- Because of the Incarnation, we can be sure that God understands what it is to be human and what is possible for us

**Skill(s)** Students will be able to...
- Describe the ways God works in co-operation with people
- Identify ways they can follow Mary’s example and co-operate with God
- Name some ways that God’s grace can work and is at work, in their lives
- Explain the meaning of the terms ‘virgin birth’ and Immaculate Conception’
- Examine what it means to understand someone else
- Identify the things they have in common with the historical Jesus
- Describe the political and cultural circumstances that shaped Jesus’ life
- Express the meaning of the term ‘incarnation’

**Essential Question(s)**
- Why is everybody always picking on me?
- Who understands me?

**Established Goal(s)**
- Students will name the ways in which they give of themselves and make connections to the suffering and death of Jesus

**Knowledge and Understanding(s)** Students will know and understand....
- Jesus was crucified because he challenged both the religious and the social beliefs of his time
- Jesus accepted suffering because to avoid it would have been to deny truth and accept injustice
- Jesus challenges us to accept suffering if necessary in order to live according to God’s plan, a plan in which all people are loved and treated with dignity
- Jesus’ sacrifice is complete not because of his horrifying death in itself, but because he held
nothing back; he gave himself completely
- We are called to follow Jesus’ example and give of ourselves for others
- Christ’s sacrifice occurred once and for all time. It was the perfect surrendering of human life to God
- We are invited to participate in Christ’s sacrifice at the Eucharist
- Sacrifice is the gift of self to another
- Christ’s redemptive work is for all people in all times and all places
- We are called to share the Good News with all people in all situations
- Christ proclaimed God’s eternal love and the redeeming power of that love even in the midst of death

**Skill(s)** Students will be able to...
- Describe the issues that led to Jesus’ crucifixion
- Give reasons for Jesus’ acceptance of his death
- Demonstrate the courage and determination needed to take a stand for truth and justice
- Articulate the meaning of sacrifice
- Express the meaning of the phrase, ‘we are redeemed by Christ’s sacrifice’
- Describe the physical reality of Christ’s suffering and death
- Describe the relationship of Jesus’ sacrifice to Old Testament sacrifices and to the Eucharist
- Identify the sacrifices they might make for others
- Identify ways of sharing the Good News with others
- Name the ways we exclude people from the Good News
- Name the spiritual deadness that surrounds them and identify ways they might bring life by sharing the Good News
- Articulate the understanding that Jesus’ descent to the dead signifies that the message of salvation is for all people in all times and all places

**Essential Question(s)**
- What risks are worth taking?
- What’s the point of sacrifice?
- Who’s in? Who’s out?

**Established Goal(s)**
- The students will name the hope which the resurrection of Jesus offers even during the most difficult moments of their lives.

**Knowledge and Understanding(s)** Students will know and understand....
- The resurrection is the offer of new life in the face of death
- The resurrected Jesus is the same Jesus, yet he is no longer subject to physical limitations
- Jesus calls us by name as he called Mary Magdalene
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- Jesus is recognized in the breaking of the bread
- Jesus calls us to begin again when we fail
- Jesus calls us to celebrate life with him by serving others

**Skill(s)** Students will be able to...
- Explain what it means to say the Jesus is raised to new life
- Identify the hope that is found in Jesus’ resurrection for the difficult moments of their lives
- Discuss how resurrection is more than the simple restoration of what used to be
- Reflect on experiences of resurrection

**Essential Question(s)**
- Is there hope?

**Established Goal(s)**

- Students will name the ways in which Jesus judges and understand that judgment as a call to be whole

**Knowledge and Understanding(s)** Students will know and understand....
- Jesus’ judgment is the light coming into the world – the light that makes the blind see, the deaf hear, and the lame walk
- Jesus’ judgment is like the light of a candle that gently lights up the corners of our lives, reveling us to ourselves, calling out of darkness into light
- Jesus came not to judge but to give life. We judge ourselves when we accept or reject his gift
- God’s judgment summons us to conversion
- Heaven, hell and purgatory are reflections of our ongoing choices
- We will be judged with the measure by which we judge others
- Although we cannot judge the hearts of others, that does not mean that we should turn a blind eye to their behavior
- We are called to follow Jesus’ example and invite others to live life more fully
- Jesus challenges us to show special concern for those who do not like us or whom we do not like
- God sees and rewards things others may not notice.
- Goodness may not always be recognized by others or even by ourselves, but nothing escapes God’s notice
- Whenever we feel overlooked, we should recommit ourselves to noticing the good that others are doing
- We are called to bring the light of Christ to all that is often left in darkness

**Skill(s)** Students will be able to...
- Describe how Jesus’ judgment frees people from the things that hold them in bondage
• Understand Jesus’ judgment as a judgment against the things that harm us and as a call to separate ourselves from those things
• Name the areas in their lives where their own judgment has been, or is inadequate
• Express either verbally or artistically, the concepts embodied in the terms ‘heaven’, ‘hell,’ and ‘purgatory’
• Express that while we may question and even condemn the actions others, only God may judge their hearts and their persons
• Compare the way they judge others to the way Jesus judges
• Examine the judgments they have made about others in their school or community
• Identify creative and caring ways to interact with people whom they tend to judge harshly
• Recognize that Jesus will reveal the good they have done that no one else has noticed
• Celebrate their personal successes
• Identify the good that others are doing
• Help one another to find reasons for doing good even when it may go unnoticed

Essential Question(s)
• Who’s a winner?
• What’s fair?
• Does anyone really notice what I do?
### Established Goal(s)

- The Holy Spirit helps us to deal with changing expectations, and helps us to change our expectations to be more and more in line with the teaching of Jesus.
- Because God has given us the gift of the Holy Spirit, we are capable of living as Christ calls us to live and to love as Christ calls us to love.
- The fruits of the Holy Spirit are present when we are doing God’s will.
- The Trinity reveals God’s nature as always relating in love.
- “Really winning” means being able to stand in solidarity with others.

### Knowledge and Understanding(s)

Students will know and understand:

- The Holy Spirit is present to them as a helper.
- There is only one God, one absolute authority, one source of love and truth.
- A trinitarian prayer.
- The ways we find and know God may change as we change.
- The coming of the Holy Spirit at Pentecost made it possible for the disciples to respond to and share the full wonder of the resurrection.
- The Holy Spirit helps us to deal with changing expectations and helps us to change our expectations.
- God is always active in our lives, but we are not always open to experiencing God’s activity.
- Through the course of salvation history, God has revealed God’s self in the law, incarnate in the person of Jesus and active in the community of believers.
- The tradition of the Church lists the seven gifts of the Spirit as wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord.
- The Holy Spirit helps us to understand God’s plan for us and for the world.
- Because God has given us the gift of the Holy Spirit, we are capable of living as Christ calls us to live and loving as Christ calls us to love.
- The gifts of the Spirit are most clearly seen in the community of the faithful acting together.
- The fruits of the Spirit.
- The fruits of the Spirit are present when we are doing God’s will.
- Doing what God wants us to do also makes us feel better than anything else can – most happy, most complete.
- The Holy Spirit changes the world by changing our hearts.
- Discernment is the skill whereby we get to know God’s will and learn how to choose what is best.
- The mystery of the Most Holy Trinity is the central mystery of Christian faith and life.
- The Trinity reveals God’s nature as always relating in love and calling us to do the same.
- Although we understand God in human terms, God far exceeds human understanding.

### Learning outcomes

1. Learning outcomes are the behaviours that the program is designed to instill and develop.
   - Program Introduction Notes and Unit Key Concepts
   - Established Goals
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   - Knowledge & Understanding and Skills
   - Theme Questions Essential Questions

2. Each outcome is measureable, attainable and valued.

3. We will know that students are learning when we see that these outcomes have been realized in their knowledge, skills and attitudes.

4. The achievement of expected outcome will be enabled by a spiraling process that moves through:
   - Exploration and personal experience
   - Acquisition of information
   - Application to lived situations
   - Reflection in prayer
   - Expression in action

5. Evaluating student performance and the choice of the most appropriate assessment tools will always be a matter of professional judgment for the teacher.
   - Evaluation strategies strengthen the connection to real-life performance.
   - Assessment tools will include methods and procedures that offer students a creative range of classroom and “outside the classroom” opportunities for demonstrating achievement of the outcomes.
   - Content knowledge can be evaluated by appropriately designed unit tests.
   - Each theme identifies specific activities or performances that contribute to or enable the
<table>
<thead>
<tr>
<th>Skill(s) Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>Identify and evaluate expectations that affect their behavior</td>
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<tr>
<td>Retell the Pentecost story</td>
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<tr>
<td>Identify and describe the ways that the expectations of the followers of Jesus change because of Pentecost</td>
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<tr>
<td>Identify ways the Holy Spirit gives us the strength to carry out God’s will</td>
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<tr>
<td>Identify the gifts of the Spirit in their own lives and in the lives of others</td>
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<tr>
<td>Name ways of developing their gifts</td>
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<tr>
<td>Name and describe the fruits of the Spirit and identify them in their lives</td>
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<tr>
<td>Evaluate decisions in terms of the presence or absence of the fruits of the Spirit</td>
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<tr>
<td>Explain how the Holy Spirit helps them to be disciples of Jesus</td>
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<tr>
<td>Define solidarity and explain how the nature of God as Trinity calls us to live in solidarity with each other</td>
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<tr>
<td>Evaluate their own willingness to be present to others and to live in community</td>
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<tr>
<td>Recognize that God relates to us in three distinct ways as three distinct persons</td>
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<tr>
<td>Pray a trinitarian prayer</td>
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</tbody>
</table>

**Essential Question(s)**
- What do they expect me to do now?
- Am I strong enough?
- How do I know if I’m on the right track?
- What does it take to really win?

**Established Goal(s)**
- God makes things holy by giving them a special purpose within the divine plan. We are holy when we live according to our purpose. The sacraments reveal God’s loving action and enable us to participate in that action
- Baptism, Confirmation and Eucharist connect us to God and the Christian community, give us purpose and offer us strength and support
- The sacraments of Reconciliation and Anointing bring God’s healing touch through the Christian community

**Knowledge and Understanding(s)** Students will know and understand....
- The sacraments are life-giving encounters with God which help us to become holy
- God makes things holy by giving them a special purpose within the divine plan
- We are holy when we live according to our purpose
- We are holy when we are fully ourselves
- Love is the “soul” of holiness
- The sacraments reveal God’s loving, saving action and also enable us to participate in that action
- The sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church
- Our Baptism marks us as chosen by God and as people called to grow in a loving relationship with God and with each other
- In Confirmation we are more firmly united to Christ and to the Church
- Confirmation give us the strength to be better witnesses of Christ
- God’s action in the sacraments is complete although it takes us a lifetime to appropriate God’s action into our lives
- Our commitments shape our growth as persons
- We belong to Christ because we have taken his very self into us at the Eucharistic table
- As we share in the one body of Christ, we are united with each other and reminded to live as God calls us to live
- We have been chosen by God to reveal God’s love to the world
- When we are unable to live out our call because of weakness and sin, God is there to strengthen and renew us so that we may once again live in holiness
- God has chosen the Church to bring God’s healing touch to the people of God
- The sacrament of Anointing connects the suffering of the sick with the Passion of Christ so that suffering serves holiness
- The sacrament of Reconciliation allows us to begin again when we have failed

**Skill(s)** Students will be able to...

- Define holiness
- Define sacrament and identify sacramental moments that reveal God’s presence in their lives
- Name the seven sacraments of the Church
- Describe the commitments that are made in Baptism, Confirmation and Eucharist
- Identify ways Baptism, Confirmation and Eucharist celebrate and encourage belonging
- Name the symbols of Baptism, Confirmation and Eucharist
- Restate the Catholic baptismal promises and evaluate the degree to which they accept and live by them
- Identify the ways Baptism, Confirmation and Eucharist give us a purpose in life and offer us strength and support
- Retell and explain the significance of gospel stories in which Jesus offers healing
- Recognize that God helps us grow in holiness no matter what has happened in our lives
- Identify the ways that the sacraments of reconciliation and anointing are signs of hope and wholeness in the midst of confusion and brokenness
- Identify the need for healing and forgiveness in their lives

**Essential Question(s)**
- Who wants to be holy?
- How do I fit in?
- What can I do when my life seems to be falling apart?

**Established Goal(s)**
- The task of the Church and all its members is to continue the work of Christ by making the love of God available to all
- Christians are called to be apostolic servants of Christ. Marriage and Holy Orders model faithful service

**Knowledge and Understanding(s)**
- Students will know and understand....
  - There are several different rites recognized and accepted by the Catholic Church
  - “Catholic” means universal. The Church is universal because it has a mission to the whole world
  - The primary mission of the Church is to enable people to share in the love of the Trinity
  - The church is not subject to one culture or one time but offers challenge to every culture in every time
  - Though marked by great diversity, the Church is one. All who believe have one source in the Trinity, one founder in Christ and one soul in the Holy Spirit
  - No single model of church adequately represents its complexity and diversity. A variety of models help us to understand church and to accept others who operate from a different model of church than we do
  - Though marked by great diversity, the Church is one
  - No single model of church adequately represents its complexity and diversity
  - Apostle means “emissary” – one sent as an agent on a mission
  - All members of the Church are called to be emissaries for Christ, agents of the kingdom of God for all peoples
  - As members of an apostolic Church, we are called to serve others in love
  - Marriage and Holy Orders are sacraments of service. They help us understand what it means to love fully and freely. They reveal Christ, who has loved us completely and freely given even his own live for us
  - Our lives and the choices that we make either reveal or obscure God for those who know us
  - “The measure you give will be the measure you get back...” (Luke 6.38)
### Skill(s)
Students will be able to...
- Identify the implications of believing in “one” church
- Explain the meaning of the word “catholic” and the ways the Church is for all people
- Describe a variety of definitions of Church
- Explain the task of the Church and all of its members in continuing the work of Christ by making the love of God available to all
- Express ways in which the Church is (or could be) relevant to them and to others their age
- Pray the Nicene Creed
- Define the word “apostolic” and identify the many ways that Christians are emissaries for and servants of Christ
- Identify lifestyle choices that serve others and share the Good News
- Explain how the sacraments of Marriage and Holy Orders model faithful service for us
- Articulate the meaning of fidelity
- Express their understanding of the ways God is calling them to serve

### Essential Question(s)
- Why bother with church?
- What can I hope for when I give?

### Established Goal(s)
- Death cannot destroy the bonds of Christian community and love. Those who have died are a part of our community, just in a new way.
- Saints are those who recognize God’s great love for them and act accordingly despite difficulties. Each of us is called to be a saint

### Knowledge and Understanding(s)
Students will know and understand...
- Death cannot destroy the bonds of Christian community and love. Those who have died are still a part of our community, but in a new way
- Our actions and our prayers affect others within our community
- We request the intercession of the saints just as we request prayers of others within our community. We believe that the saints in heaven are more intimately united with Christ; therefore, their prayers may be more completely “in the name of Jesus” than our own world be
- We mourn the death of those we love even while we celebrate everlasting life
- Death is a reminder that God’s plan for creation has not yet been brought to completion
- Saints are those who recognize God’s great love for them and act accordingly despite difficulties
- Saints strengthen the union of the whole Church, drawing us closer to each other and to God
- Saints provide examples of the many different ways we can live out our faithfulness to God
- Saints did not live “perfect” lives
- We inspire and strengthen one another. We are strong as a community, not as isolated individuals
- Each one of us is called to be a saint

**Skill(s)** Students will be able to...
- Use a verbal or artistic medium to express what it means to live as part of a community
- Identify those who are a part of the community of saints and explain how the community functions as a whole
- Describe the Christian attitude toward death
- Demonstrate an understanding of intercessory prayer
- Retell the stories of some of the saints of the Church and explain how they challenge us
- Use the stories of one or more saints to fine inspiration and courage in the face of a difficult situation
- Set some goals for themselves using one of the saints of the Church as a model
- Recognize that although no one is perfect, there are people whose lives inspire others to walk more closely with God; those people are on the road to sainthood
- Report about people today who inspire others to greater love

**Essential Question(s)**
- Does death destroy everything?
- What makes a person's life successful?

**Established Goal(s)**
- As our lives change, the Ten Commandments have different things to teach us
- Sin is deliberately falling short of what we know Jesus would ask us to do
- We must first recognize our sin. True sorrow consists in admitting our wrong, trying to undo the damage, deciding not to do it again, and asking for forgiveness
- The priest, through the words of absolution, reconciles us both to God and to the Christian community

**Knowledge and Understanding(s)** Students will know and understand....
- The Ten Commandments must be interpreted in light of Jesus' teaching about love
- We obey the commandments in response to God's loving initiative
- The commandments state fundamental obligations. They also imply obligations to less serious matters
- We can keep the Ten Commandments in their truest sense only if we live in union with Jesus
- As our lives change, the Ten Commandments have different things to teach us
- The Church helps us develop and inform our conscience and conform it to the truth that is God
- Sin is abuse of the freedom that God gives us. Sin weakens our live for God and one another and impairs our growth toward wholeness
• Serious sin requires a sinful matter, knowledge that the deed is wrong, and free consent to the deed
• Sin may exist in the accepted structures of our community. As Christians we must keep our ears open to hear the cries of the oppressed
• Sin is found both in external actions and in internal attitudes toward God, others and ourselves
• Sin is deliberately falling short of what we know Jesus would ask us to do
• In order for repentance to begin, we must recognize our sin
• True sorrow consists in admitting that we have done wrong, trying to undo the damage, deciding not to do it again, and asking for forgiveness
• Forgiveness means that God heals our hearts, restores and renews our love for God and helps us to grow as loving people
• God loves us no matter what we have done; however, we can experience God’s forgiveness only if we repent and accept God’s mercy
• We are called by Jesus to give up our desire to “get even” with those who have offended us
• The Eucharist is the primary sacrament of reconciliation
• Sin has a ripple effect – our sin affects many people
• There is value in confessing our sins to another person and in hearing the words of forgiveness from another person
• The priest, through the worlds of absolution, reconciles us both to God and to the Christian community
• The grace received in the sacrament of Reconciliation makes it possible for us to reorient our lives toward God

Skill(s) Students will be able to...

• Identify the ways rules help them to live life to the fullest
• Restate each of the Ten Commandments in terms of the challenges that they pose for Grade 8 students today
• Create a personal guide for living based on the Ten Commandments
• Examine their consciences
• Explain the role of conscience in answering the question “What’s right? What’s wrong?”
• Define sin and describe the conditions that make something a serious sin
• Evaluate “real-life” situations on the basis of a definition of sin and the conditions for sin
• Demonstrate an understanding of social sin and individual participation in it
• Identify ways of developing their conscience
• Explain what it means to repent of: change our hearts
• Describe the conditions that God sets in forgiving us and compare and contrast them to the conditions we set in forgiving others
• Evaluate their own willingness to forgive in terms of Jesus’ teaching about forgiveness
- Take a step toward true reconciliation with another
- Articulate the value of the sacrament of Reconciliation
- Explain how sin affects our relationship with the whole Christian community
- Outline the process of sacramental reconciliation
- Recount an experience of genuine reconciliation
- Celebrate the sacrament of Reconciliation, if possible

**Essential Question(s)**
- We know these rules. Why do we have to learn them again?
- What’s right? What’s wrong?
- How can we work it out?
- Why should I confess my sins to anyone besides God?

**Established Goal(s)**
- God created and redeems both our bodies and our souls
- Our sexuality is part of what makes us complete persons made in the image of God. Sexual love should be total, lifelong and life-giving within the sacrament of Marriage
- In suffering we can find God. Jesus calls us to reach out to those who are in need

**Knowledge and Understanding(s)**
- Students will know and understand….
  - God cares about both our bodies and our souls
  - We can make the choice to develop ourselves or not to develop ourselves. Unhealthy lifestyle choices are ways a person chooses not to respect himself or herself
  - Because each body is a precious gift from God, each person has the responsibility to care for his or her body as fully as possible
  - We must believe in our own basic goodness in order to make the choice to grow and develop
  - We believe that both our bodies and souls belong to God; therefore, we should respect our own bodies and those of others
  - God created and redeems both our bodies and our souls
  - Our sexuality is an intrinsic part of our being. It is part of what makes us complete persons made in the image of God
  - God has given us our bodies to help us communicate with each other, to give life, to heal, and to express affection, concern and love
  - The way we express ourselves physically should be in harmony with our emotional, intellectual, social and spiritual expression
  - Sexual love should be total, lifelong and life-giving
  - People often use sex and sexuality in a way that hurts others because they fail to understand the beauty and dignity of human sexuality
  - Our attitudes toward those in need reveal our attitude toward Christ
  - We may not be able to end suffering, but each one of us can do things that will make a
difference to those who suffer
• Jesus calls us to reach out to those who are in need
• In the gospels, it is those who are suffering that come to recognize God in Jesus
• In suffering, we can find God. The more we recognize our own inadequacy, the more we can come to know God

**Skill(s)** Students will be able to...
• Demonstrate a healthy, or increasingly positive, sense of self-respect and self-love
• Explain how the way they treat their bodies affects their relationship with God and with others
• Demonstrate respect for the wholeness of persons who are physically, emotionally or mentally challenged
• Outline the process of developing worthwhile relationships
• Define “love” and determine appropriate and inappropriate expressions of love and affection
• Summarize Catholic teaching about responsible sexual conduct
• Identify the implications of the belief that our bodies are part of our eternal selves and we should not pledge them lightly
• Draw guidance from Gospel stories which touch upon the issue of suffering
• Evaluate their own attitudes toward suffering and toward those who suffer
• Identify the pain around them and some Christian ways of responding to that pain
• Report on what is being done to ease suffering in one area of their community
• Make a commitment to reach out to someone who is suffering

**Essential Question(s)**
• Who wants this body?
• What’s sex worth?
• Can suffering be meaningful?

**Established Goal(s)**
• We are called by God to live life to the fullest in harmony with the rest of creation
• The value of human life requires that we oppose all things that seek to harm or destroy that life, and to honour the dignity inherent in every human life
• The love of God and the Golden Rule are the foundation for just relationships

**Knowledge and Understanding(s)** Students will know and understand...
• The eschatological expectation of a new earth emphasizes the great value of the created order of thing and the importance of caring for life
• Life reveals God. We must not allow life to be damaged or destroyed
• All life is a gift from God
• As we share in life, we care for life in all its dimensions and connections
• Nothing that is good ceases to exist. We believe in a new heaven and a new earth where
life is transformed, not ended

- Our basic belief that human life is valuable requires that we oppose all things that seek to harm or destroy that life
- Violence is often rooted in a sense of helplessness and hopelessness
- God alone is the Lord of life from beginning to end
- The failure to honour the dignity inherent in every human life is the failure to honour God
- To make peace seek justice for all – especially for the weak and powerless
- Love of God and the Golden Rule are the foundation for just relationships
- We must never allow our wants for luxury goods to come before other people’s basic needs
- Although we may not be able to eliminate injustice in the world, we can live justly in our own relationships and be the “leaven of the reign of God” and the “salt for the earth, light for the world”
- Twenty percent of the world’s people consume 80 percent of the world’s wealth. Canadians and Americans are part of the 20 percent
- All people have a right to a share of the world’s goods. Not to enable them to share in these good is to steal from them

**Skill(s)** Students will be able to...

- Recognize that human beings and all the rest of material creation share one destiny in God’s plan
- Explain the implications of the fact that we are called by God to live life to the fullest in harmony with the rest of creation
- Express a growing sense of responsibility for stewardship of the earth
- Demonstrate an awareness of the beauty, awesome power and sacredness of all life and all creation that comes to us as a gift from God, the Creator
- Identify some of the causes and results of violence within their own community and the steps being taken to confront violence
- Describe Jesus’ response to violence and explain its relevance to their lives
- Evaluate their own attitudes toward violence
- Confront violence in their own lives by preparing and practising peacemaking behaviours
- Explain our responsibility not only for those who are close to us, but also for people in need wherever they may be
- Illustrate the relationship between poverty and excess consumption
- Understand the Golden Rule and apply it to a decision making situation
- Take a stand for justice and do what they can within their own community

**Essential Question(s)**

- How is my life connected?
- How can I make the world more peaceful?
Established Goal(s)

- The Creed reminds us who we are and who we are called to become. When we say “amen” we accept God’s guidance in both our being and our becoming.
- The Eucharist give us and the entire faith community the strength to live out what we profess in the Creed.
- The “theme” of every Mass is Christ’s Passion, death and resurrection. In planning the liturgy we do not develop new themes; we choose to emphasize different aspects of the central mystery and the way it touches our lives.

