



Many Gifts 6

**CORRELATION TO THE ONTARIO RELIGIOUS  
EDUCATION CURRICULUM**



# Correlation to Religious Education Curriculum

| Believing  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| SB = Student Book TR = Teacher's Resource AC = Activity Card   |  |   |   |  |  |  |
| OVERALL EXPECTATIONS   | Unit 1: Canada's Interactions with the Global Community  |   |   | Unit 2: Communities in Canada, Past and Present              |  |  |
| <b>BL1:</b> Demonstrate an understanding of the Church's teaching on how the human person comes to know and believe in God (from the created world through the natural light of reason, through God's self-revelation in Sacred Scripture and through the handing-on of the faith by the Church). [CCC nos. 27–49; 166–184; 279–324]   |  | TR p. 113<br>TR p. 144  |   | SB p. 182  |  |  |
| <b>BL2:</b> Demonstrate an understanding of the Church's teaching concerning the mysteries of the hidden and public life of Jesus Christ (incarnation, suffering and death, rising from the dead and ascending into heaven). [CCC nos. 50–73; 101–141; 422–682]  |  |   |   |  |  |  |
| <b>BL3:</b> Explain how the Church is called in its mission to witness to Catholicity (i.e., the Church is Catholic). [CCC nos. 830–856]   | SB pp. 12–13<br>SB pp. 16–17<br>SB p. 20<br>SB p. 30<br>SB pp. 42–43<br>SB pp. 46–49<br>SB pp. 75–87<br>SB pp. 89–91<br>SB pp. 96–97 | TR p. 5<br>TR p. 15<br>TR p. 62<br>TR p. 72<br>TR pp. 79–80<br>TR p. 112<br>TR p. 193 | AC Ch. 1 #1<br>AC Ch. 1 #3<br>AC Ch. 2 #2 | SB p.112<br>SB p. 117<br>SB p. 128<br>SB p. 138<br>SB p. 151 | TR p. 248<br>TR p. 253<br>TR p. 276<br>TR p. 357<br>TR p. 370<br>TR p. 370<br>TR p. 372<br>TR p. 379 |  |
| SPECIFIC EXPECTATIONS  |  |   |   |  |  |  |
| <b>BL1.1:</b> Examine a selection of biblical passages that reveal the link between sin, grace, conversion and mercy in God's plan of salvation (e.g. Genesis 1–3; Jn. 1; Sin and separation from God – Isaiah 59:2, Romans 3:23; Grace and mercy – Ephesians 2:8–9; Titus 3:5–7; faith in Christ as source of salvation – Romans 5:8, Romans 4:12). [CCC nos. 27–49; 166–184; 279–324]                    |  | TR p. 113<br>TR p. 144  |   |  |  |  |
| <b>BL1.2:</b> Compare Church teaching on the relationship between faith and reason with the approach of natural and human sciences and explain how the latter might lead to an erroneous belief in God's non-existence. (Reason and faith work together to assure us of the existence of God, i.e., Truth.) [CCC nos. 27–49; 279–324]  |  |   |   |  |  |  |
| <b>BL1.3:</b> Identify the many ways we come to know God from the physical world and the human person (i.e., creation) [CCC nos. 27–49; 166–184]   |  |   |   | SB p. 184  |  |  |
| <b>BL2.1:</b> Distinguish the Mysteries of Jesus' Infancy and Hidden Life (Incarnation, Visitation, Circumcision, Epiphany, presentation in the temple, flight into Egypt, at home in Nazareth) from the Mysteries of his Public Life as revealed in the Gospels (Baptism, Temptation, Transfiguration, Paschal Mysteries) and link them to the celebrations of the Liturgical Seasons. [CCC nos. 512–570] |  |   |   |  |  |  |

