



Catholic Curriculum Corporation  
Catholic Curriculum Maps – Revised 2011  
**Religion and Family Life Education Core Map: Grade Five**  
**Unifying Catholic Theme:** *Community and the Common Good*  
**Essential Question:** *How do we live in Community?*

Essential Questions Provides a focus for study	Content Describes the subject matter	Skills As referenced in the grade five MAY WE BE ONE (MWBO) and FULLY ALIVE Renewal Edition (FA) manuals. The precise outcomes students are expected to know	Assessment Examples of opportunities for students to demonstrate understanding of content skills	Ontario Catholic School Graduate Expectations
<b>Religion – May We Be One (MWBO)</b>				
<i>What do the Scriptures teach us about becoming a community of believers?</i>	<b>Scripture</b>	<ul style="list-style-type: none"> <li>Identify how Bible passages are organized in the Bible</li> <li>Develop an understanding of Peter's call to the Church (2.4 MWBO)</li> <li>Identify Peter as the rock of the Church (2.4 MWBO)</li> <li>Examine and reflect upon the history of the early Christians in the Acts of the Apostles (2.4 MWBO)</li> <li>Examine and reflect upon the creation stories (7.19, 7.20 MWBO)</li> <li>Examine and reflect upon O. T. covenant stories (Abraham, Isaac, Jacob, Moses) (5.13 MWBO)</li> <li>Examine and reflect upon the gospel stories in preparation for Advent, Lent, and Easter (4.10, 4.11, 4.12, 5.13, 7.21, 8.22, 8.23, 8.24, 9.25, 9.26 MWBO)</li> <li>Examine and reflect upon the messages of the parable stories (The Good Shepherd, Prodigal Son) (8.22 MWBO)</li> </ul>	<ul style="list-style-type: none"> <li>Locate specific Bible passages according to Book, Chapter, and Verse.</li> <li>Compare and contrast Peter's call to the Church with God's call of i.e. Moses</li> <li>Dramatize the Peter and Cornelius story using the text script as a template; adding their own reflective dialogue</li> <li>Create a timeline that details the important events of ancient times and early Christian history</li> <li>Compare and contrast our creation stories with those from other cultures</li> <li>Write a modern day version of a parable story</li> </ul>	<b>CGE 1h</b> <b>CGE 1i</b> <b>CGE 2b</b> <b>CGE 2c</b> <b>CGE 3b</b> <b>CGE 3e</b>



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<p><i>How do we gather together as a community of believers?</i></p> <p><i>How does a community of believers celebrate their faith?</i></p>	<p><b>Prayer and Sacramental Life</b></p>	<ul style="list-style-type: none"> <li>• Identify the Sacraments of Initiation (Baptism, Eucharist and Confirmation) 2.5 MWBO)</li> <li>• Identify the signs and symbols of the Sacraments of Initiation (2.6, 9.26 MWBO)</li> <li>• Recite all the parts of the Rosary, and Grace Before Meals</li> <li>• Recognize Advent, Lent and Easter as important seasons of the Church year (4.10, 4.11, 4.12, 5.13, 7.21, 8.22, 8.23, 8.24, 9.25, 9.26 MWBO)</li> <li>• Identify the signs and symbols of Advent, Lent and Easter (8.23, 8.25, 4.11, 4.12 MWBO)</li> <li>• Identify the two main parts of the Mass: the Liturgy of the Word, and the Liturgy of the Eucharist (3.7, 3.8, 3.9 MWBO)</li> <li>• Prepare and participate in prayer services, rituals and liturgies (1.3 MWBO)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate their understanding of Reconciliation by writing a story involving Reconciliation</li> <li>• Illustrate “In Baptism, we become part of God’s plan of reconciling and gathering people into one”.</li> <li>• Reflect on the celebration of Eucharist in light of meal stories by actively participating in a class meal</li> <li>• Actively participate in classroom and school activities that celebrate the seasons of the church year</li> <li>• Pray the Rosary</li> <li>• Defend, using their knowledge of the New and Old Testament stories, the significance of the signs and symbols and seasons of our faith</li> <li>• Plan a celebration Advent, Lent and/or Easter, by selecting relevant bible passages and petitions for the Liturgy of the Word</li> </ul>	<p><b>CGE 1c</b> <b>CGE 1f</b> <b>CGE 1i</b> <b>CGE1j</b></p>
<p><i>How do we describe ourselves as a community of believers?</i></p>	<p><b>Profession of Faith</b></p>	<ul style="list-style-type: none"> <li>• Reflect on God’s abundant love (8.22, 8.24 MWBO)</li> <li>• Live our stewardship of the Earth (10.30, 6.18 MWBO)</li> <li>• Recite the four distinguishing marks of our Church: One, Holy, Catholic, Apostolic (10.29 MWBO)</li> <li>• Examine the stories of the Saints and Missionaries (10.28 MWBO)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collage illustrating God’s abundant love</li> <li>• Demonstrate their care of the Earth by planning environmental awareness projects i.e. Community Clean Up Day</li> <li>• Discuss the significance of the distinguishing marks of our Church</li> <li>• Actively participate in discussions with people who are modern day missionaries when inviting guest speakers to discuss vocations</li> </ul>	<p><b>CGE 5a</b> <b>CGE 7e</b> <b>CGE 7f</b> <b>CGE 7i</b> <b>CGE 7j</b></p>