Knowledge and Understanding(s)

Students will know and understand....

- The Creed reminds us who we are and who we are called to become. When we say “Amen,” we accept God’s guidance in both our being and our becoming.
- “Amen” means “I believe” or “So be it”
- We say “Amen” both individually and as a community.
- Our “Amen” to the Creed is made possible, reinforced and lived out in our participation in the Eucharist.
- The Mass (or the Divine Liturgy) deepens our faith and nourishes us through Scripture, the Eucharist and our participation in the community where Christ is present.
- During the Mass we bring the “stuff” of our daily lives to God. God touches and transforms both it and us so that we might live in greater harmony with God and with God’s people.
- Through the ritual of the liturgy, God comforts and challenges us.
- In the Eucharist we are given the strength and support that we need to truly be one with Christ.
- We can live as we are called to live because we are supported and nourished by Christ.
- The elements of the liturgy work together to enable the faithful to express themselves to God and to hear and receive God.
- The options in the liturgy allow communities to emphasize different things according to the needs and character of the community and the liturgical season.
- The sacramentary allows for variety and continuity.
- The “theme” of every Mass is Christ’s Passion, death and resurrection. In planning the liturgy we do not develop new themes; we choose to emphasize different aspect of the central mystery and the way it touches our lives.

Skill(s) Students will be able to...

- Recite the Apostles’ Creed.
- Articulate the meaning of “Amen”.
- Name ways they will live out the beliefs that they express in the Creed.
- Be familiar with the term “real presence” and understand what it says about the Eucharist.
- Express how the Eucharist gives the faith community the strength to live out what it means to be one with Christ.

Do I live justly?
professes in the Creed
- Describe what we are saying when we say “The body of Christ” and when we say “Amen”
- Evaluate their willingness to be the body of Christ for others
- Outline the flow of the eucharistic liturgy and express the purpose and value of each part of the liturgy in relation to our faith and our lives
- Plan a Eucharistic celebration with the focus “finding inner strength”
- Explain the choices that can be made to tailor the liturgy to the needs of the worshipping community
- Participate actively in the liturgy

Essential Question(s)
- So what difference does belief make?
- Why go to Mass?
- How shall we celebrate?
### Assessment, Evaluation and Reporting in Elementary Religious Education

**Kindergarten Module 1**

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Module:** Me (Themes 1 – 9)

#### Stage 1 – Desired Results

**Established Goal(s)**
- To join with children as they come to shape themselves through play
- To celebrate Me as a trace of God

**Knowledge and Understanding(s)**  
Students will know and understand
- Through being part of a welcoming environment to welcome others as a trace of God
- Through activities, to embrace and celebrate that I belong to a family as a trace of God
- Through name activities, to affirm my identity as a trace of God
- Through activities, to discover and appreciate the uniqueness of my body as a trace of God
- Through activities, to explore the world of my feelings as a trace of God
- Through activities, to explore and affirm my capabilities as a trace of God
- Through exploration, to enhance my awareness of my five senses as a trace of God
- Through activities, to affirm my freedom to appropriately express my likes and dislikes as a trace of God
- Through activities, to discover and satisfy my needs as a trace of God

**Skill(s)**  
Students will be able to

**Values and Attitudes**

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
</tr>
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<tbody>
<tr>
<td>Stage 2 – Assessment Evidence</td>
</tr>
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<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
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| Review of Unit 1, p. 372 | }
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Kindergarten Module 2

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Module:**  Earth Times (Themes 10 -15)

### Stage 1 – Desired Results

#### Established Goal(s)
- To experience the beauty and uniqueness of the earth and its seasons
- To celebrate the wonder of earth times as a trace of God

#### Knowledge and Understanding(s)
Students will know and understand
- Through fall activities, to experience the earth’s abundance as a trace of God
- Through winter activities, to experience the earth at rest as a trace of God
- Through spring activities, to experience the earth in its fullness as a trace of God
- Through summer activities, to experience the earth in bloom as a trace of God
- Through light and darkness activities, to explore the wonders of day and night as a trace of God
- Through connecting with earth elements, to discover the goodness and beauty of the earth as a trace of God

#### Skill(s)
Students will be able to

#### Values and Attitudes

#### Essential Question(s)

### Stage 2 – Assessment Evidence

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<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
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<tr>
<td>Review of Unit 1, p. 372</td>
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</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- To involve the child in the festive celebration of the Christian story as it unfolds throughout the year

**Knowledge and Understanding(s)**
Students will know and understand that
- God cares deeply about them (Story of Jesus and the children – Mark 10:13-16), p. 356
- Gift of creation (Genesis 1:1 – 2:4), p. 354
- Through symbol, story, and song we experience the gift of God coming among us (Theme 16: “Walking in the Light)
- Through Lent and Easter we experience the gift of life in Jesus as a trace of God (Theme 17: Lent-Easter 1)
- Through Easter symbols and activities we experience the gift of life in Jesus as a trace of God (Theme 18: Lent-Easter 2)
- Through encouraging Sunday activities we foster the celebration of the Lord’s Day as a trace of God (Theme 19: Together on Sunday)

**Skill(s)**
Students will be able to
- Experience the mystery of God in the ordinary and familiar things of life (p. 15)
- Contemplate the beauty, power, and minute precision found in creation of nature (p. 14)
- Participate in prayers of Praise and Thanksgiving (p. 14)
- Identify the basic symbols of the Catholic tradition, i.e. people, water, Light, oil, book (Scripture), cross, table, and bread (p. 15)

**Values and Attitudes**

**Essential Question(s)**

### Stage 2 – Assessment Evidence

**Assessment for Learning**
- Assessment as Learning

**Assessment of Learning**
- Review of Unit 1, p. 372

**Key Criteria**
### Assessment, Evaluation and Reporting in Elementary Religious Education
Kindergarten Module 4

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Module:** Special Days (Themes 20 – 23)

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
</table>
| To experience the joys and goodness of special times in life | Students will know and understand  
- Through birthday festivities, to celebrate the child as a trace of God  
- Through celebration, to give praise and thanks for the earth’s abundance as a trace of God  
- Through cultural celebrations, to share in the customs and traditions of the community as a trace of God  
- Through creating expressions of love, to appreciate mothers and fathers as a trace of God | Students will be able to |

#### Stage 2 – Assessment Evidence

**Assessment for Learning**  
Review of Unit 1, p. 372

**Assessment as Learning**

**Assessment of Learning**  
Key Criteria
### Assessment, Evaluation and Reporting in Elementary Religious Education

**Kindergarten Module 5**

<table>
<thead>
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<th>Born of the Spirit</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
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<tbody>
<tr>
<td><strong>Module:</strong> Community (Themes 24 -25)</td>
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#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
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</thead>
<tbody>
<tr>
<td>• To celebrate the child’s membership in the community (e.g. parish)</td>
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<tr>
<td>• To celebrate the caring nature of the community as a trace of God</td>
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<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand</td>
<td>Students will be able to</td>
</tr>
<tr>
<td>• Through getting involved, to experience the school or parish community as a trace of God</td>
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</tr>
<tr>
<td>• Through local helpers, to discover a caring and supportive community as a trace of God</td>
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<table>
<thead>
<tr>
<th>Values and Attitudes</th>
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<thead>
<tr>
<th>Essential Question(s)</th>
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#### Stage 2 – Assessment Evidence

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<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
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<tr>
<td>Review of Unit 1 , p. 372</td>
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</tbody>
</table>
# Assessment, Evaluation and Reporting in Elementary Religious Education

## Kindergarten Module 6

<table>
<thead>
<tr>
<th>Born of the Spirit</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
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</thead>
<tbody>
<tr>
<td>Module: Plants (Themes 26 – 27)</td>
<td></td>
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</tbody>
</table>

## Stage 1 – Desired Results

### Established Goal(s)
- To discover and appreciate the world of plants
- To celebrate God’s creation in the world of plants

### Knowledge and Understanding(s)
Students will know and understand
- Through exploration, to grow in wonder and appreciation of trees as a trace of God
- Through exploration, to grow in wonder and appreciation of flowers as a trace of God

### Skill(s)
Students will be able to

### Values and Attitudes

### Essential Question(s)

## Stage 2 – Assessment Evidence

### Assessment for Learning

### Assessment as Learning

### Assessment of Learning
Review of Unit 1, p. 372

### Key Criteria
### Stage 1 – Desired Results

**Established Goal(s)**
- To discover and appreciate the world of animals
- To celebrate God’s creation in the world of animals

**Knowledge and Understanding(s)**
Students will know and understand
- Through natural exploration, to discover the wonder of insect life as a trace of God
- Through experiencing the world of pets, to grow in wonder and appreciation of animals as a trace of God
- Through observation, to grow in wonder and appreciation of birds and fish as a trace of God
- Through observation, to grow in wonder and appreciation to animals as a trace of God

**Skill(s)**
Students will be able to

### Values and Attitudes

### Essential Question(s)

### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment as Learning**

**Assessment of Learning**
Review of Unit 1, p. 372

**Key Criteria**
### Assessment, Evaluation and Reporting in Elementary Religious Education
Kindergarten Module 8

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Module:** Changes (Themes 32 – 33)

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will know and understand</td>
<td>Students will be able to</td>
</tr>
<tr>
<td>To work out with others and in play, experiences of loss and mourning (e.g. death, separation, and painful experiences)</td>
<td>Through support and ritual, to discover ways of dealing with changes in life as a trace of God</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The sense in the support and comfort of others a trace of God</td>
<td>Through play and support, to deal with feelings associated with death, separation and painful experiences as a trace of God</td>
</tr>
</tbody>
</table>

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assignment of Learning</td>
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<tr>
<td>Review of Unit 1, p. 372</td>
<td></td>
</tr>
</tbody>
</table>
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 1 Unit 1**

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 1** We Belong to God  ISBN: 0-88997-317-2  
**Unit 1** Welcome! You Belong

<table>
<thead>
<tr>
<th><strong>Stage 1 – Desired Results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goal(s)</strong></td>
</tr>
<tr>
<td>• to help the children become aware that they are welcome in the group</td>
</tr>
<tr>
<td>• to create a sense of belonging to the group through shared experiences</td>
</tr>
<tr>
<td>• to express belonging to one another</td>
</tr>
<tr>
<td>• to grow in awareness of belonging to family and friends</td>
</tr>
<tr>
<td>• to prepare a celebration</td>
</tr>
<tr>
<td>• to celebrate our belonging with family and friends</td>
</tr>
</tbody>
</table>
| **Knowledge and Understanding(s)**  
Students will know and understand... |
| • welcome and hospitality as signs of God |
| • names are sacred |
| • each individual is sacred and beautiful |
| • family and friends as a gift |
| • belonging to one another, to a family and to God is something to celebrate |
| • the importance of celebration |
| **Skill(s)**  
Students will be able to... |
| • listens to a story about welcoming |
| • gather |
| • discover the wonder of ourselves |
| • show their belonging to a circle of friends |
| • share their belonging to a family |
| • prepare to celebrate |
| • gather and welcome |
| • celebrate their belonging with family and friends |
| • together with family, remember fun times |
| **Value(s) and Attitude(s)**  
The student is someone who... |
| • welcomes one another and feels welcomed |
| • treasures their name |
| **Essential Question(s)** |

<table>
<thead>
<tr>
<th><strong>Stage 2 – Assessment Evidence</strong></th>
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<tbody>
<tr>
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<td><strong>Assessment of Learning</strong></td>
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<tr>
<td><strong>Key Criteria</strong></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to explore experiences of being with adults who welcome us
- to discover Jesus as someone who welcomes children
- to come to know Jesus as a friend
- to discover that Jesus wants a world of friends
- to meet Jesus as a storyteller
- to hear Jesus tell us that we are his friends

**Knowledge and Understanding(s)**

Students will know and understand...
- Jesus is a person who welcomes children
- stories about Jesus are important
- Jesus invites people to be his friend
- through Jesus we come to know God
- the humanity of Jesus
- Jesus lived in Galilee
- Jesus loves to celebrate and share meals with people
- Jesus as a storyteller
- love of neighbor
- Jesus as friend

**Skill(s)**

Students will be able to...
- spend time with adults to explore welcoming
- prepare to be better listeners with listening gestures
- enter into a story about Jesus welcoming children
- use candle, story shawl, story scroll, belonging book with stories
- use guided imagery to visit where Jesus lives
- discover how Jesus cares for and celebrates with his friends
- meet Jesus as a storyteller
- use drama and puppets to enter into stories Jesus told
- hear Jesus say, “You are my friends.”

**Value(s) and Attitude(s)**

The student is someone who...
- enjoys a display of the customs and traditions of Jesus
- enjoys a visiting storyteller

**Essential Question(s)**

### Stage 2 – Assessment Evidence

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<th>Assessment for Learning</th>
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</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to appreciate the Bible as a book of stories
- to come to know the God Jesus loved
- to celebrate the Bible as God’s word
- to deepen a sense of reverence for God’s book
- to deepen the children’s appreciation of God
- to recognize God and Jesus in the image of the Good Shepherd

**Knowledge and Understanding(s)**
Students will know and understand….
- the Bible as a special book for Christians
- the Bible as the book about Jesus
- the Bible as the story of God
- the Bible as the book of God’s word consists of two parts: Old Testament and New Testament
- Christian celebrations are centred on the Bible as God’s word
- Christian symbols: cross, candles, baptized people, church, baptism, Eucharistic table
- God as known through images
- God imagined as shepherd
- the image of Jesus as a good shepherd
- Jesus is like God

**Skill(s)**
Students will be able to…
- use song, guided imagery and art to enter into the parables Jesus told
- discover that Jesus speaks about God in parables
- prepare and celebrate the Bible as the word of God
- visit a church to explore the baptismal font, paschal candle, table of God’s word, table of the Eucharist, processional cross
- explore images of God
- use art, drama, and song to enter into Psalm 23, the parable of the lost sheep and the story of the Good Shepherd
- discover the image of the Good Shepherd in God and Jesus

**Value(s) and Attitude(s)**
The student is someone who…
- treasures the book of God’s word
- belongs with cross, candle and the name “Christian”

**Essential Question(s)**

### Stage 2 – Assessment Evidence

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Catholic Curriculum Corporation – Central and Western Region

Faith Through Learning ~ A Distinctive Catholic Curriculum

91
## Stage 1 – Desired Results

### Established Goal(s)
- to treasure the gift of motherhood
- to discover how God chose Mary to give us Jesus
- to enter into Advent as a time of anticipation
- to appreciate the good news of “God-with-us”
- to appreciate God’s desire to be with us
- to celebrate Advent

### Knowledge and Understanding(s)
Students will know and understand…
- Mary as the mother of Jesus
- Mary’s joyful gift of self
- Hail Mary
- Mary permitted the Son of God to become one of us
- Advent as the season of Mary
- Advent as waiting for God’s coming
- the liturgical season of Advent
- Advent: a season to be celebrated
- the humanity of Christ

### Skill(s)
Students will be able to...
- use drama, art and song to enter into the story of the Annunciation
- honour Mary by praying the Hail Mary with accompanying ASL gestures
- wait in Advent
- prepare to reach out to others in Advent
- use guided imagery to visit Mary as she waits with child
- celebrate Advent in story and rite
- prepare an Advent celebration
- gather and welcome
- celebrate waiting in Advent
- celebrate Advent and Christmas at home with family

### Value(s) and Attitude(s)
The student is someone who...
- appreciate the gift of mothers
- enjoy a visit from an expectant mother

### Essential Question(s)

## Stage 2 – Assessment Evidence

### Assessment for Learning

### Assessment as Learning

### Assessment of Learning

<table>
<thead>
<tr>
<th>Key Criteria</th>
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</table>
### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to savour the Christmas story</td>
<td>Students will know and understand….</td>
<td>Students will be able to…</td>
</tr>
<tr>
<td>to enter into Epiphany</td>
<td>the mystery of the birth of Jesus</td>
<td>remember their Christmas experiences</td>
</tr>
<tr>
<td>to explore experiences of caring</td>
<td>Jesus as the light of the world</td>
<td>gather under stars to celebrate Epiphany</td>
</tr>
<tr>
<td>to recognize how God cares for us</td>
<td>Jesus in the life of children</td>
<td>use guided imagery to enter into the story of the shepherds and the story of the Magi</td>
</tr>
<tr>
<td>to express wonder, praise and thanks for God as creator</td>
<td>importance of caring and being cared for</td>
<td>use art and role play to reflect on the Epiphany</td>
</tr>
<tr>
<td>to explore all of creation as a gift from God</td>
<td>miracles as signs of God’s care for people</td>
<td>share a story about being cared for</td>
</tr>
<tr>
<td></td>
<td>God’s care for people</td>
<td>explore how we care for others daily</td>
</tr>
<tr>
<td></td>
<td>creation</td>
<td>use scripture stories to discover that Jesus shows us how God cares for us</td>
</tr>
<tr>
<td></td>
<td>God created all things</td>
<td>use song and art to reflect on caring</td>
</tr>
<tr>
<td></td>
<td>all things belong to God</td>
<td>use earth centres and song to explore and celebrate God’s gifts of nature</td>
</tr>
<tr>
<td></td>
<td>humans must care for the earth</td>
<td>use a parable to see how God takes care of us</td>
</tr>
<tr>
<td></td>
<td></td>
<td>use an art collage(s) to reflect on how each of us can care for the earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is someone who…</td>
<td></td>
</tr>
<tr>
<td>reaches out to a person or group in the community</td>
<td></td>
</tr>
<tr>
<td>enjoy a story about creation based on the Book of Genesis</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
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<th>Key Criteria</th>
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<tbody>
<tr>
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</tbody>
</table>
**Stage 1 – Desired Results**

**Established Goal(s)**
- to discover how and why our names are so important
- to appreciate that God loves us and calls us by name
- to explore images of God
- to come to know Jesus’ image of God
- to experience and explore ways we talk with those we love
- to learn to pray the Our Father

**Knowledge and Understanding(s)**

Students will know and understand...
- people and their names are holy
- God knows us by name
- God calls by name
- God is personal and has a name
- God is known in many images
- God as Abba/Father
- God as Abba/Father is our Father too
- speaking with God as prayer
- Jesus prayed to God the Father
- the Our Father as our prayer and the prayer of the Church

**Skill(s)**

Students will be able to...
- use story, role play, games and art to discover how and why our names are so important
- prepare and celebrate God calling us by name
- use story, drama and art to explore images of God
- discover Jesus’ name of God: Abba/Father
- explore how we express our feelings, especially in our family
- learn from Jesus how to talk to God
- create personal prayers
- pray the Our Father together and bring the prayer home as a gift

**Value(s) and Attitude(s)**

The student is someone who...
- appreciates the gift of fathers

**Essential Question(s)**

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
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</table>
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 1 Unit 7

**Stage 1 – Desired Results**

**Established Goal(s)**
- to experience meals as an expression of belonging
- to discover how Jesus included everyone
- to reflect on ways Jesus shows his love for us
- to hear and respond to Jesus’ invitation to love as he loved
- to grow in awareness of belonging
- to understand God’s desire for everyone to be friends

**Knowledge and Understanding(s)**
Students will know and understand:
- God wants to gather all people into a family
- Jesus gathers people through meals
- Lent as a time of preparation for Easter
- the symbols of Easter
- Jesus loves people and takes care of them
- taking care of other people is holy work
- the task of taking care of others
- the importance of friendship
- God’s family is a circle of friends
- the joy of friendship