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| <b>BL2.2:</b> Through an examination of the account of the Incarnation in Scripture, identify the role of the Holy Spirit and the Virgin Mary and describe the meaning and significance of the Incarnation (i.e., the Son of God became human). [CCC nos. 461–494]   |   |   |   |                                    |   |  |
| <b>BL2.3:</b> Describe through examples how the Church has handed on Revelation regarding the Incarnation through Tradition (e.g., preaching of the Word, celebration of the sacraments, catechesis, prayers and devotions). [CCC nos. 456–511]  |   |   |   |                                    |   |  |
| <b>BL2.4:</b> Explain the significance and meaning of the names – Jesus, Christ, Lord and the only Son of God – as revealed in Sacred Scripture. [CCC nos. 422–455]  |   |   |   |                                    |   |  |
| <b>BL3.1:</b> Define the term “Catholicity” and explain how it is understood in relationship to Christ’s presence within the Church (i.e., fullness of the means of salvation) and secondly with respect to its missionary mandate of being sent out by Christ (i.e., mission is to the whole human race). [CCC nos. 830–856]  | SB pp.12–13<br>SB pp.16–17<br>SB p. 20<br>SB p. 30<br>SB pp.42–43<br>SB pp. 46–49<br>SB pp. 75–77<br>SB pp. 78–87<br>SB p. 89<br>SB pp. 90–91<br>SB pp. 96–97 | TR p. 5<br>TR p. 15<br>TR p. 62<br>TR p. 72<br>TR pp. 79–80<br>TR p. 112<br>TR p. 193 | AC Ch. 1 #2<br>AC Ch. 1 #3<br>AC Ch. 2 #2 | SB p. 112<br>SB p. 117             |   |  |
| <b>BL3.2:</b> Identify and explain using examples how the signs of “Catholicity” (i.e., Petrine ministry, apostolic succession, orders – ministry, sacraments, creed and teachings, discipline (canon law) are present in both the universal Church (i.e., universal worldwide Catholic Church) and in the particular Church (i.e., diocese, parish). [CCC nos. 830–856] |   | TR p. 62  |   | SB p.128<br>SB p. 138<br>SB p. 151 | TR p. 248<br>TR p. 253<br>TR p. 276<br>TR p. 357<br>TR p. 370<br>TR p. 372<br>TR p. 379 |  |
| <b>BL3.3:</b> Identify the major religions in the world today and the bonds which Christianity has with them (i.e., common origin and end of the human race – dignity of the human person, human freedom; the search for God – religious freedom and search for the truth) and communicate how this is a credible sign of “Catholicity.” [CCC nos. 830–856]              |   |   |   |                                    | TR p. 254   |  |

## Celebrating

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

| OVERALL EXPECTATIONS   | Unit 1: Canada’s Interactions with the Global Community | Unit 2: Communities in Canada, Past and Present |
|--|---|---|
| <b>CL1:</b> Focus: Holy Orders Understand that the Sacraments strengthen, sanctify, and sustain our witness to Christ through our life decisions of commitment and service in the Church and world. [CCC nos. 1533–1600]   |   | SB p.131<br>SB p. 144                           |
| <b>CL2:</b> Understand the order of the Mass and the meaning of the various rites within the Liturgy. [CCC nos. 1345–1355; 1396–1397]  |   |   |
| <b>CL3:</b> Demonstrate an understanding of the Liturgical seasons of Lent, Easter, and the Feast of Pentecost as they are revealed through rituals, images and symbols, and the Church’s sacraments (the mysteries of Christ’s life, i.e., Paschal Mystery). [CCC nos. 1113–1130] | TR p. 73  |   |

