



Many Gifts 3

CORRELATION TO THE ONTARIO RELIGIOUS EDUCATION CURRICULUM



Many Gifts 3 Correlation to Religious Education

Strand 1: Believing						
SB = Student Book TR = Teacher's Resource AC = Activity Card						
OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
BL1 Demonstrate an understanding that the "Father and the Son" are revealed by the "Holy Spirit" who was sent from the Father and the Son to remain with the Church forever. [CCC nos. 243–267; 687–780]						
BL2 Demonstrate an understanding of Mary as the first disciple and Mother of Church. [CCC nos. 963–970]						
BL3 Demonstrate an understanding of the Church as a community formed by the mission that it received from Christ (i.e. to announce the Good News – to evangelize through the witness of holiness, teaching, and of service to others as Jesus did). [CCC nos. 535–570; 687–780]	SB p. 17 SB pp. 18–19	TR p. 117		SB p. 109 SB p. 123 SB p. 126	TR pp. 258–259 TR pp. 261–262 TR p. 335	AC Ch. 5 #1
SPECIFIC EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
BL1.1 Articulate an understanding of the eternal origin of the Holy Spirit as revealed in Sacred Scripture (i.e. Father as the source and origin of the whole divinity – John 8:42; John 15:26; Rom. 5:5; Creation and the presence of the Spirit – Gen. 1:26, 2:7, 3:22). [CCC nos. 245; 2789]						
BL1.2 Identify and explain what specific Gospel narratives reveal about the relationship of the Holy Spirit with God the Father, Jesus and the Church (e.g. John 14:15–17, 25–26; John 15:20–26; John 16:7–8, 13–15; Romans 8:26). [CCC nos. 243–267; 687–780]						
BL1.3 Explain what Sacred Scripture and the Sacraments of the Church reveal about the role and nature of the Holy Spirit (Holy Spirit as the breath of God, giver of life, Advocate, source of wisdom, councillor, gatherer of people, fount of all truth makes Jesus present in the Eucharist, teaches us how to pray). [CCC nos. 243–267; 687–780]						
BL2.1 Examine a selection of gospel passages to identify the meaning of disciple and explain why Mary's life is a model of discipleship (Matt. 12:50 the criteria for discipleship; Luke 1:26–38 annunciation – Mary's obedience to the will of God; Luke 1:38–45 visitation – Mary proclaims the Good News to Elizabeth who proclaims Mary as Blessed and Mother of God; Luke 1:46–55 Magnificat – Mary praises God; Luke 2:49–50 the challenges of Mary's discipleship; John 19:25–27 Mary as faithful disciple at the foot of the Cross; Acts 1:13–14 Mary is one of the disciples gathered at Pentecost).						
BL2.2 Examine the teaching of the Church to explain why Mary is called the Mother of God and the Mother of the Church. [CCC nos. 963–970]						

BL2.3 Identify the many devotions to Mary that have developed in the Tradition of the Church and explain how the mysteries of the Rosary reveal Mary as Christ's disciple (proclaims Christ's life, suffering, death; resurrection and ascension of Jesus; unfold Mary's virtues, her assumption and coronation in heaven). [CCC nos. 963–970]						
BL3.1 Identify in the Scriptures and in Church teaching the mission of the Church (e.g. spreading the Good News to all people of the world through action, word and deed and to unite them with Christ, "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you." – Mt. 28:19–20; cf. Mk. 16:15–16). [CCC nos. 535–570]	SB p.17					AC Ch. 5 #1
BL3.2 Give examples of how the Church, like a sacrament, makes Christ present through its witness (e.g. service to those in need; outreach programs to the young, elderly, sick and poor; celebrations of prayer and times of retreat, Catholic school religion classes, parish sacramental preparation programs, etc.). [CCC nos. 758–780]		TR p.117			TR p. 335	
BL3.3 Identify the responsibilities a person takes on when they agree to participate in a mission (i.e. to receive a role to fulfill, to be sent to do a task, to be of service, to sacrifice, to assist others) and compare this to the responsibility of accepting to participate in the mission of Christ in the world under the guidance of the Holy Spirit (i.e. to announce the Gospel – Jesus Christ, to teach, to baptize, to heal, to offer forgiveness, to serve the sick and poor, to make Christ present). [CCC nos. 717–747]	SB pp.18–19			SB p. 109 SB p. 123 SB p. 126	TR pp. 258–259 TR pp. 261–262	

