



Catholic Curriculum Corporation  
Catholic Curriculum Maps – Revised 2011  
**Religion and Family Life Education Core Map: Grade One**  
**Unifying Catholic Theme:** Dignity of the Human Person  
**Essential Question:** *Who is God?*

<b>Essential Questions</b> Provides a focus for study	<b>Content</b> Describes the subject matter	<b>Skills</b>  <b>As referenced in the grade one WE BELONG TO GOD (WBTG) and FULLY ALIVE Renewal Edition (FA) manuals.</b> The precise outcomes students are expected to know	<b>Assessment</b>  Examples of opportunities for students to demonstrate understanding of content skills	<b>Ontario Catholic School Graduate Expectations</b>
<b>Religion – We Belong to God (WBTG)</b>				
<i>What does the Bible tell us about God?</i>	<b>Scripture</b>	<ul style="list-style-type: none"> <li>Explore images of God in the Bible (3.9, 6.17 WBTG)</li> <li>Explore parables that Jesus used to tell us “what God is like” (3.7 WBTG)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate an understanding of bible stories read to them (respond, reflect, retell)</li> </ul>	<b>CGE 2a</b> <b>CGE 2d</b>
<i>How do we address God in prayer?</i>	<b>Prayer and Sacramental Life</b>	<ul style="list-style-type: none"> <li>Recite: Hail Mary, Our Father, Glory Be, sign of the cross (3.8, 4.10, 6.18, 8.24, 9.26, 10.28, 10.29 WBTG)</li> <li>Identify some sacred symbols and places (Church, tabernacle, cross, candles, lectionary, lectern, baptismal font) (3.8 WBTG)</li> <li>Understand Baptism is a sacrament (9.26 WBTG)</li> <li>Recognize Advent and Lent as seasons of the church (UNITS 4, 7, 8 WBTG)</li> <li>Savour the Christmas story (5.13 WBTG)</li> <li>Celebrate the resurrection of Jesus at Easter (9.25 WBTG)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in prayer using prayers taught</li> <li>Visit a Church to explore sacred symbols and places</li> <li>Share stories of Baptism</li> <li>Participate in the celebration of Advent and Lent</li> <li>Explain Christmas using role play and art</li> <li>Use story and art to enter into the Easter story</li> </ul>	<b>CGE 1a</b> <b>CGE 1b</b> <b>CGE 1f</b> <b>CGE 1i</b>
<i>What does it mean to belong to God’s family?</i>	<b>Profession of Faith</b>	<ul style="list-style-type: none"> <li>Celebrate belonging to a class and a family (UNIT 1 WBTG)</li> <li>Experience caring and forgiveness as necessary responsibilities of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a celebration using music, story, drama and art</li> <li>Write and share a prayer of petition about forgiveness</li> </ul>	<b>CGE 2c</b> <b>CGE 5a</b> <b>CGE 5f</b> <b>CGE 5g</b>



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		(5.14, 8.22, 8.23 WBTG) <ul style="list-style-type: none"> <li>Recognize names and Baptism as elements of belonging (1.1, 6.16, 6.17, 9.26, 9.27 WBTG)</li> <li>Treasure the gift of mothers (4.10, 4.11 WBTG)</li> <li>Discover how God chose Mary to give us Jesus (4.10 WBTG)</li> </ul>	<ul style="list-style-type: none"> <li>Reach out to a person or group who needs our care</li> <li>Demonstrate why our names and our baptism are important using story, role play and art</li> <li>Reflect on mothers using story, drama and art</li> </ul>	<b>CGE 7j</b>
<p style="text-align: center;"><b>Family Life – Fully Alive Renewal Edition</b></p> <p><b>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).</b></p>				
<i>Who am I?</i>  <i>What type of relationships do I have?</i>  <i>What are my responsibilities in a relationship?</i>  <i>What are my responsibilities to the world in which we live?</i>	<b>Christian Moral Development</b>	<ul style="list-style-type: none"> <li>Recognize and appreciate the gift of human life and of all God’s creation (1.1, 1.2 FA)</li> <li>Recognize and appreciate the uniqueness of each person, including appearance, and likes and dislikes (1.3, 1.4 FA)</li> <li>Recognize and appreciate that feelings, growth, and development are part of human life (1.5, 1.6 FA)</li> <li>Recognize and celebrate the family as a place of love (2.1, 2.2 FA)</li> <li>Describe a change in the family (new baby), the feelings associated with the change, and the endurance of family love (2.3 FA)</li> <li>Recognize and appreciate that brothers and sisters are special people (2.4 FA)</li> <li>Describe and celebrate the experience of friendship (2.5 FA)</li> </ul>	<ul style="list-style-type: none"> <li>Draw one of God’s gifts of creation (BLM #1)</li> <li>Write an inventory of some personal likes and dislikes (BLM #6)</li> <li>Demonstration of common feelings, using facial expressions and body posture</li> <li>Share a story (orally) about their family</li> <li>Share a story about a time when they were babies</li> <li>Contribute to class discussion about relationships with brothers and sisters</li> <li>Contribute to class chart about friendship</li> <li>Contribute to class discussion about courtship and marriage</li> </ul>	<b>CGE 2b</b> <b>CGE 2c</b> <b>CGE3c</b> <b>CGE 5b</b> <b>CGE 5g</b> <b>CGE 6a</b> <b>CGE 6c</b>