| SPECIFIC EXPECTATIONS  |  |          |  |                        |  |  |
|--|--|----------|--|------------------------|--|--|
| <b>CL1.1:</b> Connect the special graces received by the Holy Spirit in the one being ordained to Holy Orders, in the spiritual character, in the orientation to the ministries of Christ (i.e., Priest, Teacher, and Pastor) and outline how these continue to serve the life of the Church and world. [CCC nos. 1581–1600]   |  |          |  | SB p. 131<br>SB p. 144 |  |  |
| <b>CL1.2:</b> Identify in each of the three Rites of Holy Orders i.e., Bishop, Priest, and Deacon – who can receive and celebrate the sacrament; rituals, blessings and prayers, signs and symbols that signify and convey the grace and meaning of these sacraments; the effects of the sacrament; and link the ordained priesthood to the baptismal priesthood of the laity. [CCC nos. 1554–1580]                  |  |          |  |                        |  |  |
| <b>CL1.3:</b> Outline the historical development of the priesthood from its beginnings in the Old Testament Covenant to the ministry of the priesthood today (i.e., Melchizedek and Levitical orders; its perfection in the leadership of Christ; Christ’s institution of the priesthood in the Apostles (New Testament); its formation in the early Church; and its life in the Church today). [CCC nos. 1533–1553] |  |          |  |                        |  |  |
| <b>CL2.1:</b> Identify the parts of the liturgy of the Word and the liturgy of the Eucharist and explain their fundamental unity in relationship to the New Testament narratives (e.g., Emmaus, Last Supper). [CCC nos. 1345–1355]   |  |          |  |                        |  |  |
| <b>CL2.2:</b> Explain the significance and meaning of the “breaking of bread” for the early Church and its relationship to the concluding rite of Mass (being sent forth to serve and witness to Christ, e.g., work of ecclesial communities – Society of St. Vincent de Paul , Catholic Women’s League, Knights of Columbus; tithing, volunteer work). [CCC nos. 1396–1397]   |  |          |  |                        |  |  |
| <b>CL2.3:</b> Describe the actions and words of the Institution Narrative (Consecration) and explain the significance of this within the Mass in relationship to John’s Gospel and the Washing of the Feet.  |  |          |  |                        |  |  |
| <b>CL3.1:</b> Make connections between the Church’s Liturgy of the Word (i.e., Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation (e.g., Repentance, forgiveness, restitution, hope, and justice). [CCC nos. 1127–1130]  |  | TR p. 73 |  |                        |  |  |
| <b>CL3.2:</b> Describe various ways Christ’s death and Resurrection are expressed in both the sacraments of Initiation and the liturgical rites and symbols of the Easter Triduum (e.g., through symbols – Darkness / Light, Fire, the Paschal Candle, empty tabernacle; through word and song – Exultat, Scripture Readings; through sacramentals – incense, water, oils, cross). [CCC nos. 1127–1130]              |  |          |  |                        |  |  |
| <b>CL3.3:</b> Examine the rituals in the Church’s liturgies for Ash Wednesday, Palm Sunday, and the Easter Vigil, and unravel the meaning that each symbol, gesture and word has in relationship to Christ and how it may apply to our Christian life. [CCC nos.1117–1126]   |  |          |  |                        |  |  |

## Living a Moral Life

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

| OVERALL EXPECTATIONS   | Unit 1: Canada's Interactions with the Global Community  |   |  | Unit 2: Communities in Canada, Past and Present |                                |  |
|--|--|---|--|---|--------------------------------|--|
| <p><b>ML1:</b> Demonstrate an understanding how the Natural Moral Law is the foundation for the Decalogue (i.e., Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community. [CCC nos. 1905–1927; 1954–1960; 2196–2257; 2258–2330]</p>   | <p>SB pp. 16–19<br/>SB pp. 24–25<br/>SB pp. 28–30<br/>SB pp. 32–35<br/>SB p. 37<br/>SB pp. 42–47<br/>SB pp. 70–71<br/>SB pp. 76–87<br/>SB p. 90<br/>SB pp. 94–97<br/>SB p. 101</p> | <p>TR pp. 18–19<br/>TR p. 35<br/>TR p. 37<br/>TR p. 68<br/>TR p. 123<br/>TR p. 146<br/>TR p. 155<br/>TR p. 166<br/>TR pp. 186–187<br/>TR p. 191</p> | <p>AC Ch. 1 #1<br/>AC Ch. 1 #2<br/>AC Ch. 3 #2<br/>AC Ch. 4 #1<br/>AC Ch. 4 #2<br/>AC Ch. 5 #1</p> |   | <p>TR p. 386</p>               |  |
| <p><b>ML2:</b> Demonstrate an understanding of the importance of the formation of our conscience and describe the various ways in which this has been undertaken in the lives of holy men and women through the Tradition (i.e., pastors, teachers, saints, and martyrs). [CCC nos. 1776–1802]</p>   | <p>SB pp. 20–23<br/>SB p. 31<br/>SB pp. 38–39<br/>SB pp. 42–47<br/>SB pp. 62–63<br/>SB pp. 67–71<br/>SB p. 90<br/>SB pp. 96–97</p>   | <p>TR p. 68<br/>TR p. 115<br/>TR p. 125<br/>TR p. 129<br/>TR p. 188</p>   |  |   |                                |  |
| <p><b>ML3:</b> Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness. [CCC nos. 1730–1775; 1776–1802; 1929–1933]</p>  | <p>SB pp. 36–37<br/>SB pp. 42–43<br/>SB pp. 52–54<br/>SB pp. 77–87<br/>SB p. 92<br/>SB pp. 96–97</p>   | <p>TR pp. 69–70<br/>TR pp. 103–104<br/>TR p. 107<br/>TR p. 124<br/>TR pp. 126–127<br/>TR p. 134<br/>TR p. 200<br/>TR p. 203<br/>TR p. 205</p>       |  | <p>SB p.168</p>                                 | <p>TR p. 346<br/>TR p. 355</p> |  |
| SPECIFIC EXPECTATIONS  |  |   |  |   |                                |  |
| <p><b>ML1.1:</b> Describe the basic principles of the Church's teaching concerning Natural Moral Law (the law God has written on our hearts – Hebrews 8:10) and explain how it is the foundation prepared by God for the revealed Law of Scripture (i.e., Old Law, New Law) and the formulation of human civil laws. [CCC nos. 1905–1927; 1954–1960]</p> | <p>SB p.16<br/>SB p.17<br/>SB p. 37<br/>SB pp.42–43<br/>SB p. 48<br/>SB p. 94<br/>SB p. 95</p>   | <p>TR pp. 18–19<br/>TR p. 35<br/>TR p. 37<br/>TR p. 68</p>  | <p>AC Ch. 5 #1</p>   |   | <p>TR p. 386</p>               |  |