Strand 2: Celebrating

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
CL1 Focus: all sacraments point to the Eucharist. Understand that the Church celebrates sacraments which transform our lives, strengthen us and initiate us into the community of the Church; all sacraments point to the Eucharist as their purpose and end. [CCC nos. 1113–1134; 1322–1344]			AC Ch. 3 #1			
CL2 Understand that in the celebration of the Eucharist, Christ is present by the power of His word and Spirit and our belief in faith. [CCC nos.1337–1344; 1373–1381]				SB p. 162	TR p. 295	
CL3 Understand that the Church has established special days and seasons to celebrate the life of Christ and the mystery of his presence (i.e. Lord's Day, liturgical seasons, feasts, and memorials with a focus on Advent and Christmas). [CCC nos. 1091–1112; 1163–1171; 1204–1209]					TR p. 224	
SPECIFIC EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
CL1.1 Define the meaning of "divine and actual Grace" and find within a selection of biblical passages, examples of God's presence and the gift of His grace transforming human experience into sacred experience. (Creation Story, Exodus event, the Birth of Jesus and his baptism, the Resurrection of Jesus, Pentecost and the gift of the Holy Spirit.) [CCC nos. 1113–1134]						

<p>CL1.2 Through an examination of the actions, symbols, and prayers of the Seven Sacraments of the Church, identify and explain how the sacraments celebrate initiation and belonging to the community of the Church (Baptism, Eucharist, Confirmation), healing sickness and forgiveness of sin (Reconciliation, Anointing of the Sick), renewal and conversion (Baptism, Reconciliation), service (Matrimony, Holy Orders) and how they are all linked to and expressed in the Eucharist. [CCC nos. 1322–1344]</p>			AC Ch. 3 #1			
<p>CL1.3 Link special moments in human life to the sacraments (e.g. birth of a child – Baptism; growing in maturity and responsibility – Confirmation; the need for forgiveness – Reconciliation; the experience of sickness – Anointing of the Sick; decisions of commitment – Marriage and Holy Orders) and suggest other times in our ordinary daily life when awareness of God’s presence makes them both spiritual and significant (e.g. experience of nature i.e. watching a sunrise; special achievements i.e. artistic and sports endeavour; once in a life–time events which are not repeated, i.e. the first day of school).</p>						
<p>CL2.1 Connect Christ’s words and actions in the Gospel narratives of the Last Supper with the Paschal Mystery (Christ’s death and resurrection) and with the symbols, rituals, and prayers in the celebration of the liturgy of the Mass. [CCC nos. 1329; 1337–1344]</p>					TR p. 295	
<p>CL2.2 Describe the ways in which the Church confirms its belief in the real presence of Christ in the Eucharist (i.e. through rituals of prayer, adoration, and by giving it a special place to reside in the Church – the Tabernacle). [CCC nos. 1377–1381]</p>				SB p. 162		
<p>CL2.3 Through an examination of selected Scripture passages, identify the role of the Holy Spirit in the life of Christ and in the early Church and explain how this role is repeated in the liturgy of the Mass in the Church today. [CCC nos. 1373–1381]</p>						
<p>CL3.1 Describe the origin of the Liturgical seasons of Advent and Christmas by connecting the images related to each season to their roots in Scripture (i.e. Advent – Jesse Tree, Christmas – Nativity Sets with the biblical narrative of Isaiah 11:1 and Lk. 1–2). [CCC nos. 1159–1162; 1168–1171; 1204–1209]</p>						
<p>CL3.2 Explain how and why particular days, various seasons and feast/saints days throughout the Liturgical Year of the Church are celebrated (i.e. Sunday/the Lord’s day – celebration of the Eucharist, activities such as Sabbath rest, leisure, and recreation; Advent and Christmas – colours, images, rituals, and cultural practices which express faith; Feast days – All Saints Day, Easter Vigil with the Litany of Saints). [CCC nos. 956; 1163–1173]</p>					TR p. 224	
<p>CL3.3 Compare the way we celebrate special occasions and milestones to remember important personal and family history that has served to form who we become, to ways the Christians celebrate the life of Jesus Christ in the Church’s Liturgical Year. [CCC nos. 1099–1103; 1163–1173]</p>						