**Skill(s)**
Students will be able to:
- use scripture stories to discover God’s desire to gather everyone
- use scripture stories to find out how Jesus gave food to everyone just as God wanted
- celebrate the beginning of Lent with prayer and rite
- use clay, mobiles, mime and puppets to display favourite scripture stories in which Jesus shows how God cares for us
- add special intentions to the Lenten prayer basket
- use clay, mobiles, mime and puppets to display favourite ways to care
- choose a way to reach out together to the community
- use art and story to cherish friends and friendship
- use story and prayer to discover how God’s circle of friends grows bigger with love

**Value(s) and Attitude(s)**
The student is someone who:
- enjoy circle dancing with circle of friends

**Essential Question(s)**

**Stage 2 – Assessment Evidence**

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<thead>
<tr>
<th>Assessment for Learning</th>
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<tbody>
<tr>
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<td>Key Criteria</td>
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</tbody>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- to reflect on how difficult it is to love one another
- to see Jesus as someone who accepts us and invites us to become more loving people
- to explore the need to receive and give forgiveness
- to reflect on what it means to love fully
- to see Jesus’ life and death as God’s love for us

#### Knowledge and Understanding(s)
Students will know and understand:
- the difficulty of loving
- Jesus’ love and friendship allow people to love
- reconciliation
- the virtue of love
- forgiveness
- Jesus forgives, God forgives
- as God’s children we forgive
- the Last Supper as a symbol of love
- the cross of Jesus as a sign of love
- Holy Week
- the death of Jesus

#### Skill(s)
Students will be able to:
- discover that it is difficult to love
- discover Jesus’ invitation to love and Zacchaeus’ response
- show ways of loving
- reflect on light in Lent
- sing and dance in circle of peace
- explore the need to forgive and to be forgiven
- share a spontaneous prayer of petition about forgiveness
- use a scripture story to find out how Jesus welcomes and forgives
- share a reflection on oil in Lent
- discover that God asks us always to forgive
- remember Palm Sunday
- enter into the story of the Last Supper
- sign each other with the sign of the cross to remember Jesus’s death and God’s love for us
- gather in ritual in Holy Week
- share Lent and Easter at home

#### Value(s) and Attitude(s)

#### Essential Question(s)

### Stage 2 – Assessment Evidence

#### Assessment for Learning

#### Assessment as Learning

#### Assessment of Learning

#### Key Criteria
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 1 Unit 9**

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops

**Year 1 We Belong to God ISBN: 0-88997-317-2**

**Unit 9 The Holy Spirit Gathers Us Into God’s Circle of Friends**

### Stage 1 – Desired Results

**Established Goal(s)**
- to celebrate the resurrection of Jesus and his new life
- to reflect on the promise of new life after death
- to deepen appreciation of baptism
- to become aware of new life through water and the Spirit
- to deepen appreciation of belonging to the Christian community
- to celebrate belonging to the family of God through baptism

**Knowledge and Understanding(s)**

<table>
<thead>
<tr>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• explore new life in nature</td>
</tr>
<tr>
<td>• use story and art to enter into the Easter story (based on John 20.1-18)</td>
</tr>
<tr>
<td>• celebrate the new life of Easter</td>
</tr>
<tr>
<td>• listen to Jesus promise to send the Holy Spirit</td>
</tr>
<tr>
<td>• finding out that they are baptized in the Spirit</td>
</tr>
<tr>
<td>• hearing about their own celebration of baptism</td>
</tr>
<tr>
<td>• celebrate the Holy Spirit at a local parish church</td>
</tr>
<tr>
<td>• reflect on the celebration</td>
</tr>
<tr>
<td>• use centres to explore water</td>
</tr>
<tr>
<td>• use blessed water to sign one another</td>
</tr>
<tr>
<td>• discover how the Christian community welcomes new members</td>
</tr>
<tr>
<td>• remember our baptism in celebration</td>
</tr>
</tbody>
</table>

**Value(s) and Attitude(s)**

The student is someone who...
- rejoice in the new life of Easter
- have fun decorating an Easter tree
- enjoy a visiting neophyte (newly baptized Christian)

### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment as Learning**

**Assessment of Learning**

**Key Criteria**
Assessment, Evaluation and Reporting in Elementary Religious Education  
Year 1 Unit 10

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
Year 1 We Belong to God  ISBN: 0-88997-317-2  
Unit 10 We Are Born of the Spirit

### Stage 1 – Desired Results

**Established Goal(s)**
- to come to know the Holy Spirit as the life of God within us
- to see the Christian community as people who share the life of God: Father, Son and Spirit
- to remember the story of God
- to proclaim our belief
- to prepare a celebration of belonging
- to celebrate our belonging to God’s family

**Knowledge and Understanding(s)**
Students will know and understand...
- families as sacred
- the Holy Spirit makes us one
- the importance of our bodies
- the Holy Spirit works in us
- the world as God’s world
- the goodness of all things
- the story of God with the children/memory
- the Creed as a memory of God’s story
- we belong to God
- life is a celebration of our belonging to God

**Skill(s)**
Students will be able to...
- create mobiles and place mats to show that families share
- engage in a centering Abba prayer
- use art and body awareness activities to share that the Holy Spirit is always with us
- pray the Glory Be with accompanying ASL gestures
- share the prayer Glory Be at home
- remember and praise God for creation
- pray the Creed together as a prayer of praise and belief
- remember and celebrate what God has done is a song of belief and praise
- stir up memories of their year together
- use music, story, mime/drama, puppets and art to prepare to celebrate their belonging
- celebrate their belonging to God
- offer each other a sign of peace as they go forth into summer

**Value(s) and Attitude(s)**
The student is someone who...
- enjoy a parish visitor share how the parish is a family

### Stage 2 – Assessment Evidence

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<thead>
<tr>
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## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 2 Unit 1

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 2** We Belong to The Lord Jesus 1995 ISBN: 0-88997-317-2  
**Unit 1** Let’s Be Friends

### Stage 1 – Desired Results

#### Established Goal(s)
- to enjoy being together
- to create space together that expresses who we are
- to share our stories of friendship
- to discover the joy of having friends
- to strengthen ties of friendship by preparing for a party
- to celebrate our friendship

#### Knowledge and Understanding(s)
Students will know and understand:
- attitudes of welcome, hospitality, friendship, giving thanks
- human foundation, gathering, creation of space
- the importance of stories
- the importance of celebration

#### Skill(s)
Students will be able to:
- get acquainted and know our names
- create a space together that expresses who we are
- mark out our space
- share our stories of friendship
- getting along with one another
- prepare for and celebrate our friendship
- strengthen ties of friendship by preparing for a party
- sing a song of welcome and friendship

#### Value(s) and Attitude(s)
The student is someone who:
- enjoys being together
- discovers the joy of having friends
- enjoys an adult friend
- share our stories of friendship
- savour our celebration
- enjoy one another in song

#### Essential Question(s)

### Stage 2 – Assessment Evidence

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### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 2 Unit 2**

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#### Born of the Spirit

*English Canadian Catechetical Series, Canadian Conference of Catholic Bishops*

*Year 2 We Belong to The Lord Jesus 1995 ISBN: 0-88997-317-2*

*Unit 2 Let’s Come Together*

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#### Stage 1 – Desired Results

**Established Goal(s)**

- to reflect on how I belong
- to deepen my appreciation of belonging to a family
- to focus on our experiences of greeting and welcoming
- to celebrate our place in the assembly
- to experience Jesus Christ in the assembly (gathering)
- to remember that we belong to the family of God through Baptism

**Knowledge and Understanding(s)**

Students will know and understand...

- the importance of belonging, community, names and family
- the gathering rite
- Baptism gives a right to a place in the assembly
- belonging in the Church
- the local assembly
- the presence of God in the assembly

**Skill(s)**

Students will be able to...

- share memories of belonging
- share memories of how they belong
- discover the story of their names
- reflect on gathering and welcoming
- remember Sunday gatherings
- visit a local church
- take their place in the assembly
- celebrate their belonging to God in baptism
- sing songs about welcome, gathering, friendship,
- know the gathering ritual

**Value(s) and Attitude(s)**

The student is someone who...

- appreciates belonging to their family
- savour their gathering celebration
- appreciate the gathering rite on Sunday
- treasure their belonging to God’s family in Baptism

---

#### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment as Learning**

**Assessment of Learning**

**Key Criteria**

---
## Assessment, Evaluation and Reporting in Elementary Religious Education
Year 2 Unit 3

### Born of the Spirit  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops
Year 2 We Belong to The Lord Jesus 1995  ISBN: 0-88997-317-2
Unit 3 Let’s Treasure God’s Word

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to develop a listening attitude to the word of God</td>
<td>Students will know and understand....</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• to celebrate the word of God</td>
<td>• the importance of listening</td>
<td>• be better listeners</td>
</tr>
<tr>
<td>• to experience Jesus Christ the Word</td>
<td>• the Bible as Word of God</td>
<td>• hear together the “Come and See” story</td>
</tr>
<tr>
<td>• to savour the experience of celebrating the word of God</td>
<td>• proclamation</td>
<td>• feast at the Table of God’s word</td>
</tr>
<tr>
<td>• to listen to Jesus who reveals himself in the word</td>
<td>• Jesus Christ as the Word of God</td>
<td>• remember our celebration of God’s word</td>
</tr>
<tr>
<td>• to respond to Jesus the Word</td>
<td>• hearing the word</td>
<td>• get to know Jesus better through John the Baptist’s question “Are you the one God promised to send into the world?”</td>
</tr>
<tr>
<td></td>
<td>• Jesus Christ speaks in the proclamation</td>
<td>• remember miracle stories about healing from Year 1</td>
</tr>
<tr>
<td></td>
<td>• Sunday assembly in the parish</td>
<td>• listen to the miraculous catch of fish</td>
</tr>
<tr>
<td></td>
<td>• Jesus is the Word of God</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the deeds of Jesus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• responses to the word of God</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Value(s) and Attitude(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is someone who...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• savour the word of God in song, guided imagery, art, movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• enjoy a visitor from the Sunday assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• enjoy a Scripture story-fest</td>
<td></td>
</tr>
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</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Key Criteria</td>
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</tbody>
</table>

Faith Through Learning ~ A Distinctive Catholic Curriculum
101
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 2 Unit 4**

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to enter into Advent</td>
<td>• listen to the Annunciation story</td>
</tr>
<tr>
<td>• to celebrate Mary’s response to the Word</td>
<td>• celebrate the word of God in Advent</td>
</tr>
<tr>
<td>• to treasure Mary’s response to God’s word</td>
<td>• begin an Advent ritual activity (story candle) for school and home</td>
</tr>
<tr>
<td>• to rejoice in God’s presence among us</td>
<td>• listen to the Visitation story</td>
</tr>
<tr>
<td>• to listen to John the Baptist’s response to God</td>
<td>• celebrate the word of God in Advent</td>
</tr>
<tr>
<td>• to hear the invitation to change our hearts</td>
<td>• continue the Advent ritual activity (story candle) for school and home</td>
</tr>
<tr>
<td><strong>Knowledge and Understanding(s)</strong></td>
<td>• listen to the story of John the Baptist preaching</td>
</tr>
<tr>
<td>Students will know and understand….</td>
<td>• celebrate the word of God in Advent</td>
</tr>
<tr>
<td>• Advent</td>
<td><strong>Essential Question(s)</strong></td>
</tr>
<tr>
<td>• Mary’s response: Annunciation</td>
<td></td>
</tr>
<tr>
<td>• listening to God’s word</td>
<td></td>
</tr>
<tr>
<td>• Mary’s response: the visitation</td>
<td></td>
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<tr>
<td>• activity of the Holy Spirit in the word</td>
<td></td>
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<tr>
<td>• acting on God’s word</td>
<td></td>
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</tbody>
</table>

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment of Learning</strong></td>
<td><strong>Key Criteria</strong></td>
</tr>
</tbody>
</table>

Faith Through Learning ~ A Distinctive Catholic Curriculum

102
### Stage 1 – Desired Results

#### Established Goal(s)
- to enjoy being together again
- to recognize Jesus the Word of God as gift
- to enter into God’s story given to us in the Creed
- to treasure what we believe
- to explore the community’s prayer in the General Intercessions
- to celebrate God’s gift in prayer

#### Knowledge and Understanding(s)
Students will know and understand...
- Epiphany: the gift of Jesus
- the Word of God as gift
- the Word of God is about Jesus Christ
- the Creed as memory of God’s story: Creator; Jesus Christ: born, died, raised, come again; Spirit: active in Christian community
- Baptism: initiation into God’s Word and history
- the importance of our faith

#### Skill(s)
Students will be able to...
- listen to the story of the Magi
- continue the Advent ritual activity (story candle) for school and home
- explore God’s story given to us in the Creed through art, song and dance
- pray the Creed together
- learn about the Intercessory Prayer
- enter into the Intercessory Prayer as a class

#### Value(s) and Attitude(s)
The student is someone who...
- celebrates the word of God in Advent

#### Essential Question(s)

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</thead>
<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 2 Unit 6

Established Goal(s)
- to appreciate the gifts of the earth
- to recognize the earth as God’s gift to all
- to nurture an attitude of wonder and awe for the fruits of God’s creation
- to celebrate the work of human hands

Knowledge and Understanding(s)
Students will know and understand:
- God the creator
- the goodness of creation
- Creation as God’s gift
- praise and thanksgiving
- Bread and wine: the Eucharistic species
- the altar as Eucharistic table
- the altar as presence of Christ

Skill(s)
Students will be able to:
- hear how the earth is God’s gift to all
- celebrate the work of human hands
- making and sharing gifts of bread and ‘wine’
- learning about the table of the Eucharist

Value(s) and Attitude(s)
The student is someone who:
- appreciate the gifts of the earth by tasting, seeing, hearing, smelling, and touching
- enjoy the hands-on experience of table making

Essential Question(s)

Stage 2 – Assessment Evidence

Assessment for Learning

Assessment as Learning

Assessment of Learning

Key Criteria
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 2 Unit 7**

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to explore how we honour people</td>
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<tr>
<td></td>
<td>to explore how we honour God</td>
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<tr>
<td></td>
<td>to remember what God has done in creation</td>
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<td></td>
<td>to remember what God has done in our midst</td>
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<tr>
<td></td>
<td>to explore the action of the Spirit on the gifts of bread and wine</td>
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<tr>
<td></td>
<td>to explore the creation the action of the Spirit upon the assembly</td>
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</tr>
</tbody>
</table>

- Students will know and understand:
  - the action of praise
  - the Eucharistic Prayer: Preface and acclamation
  - Memorial and Praise
  - The Last Supper
  - the Institution narrative
  - This is my body/my blood
  - growth into Jesus Christ
  - the power of the Eucharistic Prayer
  - our response: acclamations
  - the Holy Spirit changes the gifts and us; helps us remember Jesus; and gathers people into the Church

- Students will be able to:
  - learn more about the Eucharistic Prayer: preface, Holy, Holy
  - blessing, praising, thanking God in song and mural
  - discovering more about how things change
  - learning more about how Jesus feeds and nourishes us every Sunday

- The student is someone who:
  - savours our favourite memories
  - savouring the memory of the Last Supper
  - savouring the Sunday assembly as a people of memory and praise
  - enjoying food and drink and exploring how they nourish us
  - enjoying the Pentecost story
  - savouring the action of the Holy Spirit, who gathers us every Sunday, helps us remember Jesus, reminds God of Jesus’ promise and feeds us with food that is Jesus Christ

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</table>
### Assessment, Evaluation and Reporting in Elementary Religious Education

#### Year 2 Unit 8

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 2** We Belong to The Lord Jesus 1995  
**Unit 8** Let’s Break

#### Stage 1 – Desired Results

**Established Goal(s)**
- to explore the Our Father as our request for daily bread and reconciliation
- to explore the seal of our prayer in the Sign of Peace
- to enter into the suffering and death of Jesus
- to appreciate the death of Jesus in the bread broken and the cup poured out
- to recognize that we are called to serve others
- to listen to the invitation to feast at the table

**Knowledge and Understanding(s)**

Students will know and understand….

- the Our Father prayer of Jesus, prayer of Church
- God as giver of what we need
- forgiveness/peace
- the passion of Jesus
- death “for us”
- Eucharist as sacrament of the death and resurrection
- the identity of Jesus as servant
- the rite of washing feet
- the relation of Eucharist and service to others
- Importance of helping others

**Skill(s)**

Students will be able to…

- remember the Our Father and praying it with gestures
- discover the Our Father as the Sunday assembly’s prayer for daily bread
- explore gestures of peace and forgiveness
- enter into the Passion story of Christ
- preparing to feast at the table of the Eucharist

**Value(s) and Attitude(s)**

The student is someone who...

- treasures Jesus’ gift of himself (bread broken and wine poured out for us)
- enjoying the story of Jesus washing the feet of his friends

**Essential Question(s)**

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to explore our Easter experiences
- to enter into the joy of the Easter story
- to savour the presence of the risen Christ in the Easter community
- to reflect on how it is Jesus who gathers and feeds us
- to recognize that the food we share at the Sunday assembly is Jesus, the bread of life
- to hear Jesus invite us to be bread for all

**Knowledge and Understanding(s)**
Students will know and understand...
- the importance of meals
- Jesus is risen
- Easter is experiencing Jesus
- the Eucharist as a memorial of Easter
- Communion
- eating the bread of life as recognition
- the Eucharist as encounter
- eating and drinking with Jesus
- Jesus feeds 5000
- Jesus is the bread from Heaven
- Jesus as our food and drink
- God’s generosity
- Jesus shows God’s generosity

**Skill(s)**
Students will be able to...
- unfold our Easter experiences
- celebrating with an Alleluia party
- discover more about how Jesus feeds the Sunday assembly
- hear in Scripture how Jesus feeds those who come to him
- discover that the food we share at the Sunday assembly is Jesus, the bread of life
- show our love and care for others by participating in an outreach activity

**Value(s) and Attitude(s)**
The student is someone who...
- enjoying the story of the first Easter
- expressing Easter joy in art, mime and imagery
- enjoying a morning feast with friends and family
- savouring the “breakfast on the shore” story

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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<tr>
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</table>

**Faith Through Learning ~ A Distinctive Catholic Curriculum**

107
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 2 Unit 10

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explore the meaning of the dismissal rite</td>
</tr>
<tr>
<td>• to discover what it means to be sent forth</td>
</tr>
<tr>
<td>• to reflect on the action of the Eucharist</td>
</tr>
<tr>
<td>• to treasure our belongings to the risen Jesus</td>
</tr>
<tr>
<td>• to remember the joy of our being together</td>
</tr>
<tr>
<td>• to celebrate our being sent forth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand....</td>
</tr>
<tr>
<td>• blessing</td>
</tr>
<tr>
<td>• God’s blessing as a blessing of life</td>
</tr>
<tr>
<td>• Eucharist as a sanctification of life</td>
</tr>
<tr>
<td>• meeting the risen Lord</td>
</tr>
<tr>
<td>• the Eucharist as encounter</td>
</tr>
<tr>
<td>• the four actions of the Eucharist</td>
</tr>
<tr>
<td>• mission</td>
</tr>
<tr>
<td>• memory of Jesus</td>
</tr>
<tr>
<td>• celebration of God’s presence Eucharant as summit mission/commission</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• share peace with each other</td>
</tr>
<tr>
<td>• explore how we serve one another</td>
</tr>
<tr>
<td>• discover more about the dismissal rite on Sunday</td>
</tr>
<tr>
<td>• entering into the story of Emmaus</td>
</tr>
<tr>
<td>• remember the year together</td>
</tr>
<tr>
<td>• prepare to celebrate their experiences</td>
</tr>
<tr>
<td>• be sent forth in blessing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is someone who...</td>
</tr>
<tr>
<td>• savouring God’s blessings with music, imagery and art</td>
</tr>
<tr>
<td>• savouring the celebration of the Eucharant: gathering; Word; Eucharist; being sent forth</td>
</tr>
<tr>
<td>• savouring our year together in celebration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
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</thead>
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<tr>
<th>Stage 2 – Assessment Evidence</th>
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<tbody>
<tr>
<td>Assessment for Learning</td>
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<tr>
<td>Assessment as Learning</td>
</tr>
<tr>
<td>Assessment of Learning</td>
</tr>
<tr>
<td>Key Criteria</td>
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### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 3 Unit 1**

<table>
<thead>
<tr>
<th>Born of the Spirit</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
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</thead>
<tbody>
<tr>
<td>Year 3 In the Spirit We Belong 1996</td>
<td>ISBN: 0-88997-347-4</td>
</tr>
<tr>
<td>Unit 1 We Welcome and Gather in the Spirit</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 1 – Desired Results

**Established Goal(s)**
- To begin to create a space where all feel comfortable
- To gather hopes and dreams for the year
- To explore hopes and dreams for our world
- To learn about God’s dream of gathering all people into one family
- To prepare a celebration of gathering
- To gather and celebrate God’s dream for us

**Knowledge and Understanding(s)**
- "Welcome" and "hospitality" as signs of God
- The importance of space for divine-human interaction
- God’s desire to gather all people
- The importance of the Bible as word of God
- The importance of celebration and gathering

**Skill(s)**
- Students will be able to...
  - Gather together as a class
  - Listen to God’s dream from the book of God’s word
  - Prepare a special gathering place
  - Celebrate God’s dream to gather all people

**Value(s) and Attitude(s)**
- The student is someone who...
  - Shares hopes and dreams for our world
  - Explores images of God’s dream
  - Prepares and savours celebration

#### Essential Question(s)

#### Stage 2 – Assessment Evidence

**Assessment for Learning**
- Checklists (rules/behaviours for year)

**Assessment as Learning**
- Reflective questions

**Assessment of Learning**
- Final Celebration

**Key Criteria**
- Elements of a Celebration
# Assessment, Evaluation and Reporting in Elementary Religious Education

## Year 3 Unit 2

### Born of the Spirit

*English Canadian Catechetical Series, Canadian Conference of Catholic Bishops*

*Year 3 In the Spirit We Belong 1996 ISBN: 0-88997-347-4*

*Unit 2 The Holy Spirit Gathers and Feeds Us at Eucharist*

## Stage 1 – Desired Results

### Established Goal(s)
- To explore our gatherings with family and with community
- To appreciate what binds us together in communities
- To explore how the activity of God’s Spirit in the Eucharist creates Church
- To prepare for a celebration of the Eucharist
- To celebrate Eucharist
- To remember our oneness by sharing bread