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|---|--|---|--|--|--|--|
| <p><b>ML1.2:</b> Explain through example, how God’s gift of human reason promotes human dignity (reason and conscience, i.e., natural law, work together to help us discern what is good and what is evil) and identify ways we can use reason to participate in the wisdom and goodness of Creation (i.e., care of the created universe, natural and human sciences, human development, and building of communities, etc.). [CCC nos. 1954–1960]</p>   | <p>SB p. 24<br/>SB p. 25<br/>SB pp. 28–30<br/>SB pp. 32–35<br/>SB p. 37<br/>SB p. 42<br/>SB p. 43<br/>SB p. 44<br/>SB p. 45<br/>SB p. 46<br/>SB p. 47<br/>SB pp. 78–87<br/>SB p. 90<br/>SB pp. 96–97<br/>SB p. 101</p> | <p>TR p. 22<br/>TR p. 68<br/>TR p. 121<br/>TR p. 146<br/>TR p. 155<br/>TR p. 166<br/>TR pp. 186–187<br/>TR p. 191</p> | <p>AC Ch. 3 #2<br/>AC Ch. 4 #1<br/>AC Ch. 4 #2</p> |  |  |  |
| <p><b>ML1.3:</b> Articulate the Church’s teaching concerning the Fourth and Fifth Commandments – “Honour your father and mother; You shall not kill” – and apply these to the moral issues facing society today (e.g., sanctity of human life – abortion and euthanasia, dignity of the human person, social living conditions; honouring parents – disobedience, stubbornness, disrespectful words and action, scolding, angrily talking back, refusing to participate in household responsibilities, striking or cursing parents, stealing from parents, etc.). [CCC nos. 2196–2257; 2258–2330]</p> | <p>SB p. 18<br/>SB p. 19<br/>SB p. 70<br/>SB p. 71<br/>SB p. 76<br/>SB p. 77<br/>SB pp. 78–87<br/>SB p. 90</p>   |   |  |  |  |  |
| <p><b>ML2.1:</b> Examine a selection of Scripture passages and summarize what Jesus taught his disciples to help form their conscience (live in accordance with God’s will – Matt. 5-7: Beatitudes, Sermon on the Mount; instructions on becoming a disciple and servant – Matt.25: Thy will be done – the Garden of Gethsemane: Matt. 26:36–46). [CCC nos. 1783–1785]</p>  |  | <p>TR p. 68</p>   |  |  |  |  |
| <p><b>ML2.2:</b> With reference to the Church’s moral teachings, define the meaning of conscience (<i>see: Lumen Gentium, no. 16</i>) and the process of “conscience formation” and explain using examples of how an informed conscience can be helped when making good moral decisions (to judge and act with knowledge). [CCC nos. 1776–1802]</p>   | <p>SB pp. 67–69<br/>SB p. 90<br/>SB pp. 96–97</p>  |   |  |  |  |  |
| <p><b>ML2.3:</b> Apply a Catholic model of moral decision-making (i.e., SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority). [CCC nos. 1749–1785]</p>   | <p>SB pp. 20–23<br/>SB p. 31<br/>SB pp. 38–39<br/>SB pp. 42–47<br/>SB pp. 62–63<br/>SB pp. 68–71</p>   | <p>TR p. 68<br/>TR p. 115<br/>TR pp. 125–127<br/>TR p. 129<br/>TR p. 134<br/>TR p. 188</p>                            | <p>AC Ch. 1 #1<br/>AC Ch. 1 #2</p>                 |  |  |  |
| <p><b>ML3.1:</b> Locate and examine gospel passages to identify how Jesus called individuals to holiness and guided them in the moral life (e.g., Matt. 19:16–26 – the rich young man, Jn. 4:1–26 – the Samaritan woman, Mk. 10:35–45 – the disciples request for positions of honour, etc.). [CCC nos. 2012–2016]</p>  | <p>SB p. 54</p>  |   |  |  |  |  |
| <p><b>ML3.2:</b> With reference to Catholic moral teaching, identify the characteristics of holiness and what is necessary if individuals are to “be holy” as Jesus is holy.</p>  | <p>SB pp. 36–37<br/>SB pp. 52–53<br/>SB p. 77</p>  |   |  |  |  |  |