Strand 3: Living a Moral Life

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
<p>ML1 Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions (i.e. Moral Law – revealed in Scripture e.g. Old Law – Ten Commandments, New Law – Law of the Gospel). [CCC nos. 1949–1986; 2052–2082]</p>	<p>SB p. 13 SB pp. 16–17 SB p. 20 SB p. 23 SB pp. 30–31 SB p. 35 SB p. 37 SB pp. 46–47 SB pp. 48–49 SB p. 57 SB p. 59 SB pp. 72–73 SB pp. 78–79 SB pp. 80–81</p>	<p>TR p. 16 TR p. 20 TR p. 24 TR p. 70 TR pp. 72–73 TR p. 76 TR p. 95 TR p. 104 TR pp. 113–114 TR p. 126 TR p. 128 TR p. 133 TR pp. 146–147 TR p. 152 TR p. 154 TR p. 176</p>	<p>AC Ch.1 #2</p>	<p>SB p. 109 SB pp. 110–111 SB pp. 114–115 SB p. 121 SB p. 123 SB pp. 124–125 SB p. 137 SB p. 163</p>	<p>TR pp. 317–318 TR p. 333 TR pp. 341–342 TR pp. 360–361 TR p. 370</p>	<p>AC Ch.4 #2</p>
<p>ML2 Demonstrate an understanding of the gift of freedom and responsibility that we have in the choices that we make in trying to live a good Christian moral life. [CCC nos. 1730–1748]</p>	<p>SB p. 10 SB pp. 30–31 SB p. 35 SB p. 37 SB pp. 38–39 SB pp. 50–51 SB pp. 52–53 SB p. 55 SB p. 57 SB p. 65 SB p. 69 SB p. 71 SB pp. 74–75 SB p. 77 SB pp. 78–79 SB pp. 80–81</p>	<p>TR p. 18 TR p. 80 TR pp. 86–87 TR p. 138 TR p. 167 TR pp. 170–172 TR pp. 174–175</p>	<p>AC Ch. 1 #3 AC Ch. 2 #1 AC Ch. 2 #3</p>	<p>SB pp. 96–97 SB p. 99 SB pp. 112–113 SB pp. 114–115 SB p. 161</p>	<p>TR pp. 323–324 TR pp. 328–329</p>	
<p>ML3 Demonstrate an understanding of the nature of sin and our human capacity to choose to commit actions which do not show love for God or neighbour (i.e. personal sin, and social sin). [CCC nos. 1846–1876]</p>	<p>SB p. 41 SB pp. 42–43 SB pp. 44–45 SB p. 71</p>			<p>SB pp.146–147</p>		
SPECIFIC EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
<p>ML1.1 Retell Gospel narratives that demonstrate the importance of fulfilling God's law of love, i.e. Love of God and Love of Neighbour, (e.g. Lk. 18:18–23 – the rich young man; Matt. 22:34–40 – the Pharisees asking Jesus about the greatest commandment) and explain the importance of obedience to this law in striving to live a moral life and in seeking eternal life. [CCC nos. 1965–1974; 1961–1964; 2052–2082]</p>	<p>SB p.37</p>	<p>TR p. 133</p>		<p>SB p. 137</p>	<p>TR pp. 317–318 TR p. 333 TR pp. 360–361 TR p. 370</p>	<p>AC Ch. 4 #2</p>
<p>ML1.2 Identify through the Old Testament passages (Ex. 20:2–17; Deut. 5:6–21) how God reveals the Ten Commandments, and in the New Testament gospels the two commandments that Jesus gave as a summary of the Ten Commandments of the Decalogue. [CCC nos. 1961–1964]</p>						