### Knowledge and Understanding(s)

Students will know and understand…
- The Holy Spirit’s activity of gathering
- In human actions of gathering, the Holy Spirit is at work
- The Eucharist as the action of the Holy Spirit and as sharing in God’s banquet
- The Eucharistic liturgy
- Gathering rite, Liturgy of the Word, Liturgy of the Eucharist, and the dismissal rite
- The bread of God’s presence
- The work of St. Vincent de Paul and his followers today

### Skill(s)

Students will be able to…
- Explore what binds us together in community
- Celebrate with the book of God’s word, cross and candle
- Prepare and celebrate Eucharist
- Break bread together

### Value(s) and Attitude(s)

The student is someone who…
- Remembers family gatherings
- Appreciates the Holy Spirit, who gathers and inspires us
- Savours the celebration (gathering rite, Liturgy of the Word, Liturgy of the Eucharist, the dismissal rite)
- Welcomes friends and family
- Is sent forth to love and serve

### Essential Question(s)

- 

## Stage 2 – Assessment Evidence

### Assessment for Learning

- Reflective questions

### Assessment of Learning

#### Key Criteria
- Ritual elements of the Gathering Rite (page 78)
- Ritual elements of the Liturgy of the Word (pages 80-81)
- Ritual elements of the Liturgy of the Eucharist (pages 84-86)
- Ritual elements of the Dismissal Rite (page 90)
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 3 Unit 3

**Established Goal(s)**
- To recognize their place in the Eucharistic assembly
- To remember that we are baptized into God’s story
- To immerse ourselves into the symbols of Baptism
- To celebrate our belonging to the Christian community
- To recognize that Baptism and Eucharist call and empower us to service
- To explore the activity of God’s Spirit in community service

**Knowledge and Understanding(s)**
Students will know and understand:
- The Eucharist as source of life for Christians
- Membership in the Eucharistic assembly
- The right to participate in the Sunday assembly
- The rite of Baptism as our incorporation into Christ
- The Sacraments of Initiation: Baptism, Confirmation, Eucharist
- Belonging to God means also belonging to one another
- Service to others as a consequence of Initiation
- The gift of the Holy Spirit as a power to act like Christ

**Skill(s)**
Students will be able to:
- Retell the celebration through art
- Share stories and mementoes of their Baptism
- Remember the Creed
- Explore the baptism ritual
- Prepare a ritual of anointing
- Explore what it means to “Go and serve the Lord”
- Listen to adults in their community and older students share stories about their service

**Value(s) and Attitude(s)**
The student is someone who...
- Savours their place in the celebration of the Eucharist
- Welcomes family visitors
- Savour the ritual of anointing
- Appreciates how we serve

**Essential Question(s)**
- 

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**Stage 2 – Assessment Evidence**

**Assessment for Learning**

**Assessment as Learning**
- Reflective questions

**Assessment of Learning**

**Key Criteria**
## Stage 1 – Desired Results

**Established Goal(s)**
- To enter into the Spirit of Advent through the person of Isaiah
- To see Isaiah as a figure upon whom the Spirit of God rests
- To enter into the Spirit of Advent through the person of Mary
- To see Mary as a figure upon whom the Spirit of God rests
- To enter into the Spirit of Advent through the person of Joseph
- To celebrate Advent with a pageant

**Knowledge and Understanding(s)**

- The liturgical season of Advent-Christmas
- The glory of God
- The figure of Isaiah in the history of salvation
- The activity of God’s Spirit in history
- The Holy Spirit comes upon Mary
- Mary as a model of faith
- Mary’s role in the history of salvation
- The place of Joseph in the story of Jesus
- The role of the Spirit in the history of salvation

**Skill(s)**

- Students will be able to...
  - Explain Isaiah’s response to God’s call
  - Explore Mary’s response to God’s call
  - Explore Joseph’s response to God’s call
  - Engage in an Advent pageant to celebrate Advent hope

**Value(s) and Attitude(s)**

- The student is someone who...
  - Enters into the season and celebrates God’s spirit of Advent
  - Hears more about God’s dream through the story of Isaiah, the Annunciation story, and the story of Joseph

## Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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<tbody>
<tr>
<td><strong>Key Criteria</strong></td>
<td><strong>Reflective questions</strong></td>
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</table>

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<tr>
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<th><strong>Key Criteria</strong></th>
</tr>
</thead>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- To explore the mystery of Christmas
- To celebrate God dwelling among us
- To recognize how the Holy Spirit fills Jesus with the power of God
- To learn about God’s dream in the words and actions of Jesus
- To explore the dream of God
- To see the Holy Spirit at work in Jesus

#### Knowledge and Understanding(s)
Students will know and understand:
- The celebration of Christmas-Epiphany
- The mystery of the Incarnation
- God dwells in our midst
- God calls all people
- Jesus and John the Baptist
- The Baptism of Jesus
- The Holy Spirit comes upon Jesus
- Jesus acts in the power of the Holy Spirit
- Jesus is Messiah
- The Miracles of Jesus
- The Good News of the Gospel

#### Skill(s)
Students will be able to:
- Celebrate Epiphany and the God who dwells among us
- Remember the coming of the Holy Spirit upon Jesus
- Explore the ways of God’s dream through the temptation stories
- Remember Jesus’ proclamation in Nazareth
- Explore John the Baptist’s surprise that Jesus is the Messiah

#### Value(s) and Attitude(s)
The student is someone who:
- Savours the celebration of Christmas
- Enters into the mystery of the Incarnation and the healing stories of Jesus
- Savours the activity of the Spirit

### Essential Question(s)

### Stage 2 – Assessment Evidence

#### Assessment for Learning

#### Assessment as Learning
- Reflective questions

#### Assessment of Learning

#### Key Criteria
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 3 Unit 6**

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 3**  In the Spirit We Belong 1996  ISBN: 0-88997-347-4  
**Unit 6**  The Holy Spirit Dwells in the Followers of Jesus

### Stage 1 – Desired Results

**Established Goal(s)**
- To discover the different ways that Jesus called his disciples
- To recognize that Jesus shared his mission with the disciples
- To celebrate the coming of God’s Spirit upon the disciples
- To see how the Holy Spirit strengthens the disciples to continue Jesus’ work
- To see how the Holy Spirit strengthens people
- To discover the call of the Holy Spirit in our own time

**Knowledge and Understanding(s)**  
Students will know and understand….
- The “kingdom of God” as God’s gathering of a new people and as centre of proclamation
- Disciples continue this gathering
- The lifestyle of “following Jesus”
- The Holy Spirit, promised by Jesus
- Pentecost as the beginning of a new people
- Disciples receive the Holy Spirit to gather the Church
- The mission of the Church
- The Holy Spirit calls people to repent and be baptized
- The different effects of the Holy Spirit on people
- People acting in the Spirit
- The notion of witness

**Skill(s)**  
Students will be able to…
- Discover the different ways that Jesus called his disciples
- Locate Gospel references (find their way in the Bible)
- Discover how we grow in the Spirit
- Discover how courage and strength are born of the Spirit
- Give thanks for people of the Spirit

**Value(s) and Attitude(s)**  
The student is someone who...
- Enters into the ways of following Jesus through drama
- Enters into the first Pentecost event
- Appreciates the call of the Holy Spirit in our time

**Essential Question(s)**

**Stage 2 – Assessment Evidence**

**Assessment for Learning**  
**Assessment as Learning**  
- Reflective questions

**Assessment of Learning**  
**Key Criteria**
### Stage 1 – Desired Results

#### Established Goal(s)
- To acknowledge God’s Spirit in all creation
- To treasure the gifts of God
- To recognize our mission to have dominion over the earth
- To acknowledge the fragility of the ecosystem
- To identify areas where we can make a difference
- To celebrate the earth

#### Knowledge and Understanding(s)
Students will know and understand...
- The doctrine of creation
- The work of the Holy Spirit in creation
- The praise of God in and for creation
- Human beings are created in the image of God
- The glory and honour of human beings
- The responsibility of the earth
- Humans as “a little less than God”
- The “image of God”
- The responsibility for creation
- The role of praise in the maintenance of creation

#### Skill(s)
Students will be able to...
- Discover how the Holy Spirit renews the face of the earth
- Explore the place and role of people in creation
- Discover their responsibility to care for the earth and for one another
- Praise and bless God for creation

#### Value(s) and Attitude(s)
The student is someone who...
- Savours the season of Lent
- Listens in their hearts to Psalms 8 and 104
- Appreciates the beauty of God’s creation
- Enters into a prayer of intercession

### Stage 2 – Assessment Evidence

#### Assessment for Learning

#### Assessment as Learning
- Reflective questions

#### Assessment of Learning

#### Key Criteria
### Stage 1 – Desired Results

**Established Goal(s)**
- To experience Jesus as one who forgives
- To explore our lives in the light of God’s dream
- To explore the need to be forgiven
- To celebrate the power of the Holy Spirit to forgive
- To celebrate the story of the Passion
- To remember how we are reconciled in the suffering and death of Jesus

**Knowledge and Understanding(s)**
Students will know and understand….
- The religious meaning of sin
- Jesus brings forgiveness
- God is a generous God
- How to forgive one another
- That Jesus showed how to forgive
- That forgiveness is celebrated as God’s gift and love
- Our generosity to others
- The love of God in the death of Jesus
- In forgiveness we remember the death of Jesus
- The story of the Passion and death of Jesus

**Skill(s)**
Students will be able to…
- Discover how Jesus lives the spirit of forgiveness
- Listen to scripture stories about the forgiving love of God
- Explore the reality of sin in our world and in our lives
- Explore their everyday choices and their consequences
- Explore feelings of guilt
- Recognize the need to forgive and to be forgiven
- Reflect on God’s constant love and the Sacrament of Reconciliation
- Celebrate the Holy Spirit, who invites us to change our hearts
- Celebrate the Passion story of Jesus Christ
- Discover the reconciling love of God

**Value(s) and Attitude(s)**
The student is someone who...
- Savours the penitential service
- Enters into the Passion story of Jesus Christ
- Treasures Jesus’ gift of himself

**Essential Question(s)**

### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment as Learning**
- Reflective questions

**Assessment of Learning**

**Key Criteria**
### Stage 1 – Desired Results

#### Established Goal(s)
- To celebrate the Easter gift of reconciliation
- To enter into the mystery of new life in the Spirit
- To experience changes
- To see the Spirit alive in the changes of life
- To recognize and cherish Easter people in our midst
- To celebrate new life in the Spirit

#### Knowledge and Understanding(s)
Students will know and understand...
- Jesus is raised from the dead in the power of the Holy Spirit
- Christians celebrate Easter in the liturgy
- Easter celebrates God’s love for Jesus
- Easter reveals God
- New creation in the Holy Spirit
- Spring as a “sacrament” of God’s power to give life
- The transformation of the Christian in Christ
- God as the power of life
- Our resurrection
- The power of witness

#### Skill(s)
Students will be able to...
- Discovers Jesus’ Easter gift of peace and reconciliation
- Explore the new life of spring through a nature walk
- Celebrate Easter with an Alleluia party
- Listen to stories about new life, about Easter people and discovering Easter people around us
- Share personal stories about new life and growth
- Create a class rainbow out of the colours we choose to show how we change
- Explore how we are renewed in the Spirit
- Mime new life

#### Value(s) and Attitude(s)
The student is someone who...
- rejoices in the new life of Easter
- Enters into the mystery of new life through imaginary writing
- Celebrates new life in the Spirit in ritual

#### Essential Question(s)

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reflective questions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
</table>
## Stage 1 – Desired Results

### Established Goal(s)
- To recognize ourselves as Church, God’s great gathering
- To proclaim our belonging in the Spirit through the Creed
- To understand that the Holy Spirit inspires us to share in the mission of Jesus
- To appreciate the variety of gifts in the Church
- To remember who we are in the Spirit
- To celebrate that we are the Church

### Knowledge and Understanding(s)

**Students will know and understand…**
- The Church as God’s gathering
- We are the Church
- The Creed as the story of the faith
- Christian service
- Saints as alive with the Spirit
- The Church is called to serve (missionary task)
- The Holy Spirit continues the work of Jesus
- In the Spirit we belong to the gathering of God
- God’s dream

### Skill(s)

**Students will be able to…**
- Explore, learn and profess the Apostle’s Creed
- Listen to a story about St. Marguerite Bourgeoys
- Remember how the Holy Spirit was present in the life of St. Vincent de Paul
- Explore the missionary work of the Church
- Share their special gifts with one another to show how we can reach out with care
- Gather the memories of the year
- Prepare a final preparation

### Value(s) and Attitude(s)

**The student is someone who…**
- Remembers that we belong to the Church
- Appreciates the activity of the Holy Spirit in the Church
- Appreciates how we are able to reach out and care for others
- Savours the joy of being together
- Celebrates that we are the Church

### Essential Question(s)

**•**

## Stage 2 – Assessment Evidence

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<thead>
<tr>
<th>Assessment for Learning</th>
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<tr>
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</tr>
<tr>
<td><strong>Key Criteria</strong></td>
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</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

Year 4 Unit 1

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4**  Come and See 1994  ISBN: 0-88997-358-X  
**Unit 1**

### Stage 1 – Desired Results

**Established Goal(s)**
- To experience the joy and enthusiasm of new beginnings  
- To enter into the Pentecost story and to remember the work of the Holy Spirit in the following of Jesus  
- To experience family stories as signs of belonging  
- To learn that the New Testament is a testimonial of faith handed on to us by the first Christians and our parish family today  
- To experience the New Testament and learn how to use it  
- To reverence the Bible as the Word of God

**Knowledge and Understanding(s)**

Students will know and understand
- The meaning of the feast of Pentecost  
- The Bible as the book of the Good News (Gospel) about Jesus Christ  
- The Bible as the book of the Christian Community  
- The Bible as the Old Testament and the New Testament  
- The structure of a celebration of the Word

**Skill(s)**

Students will be able to
- Find their way through the Bible  
- Participate in rituals with others  
- Prepare a celebration of the Word

**Values and Attitudes**

The student is someone who
- Welcomes other  
- Is reverent toward the Bible  
- Enters into celebrations of the Word  
- Listens to the Word with her/his heart and savours it

**Essential Question(s)**

### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment of Learning**  
Review of Unit 1, p. 372

**Assessment as Learning**

**Key Criteria**
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 4 Unit 2

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4** Come and See 1994 We Belong to God 1994  
**Unit 2** The Good News About Jesus Christ

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To recognize the importance of memories</td>
</tr>
<tr>
<td>- To enter into the memories of the first disciples of Jesus</td>
</tr>
<tr>
<td>- To reflect on the meaning of meeting a special person</td>
</tr>
<tr>
<td>- To enter into the experiences of the first encounters with Jesus</td>
</tr>
<tr>
<td>- To discover how Jesus attracted great crowds to follow him</td>
</tr>
<tr>
<td>- To encourage a desire to know Jesus better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand</td>
</tr>
<tr>
<td>- How we hand on the story of Jesus</td>
</tr>
<tr>
<td>- How the following of Jesus began</td>
</tr>
<tr>
<td>- The importance of “remembering” God’s great deeds in Jesus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
</tr>
<tr>
<td>- Connect the story of Jesus with everyday life</td>
</tr>
<tr>
<td>- Learn and respond in song to Jesus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values and Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is someone who</td>
</tr>
<tr>
<td>- Attracted to the person of Jesus</td>
</tr>
<tr>
<td>- Beginning to know who Jesus is</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
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<tbody>
<tr>
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<tr>
<th>Stage 2 – Assessment Evidence</th>
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<tbody>
<tr>
<td>Assessment for Learning</td>
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<tr>
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<td>Assessment of Learning</td>
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<tr>
<td>- Review of Unit 2, p. 373</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Criteria</th>
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</thead>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- To appreciate the storyteller in our midst
- To see Jesus as a storyteller
- To enter into and enjoy the parables of Jesus
- To understand that Jesus uses ordinary images to bring the message of God’s reign of love into people’s lives
- To inspire wonder and delight in God’s unconditional love
- To learn the Good Shepherd’s psalm as an expression of trust in God’s loving care

**Knowledge and Understanding(s)**
Students will know and understand
- The importance of storytelling
- The meaning and use of parables by Jesus
- The images for the kingdom of God that Jesus used in the parables
- The image of the good shepherd for Jesus and God

**Skill(s)**
Students will be able to
- Listen to stories
- Make connections between parables and the kingdom of God
- Re-enact kingdom stories

**Values and Attitudes**
The student is someone who
- Desires to know more about what God has done for us
- Wants to celebrate what God has done for us
- Has a sense of trust in God’s care for us

**Essential Question(s)**

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td><strong>Assessment of Learning</strong></td>
<td><strong>Key Criteria</strong></td>
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</tbody>
</table>
| Review of Unit 3, p. 374 | }
### Assessment, Evaluation and Reporting in Elementary Religious Education

#### Year 4 Unit 4

**Born of the Spirit**   English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4** Come and See 1994 We Belong to God 1994   ISBN: 0-88997-358-X  
**Unit 4** A Light Shines in the Darkness

#### Stage 1 – Desired Results

**Established Goal(s)**
- To explore the experience of darkness and light in our lives
- To discover the promise of light in the message of John the Baptist
- To hear and reflect on the message of John the Baptist
- To recognize how Jesus bear witness to Jesus
- To savour a special story tree – the stump of Jesse
- To celebrate all those who have witnesses to the light of Christ in our lives

**Knowledge and Understanding(s)**

Students will know and understand that
- The meaning of the season of Advent
- The story and message of John the Baptist
- The meaning of the Jesse tree

**Skill(s)**

Students will be able to
- Connect the theme of darkness and light to life situations
- Explore stories of people who witness to the light
- Partake in Advent rituals and customs

**Values and Attitudes**

The student is someone who
- Enters into the spirit of Advent
- Understands that Jesus makes a difference to our world
- Is hopeful

**Essential Question(s)**

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
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<tr>
<td>Review of Unit 4, p. 375</td>
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</tbody>
</table>
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 4 Unit 5

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4** Come and See 1994 We Belong to God 1994  
**Unit 5** Jesus, “born of a woman”

### Stage 1 – Desired Results

#### Established Goal(s)
- To appreciate the symbol of light in the celebration of the nativity
- To explore the celebration of Epiphany
- To explore the meaning of the presentation of Jesus in the Temple
- To celebrate the Epiphany
- To recognize in Jesus someone eager to learn about the Jewish religious tradition
- To situate Jesus in his own land among his own people

#### Knowledge and Understanding(s)
**Students will know and understand**
- The meaning of Christmas and Epiphany
- The story of the birth of Christ and infancy narratives
- Key geographical details of the Holy Land
- The sacred times and places in Jesus’ day

#### Skill(s)
**Students will be able to**
- Prepare a celebration of light
- Identify people of light
- Create and work with a map of the Holy Land

#### Values and Attitudes
**The student is someone who**
- Delights in getting to know Jesus better
- Celebrates Christmas and Epiphany as the birth and manifestation of Christ
- Has an awareness of the sacred

#### Essential Question(s)

### Stage 2 – Assessment Evidence

#### Assessment for Learning

#### Assessment of Learning
- Review of Unit 5, p. 376
- Create your own map of the Holy Land (TM, p. 355)

#### Assessment as Learning

#### Key Criteria
### Stage 1 – Desired Results

**Established Goal(s)**
- To see how Jesus was filled with the power of God’s Spirit
- To understand Jesus’ mission as the sign of God’s kingdom
- To learn the many ways that God brings hope and healing to people
- To recognize our call to share in Jesus’ work for the kingdom
- To evoke a sense of awe and wonder in the presence of all that Jesus said and did
- To celebrate the good news of Jesus in praise and thanksgiving

### Knowledge and Understanding(s)

Students will know and understand that
- The meaning of the Baptism of Jesus by John the Baptist
- Jesus as a preacher and miracle worker
- Jesus was about the kingdom of God

### Skill(s)

Students will be able to
- Pick out the signs of the kingdom of God in the community
- Search the Bible for caring actions of Jesus

### Values and Attitudes

The student is someone who
- Appreciates how God cares for people
- Wants to share in Jesus’ work
- Someone who is attentive to the needs of others

### Essential Question(s)

<table>
<thead>
<tr>
<th>Stage 2 – Assessment Evidence</th>
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<tbody>
<tr>
<td><strong>Assessment for Learning</strong></td>
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<tr>
<td><strong>Assessment as Learning</strong></td>
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<tr>
<td><strong>Assessment of Learning</strong></td>
</tr>
<tr>
<td>Review of Unit 6, p. 377</td>
</tr>
</tbody>
</table>

**Key Criteria**
### Stage 1 – Desired Results

**Established Goal(s)**
- To enter more deeply into the movement of the Holy Spirit in us
- To appreciate God’s intimate involvement in our lives
- To explore our thirst for life
- To celebrate Jesus as God’s gift of living water
- To join Philip in his longing to know the Father
- To grow in our understanding that Jesus and the Father are one

**Knowledge and Understanding(s)**

Students will know and understand that:
- The Bible stories of Nicodemus, the Samaritan woman and Philip (John 3,4,14)
- The meaning of the season of Lent – Easter
- What it means to be born anew “of water and the Spirit”
- The relationship of Jesus to God

**Skill(s)**

Students will be able to:
- Connect water and the Spirit with Christian initiation
- Piece together a portrait of the person of Jesus

**Values and Attitudes**

The student is someone who:
- Desires to know and love God
- Finds in Jesus the way of God
- Aware of God’s action in me through the Spirit

**Essential Question(s)**

N/A

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td><strong>Assessment of Learning</strong></td>
<td><strong>Key Criteria</strong></td>
</tr>
<tr>
<td>Review of Unit 7, p. 378</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- To discover that Jesus had enemies
- To witness the faithfulness of Jesus in the face of opposition
- To see how the Last Supper helps us understand the meaning of Jesus’ life and death
- To learn that the Eucharist is an invitation to live a life of love and service
- To deepen our understanding of the meaning of Jesus’ death
- To ritualize Jesus’ freeing act of forgiveness