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| <b>ML3.3:</b> Explain, using examples, the relationship between making good moral choices, developing Christian virtues, and holiness.   | SB p. 37<br>SB pp. 42–43<br>SB pp. 52–54<br>SB pp. 78–87<br>SB p. 92<br>SB pp. 96–97 | TR pp. 69–70<br>TR pp. 103–104<br>TR p. 107<br>TR p. 124<br>TR p. 200<br>TR p. 203<br>TR p. 205 | AC Ch. 3 #1<br>AC Ch. 4 #1<br>AC Ch. 5 #1<br>AC Ch. 5 #2 | SB p. 168 | TR p. 346 |  |
| <b>ML3.4:</b> Examine the lives of the saints and provide examples of how their lives modelled for us what it means to live a moral and holy life (e.g., St. Brother André, Oscar Romero, Dorothy Day, St. Padre Pio, Blessed Mother Teresa). [CCC nos. 1783–1785] | SB p. 36   |   |  |           | TR p. 355 |  |

## Living in Communion

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

| OVERALL EXPECTATIONS   | Unit 1: Canada's Interactions with the Global Community   |  |             | Unit 2: Communities in Canada, Past and Present   |  |             |
|--|---|--|-------------|---|--|-------------|
| <b>LC1:</b> Understand that the life of Christ's Faithful in the community of the Church is organized into roles of responsibility and societies of witness and service. [CCC nos. 871–945]  | SB pp. 12–13<br>SB p. 17<br>SB pp. 23–30<br>SB p. 34<br>SB pp. 42–49<br>SB pp. 52–53<br>SB pp. 66–67<br>SB pp. 75–77<br>SB pp. 89–91<br>SB pp. 96–97<br>SB p. 101 | TR p. 5<br>TR p. 9<br>TR pp. 31–33<br>TR p. 63<br>TR p. 84<br>TR p. 152<br>TR p. 161 | AC Ch. 1 #2 | SB p. 118<br>SB p. 132<br>SB p. 134<br>SB p. 136<br>SB p. 144<br>SB p. 152<br>SB p. 158<br>SB p. 167<br>SB p. 170<br>SB pp. 172–177<br>SB p. 180<br>SB p. 188 | TR p. 253<br>TR p. 317<br>TR p. 328<br>TR p. 334<br>TR pp. 338–339<br>TR p. 362<br>TR p. 366 | AC Ch. 7 #1 |
| <b>LC2:</b> Understand the role of Mary Mother of God, Mother of the Church. [CCC nos. 484–511; 963–975; 2673–2682]  |   |  |             |   |  |             |
| SPECIFIC EXPECTATIONS  |   |  |             |   |  |             |
| <b>LC1.1:</b> With reference to Church Tradition, outline some of the many forms of consecrated religious life within the Church (priestly; monastic; cloistered religious life, i.e., Carmelite nuns and monks; orders and congregations; i.e., Franciscan or Dominican order) and describe how and why they live out the evangelical counsels (vows of poverty, chastity, and obedience). [CCC nos. 914–933] | SB p. 101   |  |             | SB p. 144<br>SB p. 170<br>SB p. 176   | TR p. 253  |             |
| <b>LC1.2:</b> Identify and explain the nature of ministry within the Church (e.g., its hierarchical structure, the role of the teaching, sanctifying, and governing offices and how they are exercised). [CCC nos. 871–896]  |   |  |             |   |  |             |