<p>ML1.3 Explain how receiving and following instructions demonstrates our need for help and benefits us (i.e. brings us happiness, helps us to be good, etc.) and use examples to illustrate how obeying the Ten Commandments strengthens our relationship with God (i.e. Commandments 1–3) and with others (i.e. Commandments 4–10). [CCC nos. 1949–1964; 2052–2082]</p>	<p>SB p.13 SB p. 16 SB p. 17 SB pp. 18–19 SB p. 20 SB p. 23 SB pp. 30–31 SB p. 35 SB pp. 46–47 SB pp. 48–49 SB p. 57 SB p. 59 SB pp. 72–73 SB pp. 78–79 SB pp. 80–81</p>	<p>TR p. 16 TR p. 20 TR p. 24 TR p. 70 TR pp. 72–73 TR p. 76 TR p. 95 TR p. 104 TR pp. 113–114 TR p. 126 TR p. 128 TR pp. 146–147 TR p. 152 TR p. 154 TR p. 176</p>	<p>AC Ch. 1 #2</p>	<p>SB p. 109 SB pp. 110–111 SB pp. 114–115 SB p. 121 SB p. 123 SB pp. 124–125 SB p. 163</p>	<p>TR pp. 341–342</p>	
<p>ML2.1 Through an examination of various biblical narratives, identify how the protagonist misused the gift of freedom and the consequences of their action (e.g. Adam and Eve, Moses striking the rock twice, David, Jonah, and the disciples who stopped following Jesus after the prediction of his death). [CCC nos. 1739–1748]</p>	<p>SB p. 37</p>		<p>AC Ch. 1 #3</p>			
<p>ML2.2 Identify those things in our life that can threaten or weaken our human freedom (i.e. sin, fear, bad habits, being controlled by negative passions, etc.), and describe ways that we can strengthen our human freedom as a force of growth and maturity in our lives. [CCC nos. 1730–1748]</p>	<p>SB p. 10 SB pp. 30–31 SB p. 35 SB p. 37 SB p. 69 SB p. 71 SB pp. 78–79</p>	<p>TR p. 133</p>	<p>AC Ch. 2 #1 AC Ch. 2 #3</p>	<p>SB pp. 96–97 SB p. 99 SB pp. 112–113 SB pp. 114–115</p>	<p>TR pp. 323–324 TR pp. 328–329</p>	
<p>ML2.3 Identify and illustrate what it means to have freedom (i.e. a power, rooted in reason and will, to act or not to act) and why this is an important human gift received from God which requires us to be responsible in its use.</p>	<p>SB p. 35 SB pp. 50–51 SB pp. 52–53 SB p. 55 SB p. 57 SB p. 65 SB pp. 74–75 SB pp. 80–81</p>	<p>TR p. 18 TR p. 80 TR pp. 86–87</p>		<p>SB p. 161</p>		
<p>ML2.4 Outline the consequences of choosing between good and evil using a variety of strategies (drama, case studies, and scenarios). [CCC nos. 1730–1738]</p>	<p>SB p. 35 SB pp. 38–39 SB p. 65 SB p. 77</p>	<p>TR p. 167 TR pp. 170–172 TR pp. 174–175</p>				
<p>ML3.1 Define the meaning of “sin,” differentiate between venial and mortal sins, and provide examples of both taken from the experience of their everyday lives. [CCC nos. 1846–1876].</p>						
<p>ML3.2 Define the difference between personal (a wrongful act committed by only one person who thus bears full responsibility for the consequences) and social sin (a wrongful act committed with others who share the responsibility for its consequences, e.g. group bullying, destruction of property) and explain why both weaken our relationship with God and others. [CCC nos. 1846–1876]</p>	<p>SB p. 41 SB pp. 42–43 SB pp. 44–45 SB p. 71</p>					