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		<ul style="list-style-type: none"> <li>• Recognize that in marriage a man and woman share their love for each other and build a new life together (3.1 FA)</li> <li>• Describe and explain some basic information about prenatal life, birth, and the essential needs of babies (3.2, 3.3, 3.4, 3.5 FA)</li> <li>• Recognize that God made boys and girls physically different (3.5 FA)</li> <li>• Recognize the value of dependability in the family (4.1 FA)</li> <li>• Explain the meaning of the word <i>promise</i> and of the need for careful thought before making a promise (4.2 FA)</li> <li>• Recognize that choices have consequences (4.3 FA)</li> <li>• Identify some amazing aspects of the world and some of the ways they learn about the world (5.1 FA)</li> <li>• Identify and appreciate some of the ways in which people care for the Earth (5.2 FA)</li> <li>• Identify and appreciate the contributions of adult work in the world (5.3 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>• List ways in which they can help others who are sick (7.2 WBTG)</li> </ul> <p><b>2. Basic Information</b></p> <p><b>3. Transmission &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>• Describe personal experiences with physical signs of affection and affirmation</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label three needs of babies (BLM #12)</li> <li>• Identify the basic physical differences between girls and boys</li> <li>• Draw a picture of a family member on whom they depend (BLM #13)</li> <li>• Contribute to class chart about promises that are hard or easy to keep</li> <li>• Contribute to class discussion of consequences of choices</li> <li>• Draw something in the world they find amazing (BLM #14)</li> <li>• Contribute to planning and completing a class project on caring for Earth</li> <li>• Draw and give a simple description of one of their work activities</li> </ul>	
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**Curriculum Integration – Grade One**

**Catholic Theme:** *Dignity of the human person*

**Essential Question:** *Who is God?*

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 One curriculum? Some examples are:

<b>Language</b>	All about me Unit; “I like...” sentence starter; show and share family trees; When I was a baby – shared reading such as Franklin and the New Baby, Look How a Baby Grows; I belong journal – reflections, response to liturgies such as Ash Wednesday; Bible stories read aloud – retell such as the six eggs for Easter- with a piece of palm, bread, leaf, cross, stone, empty. Prayers included in shared reading and in reading books (Chime In)
<b>Mathematics</b>	Data Management – graph likes and dislikes, days of Lent, appearance – eye colour, hair colour, boys, girls Measurement – appearance – how tall are you? Who did God make you like (mom, dad)? Measure your family; count pennies for the poor Number Sense/Sorting/Patterning – use counters that reflect God’s creation – people, wild animals, insects, etc.;; Count the days of Lent and the weeks of Advent
<b>Social Studies</b>	Rules and responsibilities in the classroom and the school – i.e.) class helpers
<b>Science &amp; Technology</b>	Focus on creation – animals, plants, environment Look at adaptations as the creation of God to help creatures survive Demonstrate care of the world with litterless lunches, recycling, planting, school yard and neighbourhood cleanup
<b>Health &amp; Physical Education</b>	Parts of the body, “Me” bag – favourite things, activities, for show and share Personal accomplishments – see what I can do!
<b>The Arts</b>	Hokey Pokey – body awareness, pictures of self, family crest, act out parables, story of Christmas, sing Alleluia, stained glass crosses, seasonal art work – celebrate the cycles of nature
<b>Choices into Action</b>	“Strive to be a reflection of God’s kindness here on earth” (Mother Teresa) – use this to guide interactions with others Use the golden rule to guide interactions with others – treat others as you wish to be treated

**Pacing Chart**

<b>September to Advent</b>	<b>Advent</b>	<b>Epiphany to Lent</b>	<b>Easter and Pentecost</b>	<b>Pentecost to June</b>
<i>Dignity of the Human Person</i>	<i>Hope</i>	<i>Dignity of the Human Person</i>	<i>Faith</i>	<i>Dignity of the Human Person</i>