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| <b>LC1.3:</b> Explain the vocation of the baptized and the importance of their participation in the life and mission of the Church, and give examples of how the laity fulfill the priestly office (i.e., sanctification), the prophetic office (i.e., evangelization and teaching), and the kingly office (i.e., pastoral governance) in their mission. [CCC nos. 897–913] | SB pp. 12–13<br>SB p. 17<br>SB pp. 23–30<br>SB p. 34<br>SB pp. 42–49<br>SB pp. 52–53<br>SB pp. 66–67<br>SB pp. 75–77<br>SB pp. 89–91<br>SB pp. 96–97 | TR p. 5<br>TR p. 9<br>TR p. 10<br>TR p. 12<br>TR pp. 31–33<br>TR p. 63<br>TR p. 84<br>TR p. 152<br>TR p. 161 | AC Ch. 1 #2 | SB p. 118<br>SB p. 132<br>SB p. 134<br>SB p. 136<br>SB p. 152<br>SB p. 158<br>SB p. 167<br>SB pp. 172–176<br>SB p. 177<br>SB p. 180<br>SB p. 188 | TR p. 317<br>TR p. 328<br>TR p. 334<br>TR pp. 338–339<br>TR p. 362<br>TR p. 366 | AC Ch. 7 #1 |
| <b>LC2.1:</b> Define the Church’s teaching concerning the life of Mary from Scripture and Tradition (i.e., Immaculate Conception, Assumption) and why these are important signs which point to the life of Jesus Christ. [CCC nos. 484–511; 963–975]  |  |  |             |  |   |             |
| <b>LC2.2:</b> Articulate the reasons why our faith teaches us that Mary is the Mother of the Church. [CCC nos. 963–975; 2673–2682]  |  |  |             |  |   |             |
| <b>LC2.3:</b> Explain how Mary as both the first disciple and the Mother of the Church, supports us in our growth in holiness and virtue (John 19:27 – Behold, your mother). [CCC nos. 963–975; 2673–2682]  |  |  |             |  |   |             |

## Living in Solidarity

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

| OVERALL EXPECTATIONS  | Unit 1: Canada’s Interactions with the Global Community  |   | Unit 2: Communities in Canada, Past and Present |   |  |   |
|---|--|---|---|---|--|---|
| <b>LS1:</b> Understand that each person is responsible for participation in society, to discern, to freely choose their vocation, and to make a contribution in the world. [CCC nos. 1262–1284; 1877–1885; 1886–1896; 1913–1927]  | SB pp. 16–17<br>SB p. 49<br>SB pp. 52–55<br>SB p. 62–63<br>SB p. 68<br>SB pp. 72–87<br>SB pp. 90–91<br>SB pp. 94–97<br>SB p. 100<br>SB pp. 104–105 | TR pp. 1–2<br>TR p. 22<br>TR pp. 45–46<br>TR p. 89<br>TR p. 144<br>TR p. 167<br>TR pp. 173–174<br>TR p. 184<br>TR p. 208  |   | SB p. 144<br>SB p. 151<br>SB p. 191<br>SB pp. 193–195<br>SB p. 198<br>SB p. 202 | TR p. 232<br>TR p. 249<br>TR p. 253<br>TR p. 258<br>TR p. 294<br>TR p. 304<br>TR p. 315<br>TR p. 382 | AC Ch. 8 #3<br>AC Ch. 9 #1<br>AC Ch. 9 #2                               |
| <b>LS2:</b> Focus: Principle of Rights and Responsibilities Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g., the right to life, liberty, religious freedom, food, shelter, healthcare, education, and employment). [CCC nos. 1886–1896; 1928–1948] | SB pp. 18–25<br>SB pp. 28–37<br>SB pp. 42–43<br>SB pp. 56–63<br>SB pp. 78–87<br>SB pp. 90–91<br>SB pp. 96–97                                       | TR p. 14<br>TR p. 16<br>TR pp. 19–20<br>TR pp. 22–23<br>TR p. 24<br>TR pp. 26–28<br>TR pp. 35–37<br>TR pp. 40–43<br>TR pp. 57–58<br>TR p. 60<br>TR pp. 87–88<br>TR p. 209 |   |   | TR p. 250<br>TR p. 284<br>TR p. 290<br>TR p. 293<br>TR p. 299<br>TR p. 332<br>TR p. 381              | AC Ch. 6 #1<br>AC Ch. 7 #2<br>AC Ch. 8 #1<br>AC Ch. 8 #2<br>AC Ch. 9 #3 |