ML3.3 Examine a selection of scripture passages that demonstrate both personal and social sin and the consequences for the protagonist and those offended (e.g. the fall of Adam and Eve; Peter denies Jesus; Judas' betrayal of Jesus). [CCC nos. 1846–1876]					
ML3.4 Describe what the Church teaches about God's mercy and what we must do to rebuild our relationship with God and those we have offended. [CCC nos. 1846–1848]				SB pp. 146–147	

Strand 4: Living in Communion

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OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
LC1 Demonstrate an understanding of the community of the Church as the temple of the Holy Spirit. [CCC nos. 683–701; 797–810; 731–747]			SB pp. 110–111 SB p. 119 SB p. 121 SB p. 123 SB pp. 124–125 SB pp. 126–127 SB p. 131 SB pp. 138–139 SB pp. 144–145 SB p. 163	TR p. 239 TR p. 242 TR p. 278		
LC2 Understand the importance of Pentecost and the Holy Spirit in the Church's life i.e. communion in spiritual goods. [CCC nos. 949–953]	SB p. 20 SB pp. 63–65 SB pp. 83–85		SB p. 93 SB pp. 110–111 SB pp. 112–113 SB pp. 114–115 SB p. 131 SB p. 135 SB p. 155	TR p. 209 TR p. 251 TR p. 286 TR p. 373 TR pp. 376–377 TR pp. 379–380		
SPECIFIC EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
LC1.1 From a selection of biblical passages, identify how the Holy Spirit came upon the Church (Pentecost) and what it means to say the Church is the 'Temple of the Holy Spirit' (e.g. the Spirit dwells in each of us – 1 Cor. 6:19–20; Christ has gathered the Church as one body in which He dwells by the Spirit – Ephesians 2:19–22; [CCC no. 809]; "The Spirit is the soul... of the Mystical Body, the source of its life, of its unity in diversity, and of the riches of its gifts and charisms."). [CCC nos. 731–747]				SB pp. 114–115	TR p. 242 TR p. 278	
LC1.2 Connect some of the names, titles, and symbols of the Holy Spirit found in Scripture and Tradition, to the Spirit's participation in the life and mission of the Church as the "temple of the Holy Spirit." [CCC nos. 683–701]						
LC1.3 Compare the Catholic understanding of the dual nature of the person (i.e. body and soul) with the Catholic belief in the Holy Spirit as the "soul of the Church," and link this to the need to constantly keep our bodies free from sin. [CCC nos. 797–810]				SB pp. 110–111 SB p. 119 SB p. 121 SB p. 123 SB pp. 124–125 SB pp. 126–127 SB pp. 138–139 SB pp. 144–145 SB p. 163	TR p. 239	

LC2.1 Describe how the Holy Spirit at Pentecost inspired the disciples of Jesus to become a community (i.e. visible and invisible) and the mission he gave to them (to witness to Jesus in their words and actions; to live holy and just lives). [CCC nos. 731–747]	SB p. 20 SB p. 63 SB p. 64 SB pp. 83–85			SB pp. 110–111 SB p. 131	TR p. 286	
LC2.2 Identify how the Holy Spirit keeps the presence of Jesus alive in the Church through those who work for unity, justice, and peace (e.g. disciples, saints, missionaries, advocates for justice). [CCC nos. 820–822; 849–856]				SB pp. 112–113 SB p. 135 SB p. 155	TR p. 209 TR p. 251	
LC2.3 Describe the God-given gifts manifested by the Holy Spirit in the early Church (i.e. a communion of spiritual goods; i.e. communion in faith, prayer, charisms, and charity), and how each contributes to the building up of the Church to be a living witness to the risen Lord. [CCC nos. 949–953]				SB p. 93 SB pp. 114–115	TR p. 373 TR pp. 376–377 TR pp. 379–380	