#### Knowledge and Understanding(s)

Students will know and understand that
- The story of the opposition to Jesus and Jesus’ faithfulness
- The events of the last days of Jesus
- The stations of the cross
- Jesus died and lived for others
- Jesus forgave his enemies

#### Skill(s)

Students will be able to
- Prepare for and participate in the liturgy of Holy Week
- Respond to the story of the passion and death of Jesus

#### Values and Attitudes

The student is someone who
- Is a Lenten person: engaging in prayer, fasting, and almsgiving
- Engages in the celebration of Holy Week
- Moved by the story of the passion and death of Jesus
- Serves and helps others as Jesus served

### Stage 2 – Assessment Evidence

#### Assessment for Learning

**Assessment of Learning**
Review of Unit 8, p. 379

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**Key Criteria**
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 4 Unit 9**

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4** Come and See 1994 We Belong to God 1994 ISBN: 0-88997-358-X

## Stage 1 – Desired Results

### Established Goal(s)
- To share the disciples’ joy in discovering that Jesus is risen
- To learn what the presence of the risen Lord means to his friends and to us
- To enter into Thomas’s profession of Jesus as Lord and God
- To ponder the question “Who do you say that I am?”
- To understand more fully how deeply Jesus trusted his Father
- To recognize that we too are invited into a relationship of trust with God

### Knowledge and Understanding(s)

**Students will know and understand that**
- The Easter stories and the symbols of resurrection and life
- The Christian community today continues to witness to the death and rising of Jesus
- The Christian confession of Jesus as Lord and God

### Skill(s)

**Students will be able to**
- Recognize people touched by Easter
- Make the connection between the Eucharist and the death and rising of Jesus

### Values and Attitudes

**The student is someone who**
- Celebrates Easter and enters into Jesus’ death and rising
- Celebrates the death and rising of Jesus in the Eucharist every Sunday
- Someone who confesses Jesus as Lord and God

### Essential Question(s)

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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<tr>
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<tr>
<td>Review of Unit 9, p. 380</td>
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</tbody>
</table>
## Assessment, Evaluation and Reporting in Elementary Religious Education
### Year 4 Unit 10

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 4**  Come and See 1994 We Belong to God 1994  
**Unit 10**  ISBN: 0-88997-358-X

### Stage 1 – Desired Results

**Established Goal(s)**
- To understand that the Holy Spirit continues the work of Jesus Christ in us  
- To recognize the role of Baptism, Confirmation, and Eucharist in our initiation into the life of Jesus Christ  
- To see how people empowered by the Spirit, are witnesses to Jesus  
- To remember Jesus in the formation of the creed  
- To savour our memories of the year  
- To celebrate our story

**Knowledge and Understanding(s)**  
Students will know and understand  
- The Apostles’ Creed  
- The promise of Jesus to send the Holy Spirit  
- The role of the Holy Spirit in Christian living

**Skill(s)**  
Students will be able to  
- Make the connection between the Sacraments of Initiation and the new life of the risen Christ  
- Understand what the Creed means for the Christian community

**Values and Attitudes**  
The student is someone who  
- Moved to a newness of life by the Spirit given in Baptism  
- Is a witness of faith in Jesus Christ  
- Celebrates the memory of the Lord Jesus in Word and Sacrament  
- Someone who has become a closer friend of Jesus Christ

### Stage 2 – Assessment Evidence

**Assessment for Learning**  
Assessment as Learning

**Assessment of Learning**  
Key Criteria
# Assessment, Evaluation and Reporting in Elementary Religious Education

## Year 5 Unit 1

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 5** May We Be One  ISBN: 0-88997-389-X  
**Unit 1** The Church Proclaims the Good News

## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To affirm the uniqueness of each person</td>
<td>God’s friendship is like a rock</td>
<td>Work with symbols</td>
</tr>
<tr>
<td>To see community as formed by the rich diversity of persons within it</td>
<td>God has no favourites</td>
<td>Prepare a celebration of the Word</td>
</tr>
<tr>
<td>To recognize that God has no favourites</td>
<td>God’s dream to gather all people</td>
<td>Participate in rituals with others</td>
</tr>
<tr>
<td>To see that the Holy Spirit calls us to unity with people who are different from us</td>
<td>The structure of a celebration of the world</td>
<td></td>
</tr>
<tr>
<td>To reflect on God’s dream to gather all people as one</td>
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<td></td>
</tr>
<tr>
<td>To see how Jesus’ followers continue the work of gathering</td>
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</tr>
</tbody>
</table>

## Knowledge and Understanding(s)

Students will know and understand:

- God’s friendship is like a rock
- God has no favourites
- God’s dream to gather all people
- The structure of a celebration of the world

## Skill(s)

Students will be able to:

- Work with symbols
- Prepare a celebration of the Word
- Participate in rituals with others

## Value(s) and Attitude(s)

The student is someone who:

- Welcomes others
- Recognizes themselves as God’s work of art
- Includes everyone
- Enters into celebrations of the Word

## Essential Question(s)

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Sheet Unit 1 BLM</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to look at the basic Christian message through the proclamation of Peter
- to see the growth of the Church as the gift of the Spirit
- to learn that the Holy Spirit leads us into the Christian community by faith sealed in Baptism
- to recognize that God continues to call people
- to explore Baptism and Confirmation as sacraments of initiation
- to see the Church as sacrament of Christ’s action in the world

**Knowledge and Understanding(s)**

<table>
<thead>
<tr>
<th>Students will know and understand…</th>
<th>Skill(s)</th>
<th>Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter’s faith is the rock upon which the Church is built</td>
<td>Find his/her way through the Bible</td>
<td></td>
</tr>
<tr>
<td>The way the Church began in Jerusalem</td>
<td>Correlate Scripture texts with geography and art</td>
<td></td>
</tr>
<tr>
<td>The Holy Spirit gathers people in Baptism and Confirmation</td>
<td>Link today’s rituals of Baptism and Confirmation with those of the early Church</td>
<td></td>
</tr>
<tr>
<td>How they are initiated into the Christian community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Value(s) and Attitude(s)**

<table>
<thead>
<tr>
<th>The student is someone who…</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciates his/her Baptism</td>
<td></td>
</tr>
<tr>
<td>Professes faith in Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>Celebrates sacraments as encounters with Jesus Christ</td>
<td></td>
</tr>
<tr>
<td>Gives thanks for the action of the Holy Spirit</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
<tr>
<td>Unit Review Test: BLM</td>
<td></td>
</tr>
</tbody>
</table>
## Assessments, Evaluation and Reporting in Elementary Religious Education

### Year 5 Unit 3

**Born of the Spirit**  
English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 5** May We Be One  
**ISBN:** 0-88997-389-X  
**Unit 3** The Church Celebrates God’s Mighty Deeds

### Stage 1 – Desired Results

#### Established Goal(s)
- to see how the Lord Jesus is at the centre of our experiences of gathering
- to recognize the Church rooted in the Christian story and the breaking of the bread
- to understand the structure of the Eucharistic liturgy
- to prepare and celebrate Eucharist
- to recognize how the Eucharist nourishes us and leads us into God’s kingdom
- to deepen our sense of belonging to the community of praise

#### Knowledge and Understanding(s)

- Easter is about meeting the Lord
- The structure and flow of the Mass
- The link between the Eucharist and the Last Supper of Jesus
- The Eucharist completes the process of Christian Initiation

#### Skill(s)

- Make connections with the story of Jesus
- Reflect on my experiences
- Prepare a celebration of the Eucharist

#### Value(s) and Attitude(s)

- Is part of the Christian family; the Church
- Celebrates the Eucharist
- Savours the celebration of the Eucharist

#### Essential Question(s)

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
<tr>
<td>Unit Three Review Test BLM</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- To enter into the hopes and expectations of people
- To learn how the time of Advent helps us walk in hope
- To see Mary as one who hopes in God’s promise
- To learn to pray with Mary and the Church
- To prepare a Jesse Tree and savour the stump of Jesse
- To celebrate the Advent promise of God-with-us

#### Knowledge and Understanding(s)

Students will know and understand:
- Isaiah and John the Baptist as the prophets of Advent
- Mary as a woman of faith
- The Magnificat of Mary
- The meaning of the Jesse Tree and the Advent Wreath

#### Skill(s)

Students will be able to:
- Research the life and message of John the Baptist in the Bible
- Reflect on the story of the Annunciation
- Connect my hopes with the waiting of Advent

#### Value(s) and Attitude(s)

The student is someone who:
- Enters into the spirit of Advent
- Has made the Magnificat of Mary my own
- Celebrates the Word in Advent

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
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</tr>
<tr>
<td>Unit four Review Test: BLM</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to see the epiphany as celebrating God’s initiative in loving us
- to discover how God calls again and again
- to explore further God’s call in Scripture
- to discover God’s faithfulness in the story of our ancestors
- to see God’s continuing faithfulness in the Church’s missionary activity
- to celebrate God’s faithfulness to all nations

**Knowledge and Understanding(s)**
Students will know and understand....
- The meaning of covenants
- The story of Abraham and Sarah, Moses, Ruth and Naomi, and Jonah in the Bible
- God as a God of covenants
- How the faith has spread in Canada and throughout the world

**Skill(s)**
Students will be able to...
- research the history of the growth of faith in my parish and diocese
- make a world map

**Value(s) and Attitude(s)**
The student is someone who...
- celebrates the feast of the Epiphany
- appreciates solid friendships
- rejoices in the diversity of God’s people

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- To deepen our awareness that the Church is called to reach out with the kindness of God
- To see justice as essential to being Church
- To hear the call to open our doors to others
- To discover how people welcome and reach out to others
- To uncover the place of justice in ecological relationships
- To celebrate our ones with all creation

#### Knowledge and Understanding(s)
Students will know and understand....
- the rights of the child
- every human being is created in the image and likeness of God
- the message of justice of the prophets Isaiah and Amos
- the earth as the human environment
- justice is an important virtue for Christians

#### Skill(s)
Students will be able to...
- make appropriate judgments about situations of injustice
- look after the poor, welcome strangers, act with justice, take care of the environment

#### Value(s) and Attitude(s)
The student is someone who...
- cares about justice
- has a generous spirit and welcomes others
- is sensitive to the earth’s ecology
- celebrates God’s gifts of creation

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
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</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- to see creation as God’s covenant
- to understand disorder in the world as a breach of the covenant
- to probe the mystery of evil
- to understand that our unfaithfulness cannot undo God’s faithfulness
- to see that God reconciles the world through Jesus in the Holy Spirit
- to celebrate God’s reconciling action through the Holy Spirit in the Church

**Knowledge and Understanding(s)**
*Students will know and understand….*
- Lent is a season to prepare for Easter
- The story of creation
- Creation is a covenant, a relationship with God
- The story of how sin and evil came into the world
- What is sin
- God is a God who saves

**Skill(s)**
*Students will be able to….*
- Be a steward of creation
- Prepare a penitential service
- Participate in the rite of reconciliation

**Value(s) and Attitude(s)**
*The student is someone who….*
- Appreciates God’s creation
- Recognizes the difference between good and evil
- Enters into the spirit of Lent through prayer, fasting, and almsgiving
- Celebrates the sacrament of Reconciliation

**Essential Question(s)**

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

Year 5 Unit 8

**Established Goal(s)**
- to invite wonder at the superabundance of God’s love
- to recognize the Holy Spirit acting in and among people
- to recall the significance of anointing in our faith tradition
- to understand the Church’s ministries as rooted in the anointing with the Spirit
- to understand the Triduum as the celebration of the mystery of God’s love
- to prepare for the Easter Vigil as the central celebration of our faith

**Knowledge and Understanding(s)**
Students will know and understand....
- Jesus in his stories and miracles as a parable of God’s love
- Anointing as a symbol of the action of the Spirit
- The meaning of the Triduum

**Skill(s)**
Students will be able to...
- Identify the action of the Holy Spirit in monastic life
- Actively participate in the enactment of Christ’s Passion
- Prepare for the celebration of the Easter Triduum

**Value(s) and Attitude(s)**
The student is someone who...
- Is anointed with the Spirit
- Celebrates the mysteries of the death and resurrection of Christ
- Participates in Holy Week

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</table>

**Essential Question(s)**
## Assessment, Evaluation and Reporting in Elementary Religious Education
### Year 5 Unit 9

**Born of the Spirit**  
English Canadian Catechetical Series, Canadian Conference of Catholic Bishops

**Year 5**  
May We Be One  

**Unit 9**  
The Church Rejoices

### Stage 1 – Desired Results

#### Established Goal(s)
- To celebrate the risen Lord through sign, symbol, and story
- To deepen appreciation of the feast of Easter
- To learn how we become Easter people
- To learn how we hold on to the Easter vision in our lives
- To see the victory of Easter in people’s lives
- To realize that the Spirit of Jesus challenges people

#### Knowledge and Understanding(s)
Students will know and understand:
- The meaning of Alleluia and the Paschal Mystery
- The sacraments as celebrations of the Paschal Mystery
- The initiation sacraments: how we become Easter people
- How in life we can meet the Lord Jesus

#### Skill(s)
Students will be able to:
- Recognize the symbols of Easter
- Recreate the Easter story in art form
- Identify Easter people

#### Value(s) and Attitude(s)
The student is someone who:
- Enters with a full heart into the Easter celebration
- Is an Easter person
- Who has a deep desire to know Christ

#### Essential Question(s)

### Stage 2 – Assessment Evidence

#### Assessment for Learning

#### Assessment as Learning

#### Assessment of Learning

Unit Review Test: BLM

#### Key Criteria
## Stage 1 – Desired Results

### Established Goal(s)
- to explore the Church’s witness through the life of Paul
- to see missionary activity as the result of the experience of the risen Lord
- to learn about the structure and marks of the Church
- to see that witnessing is essential to being Church
- to review and reflect upon what it means to be Church
- to celebrate being Church

### Knowledge and Understanding(s)

<table>
<thead>
<tr>
<th>Students will know and understand...</th>
<th>Skill(s)</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>the story of Paul</td>
<td></td>
<td>Engage in activities that witness to Christ</td>
</tr>
<tr>
<td>the meaning of the Ascension of Christ</td>
<td></td>
<td>Recognize and know the structure of objects</td>
</tr>
<tr>
<td>the marks of the Church</td>
<td></td>
<td>Participate in reviewing the activities of the year</td>
</tr>
<tr>
<td>the Holy Spirit as the bond that keeps the Church together</td>
<td></td>
<td>Act as a ‘missionary’ of Christ and the Church</td>
</tr>
<tr>
<td>Christ as the cornerstone of the Church</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Value(s) and Attitude(s)

<table>
<thead>
<tr>
<th>The student is someone who...</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witnesses to Christ</td>
<td></td>
</tr>
<tr>
<td>Has grown in participation of Christian life</td>
<td></td>
</tr>
<tr>
<td>Celebrates my belonging to the Church</td>
<td></td>
</tr>
</tbody>
</table>

## Stage 2 – Assessment Evidence

### Assessment for Learning
- Unit Review Test: BLM

### Assessment as Learning
- Key Criteria
### Stage 1 – Desired Results

#### Established Goal(s)
- To create a space for friendship
- To discover God's love in our friendship
- To appreciate friendship as a unique gift
- To recognize God as source of light
- To prepare ourselves to receive the light
- To celebrate God as light

#### Knowledge and Understanding(s)
Students will know and understand:
- The Bible as the Word of God
- The structure of a celebration of the Word
- The meaning of the symbol of light and of the lantern

#### Skill(s)
Students will be able to:
- Do the things that friends do
- Create a welcoming environment
- Make links between the Scriptures and daily life
- Find their way through the Bible
- Prepare a celebration of the Word

#### Value(s) and Attitude(s)
The student is someone who:
- Is a friend to others
- Is reverent toward the Word of God
- Celebrates

#### Essential Question(s)

### Stage 2 – Assessment Evidence

#### Assessment for Learning
- Teacher observation

#### Assessment as Learning
- Reflective questions

#### Assessment of Learning
- Review Test Unit 1
- Retell stories from God's Word
- Demonstration of Celebration (page 60-63)

#### Key Criteria
- Symbolic actions
- Use of Scripture
- Gathering space as open/hospitable
## Stage 1 – Desired Results

**Established Goal(s)**
- To see the other as the image of God
- To come to an awareness of the moral experience
- To meet Moses as light and prophet of God
- To explore the image of God as liberator
- To reverence the Holy Name of God
- To respect every name

**Knowledge and Understanding(s)**

Students will know and understand….
- The meaning of a moral experience and conscience
- The other as image of God
- The story of Moses
- The story of the revelation of God in the burning bush

**Skill(s)**

Students will be able to…
- Experience a situation as moral
- Make a moral judgment
- Appreciate freedom as a gift
- Respect the holiness of a name
- Keep the Name of God holy

**Value(s) and Attitude(s)**

The student is someone who...
- Is a moral person
- Has respect for the other
- Has reverence before the Name of God

**Essential Question(s)**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Test Unit 2</td>
<td>Reflective questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Test Unit 2</td>
<td>Celebration of the Word</td>
</tr>
</tbody>
</table>
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 6 Unit 3

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 6 You Shall Be My Witness** 1999  
**ISBN: 0-88997-419-5**  
**Unit 3 I Shall Be Your God; You Shall Be My People**

### Stage 1 – Desired Results

#### Established Goal(s)
- To remember how God invites Israel into a covenant relationship
- To reflect on the meaning of covenant
- To proclaim the gifts of the commandments as part of the covenant
- To explore the first three commandments
- To see love of neighbor as love of God
- To celebrate the acceptance of God’s covenant love

#### Knowledge and Understanding(s)

**Students will know and understand…**
- The meaning of a covenant
- The different covenants of Israel
- The covenant between God and Israel at Mount Sinai
- The Ten Commandments
- The summary of the Ten Commandments: Love God, Love your neighbour

#### Skill(s)

**Students will be able to…**
- Live in covenant friendship
- Recite the Ten Commandments
- Act in accordance with the Ten Commandments
- Honour God and neighbor

#### Value(s) and Attitude(s)

**The student is someone who…**
- Lives within the covenant
- Lives the Ten Commandments
- Loves God and neighbor

#### Essential Question(s)

**Stage 2 – Assessment Evidence**

**Assessment for Learning**

**Assessment as Learning**
- Reflective questions
- Reflective Journal entries

**Assessment of Learning**
- Review Test Unit 3

**Key Criteria**
- Use of scripture
**Established Goal(s)**
- To acknowledge infidelity to the commandments of the covenant
- To celebrate those who kept alive the hope of Israel’s salvation
- To discover Israel’s awakening to a new covenant
- To remember the promise of a covenant written in our hearts
- To see Mary as bearer of God’s promise
- To celebrate Jesus as fulfillment of the promise

**Knowledge and Understanding(s)**
Students will know and understand:
- Sin as the breaking of the covenant relationship with God
- The biblical story of the Exile
- The teaching of the prophets Isaiah and Jeremiah
- The biblical women who kept hope alive
- The story of Mary and Joseph

**Skill(s)**
Students will be able to:
- Keep the Ten Commandments
- Connect the teaching of the Ten Commandments with my life
- Apply the Advent symbols and rituals
- Tell the story of the Annunciation

**Value(s) and Attitude(s)**
The student is someone who:
- Enters into the hope of Advent
- Welcomes the Ten Commandments
- Is attentive to others
- Believes that God became human in Mary’s child Jesus

**Essential Question(s)**

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Test Unit 4</td>
<td>Reflective questions</td>
<td>Characteristics of Advent</td>
</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

Year 6 Unit 5

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know Christmas as a celebration of God’s abundant love</td>
<td>To understand the foundation of justice</td>
<td>Students will be able to...</td>
<td>Stage 2 – Assessment Evidence</td>
</tr>
<tr>
<td>To celebrate the ways God’s love is manifested in Jesus</td>
<td>To stir up a sense of justice</td>
<td>- Apply the symbols of Christmas and Epiphany</td>
<td>Assessment as Learning</td>
</tr>
<tr>
<td>To understand the foundation of justice</td>
<td>To examine issues of justice</td>
<td>- Connect the teaching of the new covenant with life</td>
<td>- Reflective questions</td>
</tr>
<tr>
<td>To stir up a sense of justice</td>
<td>To accept the challenge of justice</td>
<td>- Explore issues of justice</td>
<td></td>
</tr>
<tr>
<td>To examine issues of justice</td>
<td></td>
<td>- Take action in situations of injustice</td>
<td></td>
</tr>
<tr>
<td>To accept the challenge of justice</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand...</td>
<td>Students will be able to...</td>
<td>Stage 2 – Assessment Evidence</td>
</tr>
<tr>
<td>- The meaning of epiphany</td>
<td>- Apply the symbols of Christmas and Epiphany</td>
<td>Assessment as Learning</td>
</tr>
<tr>
<td>- The evangelist John’s story of Jesus’ origin</td>
<td>- Connect the teaching of the new covenant with life</td>
<td>- Reflective questions</td>
</tr>
<tr>
<td>- The new covenant is revealed through Jesus</td>
<td>- Explore issues of justice</td>
<td></td>
</tr>
<tr>
<td>- The meaning of justice</td>
<td>- Take action in situations of injustice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>The student is someone who...</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciates the abundance of God’s goodness</td>
<td>- Reflective questions</td>
<td></td>
</tr>
<tr>
<td>Is a sign of God’s covenant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a deep sense of justice</td>
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<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- To appreciate the moral life of the kingdom of God
- To hear Jesus call us to generosity
- To see how the beatitudes reveal the kingdom
- To make the vision of Jesus our own
- To recognize the beatitudes as gift of God
- To give praise and thanks for the bountiful goodness of God

**Knowledge and Understanding(s)**
Students will know and understand….
- The meaning of the Sermon on the Mount
- The basis of Jesus’ teaching on the moral life
- The meaning of the beatitudes
- The meaning of paradox