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|--|---|---|--|---|--|---|
| <b>LS3:</b> Understand that there are diverse religious expressions in the world that celebrate God's presence in the special moments of human life that are analogous to the sacraments of the Church. [CCC nos. 748–870; 1113–1134]  | SB pp. 60–63<br>SB pp. 66–69<br>SB pp. 76–87<br>SB p. 90<br>SB pp. 96–97  |   |  |   | TR pp. 281–282<br>TR p. 326  |   |
| <b>SPECIFIC EXPECTATIONS</b>   |   |   |  |   |  |   |
| <b>LS1.1:</b> Identify and compare the call stories in Scripture which reflect conversion and fidelity to God as the foundation of our vocation and which can transform the lives of others (e.g., Moses 3:7–10; Jeremiah 1:1–10; John 1:35–42; Mary – Luke 1:26–38). [CCC nos. 1262–1284]   |   |   |  |   |  |   |
| <b>LS1.2:</b> Describe the call of Christian “vocation” received in baptism (i.e., everyone is called to serve society, to discern their gifts and talents, and to be united in making a contribution in the world), and determine ways we can respond to this call as young people. [CCC nos. 1262–1284; 1897–1927]   | SB pp. 16–17<br>SB pp. 52–53<br>SB pp. 62–63<br>SB pp. 75–87<br>SB pp. 90–91<br>SB pp. 94–95<br>SB p. 100<br>SB pp. 104–105 | TR pp. 1–2<br>TR pp. 45–46<br>TR p. 89  |  | SB p. 144<br>SB p. 151<br>SB p. 191<br>SB pp. 193–195<br>SB p. 198<br>SB p. 202 | TR p. 232<br>TR pp. 249–250<br>TR p. 253<br>TR p. 258<br>TR p. 284<br>TR p. 294<br>TR p. 299<br>TR p. 315<br>TR p. 382 | AC Ch. 8 #3<br>AC Ch. 9 #1<br>AC Ch. 9 #2                               |
| <b>LS1.3:</b> Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school, and parish. [CCC nos. 1913–1917]  | SB p. 49<br>SB pp. 52–55<br>SB p. 68<br>SB pp. 72–74<br>SB p. 90<br>SB p. 97  | TR p. 22<br>TR pp. 45–46<br>TR p. 144<br>TR p. 167<br>TR pp. 173–174<br>TR p. 184<br>TR p. 208  |  |   | TR p. 290<br>TR p. 293<br>TR p. 304<br>TR p. 332   |   |
| <b>LS2.1:</b> Identify and examine events from Jesus’ life and his ministry when he challenged dehumanizing situations and social structures (e.g., Samaritan Woman at the well, Sabbath rule and the man with the withered hand, the cure of the man who was paralyzed) and link the message of these passages to how individuals and institutions should address local and global situations that need to be challenged today. [CCC nos. 356–384; 1928–1933; 1391–1401]          | SB pp. 56–59<br>SB pp. 76–87<br>SB pp. 90–91<br>SB pp. 96–97  | TR p. 209   |  |   |  |   |
| <b>LS2.2:</b> Explain the distinction between human differences that belong to God’s plan and “sinful inequalities” which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community. [CCC nos. 356–384; 1928–1933; 1391–1401]  | SB pp. 20–21<br>SB pp. 58–59<br>SB pp. 62–63<br>SB pp. 78–87<br>SB pp. 96–97  |   |  |   |  |   |
| <b>LS2.3:</b> Identify situations of injustice in society, our country, and the world which oppose the virtue of human dignity and fundamental human rights (e.g., the right to life, liberty, religious freedom, food, shelter, healthcare, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self’.” [CCC nos. 356–384; 1928–1933; 1391–1401] | SB pp. 18–19<br>SB pp. 22–25<br>SB pp. 28–37<br>SB pp. 42–43<br>SB pp. 60–61  | TR p. 14<br>TR p. 16<br>TR pp. 19–20<br>TR p. 22–23<br>TR p. 24<br>TR pp. 26–28<br>TR pp. 35–37<br>TR pp. 40–43<br>TR pp. 57–58<br>TR p. 60<br>TR pp. 87–88 |  |   |  | AC Ch. 6 #1<br>AC Ch. 7 #2<br>AC Ch. 8 #1<br>AC Ch. 8 #2<br>AC Ch. 9 #3 |