Strand 5: Living in Solidarity

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OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
LS1 Understand that the Holy Spirit assists us to develop and strengthen our relationship with Jesus and one another through our participation in society (i.e. human community / Body of Christ). [CCC nos. 731–747; 1905–1912]				SB p. 93 SB p. 109 SB pp. 110–111 SB p. 119 SB p. 121 SB p. 123 SB pp. 124–125 SB pp. 126–127 SB p. 129 SB p. 131 SB pp. 140–141 SB p. 163	TR p. 198 TR p. 229 TR p. 252 TR pp. 290–291 TR p. 303 TR p. 309 TR p. 369 TR p. 380	
LS2 Focus: Human dignity. Understand that God created all persons in His one image; equal in their human dignity yet diverse in their being (i.e. male and female, weak and strong, diversity of race, colour, creed, charisms, talents) and this equality and diversity is to be respected. [CCC nos. 356–384; 1934–1938]	SB pp. 30–31 SB pp. 48–49 SB pp. 72–73	TR p. 28 TR p. 39 TR p. 45 TR p. 56 TR p. 58 TR p. 111		SB pp. 100–101 SB p. 103 SB p. 107 SB p. 131 SB pp. 140–141 SB pp. 144–145 SB p. 146 SB p. 149 SB p. 153 SB pp. 154–155 SB pp. 156–157 SB p. 163	TR p. 248 TR p. 264 TR p. 267 TR p. 323 TR p. 338 TR pp. 341–342 TR p. 353 TR p. 365	
SPECIFIC EXPECTATIONS	Unit 1: Living and Working in Ontario			Unit 2: Early Communities in Canada		
LS1.1 Retell the New Testament account of Pentecost (Acts 2:1–42) to demonstrate an understanding of the unity the Holy Spirit brought about among those gathered by the Spirit and baptized by fire, and those to whom they witnessed. [CCC nos. 731–747]						

<p>LS1.2 Link the concept of Christian community inspired by the Holy Spirit (communion with God and one another) with the need to be truthful, to act justly, and to be motivated by love in our relationships with others; and describe the characteristics of a school or family that modelled Christian communion (e.g. respect, promotion of human dignity, acceptance among members, food, drink, and safe home available for all, a way to participate in work, opportunity for education). [CCC nos. 1905–1912]</p>				<p>SB p. 93 SB p. 109 SB pp. 110–111 SB p. 119 SB p. 121 SB p. 123 SB pp. 124–125 SB pp. 126–127 SB p. 129 SB p. 131 SB p. 140–141 SB p. 163</p>	<p>TR p. 198 TR p. 229 TR pp. 290–291 TR p. 303 TR p. 309 TR p. 369 TR p. 380</p>	
<p>LS1.3 Through an examination of particular scripture passages (e.g. 1 Cor. 12 – one body, many parts, John 15:1–17 – vine and branches), identify the nature of the Church’s unity and how the Holy Spirit promotes unity in the Church, i.e. the Body of Christ, and describe through example, ways we can use the gifts the Spirit has given us to serve others (to promote the Common Good). [CCC nos. 1905–1912]</p>					<p>TR p. 252</p>	
<p>LS2.1 Reflect on Genesis 1–3 in the Hebrew Scriptures and identify why the creation of human beings is unique (i.e. we are made in God’s image, we are created to be in relationship with God and others, when we commit sin it breaks these important relationships). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>						
<p>LS2.2 Find evidence within our human relationships (friendships, families, marriage, and society, etc.) that God has created us as social beings and explain how the Sacraments of Eucharist and Reconciliation maintain and strengthen these relationships with God and others. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>						
<p>LS2.3 Describe ways that all human beings are equal (i.e. personal human dignity) and also are created with differences (i.e. male and female, race, ethnicity, etc.) and identify ways that we can demonstrate our appreciation and respect for this diversity (e.g. inclusion of all, sharing what we have with the less fortunate, caring for the sick and elderly, asking questions about a person’s unique characteristics with respect, respecting ideas and beliefs that are different from our own). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>	<p>SB pp. 30–31 SB pp. 48–49 SB pp. 72–73</p>	<p>TR p. 28 TR p. 39 TR p. 45 TR p. 56 TR p. 58 TR p. 111</p>		<p>SB pp. 101–102 SB p. 103 SB p. 107 SB p. 131 SB pp. 140–141 SB pp. 144–145 SB p. 146 SB p. 149 SB p. 153 SB pp. 154–155 SB pp. 156–157 SB p. 163</p>	<p>TR p. 248 TR p. 265 TR p. 268 TR p. 323 TR p. 338 TR pp. 341–342 TR p. 353 TR p. 365</p>	