**Skill(s)**
Students will be able to…
- Act with generosity and goodness
- Connect the beatitudes with life
- Express my thanks to God in prayer and celebration

**Value(s) and Attitude(s)**
The student is someone who…
- Welcomes the teaching of Jesus
- Acts with a generous heart
- Celebrates the goodness of God
- Is filled with the spirit of the beatitudes

**Essential Question(s)**

### Stage 2 – Assessment Evidence

**Assessment for Learning**
- Reflective questions

**Assessment of Learning**
- Review Test Unit 6

**Key Criteria**
Assessment, Evaluation and Reporting in Elementary Religious Education
Year 6 Unit 7

**Established Goal(s)**
- To introduce Lent as a time of prayer, fasting and almsgiving
- To explore God’s graciousness in the parable of the Prodigal Son
- To explore and appreciate the Lenten discipline of fasting
- To see Lent as a time of covenant renewal
- To introduce the corporal works of mercy
- To recognize Jesus in the poor

**Knowledge and Understanding(s)**
Students will know and understand...
- The meaning of the Lenten activities of prayer, fasting and almsgiving
- The meaning of prayer
- The corporal works of mercy
- The meaning of food and the traditions of fasting

**Skill(s)**
Students will be able to...
- Pray
- Apply the corporal works of mercy
- Find ways to help the hungry, the poor and the homeless
- Understand and apply the practice of fasting

**Value(s) and Attitude(s)**
The student is someone who...
- Enters into the spirit of Lent
- Prays
- Has compassion for the poor
- Has a sense of solidarity with others
- Makes room for others

**Essential Question(s)**

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Test Unit 7</td>
<td>Reflective questions</td>
</tr>
</tbody>
</table>

| Key Criteria |
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 6 Unit 8**

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Unit 8**  No greater love

### Stage 1 – Desired Results

**Established Goal(s)**
- To treasure the events of the night before Jesus died  
- To see Jesus as the highest example of moral life  
- To encounter Jesus as the forgiveness of the Father  
- To explore forgiveness in the lives of the students  
- To enter into the Passion and death of Jesus  
- To prepare for the celebration of Easter

**Knowledge and Understanding(s)**  
Students will know and understand...
- The meaning of the Last Supper  
- Why Jesus is the symbol of the new covenant  
- The meaning of forgiveness  
- The story of the Passion and the death of Jesus

**Skill(s)**  
Students will be able to...
- Understand the symbol of the Eucharist  
- Connect the service of Jesus to situations in their lives  
- Recognize how difficult it is to forgive/undertake the way of forgiveness  
- Take part in the drama of Jesus’ Passion and death

**Value(s) and Attitude(s)**  
The student is someone who...
- Celebrates the season of Lent  
- Has a sense of service  
- Forgives  
- Venerates the cross of Jesus

### Stage 2 – Assessment Evidence

**Assessment for Learning**

**Assessment as Learning**
- Reflective questions

**Assessment of Learning**
- Review Test Unit 8

**Key Criteria**
- Use of Scripture
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 6 Unit 9

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 6**  You Shall Be My Witness 1999  
**Unit 9**  Do not be afraid

### Stage 1 – Desired Results

#### Established Goal(s)
- To celebrate the risen Lord  
- To recognize the death and resurrection of the Lord in the Eucharist  
- To recognize the risen Lord in the power of love  
- To recognize the death and resurrection of the Lord in reconciliation  
- To realize how meeting the risen Lord leads to new life  
- To recognize the death and resurrection of the Lord in Baptism

#### Knowledge and Understanding(s)

<table>
<thead>
<tr>
<th>Students will know and understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning of the Triduum of Easter</td>
</tr>
<tr>
<td>The meaning of the sacrament of Reconciliation</td>
</tr>
<tr>
<td>The meaning of Baptism</td>
</tr>
<tr>
<td>The meaning of the sacraments of initiation</td>
</tr>
</tbody>
</table>

#### Skill(s)

<table>
<thead>
<tr>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the various ways in which Jesus is present among us</td>
</tr>
<tr>
<td>Meditate</td>
</tr>
<tr>
<td>Partake in the sacrament of Reconciliation</td>
</tr>
<tr>
<td>Grasp the relationship of Baptism and Confirmation to Easter</td>
</tr>
</tbody>
</table>

#### Value(s) and Attitude(s)

<table>
<thead>
<tr>
<th>The student is someone who...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is filled with Easter joy</td>
</tr>
<tr>
<td>Is a witness of reconciliation</td>
</tr>
<tr>
<td>Is proud to have been initiated into Christ Jesus</td>
</tr>
<tr>
<td>Is filled with the Holy Spirit</td>
</tr>
</tbody>
</table>

#### Essential Question(s)

<p>| |</p>
<table>
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### Stage 2 – Assessment Evidence

#### Assessment for Learning

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
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<tbody>
<tr>
<td>Review Test Unit 9</td>
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</tbody>
</table>

#### Assessment as Learning

<table>
<thead>
<tr>
<th>Key Criteria</th>
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</thead>
<tbody>
<tr>
<td>Reflective questions</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Use of scripture</th>
</tr>
</thead>
</table>
### Stage 1 – Desired Results

**Established Goal(s)**
- To recognize the action of God’s spirit in the lives of saints
- To explore what it is to be a moral witness in the power of the Holy Spirit
- To explore our lives of witnesses
- To retrace the journey of the year
- To prepare a celebration of the Eucharist
- To celebrate the Eucharist

**Knowledge and Understanding(s)**
Students will know and understand...
- The meaning of witness
- The meaning of saint, martyr, confessor, virgin, doctor
- The qualities of moral witness
- Stories of several saints

**Skill(s)**
Students will be able to...
- Recognize the action of God’s Spirit in the life of good people (other)
- Identify qualities of a moral life
- Retrace the journey of the year and see themselves as a witness to Christ
- Connect the Eucharist with their mission in life

**Value(s) and Attitude(s)**
The student is someone who...
- Is a witness of Christ
- Rejoices in the holiness of others
- Is like a lantern

**Essential Question(s)**

### Stage 2 – Assessment Evidence

**Assessment for Learning**
- Reflective questions

**Assessment as Learning**
- Review Test Unit 10

**Key Criteria**
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 7 Unit 1

#### Born of the Spirit

*English Canadian Catechetical Series, Canadian Conference of Catholic Bishops*

*Year 7 Believe in Me*  
*ISBN: 0-8897-315-6*

*Unit 1  We*

<table>
<thead>
<tr>
<th>Stage 1 – Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goal(s)</strong></td>
</tr>
<tr>
<td>• Students will formulate, explore and express their identity in relationship to the larger faith community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>• Each person is created by God, is good and lovable, and is called to grow</td>
<td>• Be able to use a process of self-examination to name their own gifts, talents, personality traits and goals</td>
</tr>
<tr>
<td>• Each person has unique gifts and talents to offer the world</td>
<td>• Name the value of the things they like about themselves</td>
</tr>
<tr>
<td>• God calls us to serve with our gifts and talents</td>
<td>• Constructively identify those things they wish to improve about themselves</td>
</tr>
<tr>
<td>• We develop an understanding of what we are called to do by examining our interests, our likes and dislikes. (Our personal call can be found ‘where the desires of our heart meet the needs of the world’.)</td>
<td>• Name the positive potential in a variety of personality types</td>
</tr>
<tr>
<td>• We can learn about god by taking human beings as a starting point</td>
<td>• Demonstrate a knowledge of the many aspects of self-body, mind, emotions, will, ability to relate to others, spirit – and of the need to develop each aspect of these</td>
</tr>
<tr>
<td>• We are intellectual, emotional, physical, social, volitional, and spiritual people. Each of these aspects of ourselves affects our relationships</td>
<td>• Express ‘normal’ as that which helps them develop their full potential in each aspect of self</td>
</tr>
<tr>
<td>• We are called to develop each aspect of ourselves in harmony with the development of each other aspect and in harmony with God’s call</td>
<td>• Understand their own growth toward or movement from wholeness, and the way that this affects their relationship with God and the Christian community</td>
</tr>
<tr>
<td>• Each aspect of ourselves is a gift from God. All are important</td>
<td>• Articulate the importance and requirements of participation in a community</td>
</tr>
<tr>
<td>• We are normal if we are developing as whole people</td>
<td>• Demonstrate familiarity with the structure of the Bible and be able to locate biblical passages</td>
</tr>
<tr>
<td>• We are shaped by the communities in which we participate</td>
<td>• Understand the Bible as the story of the Christian community and its relationship with God</td>
</tr>
<tr>
<td>• To truly be part of the Christian community, we must know its story, as it is told in both the New and Old Testaments, and make it our own</td>
<td>• Know that the Christian community invites them to share in the abundant life of Jesus</td>
</tr>
<tr>
<td>• God calls us to live in communities and interacts with us as members of a community</td>
<td>• Demonstrate skills for relating the community’s story, as found in the Bible, to their own lives</td>
</tr>
<tr>
<td>• The Bible is addressed to the community and should be interpreted in the community</td>
<td>• Name some ways that the community’s story is their story</td>
</tr>
<tr>
<td>• At no point in time will every aspect of an individual’s faith be strong and complete. The fullness of faith is found only in the community of faith</td>
<td></td>
</tr>
<tr>
<td>Value(s) and Attitude(s)</td>
<td>Essential Question(s)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>• Who am I?</td>
</tr>
<tr>
<td></td>
<td>• Am I normal?</td>
</tr>
<tr>
<td></td>
<td>• Do I belong?</td>
</tr>
</tbody>
</table>

Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Personality Survey” p. 39 - Student Questionnaire</td>
<td>Guided Responses/Questions p.62 – Option 2 and 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Questions p. 37 - Discuss the activity or activities</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore and express the meaning of believing, and what it means to believe in God</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td></td>
<td>- be able to articulate the meaning of trust and belief</td>
</tr>
<tr>
<td></td>
<td>- recognize that belief is rooted in a relationship of trust that demands honesty</td>
</tr>
<tr>
<td></td>
<td>- recognize Abraham as an example of a person whose whole life was shaped by trust</td>
</tr>
<tr>
<td></td>
<td>- name and evaluate what is involved in different types of believing and trusting</td>
</tr>
<tr>
<td></td>
<td>- demonstrate the skills and attitudes needed to build trusting relationships</td>
</tr>
<tr>
<td></td>
<td>- name God’s faithfulness as it is revealed in the story of the Exodus - that God is faithful even in very difficult situations, even when we are unfaithful</td>
</tr>
<tr>
<td></td>
<td>- connect the hope in the Exodus story to their own lives</td>
</tr>
<tr>
<td></td>
<td>- identify signs of God’s presence and fidelity in the world around them</td>
</tr>
<tr>
<td></td>
<td>- identify ways they can help one another recognize the faithfulness of God</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand...</td>
<td>- Whom do I trust?</td>
</tr>
<tr>
<td>- Living life to the full demands a willingness to go beyond ourselves and take risks</td>
<td>- Am I all on my own?</td>
</tr>
<tr>
<td>- To be a person who believes is to be a person who is willing to make commitments God is the only one to whom we can entrust ourselves completely and without reservation</td>
<td></td>
</tr>
<tr>
<td>- Trust is not a single act; rather, it is an ongoing attitude toward life and relationships</td>
<td></td>
</tr>
<tr>
<td>- Our beliefs shape who we are and the choices we make. We must understand our beliefs in order to understand ourselves and others.</td>
<td></td>
</tr>
<tr>
<td>- God is faithful: what God says, God</td>
<td></td>
</tr>
<tr>
<td>- God does not remove us from all struggles, but rather walks with us and supports us in our searching and our struggling</td>
<td></td>
</tr>
<tr>
<td>- We are called to develop patience. Without patience, it is difficult to live life to the full</td>
<td></td>
</tr>
<tr>
<td>- The story of the Exodus and of God’s faithfulness to Israel is repeated over and over in the big and small events of our lives and our history</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question(s)</td>
<td></td>
</tr>
<tr>
<td>- Whom do I trust?</td>
<td></td>
</tr>
<tr>
<td>- Am I all on my own?</td>
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</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
</tbody>
</table>
### Stage 1 – Desired Results

#### Established Goal(s)
- Students investigate the personality of God as parent

#### Knowledge and Understanding(s)
Students will know and understand...

- God ‘the Father’ is not subject to the weakness and limitations of human parents. God's love is the most ideal love that we can imagine from either a mother or a father
- God’s parental tenderness can also be expressed in the image of motherhood
- By calling God ‘Father’, Jesus names God as a model for parenthood and reminds us of the great significance of parenting
- To think of God as our parent is to acknowledge our relationships to all other people
- When we name God as our parent, we set up an intimate relationship with God where we agree to both give and receive love. We also accept responsibility for continuing God’s work on earth
- The commandments take on their full meaning within the covenant
- Through the covenant, God binds God’s self to the people, just as parents bind themselves to a child through adoption
- The choice of faithful obedience to the covenant is a life-giving choice
- Because god is the parent of all, we cannot separate our relationships with God from our relationships with one another
- The commandments teach us the importance of respect in all that we do
- As parent, God guides us and sets us free
- God does not ‘lord it over us’. God writes God’s law on our hearts
- God gives each one of us the freedom to choose
- God could be in control, but instead God has given us control
- The Ten Commandments state what is required in the love of God and love of neighbor

#### Skill(s)
Students will be able to...

- Reflect upon the meaning of being loved and the variety of ways in which love is demonstrated
- Identify ways the God’s love for us is reflected in the love and concern that people feel for us
- Articulate the Church’s belief that God’s love goes far beyond human limitations
- Explain how fatherhood and motherhood help us to understand God
- Identify the signs of love and caring in the world around them
- Demonstrate an understanding of the Sinai Covenant as the sign of God’s love and care for the Israelites
- Explain the ways in which the Ten Commandments liberate and allow for greater love
- Name the importance of covenants within their own lives and the way those covenants motivate moral behavior
- Examine their behavior in the light of the Ten Commandments
- Distinguish between good and bad uses of authority
- Evaluate examples of control and authority in their lives
- Describe the difference in the way God exercises authority and in the way many humans exercise authority
- Explain and use the observe, judge, act model for moral decision making
- The observe, judge, act model is an effective method for helping us stay in control of our decision making
- We are responsible for informing and developing our consciences

### Value(s) and Attitude(s)

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Who loves me?</td>
</tr>
<tr>
<td>- It’s a free country, why shouldn’t I do whatever I want?</td>
</tr>
<tr>
<td>- Who is in control?</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Questions p. 167 – Option 2 “Guidelines for reflecting on Environmental Problems in your Neighbourhood”</td>
<td></td>
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</table>

### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 7 Unit 4**

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 7 Believe in Me**  ISBN: 0-8897-315-6  
**Unit 4**  We believe in God ... the creator of heaven and earth

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will consider the wonder of creation and the ways in which God invites us to participate in creation and in God’s creative action</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand....</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>- God creates for people and with people</td>
<td>- Define creativity and names ways they are creative</td>
</tr>
<tr>
<td>- The act of creating demands both love and responsibility</td>
<td>- Describe the relationship between God’s creating and their creating</td>
</tr>
<tr>
<td>- Each of us has gifts that are needed in order for creation to unfold according to God’s plan</td>
<td>- Explain the ways that God invites us to share in the ongoing creation of the world</td>
</tr>
<tr>
<td>- The creative power of God becomes our foundation for creativity as we relate to others</td>
<td>- Evaluate their own contributions to the world and their own willingness to give what they can give</td>
</tr>
<tr>
<td>- God wants human beings to be intimately involved in caring for creation</td>
<td>- Explain the ways the creation story can help them to understand their own creativity</td>
</tr>
<tr>
<td>- God creates from nothing. God is the source of all that is</td>
<td>- Articulate the ways the two stories of creation reveal the balance and co-operation of God intended in the world</td>
</tr>
<tr>
<td>- All creation is good</td>
<td>- Understand the relationship between biblical stories, science and history</td>
</tr>
<tr>
<td>- Stories reveal the truths of the heart</td>
<td></td>
</tr>
<tr>
<td>- Genuine science and genuine faith are never in direct competition. Both reveal the one truth that comes from God</td>
<td></td>
</tr>
</tbody>
</table>
- We are stewards of creation
- The environmental crises is a result of our unwillingness to live justly
- Human beings were created to share, give and love. We are incomplete if we live entirely as individuals
- God created us male and female in the divine image. Humanity is incomplete unless it is both male and female
- Our sexuality is part of who we are and must never be belittled
- Every person has dignity and value
- We must challenge anything that undermines our dignity or the dignity of others
- Demonstrate their commitment to care for the environment
- Evaluate environmental issues in light of God’s plan for creation
- Name and evaluate the ways that being female or male shapes the ways they express themselves
- Be able to define human dignity and recognize the things that support it and undermine it
- Know that to accept other people, we must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations
- Identify ways Jesus reached out to those who were excluded

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Is what I do good enough?</td>
</tr>
<tr>
<td></td>
<td>• That’s not my job! Is it?</td>
</tr>
<tr>
<td></td>
<td>• Why do I need you?</td>
</tr>
</tbody>
</table>

**Stage 2 – Assessment Evidence**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
</table>

**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 7 Unit 5**

**Born of the Spirit** English Canadian Catechetical Series, Canadian Conference of Catholic Bishops

**Year 7 Believe in Me** ISBN: 0-8897-315-6

**Unit 5** We believe in Jesus Christ, his only Son

**Stage 1 – Desired Results**

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore what makes Jesus believable and ways the faith community identifies Jesus.</td>
<td>Students will know and understand....</td>
<td></td>
</tr>
<tr>
<td>To name someone is to establish a particular relationship with him or her</td>
<td>Titles of Jesus: Messiah means ‘anointed one’. Jesus means ‘God saves’ Son of god is the best title we have, yet Jesus stretched our understanding of even that title</td>
<td>Express their understanding of the meaning of a name and the ways we use names to classify people</td>
</tr>
<tr>
<td>Identify the expectations that people had for Jesus and the ways they tried to make him fit those expectations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Jesus was a messiah (anointed) in his threefold role as priest, prophet, and king
2. A title or a religious image cannot fully describe Jesus
3. Jesus challenges the basic power structures within society and our role within those structures
4. Jesus reveals himself in different ways to different people in different situations
5. Jesus gives us courage to go beyond the expectations that have been placed on us or on the people we know
6. Jesus is believable because he really does give life in abundance
7. Jesus is believable because he meets us with love wherever we are
8. Encounters with Jesus changes people
9. Encounters with Jesus took place in biblical times both before and after his death and resurrection, and have continued to take place in the centuries since those events
10. Through his actions, Jesus reveals God’s care for us
11. To believe in Jesus is to accept new possibilities in our lives

Value(s) and Attitude(s)

Essential Question(s)
- What’s in a name?
- How does Jesus challenge me?
- What makes Jesus believable?

Stage 2 – Assessment Evidence

Assessment for Learning

Assessment as Learning

Assessment of Learning

Key Criteria

Assessment, Evaluation and Reporting in Elementary Religious Education

Year 7 Unit 6

Born of the Spirit English Canadian Catechetical Series, Canadian Conference of Catholic Bishops
Year 7 Believe in Me ISBN: 0-8897-315-6
Unit 6 We believe in Jesus ... our Lord

Stage 1 – Desired Results

Established Goal(s)
- Students will explore the nature of the kingdom of God and what it means to be part of that kingdom.
Knowledge and Understanding(s)
Students will know and understand....

- The kingdom of God is not a place. It is a way of living. When we live the way God wants us to live, we are living in the Kingdom of God.
- We address Jesus as the Lord because he is the one who is ‘in charge of’ the kingdom. He makes it possible for us to share in the joy of the kingdom.
- When we call Jesus “Lord”, we agree to see right and wrong as he does.
- Our culture often encourages us to live in ways that are opposed to God’s way.
- We can find true freedom and happiness only by living our lives according to God’s way.
- Happiness is found in developing loving relationships.
- In the kingdom of God, many relationships of power will be reversed.
- If we are benefitting from injustice, we will be held accountable.
- If we suffer from injustice, our suffering will be brought to an end.
- Parables have two levels of meaning: the literal meaning and the figurative level.
- Understanding the meaning of parables requires thinking and conversion.
- Parables draw us into the mystery of the kingdom of God, which is greater than the human mind can comprehend.
- Every action I take on behalf of God’s kingdom will have an effect that goes far beyond me.
- The kingdom of God is not about competition. It is about unity and sharing in joy.

Skill(s)
Students will be able to...

- Identify what it means to live in the kingdom of God, where Jesus is Lord.
- Retell the story of the temptation of Jesus in the desert and articulate what it tells us about living life God’s way.
- Explain how our culture can encourage us to live as God wants us to live, and how it can encourage us to live in ways that are opposed to God’s way.
- Reflect on what it means to be happy using Luke 6.20-42 as a point of reference.
- Examine the things they are doing in their own lives that either promote or prevent true happiness.
- Articulate their understanding of the nature, purpose, and effects of Jesus’ parables about the kingdom of God.
- Identify signs of the kingdom of God in their own lives.
- Articulate their understanding of the Lord’s prayer and its implications for their lives.

Value(s) and Attitude(s)

Essential Question(s)
- Am I free to be me?
- What do I need to be happy?
- Is my way the best way?