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|--|--|--|--|--|-----------------------------|-------------|
| <b>LS3.1:</b> Name several of the diverse religions that are present in their community and compare some of the ways they celebrate God's presence at special moments of human life (i.e., birth, marriage, death, days of religious observance, feasts and festivals, images of God). [CCC nos. 811–822]  |  |  |  |  | TR pp. 281–282<br>TR p. 326 | AC Ch. 9 #3 |
| <b>LS3.2:</b> Describe how Christians celebrate the presence of God in the special moments of their lives (birth, coming of age, marriage, death) and link these sacramental moments to similar celebrations within Judaism (e.g., Baptism and Jewish naming ceremony, confirmation and Bat Mitzvah/Bar Mitzvah). [CCC nos. 748–870; 1113–1134]  |  |  |  |  |                             |             |
| <b>LS3.3:</b> Provide examples of how we can show respect for people from diverse religious backgrounds (e.g., learn about their beliefs and practices, look for similarities with your own faith but also notice differences, discuss ways you are similar, suspend judgment, treat them as you would like to be treated by someone from a religion other than your own, ask questions in a respectful and polite manner). [CCC nos. 811–822] | SB pp. 60–63<br>SB pp. 66–69<br>SB pp. 76–87<br>SB p. 90<br>SB pp. 96–97 |  |  |  |                             |             |

## Praying

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

| OVERALL EXPECTATIONS   | Unit 1: Canada's Interactions with the Global Community |   | Unit 2: Communities in Canada, Past and Present |  |   |  |
|--|---|---|---|--|---|--|
| <b>PR1:</b> Understand how our prayers must be reflected in the lives we live as Christians, i.e., call to justice, peace and reconciliation, struggle to form the habit of prayer. [CCC 2725–2745]                  |   | TR p. 29<br>TR p. 107<br>TR p. 123<br>TR p. 157<br>TR p. 163<br>TR p. 191 |   | SB p.120<br>SB p. 161<br>SB p. 167<br>SB pp. 198–199 | TR p. 218<br>TR p. 221<br>TR p. 223<br>TR p. 235<br>TR p. 237<br>TR pp. 262–263<br>TR p. 273<br>TR p. 281<br>TR p. 303<br>TR pp. 318–319<br>TR p. 326 |  |
| <b>PR2:</b> Understand how the Word of God, Scripture, is important in the Eucharist and for daily reflection (social justice action). [CCC nos. 2568–2600]  |   | TR p. 91<br>TR p. 132<br>TR p. 135<br>TR p. 164                           |   |  | TR p. 315   |  |
| SPECIFIC EXPECTATIONS  |   |   |   |  |   |  |
| <b>PR1.1:</b> Identify the obstacles to prayer and the ways to overcome this struggle so that prayer and our Christian life are inseparable. [CCC nos. 2725–2751]  |   | TR p. 29  |   | SB p. 161<br>SB p. 167                               | TR p. 218<br>TR p. 221<br>TR p. 223<br>TR p. 235<br>TR p. 237<br>TR pp. 262–263<br>TR p. 273<br>TR p. 302   |  |
| <b>PR1.2:</b> Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need. [CCC nos. 2634–2636] |   | TR p. 2<br>TR p. 107<br>TR p. 123   |   | SB p. 120  | TR p. 281<br>TR pp. 318–319<br>TR p. 326  |  |

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| <p><b>PR1.3:</b> Explain how praying the psalms and prayers of the Catholic Tradition (e.g., Prayer of St. Francis, St. Ignatius of Loyola) transforms the hearts of persons (teach and form us through the gift of God's grace) and applies the messages of justice, peace, and reconciliation found in these prayers to issues of injustice, peace, and reconciliation that young people face today (e.g., cyberbullying, vandalism, poverty, inequality, exclusion). [CCC nos. 2585–2589; 2607–2615; 2683–2684]</p> |  | <p>TR p. 157<br/>TR p. 163<br/>TR p. 191</p> |  | <p>SB p. 120<br/>SB pp. 198–199</p> |                  |  |
| <p><b>PR2.1:</b> Identify which liturgical seasons present scripture passages (i.e., Old and New Testament) that focus on the social justice dimension of the Christian life and show how these are expressed in the tradition of vocal and meditative prayer. [CCC nos. 2568–2619]</p>  |  | <p>TR p. 91<br/>TR p. 132<br/>TR p. 135</p>  |  |                                     | <p>TR p. 315</p> |  |
| <p><b>PR2.2:</b> Identify and demonstrate how in the Mass, the Liturgy of the Word can become a source of meditation and prayer with scripture, which assists us in living the Christian life (i.e., moments of silence, lectio divina, homilies, commentaries on scripture). [CCC nos. 2652–2655; 2659–2660]</p>  |  | <p>TR p. 164</p>                             |  |                                     |                  |  |