Strand 6: Praying

SB = Student Book TR = Teacher’s Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Living and Working in Ontario		Unit 2: Early Communities in Canada			
<p>PR1 Understand how the universal call to prayer from God is revealed in scripture in the Old Testament and the New Testament. [CCC nos. 2562–2564; 2566–2597]</p>		<p>TR p. 56 TR p. 106</p>				

<p>PR2 Understand that the Church teaches and provides us with guidance as we learn how to pray. [CCC nos. 2623–2625; 2683–2696]</p>		<p>TR p. 21 TR p. 32 TR p. 46 TR p. 70 TR p. 78 TR p. 81 TR p. 113 TR p. 155</p>	<p>AC Ch.1 #1</p>		<p>TR p. 209 TR p. 219 TR p. 281 TR p. 291 TR p. 353 TR p. 363</p>	
<p>SPECIFIC EXPECTATIONS</p>	<p>Unit 1: Living and Working in Ontario</p>		<p>Unit 2: Early Communities in Canada</p>			
<p>PR1.1 Through an examination of a selection of gospel passages, identify the unique prayer life of the Virgin Mary (i.e. Fiat, Magnificat, her intercession at Cana), connect each of her prayers to one of the forms of prayer promoted with the Church (blessing and adoration, petition, intercession, thanksgiving, and praise) and explain how each prayer reveals about prayer in God's plan of salvation. [CCC nos. 2617–2619; 2622; 2673–2679]</p>						
<p>PR1.2 Examine selected Gospel passages to unfold what Jesus taught us about how we are to pray to the Father and link this to how he continues to teach us through the common prayers and liturgies of the Church, i.e. Eucharist, the Lord's Prayer. [CCC nos. 2958–2616; 2620–21]</p>		<p>TR p. 55 TR p. 106</p>				
<p>PR1.3 Reflect on a selection of Old Testament passages which reveal prayer as a response to God's covenantal promise and link these forms of prayer to the forms of prayer promoted by the Church. (Gen. 12:14, 15:2 – Abraham prays through his obedience and in word; Numbers 14 – Moses' great intercessory prayer; Book of Psalms – David's hymns of praise; 1 Kings 19:9–14 – God speaks to Elijah. [CCC nos. 2566–2598]</p>						
<p>PR2.1 Use a variety of strategies (art, symbols, drama and gestures, planning and participation in communal prayer, etc.) to express the importance of sacred space for prayer and liturgy (shrine, places of pilgrimage, monasteries, prayer centre in school or home and especially the church which is the privileged place for the celebration liturgy and Eucharist); and the meaning of some of the traditional and liturgical prayers of the Church (e.g. Hail Mary; the Our Father; the Prayer of St. Francis; the Act of Contrition; Glory Be; Holy, Holy, Holy; Memorial Acclamation; Lamb of God; Apostle's Creed). [CCC nos. 2683–2696]</p>		<p>TR p. 21 TR p. 32 TR p. 46 TR p. 70 TR p. 78 TR p. 81 TR p. 113 TR p. 155</p>	<p>AC Ch. 1 #1</p>		<p>TR p. 219 TR p. 281 TR p. 291 TR p. 353 TR p. 363</p>	
<p>PR2.2 Present examples of the many people (saints, family, teachers, priests, and religious) who help guide us as we learn to pray the traditional and liturgical prayers of the Church (e.g. Hail Mary; the Our Father; the Prayer of St. Francis; the Act of Contrition; Glory Be; Holy, Holy, Holy; Memorial Acclamation; Lamb of God; Apostle's Creed). [CCC nos. 2683–2690]</p>					<p>TR p. 209</p>	
<p>PR2.3 Demonstrate an understanding of the importance of the Holy Spirit in guiding us as we learn how to pray as Jesus taught us. [CCC nos. 2623–2625; 2670–2672]</p>						