Stage 2 – Assessment Evidence

Assessment for Learning

Assessment as Learning

Assessment of Learning

Key Criteria
## Assessment, Evaluation and Reporting in Elementary Religious Education

### Year 7 Unit 7

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 7** Believe in Me  ISBN: 0-8897-315-6  
**Unit 7** We believe in Jesus ... who was conceived by the power of the Holy Spirit and born of the Virgin Mary

### Stage 1 – Desired Results

**Established Goal(s)**
- Students will express the ways in which God is with us in Jesus, in which God works with us, and in which we can work with God

**Knowledge and Understanding(s)**
Students will know and understand:
- Jesus was conceived through the initiative of god with human co-operation. Part of the mystery of salvation is that God involves us in an intimate way  
- Mary is an example of one who hears the word of God and responds to it wholeheartedly  
- When we accept a challenge and take a positive step, we are co-operating with grace  
- Mary was sustained by divine grace throughout her life. (We receive this same grace in Baptism. Mary challenges us to co-operate with it fully.)  
- Co-operation with the grace of God allows for new beginnings, no matter what the circumstances  
- As we learn more about when and where Jesus lived, we can identify more with his humanity and see how his life can be a model for our own  
- Jesus is fully human and fully divine, from the moment of his conception and for all eternity  
- Jesus demonstrates that true holiness does not go against human nature but rather is the purest expression of human nature  
- Jesus is an expression of God’s tremendous love for us  
- Because of the Incarnation, we can be sure that God understands what it is to be human and what is possible for us

**Skill(s)**
Students will be able to:
- Describe the ways God works in co-operation with people  
- Identify ways they can follow Mary’s example and co-operate with God  
- Name some ways that God’s grace can work and is at work, in their lives  
- Explain the meaning of the terms ‘virgin birth’ and Immaculate Conception’  
- Examine what it means to understand someone else  
- Identify the things they have in common with the historical Jesus  
- Describe the political and cultural circumstances that shaped Jesus’ life  
- Express the meaning of the term ‘incarnation’

**Value(s) and Attitude(s)**

**Essential Question(s)**
- Why is everybody always picking on me?  
- Who understands me?
### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning</td>
<td>Key Criteria</td>
</tr>
</tbody>
</table>

### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 7 Unit 8**

<table>
<thead>
<tr>
<th>Born of the Spirit</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Believe in Me</td>
<td>ISBN: 0-8897-315-6</td>
</tr>
<tr>
<td>Unit 8</td>
<td>He suffered under Pontius Pilate, was crucified, died, and was buried. He descended to the dead.</td>
</tr>
</tbody>
</table>

### Stage 1 – Desired Results

**Established Goal(s)**
- Students will name the ways in which they give of themselves and make connections to the suffering and death of Jesus

**Knowledge and Understanding(s)**
- Students will know and understand...
  - Jesus was crucified because he challenged both the religious and the social beliefs of his time
  - Jesus accepted suffering because to avoid it would have been to deny truth and accept injustice
  - Jesus challenges us to accept suffering if necessary in order to live according to God’s plan, a plan in which all people are loved and treated with dignity
  - Jesus’ sacrifice is complete not because of his horrifying death in itself, but because he held nothing back; he gave himself completely
  - We are called to follow Jesus’ example and give of ourselves for others
  - Christ’s sacrifice occurred once and for all time. It was the perfect surrendering of human life to God
  - We are invited to participate in Christ’s sacrifice at the Eucharist
  - Sacrifice is the gift of self to another
  - Christ’s redemptive work is for all people in all times and all places
  - We are called to share the Good News with all people in all situations
  - Christ proclaimed God’s eternal love and the redeeming power of that love even in the midst of death

**Skill(s)**
- Students will be able to...
  - describe the issues that led to Jesus’ crucifixion
  - give reasons for Jesus’ acceptance of his death
  - demonstrate the courage and determination needed to take a stand for truth and justice
  - articulate the meaning of sacrifice
  - express the meaning of the phrase, ‘we are redeemed by Christ’s sacrifice’
  - describe the physical reality of Christ’s suffering and death
  - describe the relationship of Jesus’ sacrifice to Old Testament sacrifices and to the Eucharist
  - Identify the sacrifices they might make for others
  - Identify ways of sharing the Good News with others
  - Name the ways we exclude people from the Good News
  - Name the spiritual deadness that surrounds them and identify ways they might bring life by sharing the Good News
  - Articulate the understanding that Jesus’ descent to the dead signifies that the message of salvation is for all people in all times and all places
### Values and Attitudes

#### Essential Question(s)
- What risks are worth taking?
- What’s the point of sacrifice?
- Who’s in? Who’s out?

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appendix 1; Tracking Sheet, p. 319</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1; Sample 3, weighted self evaluation. P. 318</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 7 Unit 9**

**Born of the Spirit**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops

**Year 7** Believe in Me  SBN: 0-8897-315-6

**Unit 9** On the third day he rose. He ascended into heaven

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will name the hope which the resurrection of Jesus offers even during the most difficult moments of their lives.</td>
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<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
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</thead>
<tbody>
<tr>
<td>Students will know and understand...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>The resurrection is the offer of new life in the face of death</td>
<td>Explain what it means to say the Jesus is raised to new life</td>
</tr>
<tr>
<td>The resurrected Jesus is the same Jesus, yet he is no longer subject to physical limitations</td>
<td>Identify the hope that is found in Jesus’ resurrection for the difficult moments of their lives</td>
</tr>
<tr>
<td>Jesus calls us by name as he called Mary Magdalene</td>
<td>Discuss how resurrection is more than the simple restoration of what used to be</td>
</tr>
<tr>
<td>Jesus is recognized in the breaking of the bread</td>
<td>Reflect on experiences of resurrection</td>
</tr>
<tr>
<td>Jesus calls us to begin again when we fail</td>
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<tr>
<td>Jesus calls us to celebrate life with him by serving others</td>
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<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
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<tbody>
<tr>
<td></td>
<td>Is there hope?</td>
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### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
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<th>Key Criteria</th>
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### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)</th>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
</table>
| Students will name the ways in which Jesus judges and understand that judgment as a call to be whole | • Jesus’ judgment is the light coming into the world – the light that makes the blind see, the deaf hear, and the lame walk  
• Jesus’ judgment is like the light of a candle that gently lights up the corners of our lives, reveling us to ourselves, calling out of darkness into light  
• Jesus came not to judge but to give life. We judge ourselves when we accept or reject his gift  
• God’s judgment summons us to conversion  
• Heaven, hell and purgatory are reflections of our ongoing choices  
• We will be judged with the measure by which we judge others  
• Although we cannot judge the hearts of others, that does not mean that we should turn a blind eye to their behavior  
• We are called to follow Jesus’ example and invite others to live life more fully  
• Jesus challenges us to show special concern for those who do not like us or whom we do not like  
• God sees and rewards things others may not notice.  
• Goodness may not always be recognized by others or even by ourselves, but nothing escapes God’s notice  
• Whenever we feel overlooked, we should recommit ourselves to noticing the good that others are doing  
• We are called to bring the light of Christ to all that is often left in darkness | • Describe how Jesus’ judgment frees people from the things that hold them in bondage  
• Understand Jesus’ judgment as a judgment against the things that harm us and as a call to separate ourselves from those things  
• Name the areas in their lives where their own judgment has been, or is inadequate  
• Express either verbally or artistically, the concepts embodied in the terms ‘heaven’, ‘hell,’ and ‘purgatory’  
• Express that while we may question and even condemn the actions others, only God may judge their hearts and their persons  
• Compare the way they judge others to the way Jesus judges  
• Examine the judgments they have made about others in their school or community  
• Identify creative and caring ways to interact with people whom they tend to judge harshly  
• Recognize that Jesus will reveal the good they have done that no one else has noticed  
• Celebrate their personal successes  
• Identify the good that others are doing  
• Help one another to find reasons for doing good even when it may go unnoticed |

### Value(s) and Attitude(s)

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
</tr>
</thead>
</table>
| • Who’s a winner?  
• What’s fair?  
• Does anyone really notice what I do? |
<table>
<thead>
<tr>
<th>Stage 2 – Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment for Learning</strong></td>
</tr>
<tr>
<td><strong>Assessment of Learning</strong></td>
</tr>
<tr>
<td>Appendix 1: Sample 2, Student self-evaluation. P. 317</td>
</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

Year 8 Unit 1

<table>
<thead>
<tr>
<th>We Are Strong Together</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Stand By Me 1996</td>
<td>ISBN: 0-88997-349-0</td>
</tr>
<tr>
<td>Unit 1</td>
<td>We believe in the Holy Spirit</td>
</tr>
</tbody>
</table>

Stage 1 – Desired Results

Established Goal(s)

- The Holy Spirit helps us to deal with changing expectations, and helps us to change our expectations to be more and more in line with the teaching of Jesus
- Because God has given us the gift of the Holy Spirit, we are capable of living as Christ calls us to live and to love as Christ calls us to love
- The fruits of the Holy Spirit are present when we are doing God’s will
- The Trinity reveals God’s nature as always relating in love – “really winning” means being able to stand in solidarity with others

Knowledge and Understanding(s)

Students will know and understand...

- The Holy Spirit is present to them as a helper
- There is only one God, one absolute authority, one source of love and truth
- A trinitarian prayer
- The ways we find and know God may change as we change
- The coming of the Holy Spirit at Pentecost made it possible for the disciples to respond to and share the full wonder of the resurrection
- The Holy Spirit help us to deal with changing expectations and helps us to change our expectations
- God is always active in our lives, but we are not always open to experiencing God’s activity
- Through the course of salvation history, God has revealed God’s self in the law, incarnate in the person of Jesus and active in the community of believers
- The tradition of the Church lists the seven gifts of the Spirit as wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord
- The Holy Spirit helps us to understand God’s plan for us and for the world
- Because God has given us the gift of the Holy Spirit, we are capable of living as Christ calls us to live and loving as Christ calls us to love
- The gifts of the Spirit are most clearly seen in the community of the faithful acting together

Skill(s)

Students will be able to...

- identify and evaluate expectations that affect their behavior
- retell the Pentecost story
- identify and describe the ways that the expectations of the followers of Jesus change because of Pentecost
- identify ways the Holy Spirit gives us the strength to carry out God’s will
- identify the gifts of the Spirit in their own lives and in the lives of others
- name ways of developing their gifts
- name and describe the fruits of the Spirit and identify them in their lives
- evaluate decisions in terms of the presence or absence of the fruits of the Spirit
- explain how the Holy Spirit helps them to be disciples of Jesus
- define solidarity and explain how the nature of God as Trinity calls us to live in solidarity with each other
- evaluate their own willingness to be present to others and to live in community
- recognize that God relates to us in three distinct ways as three distinct persons
- pray a trinitarian prayer
- The fruits of the Spirit
- The fruits of the Spirit are present when we are doing God’s will
- Doing what God wants us to do also makes us feel better than anything else can – most happy, most complete
- The Holy Spirit changes the world by changing our hearts
- Discernment is the skill whereby we get to know God’s will and learn how to choose what is best
- The mystery of the Most Holy Trinity is the central mystery of Christian faith and life
- The Trinity reveals God’s nature as always relating in love and calling us to do the same
- Although we understand God in human terms, God far exceeds human understanding
- The Trinity is one – each of the three persons is wholly and entirely God and yet each is distinct
- The Trinity helps us to understand that community requires cooperative love and solidarity
- “Really winning” mean being able to stand in solidarity with others – understanding other people’s needs as our own
- Perfect love allows us to express ourselves fully and completely without any loss of self

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<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- What do they expect me to do now?</td>
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<tr>
<td></td>
<td>- Am I strong enough?</td>
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<tr>
<td></td>
<td>- How do I know if I’m on the right track?</td>
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<td></td>
<td>- What does it take to really win?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Stage 2 – Assessment Evidence</th>
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</thead>
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<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme pages for notebooks</td>
<td>Theme pages for notebooks</td>
</tr>
<tr>
<td><em>Identifying our gifts – Space station mission (pg 46-7)</em></td>
<td></td>
</tr>
<tr>
<td><em>Nurturing our gifts – A plan for developing our gifts (pg 50)</em></td>
<td></td>
</tr>
<tr>
<td><em>Personal discernment – Three-paragraph reflection (pg 57)</em></td>
<td></td>
</tr>
<tr>
<td><em>Reflection on Scripture – Snippets (pg 78)</em></td>
<td></td>
</tr>
<tr>
<td><em>The last word is yours</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Retelling the Pentecost story – Independent study and written composition (pg 37)</em></td>
<td></td>
</tr>
<tr>
<td><em>Personal discernment – Three-paragraph reflection (pg 57)</em></td>
<td></td>
</tr>
<tr>
<td><em>Class presentations – Biblical skits (pg 65)</em></td>
<td></td>
</tr>
<tr>
<td><em>Rewriting rhymes or carols (pg 65)</em></td>
<td></td>
</tr>
<tr>
<td><em>Unit 1 Test (285-87)</em></td>
<td></td>
</tr>
<tr>
<td><em>Retelling Pentecost – use account in student text as model</em></td>
<td></td>
</tr>
<tr>
<td><em>Identifying gifts – analyze checklists and revise</em></td>
<td></td>
</tr>
<tr>
<td><em>Nurturing gifts – establish criteria for evaluating progress</em></td>
<td></td>
</tr>
<tr>
<td><em>Three-paragraph reflection – criteria for each of the three paragraphs provided</em></td>
<td></td>
</tr>
<tr>
<td><em>Biblical skits – incorporate answers from previous activity into skit</em></td>
<td></td>
</tr>
<tr>
<td>Rewriting rhymes or carols – criteria stated in directions</td>
<td></td>
</tr>
<tr>
<td>Snippets – peer assessment, looking at context and message of script</td>
<td></td>
</tr>
<tr>
<td>Test answer key – pg 298</td>
<td></td>
</tr>
</tbody>
</table>
## Stage 1 – Desired Results

### Established Goal(s)
- God makes things holy by giving them a special purpose within the divine plan. We are holy when we live according to our purpose. The sacraments reveal God’s loving action and enable us to participate in that action.
- Baptism, Confirmation and Eucharist connect us to God and the Christian community, giving us purpose and offering us strength and support.
- The sacraments of Reconciliation and Anointing bring God’s healing touch through the Christian community.

### Knowledge and Understanding(s)
Students will know and understand:
- The sacraments are life-giving encounters with God which help us to become holy.
- God makes things holy by giving them a special purpose within the divine plan.
- We are holy when we live according to our purpose.
- We are holy when we are fully ourselves.
- Love is the “soul” of holiness.
- The sacraments reveal God’s loving, saving action and also enable us to participate in that action.
- The sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church.
- Our Baptism marks us as chosen by God and as people called to grow in a loving relationship with God and with each other.
- In Confirmation we are more firmly united to Christ and to the Church.
- Confirmation gives us the strength to be better witnesses of Christ.
- God’s action in the sacraments is complete although it takes us a lifetime to appropriate God’s action into our lives.
- Our commitments shape our growth as persons.
- We belong to Christ because we have taken his very self into us at the Eucharistic table.
- As we share in the one body of Christ, we are united with each other and reminded to live as God calls us to live.
- We have been chosen by God to reveal God’s love to the world.
- When we are unable to live out our call because of...

### Skill(s)
Students will be able to:
- Define holiness.
- Define sacrament and identify sacramental moments that reveal God’s presence in their lives.
- Name the seven sacraments of the Church.
- Describe the commitments that are made in Baptism, Confirmation and Eucharist.
- Identify ways Baptism, Confirmation and Eucharist celebrate and encourage belonging.
- Name the symbols of Baptism, Confirmation and Eucharist.
- Restate the Catholic baptismal promises and evaluate the degree to which they accept and live by them.
- Identify the ways Baptism, Confirmation and Eucharist give us a purpose in life and offer us strength and support.
- Retell and explain the significance of gospel stories in which Jesus offers healing.
- Recognize that God helps us grow in holiness no matter what has happened in our lives.
- Identify the ways that the sacraments of reconciliation and anointing are signs of hope and wholeness in the midst of confusion and brokenness.
- Identify the need for healing and forgiveness in their lives.
weakness and sin, God is there to strengthen and renew us so that we may once again live in holiness
- God has chosen the Church to bring God’s healing touch to the people of God
- The sacrament of Anointing connects the suffering of the sick with the Passion of Christ so that suffering serves holiness
- The sacrament of Reconciliation allows us to begin again when we have failed

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Who wants to be holy?</td>
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<tr>
<td></td>
<td>• How do I fit in?</td>
</tr>
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<td></td>
<td>• What can I do when my life seems to be falling apart?</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme pages for notebooks</td>
<td>Theme pages for notebooks</td>
</tr>
<tr>
<td></td>
<td>Improving the spirit of belonging in our community – identifying and addressing needs within the class (pg 87)</td>
</tr>
<tr>
<td></td>
<td>The last word is yours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripture: Healing of a paralytic – The preceding scene (pg 94)</td>
<td></td>
</tr>
<tr>
<td>Unit 2 Test (287-88)</td>
<td>Improving spirit of belonging – class evaluates success of action plan and makes modifications</td>
</tr>
<tr>
<td></td>
<td>Healing of a paralytic – compare and contrast two scripture stories</td>
</tr>
<tr>
<td></td>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
### Assessment, Evaluation and Reporting in Elementary Religious Education

**Year 8 Unit 3**

**We Are Strong Together**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 8: Stand By Me 1996**  ISBN: 0-88997-349-0  
**Unit 3: We believe in the holy catholic and apostolic Church**

#### Stage 1 – Desired Results

**Established Goal(s)**
- The task of the Church and all its members is to continue the work of Christ by making the love of God available to all.
- Christians are called to be apostolic servants of Christ. Marriage and Holy Orders model faithful service.

**Knowledge and Understanding(s)**

Students will know and understand:

- There are several different rites recognized and accepted by the Catholic Church.
- “Catholic” means universal. The Church is universal because it has a mission to the whole world.
- The primary mission of the Church is to enable people to share in the love of the Trinity.
- The church is not subject to one culture or one time but offers challenge to every culture in every time.
- Though marked by great diversity, the Church is one. All who believe have one source in the Trinity, one founder in Christ and one soul in the Holy Spirit.
- No single model of church adequately represents its complexity and diversity. A variety of models help us to understand church and to accept others who operate from a different model of church than we do.
- Though marked by great diversity, the Church is one.
- No single model of church adequately represents its complexity and diversity.
- Apostle means “emissary” — one sent as an agent on a mission.
- All members of the Church are called to be emissaries for Christ, agents of the kingdom of God for all peoples.
- As members of an apostolic Church, we are called to serve others in love.

**Skill(s)**

Students will be able to:

- identify the implications of believing in “one” church.
- explain the meaning of the word “catholic” and the ways the Church is for all people.
- describe a variety of definitions of Church.
- explain the task of the Church and all of its members in continuing the work of Christ by making the love of God available to all.
- express ways in which the Church is (or could be) relevant to them and to others their age.
- pray the Nicene Creed.
- define the word “apostolic” and identify the many ways that Christians are emissaries for and servants of Christ.
- identify lifestyle choices that serve others and share the Good News.
- explain how the sacraments of Marriage and Holy Orders model faithful service for us.
- articulate the meaning of fidelity.
- express their understanding of the ways God is calling them to serve.
- Marriage and Holy Orders are sacraments of service. They help us understand what it means to love fully and freely. They reveal Christ, who has loved us completely and freely given even his own live for us
- Our lives and the choices that we make either reveal or obscure God for those who know us
- “The measure you give will be the measure you get back...” (Luke 6.38)

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why bother with church?</td>
</tr>
<tr>
<td></td>
<td>What can I hope for when I give?</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

<table>
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<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in the work of the Church – plan a prayer service (pg 111)</td>
<td>Plan a prayer service – prayer service planning guide in Appendix 4</td>
</tr>
<tr>
<td>Unit 3 Test (pg 288-90)</td>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 8 Unit 4**

<table>
<thead>
<tr>
<th>We Are Strong Together</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8:</strong> Stand By Me 1996</td>
<td>ISBN: 0-88997-349-0</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> We believe in the communion of the saints</td>
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</tbody>
</table>

### Stage 1 – Desired Results

**Established Goal(s)**
- Death cannot destroy the bonds of Christian community and love. Those who have died are a part of our community, just in a new way.
- Saints are those who recognize God's great love for them and act accordingly despite difficulties. Each of us is called to be a saint.

**Knowledge and Understanding(s)**

Students will know and understand...
- Death cannot destroy the bonds of Christian community and love. Those who have died are still a part of our community, but in a new way.
- Our actions and our prayers affect others within our community.
- We request the intercession of the saints just as we request prayers of others within our community.
- We believe that the saints in heaven are more intimately united with Christ; therefore, their prayers may be more completely “in the name of Jesus” than our own world be.
- We mourn the death of those we love even while we celebrate everlasting life.
- Death is a reminder that God’s plan for creation has not yet been brought to completion.
- Saints are those who recognize God’s great love for them and act accordingly despite difficulties.
- Saints strengthen the union of the whole Church, drawing us closer to each other and to God.
- Saints provide examples of the many different ways we can live out our faithfulness to God.
- Saints did not live “perfect” lives.
- We inspire and strengthen one another. We are strong as a community, not as isolated individuals.
- Each one of us is called to be a saint.

**Skill(s)**

Students will be able to...
- use a verbal or artistic medium to express what it means to live as part of a community.
- identify those who are a part of the community of saints.
- explain how the community functions as a whole.
- describe the Christian attitude toward death.
- demonstrate an understanding of intercessory prayer.
- retell the stories of some of the saints of the Church and explain how they challenge us.
- use the stories of one or more saints to fine inspiration and courage in the face of a difficult situation.
- set some goals for themselves using one of the saints of the Church as a model.
- recognize that although no one is perfect, there are people whose lives inspire others to walk more closely with God; those people are on the road to sainthood.
- report about people today who inspire others to greater love.