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**Family Life – Fully Alive Renewal Edition**

**Teacher’s Note:** Each topic in the revised Fully Alive program includes a cognitive and affective expectation. The expectations captured in the revised Catholic Curriculum Maps, under Christian Moral Development, are sometimes a synthesis of the two, with an emphasis on the cognitive expectation. Each expectation has been selected from Appendix A in the Teacher’s Manual. The assessment column contains only some suggestions to support the expectations. Most assessment ideas were derived from the Sample Demonstrations/Activities suggested in Appendix A for the Theme and Topic and drawn from various aspects of the three part lesson (We Experience, We Discover, We Respond).

<p><i>How is my life a journey?</i></p> <p><i>How do I live in relationship with family and friends?</i></p> <p><i>How does my body change to prepare for human fertility?</i></p> <p><i>How do I become a committed responsible person?</i></p> <p><i>How do I live in community?</i></p>	<p><b>Christian Moral Development</b></p>	<ul style="list-style-type: none"> <li>Recognize and appreciate that God loves each one of us and is always ready to forgive us when we fail (1.1, 1.2 FA)</li> <li>Examine the concept of respect and recognize the uniqueness of each person in the class (1.3 FA)</li> <li>Identify some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development (1.4 FA)</li> <li>Recognize and appreciate the importance of support and prayer at the time of a death (1.5 FA)</li> <li>Recognize and appreciate that people, both living and dead, can have a lasting positive influence on others (1.6 FA)</li> <li>Identify some unique and shared characteristics of families (2.1 FA)</li> <li>Recognize and appreciate family rules as a sign of family love (2.2 FA)</li> <li>Recognize some of the feelings that occur as a result of changes in the family and the need for support and co-operation with the family (2.3 FA)</li> <li>Identify and describe some of the qualities that are valued in friendships (2.4 FA)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas of Paul’s story and compose a letter to him</li> <li>Complete a self-description inventory (BLM #2)</li> <li>Use software to create a flyer or poster related to a specific area of human development (physical, emotional, etc.)</li> <li>Brainstorm ways they can show sympathy and support for one another when someone dies</li> <li>Interview a relative or a close family friend about the people who influenced this person’s life (BLM #8)</li> <li>Create a family coat of arms, using symbols that represent significant characteristics of their families (BLM #13)</li> <li>Create a mock television commercial for a family rule of their choice (BLM #14)</li> <li>Create an advertising billboard promoting the importance of friendship</li> <li>Choose the best solution for scenarios involving friendship difficulties (BLM #18)</li> <li>Contribute to a class discussion of a</li> </ul>	<p><b>CGE 1h</b> <b>CGE 1i</b> <b>CGE 5a</b> <b>CGE 6a</b> <b>CGE 6b</b> <b>CGE 6c</b> <b>CGE 6d</b> <b>CGE 7j</b></p>
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		<ul style="list-style-type: none"> <li>• Describe the consequences of possible solutions to common friendship difficulties (2.5 FA)</li> <li>• Recognize the responsibility to support peers who are being mistreated (2.6 FA)</li> <li>• Identify the major body systems, the unique characteristics of the reproductive system, and the major parts of the male and female reproductive systems (3.1, 3.2 FA)</li> <li>• Identify the main features of male and female fertility and recognize the power and responsibility of human fertility (3.3 FA)</li> <li>• Identify the physical changes of puberty for girls and boys, and recognize the wide range of ages for these physical changes (3.4 FA)</li> <li>• Identify some of the social and emotional changes related to puberty (3.5 FA)</li> <li>• Recognize that actions have consequences for ourselves and others (4.1 FA)</li> <li>• Recognize the importance of living up to our commitment to ourselves to be the people God created us to be. (4.2 FA)</li> <li>• Identify commitments in their lives and recognize that learning to keep commitments involves difficulties and satisfaction (4.3 FA)</li> <li>• Identify the meaning of community and the communities that make up their world (5.1 FA)</li> </ul>	<p>story about bullying and of the responsibility to stand up for others</p> <ul style="list-style-type: none"> <li>• Summarize their understanding of the adult male and female reproductive systems (BLM #23)</li> <li>• Summarize the main features of human fertility (BLM #24)</li> <li>• Describe the physical changes of puberty (BLM # 25)</li> <li>• Write a letter to themselves, to be opened later, about their feelings about growing up, the kind of a person they hope to be, their hopes and dreams for the future and the challenges that they may face</li> <li>• Brainstorm examples of actions and predict possible consequences for real life decisions</li> <li>• Investigate the facts about cyber bullying and from their findings, and make a list of guidelines for electronic communication</li> <li>• Write a short biography of a faithful, loyal, honourable person who they think is a model of commitment</li> <li>• Prepare and present an oral report about a local community group</li> <li>• Create a bulletin board about the signs of a good community in their classroom</li> <li>• Complete a classroom community survey (BLM #31)</li> <li>• Research an organization that works to</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Identify attitudes and activities of members of a good community (5.2 FA)</li> <li>• Describe and examine the four signs of a good community (5.3 FA)</li> <li>• Recognize the common needs of all people and the importance of using their gifts to make the world a better place (5.4 FA)</li> </ul> <p><i>AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)</i></p> <p><b>1. Christian Response:</b></p> <ul style="list-style-type: none"> <li>• Identify with Jesus' compassion toward the sick as they express compassion toward persons with HIV/AIDS and other serious illnesses</li> </ul> <p><b>2. Basic Information</b></p> <ul style="list-style-type: none"> <li>• Describe the body's immune system and its destruction by the AIDS virus</li> </ul> <p><b>3. Transmission &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify some of the ways HIV/AIDS is transmitted, and ways to prevent transmission</li> </ul>	<p>help families and communities in other parts of the world (e.g. Development and Peace, Scarboro Missions, World Vision, Feed the Children) and prepare an oral or written summary of their findings</p>	
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**Curriculum Integration – Grade Five**