### Essential Question(s)

- Does death destroy everything?
- What makes a person’s life successful?
<table>
<thead>
<tr>
<th>Stage 2 – Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment for Learning</strong></td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Unit 4 Test (pg 290-91)</td>
</tr>
<tr>
<td><strong>Key Criteria</strong></td>
</tr>
<tr>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

Year 8 Unit 5

<table>
<thead>
<tr>
<th>We Are Strong Together</th>
<th>English Canadian Catechetical Series, Canadian Conference of Catholic Bishops</th>
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</thead>
<tbody>
<tr>
<td>Year 8: Stand By Me</td>
<td>ISBN: 0-88997-349-0</td>
</tr>
<tr>
<td>Unit 5: We believe in...</td>
<td>the forgiveness of sins</td>
</tr>
</tbody>
</table>

### Stage 1 – Desired Results

**Established Goal(s)**
- As our lives change, the Ten Commandments have different things to teach us
- Sin is deliberately falling short of what we know Jesus would ask us to do
- We must first recognize our sin. True sorrow consists in admitting our wrong, trying to undo the damage, deciding not to do it again, and asking for forgiveness
- The priest, through the words of absolution, reconciles us both to God and to the Christian community

<table>
<thead>
<tr>
<th>Knowledge and Understanding(s)</th>
<th>Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and understand....</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>- The Ten Commandments must be interpreted in light of Jesus’ teaching about love</td>
<td>- identify the ways rules help them to live life to the fullest</td>
</tr>
<tr>
<td>- We obey the commandments in response to God’s loving initiative</td>
<td>- restate each of the Ten Commandments in terms of the challenges that they pose for Grade 8 students today</td>
</tr>
<tr>
<td>- The commandments state fundamental obligations. They also imply obligations to less serious matters</td>
<td>- create a personal guide for living based on the Ten Commandments</td>
</tr>
<tr>
<td>- We can keep the Ten Commandments in their truest sense only if we live in union with Jesus</td>
<td>- examine their consciences</td>
</tr>
<tr>
<td>- As our lives change, the Ten Commandments have different things to teach us</td>
<td>- explain the role of conscience in answering the question “What’s right? What’s wrong?”</td>
</tr>
<tr>
<td>- The Church helps us develop and inform our conscience and conform it to the truth that is God</td>
<td>- define sin and describe the conditions that make something a serious sin</td>
</tr>
<tr>
<td>- Sin is abuse of the freedom that God gives us. Sin weakens our life for God and one another and impairs our growth toward wholeness</td>
<td>- evaluate “real-life” situations on the basis of a definition of sin and the conditions for sin</td>
</tr>
<tr>
<td>- Serious sin requires a sinful matter, knowledge that the deed is wrong, and free consent to the deed</td>
<td>- demonstrate an understanding of social sin and individual participation in it</td>
</tr>
<tr>
<td>- Sin may exist in the accepted structures of our community. As Christians we must keep our ears open to hear the cries of the oppresses</td>
<td>- identify ways of developing their conscience</td>
</tr>
<tr>
<td>- Sin is found both in external actions and in internal attitudes toward God, others and ourselves</td>
<td>- explain what it means to repent of: change our hearts”</td>
</tr>
<tr>
<td>- Sin is deliberately falling short of what we know Jesus would ask us to do</td>
<td>- describe the conditions that God sets in forgiving us and compare and contrast them to the conditions we set in forgiving others</td>
</tr>
<tr>
<td>- In order for repentance to begin, we must recognize our sin</td>
<td>- evaluate their own willingness to forgive in terms of Jesus’ teaching about forgiveness</td>
</tr>
<tr>
<td>- True sorrow consists in admitting that we have done wrong, trying to undo the damage, deciding not to do it again, and asking for forgiveness</td>
<td>- take a step toward true reconciliation with another</td>
</tr>
<tr>
<td>- - -</td>
<td>- articulate the value of the sacrament of Reconciliation</td>
</tr>
<tr>
<td>- - -</td>
<td>- explain how sin affects our relationship with the whole Christian community</td>
</tr>
<tr>
<td>- - -</td>
<td>- outline the process of sacramental reconciliation</td>
</tr>
<tr>
<td>- - -</td>
<td>- recount an experience of genuine reconciliation</td>
</tr>
<tr>
<td>- - -</td>
<td>- celebrate the sacrament of Reconciliation, if possible</td>
</tr>
</tbody>
</table>
- Forgiveness means that God heals our hearts, restores and renews our love for God and helps us to grow as loving people.
- God loves us no matter what we have done; however, we can experience God’s forgiveness only if we repent and accept God’s mercy.
- We are called by Jesus to give up our desire to “get even” with those who have offended us.
- The Eucharist is the primary sacrament of reconciliation.
- Sin has a ripple effect – our sin affects many people.
- There is value in confessing our sins to another person and in hearing the words of forgiveness from another person.
- The priest, through the worlds of absolution, reconciles us both to God and to the Christian community.
- The grace received in the sacrament of Reconciliation makes it possible for us to reorient our lives toward God.

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We know these rules. Why do we have to learn them again?</td>
<td></td>
</tr>
<tr>
<td>What’s right? What’s wrong?</td>
<td></td>
</tr>
<tr>
<td>How can we work it out?</td>
<td></td>
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<tr>
<td>Why should I confess my sins to anyone besides God?</td>
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<tr>
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<tr>
<td>The last word is yours</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment of Learning</th>
<th>Key Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s right? What’s wrong? – Diamonte poem (pg 156)</td>
<td>Diamonte poem – criteria for each line of the poem provided</td>
</tr>
<tr>
<td>Unit 5 Test (pg 291-93)</td>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
**Assessment, Evaluation and Reporting in Elementary Religious Education**

**Year 8 Unit 6**

<table>
<thead>
<tr>
<th><strong>We Are Strong Together</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8:</strong> Stand By Me 1996</td>
<td>ISBN: 0-88997-349-0</td>
</tr>
<tr>
<td><strong>Unit 6:</strong> We believe in... the resurrection of the body</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 1 – Desired Results

#### Established Goal(s)
- God created and redeems both our bodies and our souls
- Our sexuality is part of what makes us complete persons made in the image of God. Sexual love should be total, lifelong and life-giving within the sacrament of Marriage
- In suffering we can find God. Jesus calls us to reach out to those who are in need

#### Knowledge and Understanding(s)

Students will know and understand....
- God cares about both our bodies and our souls
- We can make the choice to develop ourselves or not to develop ourselves. Unhealthy lifestyle choices are ways a person chooses not to respect himself or herself
- Because each body is a precious gift from God, each person has the responsibility to care for his or her body as fully as possible
- We must believe in our own basic goodness in order to make the choice to grow and develop
- We believe that both our bodies and souls belong to God; therefore, we should respect our own bodies and those of others
- God created and redeems both our bodies and our souls
- Our sexuality is an intrinsic part of our being. It is part of what makes us complete persons made in the image of God
- God has given us our bodies to help us communicate with each other, to give life, to heal, and to express affection, concern and love
- The way we express ourselves physically should be in harmony with our emotional, intellectual, social and spiritual expression
- Sexual love should be total, lifelong and life-giving
- People often use sex and sexuality in a way that hurts others because they fail to understand the beauty and dignity of human sexuality
- Our attitudes toward those in need reveal our attitude toward Christ

#### Skill(s)

Students will be able to...
- demonstrate a healthy, or increasingly positive, sense of self-respect and self-love
- explain how the way they treat their bodies affects their relationship with God and with others
- demonstrate respect for the wholeness of persons who are physically, emotionally or mentally challenged
- outline the process of developing worthwhile relationships
- define “love” and determine appropriate and inappropriate expressions of love and affection
- summarize Catholic teaching about responsible sexual conduct
- identify the implications of the belief that our bodies are part of our eternal selves and we should not pledge them lightly
- draw guidance from Gospel stories which touch upon the issue of suffering
- evaluate their own attitudes toward suffering and toward those who suffer
- identify the pain around them and some Christian ways of responding to that pain
- report on what is being done to ease suffering in one area of their community
- make a commitment to reach out to someone who is suffering
- We may not be able to end suffering, but each one of us can do things that will make a difference to those who suffer
- Jesus calls us to reach out to those who are in need
- In the gospels, it is those who are suffering that come to recognize God in Jesus
- In suffering, we can find God. The more we recognize our own inadequacy, the more we can come to know God

<table>
<thead>
<tr>
<th>Value(s) and Attitude(s)</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Who wants this body?</td>
</tr>
<tr>
<td></td>
<td>• What’s sex worth?</td>
</tr>
<tr>
<td></td>
<td>• Can suffering be meaningful?</td>
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</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
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</table>
| Theme pages for notebooks | Theme pages for notebooks
| The last word is yours   |

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<tr>
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</thead>
<tbody>
<tr>
<td>Suffering in the gospel of Luke - TV reporter interview (pg 205)</td>
<td></td>
</tr>
</tbody>
</table>
| Unit 6 test (pg 293-94) | Suffering in Luke’s gospel – summarize, questions, identify common threads in story
|                          | Test answer key – pg 29 |
### Assessment, Evaluation and Reporting in Elementary Religious Education

#### Year 8 Unit 7

**We Are Strong Together**  English Canadian Catechetical Series, Canadian Conference of Catholic Bishops  
**Year 8: Stand By Me** 1996  ISBN: 0-88997-349-0  
**Unit 7: We believe in Jesus... life everlasting**

#### Stage 1 – Desired Results

**Established Goal(s)**
- We are called by God to live life to the fullest in harmony with the rest of creation
- The value of human life requires that we oppose all things that seek to harm or destroy that life, and to honour the dignity inherent in every human life
- The love of God and the Golden Rule are the foundation for just relationships

**Knowledge and Understanding(s)**

<table>
<thead>
<tr>
<th>Students will know and understand...</th>
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</thead>
<tbody>
<tr>
<td>The eschatological expectation of a new earth emphasizes the great value of the created order of thing and the importance of caring for life</td>
</tr>
<tr>
<td>Life reveals God. W most not allow life to be damaged or destroyed</td>
</tr>
<tr>
<td>All life is a gift from God</td>
</tr>
<tr>
<td>As we share in life, we care for life in all its dimensions and connections</td>
</tr>
<tr>
<td>Nothing that is good ceases to exist. We believe in a new heaven and a new earth where life is transformed, not ended</td>
</tr>
<tr>
<td>Our basic belief that human life is valuable requires that we oppose all things that seek to harm or destroy that life</td>
</tr>
<tr>
<td>Violence is often rooted in a sense of helplessness and hopelessness</td>
</tr>
<tr>
<td>God alone is the Lord of live from beginning to end</td>
</tr>
<tr>
<td>The failure to honour the dignity inherent in every human life is the failure to honour God</td>
</tr>
<tr>
<td>To make peace seek justice for all – especially for the weak and powerless</td>
</tr>
<tr>
<td>Love of God and the Golden Rule are the foundation for just relationships</td>
</tr>
<tr>
<td>We must never allow our wants for luxury goods to come before other people’s basic needs</td>
</tr>
<tr>
<td>Although we may not be able to eliminate injustice in the world, we can live justly n our won relationships and be the “leaven of the reign of God” and the “salt for the earth, light for the world”</td>
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</table>

**Skill(s)**

<table>
<thead>
<tr>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>recognize that human beings and all the rest of material creation share one destiny in God’s plan</td>
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<tr>
<td>explain the implications of the fact that we are called by God to live life to the fullest in harmony with the rest of creation</td>
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<tr>
<td>express a growing sense of responsibility for stewardship of the earth</td>
</tr>
<tr>
<td>demonstrate an awareness of the beauty, awesome power and sacredness of all life and all creation that comes to us as a gift from God, the Creator</td>
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<tr>
<td>identify some of the causes and results of violence within their own community and the steps being taken to confront violence</td>
</tr>
<tr>
<td>describe Jesus’ response to violence and explain its relevance to their lives</td>
</tr>
<tr>
<td>evaluate their own attitudes toward violence</td>
</tr>
<tr>
<td>confront violence in their own lives by preparing and practising peacemaking behaviours</td>
</tr>
<tr>
<td>explain our responsibility not only for those who are close to us, but also for people in need wherever they may be</td>
</tr>
<tr>
<td>illustrate the relationship between poverty and excess consumption</td>
</tr>
<tr>
<td>understand the Golden Rule and apply it to a decision making situation</td>
</tr>
<tr>
<td>take a stand for justice and do what they can within their own community</td>
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</tbody>
</table>
- Twenty percent of the world’s people consume 80 percent of the world’s wealth. Canadians and Americans are part of the 20 percent
- All people have a right to a share of the world’s goods. Not to enable them to share in these goods is to steal from them

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<th>Value(s) and Attitude(s)</th>
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<tbody>
<tr>
<td></td>
<td>• How is my life connected?</td>
</tr>
<tr>
<td></td>
<td>• How can I make the world more peaceful?</td>
</tr>
<tr>
<td></td>
<td>• Do I live justly?</td>
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**Stage 2 – Assessment Evidence**

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<tr>
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</tr>
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<tbody>
<tr>
<td>The Golden Rule in Scripture (pg 236)</td>
<td>The Golden Rule in Scripture – answer key provided for comprehension questions</td>
</tr>
<tr>
<td>Living justly – research project (pg 240)</td>
<td>Living justly – use the Observe-Judge-Act model for projects</td>
</tr>
<tr>
<td>Unit 7 Test (294-95)</td>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
## Stage 1 – Desired Results

### Established Goal(s)
- The Creed reminds us who we are and who we are called to become. When we say “amen” we accept God’s guidance in both our being and our becoming.
- The Eucharist gives us and the entire faith community the strength to live out what we profess in the Creed.
- The “theme” of every Mass is Christ’s Passion, death and resurrection. In planning the liturgy we do not develop new themes; we choose to emphasize different aspects of the central mystery and the way it touches our lives.

### Knowledge and Understanding(s)

**Students will know and understand...**
- The Creed reminds us who we are and who we are called to become. When we say “Amen,” we accept God’s guidance in both our being and our becoming.
- “Amen” means “I believe” or “So be it.”
- We say “Amen” both individually and as a community.
- Our “Amen” to the Creed is made possible, reinforced and lived out in our participation in the Eucharist.
- The Mass (or the Divine Liturgy) deepens our faith and nourishes us through Scripture, the Eucharist and our participation in the community where Christ is present.
- During the Mass we bring the “stuff” of our daily lives to God. God touches and transforms both it and us so that we might live in greater harmony with God and with God’s people.
- Through the ritual of the liturgy, God comforts and challenges us.
- In the Eucharist we are given the strength and support that we need to truly be one with Christ.
- We can live as we are called to live because we are supported and nourished by Christ.
- The elements of the liturgy work together to enable the faithful to express themselves to God and to hear and receive God.
- The options in the liturgy allow communities to emphasize different things according to the needs and character of the community and the liturgical.

### Skill(s)

**Students will be able to...**
- Recite the Apostles’ Creed.
- Articulate the meaning of “Amen.”
- Name ways they will live out the beliefs that they express in the Creed.
- Be familiar with the term “real presence” and understand what it says about the Eucharist.
- Express how the Eucharist gives the faith community the strength to live out what it professes in the Creed.
- Describe what we are saying when we say “The body of Christ” and when we say “Amen.”
- Evaluate their willingness to be the body of Christ for others.
- Outline the flow of the eucharistic liturgy and express the purpose and value of each part of the liturgy in relation to our faith and our lives.
- Plan a Eucharistic celebration with the focus “finding inner strength.”
- Explain the choices that can be made to tailor the liturgy to the needs of the worshipping community.
- Participate actively in the liturgy.
season

- The sacramentary allows for variety and continuity
- The “theme” of every Mass is Christ’s Passion, death and resurrection. In planning the liturgy we do not develop new themes; we choose to emphasize different aspect of the central mystery and the way it touches our lives

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<th>Value(s) and Attitude(s)</th>
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<tr>
<td></td>
<td>• So what difference does belief make?</td>
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<tr>
<td></td>
<td>• Why go to Mass?</td>
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<td></td>
<td>• How shall we celebrate?</td>
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### Stage 2 – Assessment Evidence

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<tbody>
<tr>
<td>Reinforcing knowledge of the Creed – creed rap (pg 252)</td>
<td>Creed rap – rap should indicate knowledge of the words and understanding of their meaning</td>
</tr>
<tr>
<td>Open book test on the Creed – Activity Page 31</td>
<td>Creed open book test – students review answers together, go through test with whole class</td>
</tr>
<tr>
<td>Liturgy expert groups (pg 267-68)</td>
<td>Liturgy expert groups – expectations for each assigned group listed</td>
</tr>
<tr>
<td>Unit 8 Test (pg 295-97)</td>
<td>Test answer key – pg 298</td>
</tr>
</tbody>
</table>
Assessment, Evaluation and Reporting in Elementary Religious Education

References

Assessing Knowledge and Evaluating Faith: Dual Approaches To Determining Outcomes Of Religious Education

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Assessment, Evaluation and Reporting in Elementary Religious Education

GLOSSARY

Achievement Chart
A standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. It identifies four categories of knowledge and skills:

1. Knowledge and Understanding: subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)
2. Thinking: the use of critical and creative thinking skills and/or processes
3. Communication: the conveying of meaning through various forms
4. Application: the use of knowledge and skills to make connections within and between various contexts

Aims
State what the children will be expected to absorb in the Religious Education programs Kindergarten to Grade 3, throughout the year

- Module or Unit Aims: Established Goals or Overall Expectations
- Theme Aims can be seen as the Knowledge & Understanding, Skills and Values & Attitudes identified for the themes in each module

Assessment
The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject/course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

- Assessment for learning is designed to provide teachers with information that will help them differentiate and adjust teaching and learning activities
- Assessment as learning is a process for developing and supporting metacognition for students; it focuses on the role of the student as the critical connector between assessment and learning
- Assessment of learning is summative in nature and is used to confirm what students know and can do, and to demonstrate the extent to which they have achieved the curriculum expectations

Authentic Assessment Task
A task designed to simulate or replicate important, real-world challenges, such as asking a student to use knowledge in contexts where the purpose, audiences, and situational variables are genuine

Backward Design
A process for developing a curriculum or unit by beginning with the end in mind and designing toward that end. It includes three stages

- Stage 1: identify desired results of instruction
- Stage 2: determine acceptable evidence
- Stage 3: plan learning experiences and instruction
Born of the Spirit Catechetical Series
A catechetical series for children in school, parish and home education settings from Early Childhood through Year (Grade) 6. It is written by the National Office of Religious Education of the Canadian Conference of Catholic Bishops. The Born of the Spirit series builds on the essential faith education that families provide. The series:

- offers a progressive and systematic presentation of the basic content of the faith for children
- integrates the Catechism of the Catholic Church
- was developed by catechists, co-ordinators (from school and parish backgrounds), liturgists, theologians and curriculum specialists from across Canada

Catechesis
Prepares the Christian to live in community and to participate actively in the life and mission of the Church (GDC #86) Faith Education

Catholic Curriculum
To limit curriculum to Ministry definitions such as “a plan for student learning which is implemented in schools” is to reduce curriculum to little more than society’s latest educational menu, solely pragmatic and utilitarian in nature, and void of any effective and convincing interpretation of existence... It (Catholic curriculum) is a distinctive worldview committed to the enterprise of educating the soul. Educating the Soul, p.11

Catholic Curriculum Maps
Catholic Curriculum Maps reflect the skills, or precise outcomes students are expected to know, from the catechetical programs: Catechism of the Catholic Church, Born of the Spirit, We Are Strong Together, and Fully Alive. Catholic boards of education not using a catechetical series may find the curriculum maps useful as a template, making adjustments to the skills to more appropriately reflect their catechetical program. Catholic Curriculum Maps provide a planning tool that engages teachers in evaluating current instructional practices used to deliver Catholic curriculum.

Four key content areas are identified in each grade level map:

Criteria
Describe in specific terms what successful attainment of learning expectations_goals or outcomes looks like

Criterion Referenced Curriculum
Ontario has moved from norm-referenced assessment to criterion-referenced assessment. Teachers evaluate student work in reference to criteria that are standard across the province, instead of comparing it with work done by other students, ranking student performance, or assessing it in relation to standards developed by individual teachers for their own classrooms

Curriculum Expectations
Describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, and in various other activities on which their achievement is assessed and evaluated

Curriculum Mapping
A procedure for collecting and maintaining a data base of the operational curriculum in a school and/or district. It provides the basis for authentic examination of the Content, Skills and Assessments used in a subject area.

Enduring Understandings
The important ideas or core processes that have lasting value beyond the classroom
Essential Questions
Provocative questions designed to engage student interest and guide inquiry into the important ideas in a field of study.

Evaluation
Evaluation (assessment of learning) refers to the process of judging the quality of student work on the basis of established criteria; it provides data on student achievement at strategic times throughout the grade/course; it identifies how well students have achieved the curriculum expectations.

Evangelization
The carrying forth of the Good News to every sector of the human race; it includes proclamation, witnessing, teaching, sacraments, love of neighbor – all of these aspects are the means by which the one Gospel is transmitted and they constitute the essential elements of evangelization itself (GDC, p. 46-47).

Faith Life
The unfolding experience of an individual’s encounter with God.

Feedback
Helps students consolidate new learning by providing information about what is being well done, what needs improvement and how to take steps toward improvement. Feedback supports differentiated instruction by responding to an individual student’s needs identified through assessment. Effective feedback is:
- Descriptive rather than evaluative
- Focused on the learning goals and success criteria
- Timely
- Implemented by the students and monitored by the teacher.

Learning Goals
Brief statements that describe for students what they should know and be able to do by the end of a period of instruction (e.g.; a lesson, a unit). They represent a subset or cluster of knowledge and skills that students must master to successfully achieve the overall expectations. Specific expectations can sometimes be used as learning goals.

Learning Outcomes
The behaviors that the Grade 7 & 8 Religious Education program is designed to instill and develop.

Learning Skills
The Provincial Report Card focuses on two distinct aspects of student achievement: (1) achievement of curriculum expectations, and (2) development of learning skills (required for effective learning that can be demonstrated by the student in all subjects and in other behavior at school) e.g.; cooperation with others, conflict resolution, class participation, problem solving, goal setting to improve work.

Ontario Catholic School Graduate Expectations
The image of the learner developed by the Institute for Catholic Education in consultation with representatives of the Catholic community across Ontario. The life skills, knowledge, skills and attitudes outlined in the document describe the distinctive expectations that the Catholic community has for graduates of Catholic secondary school.
Overall Expectations
Describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade.

Religious Education
Religious Education in Catholic elementary schools is primarily intended to nurture the faith of the children; is designed to promote a Catholic identity that will assist students in the task of becoming life-long learners in relation to their faith; also designed to assist in the process of ethical and moral formation.

Specific Expectations
Describe the expected knowledge and skills (related to Overall Expectations) in greater detail.

We Are Strong Together Catechetical Series