**Catholic Theme:** *Community and the Common Good*

**Essential Question:** *How do I live in community?*

The Catholic theme and essential question emerges out of the Religious Education and Family Life Education programs.

Catholic educators must ask: How do I make this concept and essential question visible in the Grade Five curriculum? Some examples are:

<b>Language</b>	Read and reflect on short stories and novels that examine themes of community. i.e. Maniac Magee, Number the Stars, A View from Saturday)
<b>Mathematics</b>	Graph the populations of different nationalities within the school. Investigate and examine data about the use of recycling programs within the area.
<b>Social Studies</b>	Identify the qualities of responsible Canadian government and the governments of other countries. Examine the role of the Canadian people in ensuring responsible Canadian government. Examine the Old Testament stories of Joseph and Moses and make connections to Ancient Egypt. Examine the events of the early Church within the study of Ancient Rome.
<b>Science &amp; Technology</b>	Include examination of the Created Sexual Unit of the Fully Alive program when teaching the Human Organ Systems unit. Discuss the concept of our stewardship of the Earth when introducing the Energy Conservation Unit and when discussing the necessity of energy conservation
<b>Health &amp; Physical Education</b>	In participating in the Body Image Programs provided by the Public Health Nurse, make connections to the Created Sexual unit and examination of our uniqueness.
<b>The Arts</b>	Create a bulletin board display in celebration of each of the seasons of the church year which represents the key messages of each season. Create 3-D lanterns at Christmas time to represent Jesus as the beacon of light for the world. Dramatize Bible stories

**Pacing Chart**

<b>September to Advent</b>	<b>Advent</b>	<b>Epiphany to Lent</b>	<b>Easter / Pentecost</b>	<b>Pentecost to June</b>
<i>Community and the Common Good</i>	<i>Hope</i>	<i>Community and the Common Good</i>	<i>Faith</i>	<i>Community and the Common Good</i>