



Catholic Curriculum Corporation
Catholic Curriculum Maps – Revised 2011
Religion and Family Life Education Core Map: Grade Six
Unifying Catholic Theme: Human Rights and Responsibilities
Essential Question: How do we live in accordance with God's will?

Essential Questions Provides a focus for study	Content Describes the subject matter	Skills As referenced in the grade six YOU SHALL BE MY WITNESS (YSBMW) 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
Religion – You Shall Be My Witness (YSBMW)				
<i>How do we live in accordance with God's will?</i> <i>What do the Scripture stories teach us about God's will?</i>	Scripture	<ul style="list-style-type: none"> Develop an understanding of the Decalogue as God's revelation (3.8 YSBMW) Reflect on the Beatitudes (6.17, 6.18 YSBMW) Examine O. T. Justice (5.14 YSBMW) Investigate the Kingdom of God through the parables (8.23 YSBMW) Identify God's greatest commandment (3.9 YSBMW) 	<ul style="list-style-type: none"> Write a journal entry Moses could have written after receiving the Decalogue Present a dramatic reading of the Beatitudes Relate how the parables reveal God's kingdom Explain the significance of God's greatest commandment 	CGE 2b CGE 2c CGE 2d
<i>How do we respond to God's will through prayer and celebration?</i>	Prayer and Sacramental Life	<ul style="list-style-type: none"> Recall the Litany of Saints (10.28 YSBMW) Recall the Lord's Prayer (7.21 YSBMW) Reflect on the Prayer of St. Teresa (10.28 YSBMW) Participate in the Eucharist (10.30 YSBMW) Explore Baptism (9.27 YSBMW) Identify the Intercessory Prayer (7.21 YSBMW) 	<ul style="list-style-type: none"> Explain the significance of the Litany of Saints Write a version of the Lord's Prayer using familiar language Interpret the Prayer of St. Teresa through language and movement Create a new Advent symbol and explain how it illustrates the concept of hope 	CGE 1i CGE 3a CGE 3e



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		<ul style="list-style-type: none"> Recognize that Advent is a time of hope (4.10, 4.11 YSBMW) Recognize the Lenten season as preparation for Easter (7.19 YSBMW) Participate in Lent through prayer, fasting and/or almsgiving (7.20, 7.21 YSBMW) Reflect on the Passion narrative (8.24 YSBMW) Consider the relationship between Reconciliation and Easter (9.26 YSBMW) 	<ul style="list-style-type: none"> Keep anecdotal records during Lent that depict how you or others you know are preparing for Easter during the Lenten season Write a brief, personal response to each Station of the Cross that relates Jesus' struggles in the Passion narrative to some of your own Draw parallels between Reconciliation and Easter in chart form 	
<i>What are our responsibilities as people of God?</i>	Profession of Faith	<ul style="list-style-type: none"> Recognize God is light (1.2 YSBMW) Recognize God is the source of morality (6.16 YSBMW) Consider human responsibility for the other (7.21 YSBMW) Recognize the relevance of names as our identity before God 2.6 YSBMW) 	<ul style="list-style-type: none"> Write a prayer or reflection that shows how God as light relates to God as the source of morality Debate the need for human responsibility for the other Visually illustrate how names signify our identity before God 	CGE 1a CGE 1f CGE 2a CGE2b
<p style="text-align: center;">Family Life – Fully Alive Renewal Edition</p> <p>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>Who am I?</i> <i>What makes family and friends important?</i>	Christian Moral Development	<ul style="list-style-type: none"> Recognize the power of life-giving love and appreciate that each person is created in God's image to be a person of love (1.1 FA) Recognize and appreciate the mystery of each person (1.2 FA) 	<ul style="list-style-type: none"> Respond to a quotation about the power of human love Create a jigsaw puzzle representing significant aspects of their unique identity Reflect in writing about the life-givers in their own lives (BLM #1) 	CGE 1d CGE 2a CGE 3a CGE 6a CGE 6b CGE 6d



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<p><i>How do I respect the gift of my sexual development?</i></p> <p><i>What are the different models of commitment?</i></p> <p><i>What are my values and how do they influence me and others?</i></p>		<ul style="list-style-type: none"> • Identify some of the ways in which human development is supported and nurtured by other people (1.3 FA) • Recognize the harm caused by bullying and need to seek adult help for serious problems (1.4 FA) • Identify some ways people can make a difference in the lives of others, and appreciate the power of life-giving love in action (1.5 FA) • Explain the importance of relationships in the lives of each person (2.1 FA) • Gather information about their family histories, and recognize the significance of family histories (2.2 FA) • Identify common sources of family stress and strategies for managing this stress (2.3 FA) • Identify and describe common communication problems (2.4 FA) • Identify changes in friendship as people develop (2.5 FA) • Identify and analyze stressful friendship situations (2.6 FA) • Identify some of the ways in which they have learned about sexuality (3.1 FA) • Describe the main features of adult male and female fertility, and recognize the life-giving and loving nature of human sexuality (3.2 FA) 	<ul style="list-style-type: none"> • Role play situations involving bullying • Reflect on Theme One (BLM #2) • Create a personal life line collage integrating statements about their understanding of relationships • Write a family history (BLM #5) • Contribute to small group discussions on the meaning of stress, typical family stresses, and management strategies • Create a dialogue that demonstrates a common communication problem • Complete an inventory about friendship (BLM #8) • Answer questions on stress in friendship (BLM #12) • Written response to questions about male and female fertility, the beginning of a new human life, fetal development, and changes of puberty (BLM #16, 17, 18, 19) • Reflect and respond to questions about Theme Three (BLM #22) • Give an oral report on commitment scenarios (BLM #23) • Contribute to class discussions of the qualities of people who are models of commitment • Contribute to class discussion of the price and reward of commitments to family, friends, school, activities, community, and to themselves • Create a list of three people who have had a positive influence of them and a description of their influence 	
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		<ul style="list-style-type: none">• Provide a basic explanation of how a new human life receives genetic information from both parents (3.3 FA)• Describe some of the main features of fetal development by trimester (3.4 FA)• Describe some of the physical, emotional, and social changes of puberty (3.5 FA)• Identify some of the influences of heredity and environment on identity and development (3.6 FA)• Explain the meaning of commitment, and describe ways of learning about commitment (4.1 FA)• Analyze aspects of the lives of people who are models of commitment (4.2 FA)• Describe some commitments in their lives and both the price and reward of keeping those commitments (4.3 FA)• Analyze the human capacity to influence and be influenced (5.1 FA)• Explain the meaning of values and virtues, and describe some of the ways television, advertising, and stereotype influence their values (5.2 FA)• Describe some of the ways they can be good stewards of the natural environment (5.3 FA)• Describe some of the ways they can protect the social environment (5.4 FA)	<ul style="list-style-type: none">• Respond critically to a television show (BLM #26, 27)• Construct a magazine advertisement to encourage people to be good stewards• Identify the positive and negative influences and features of electronic communications	
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AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)

1. Christian Response:

- Demonstrate an appreciation of God's unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses
- Understand and appreciate the meaning and purpose that sexual activity and intercourse have within marriage and commitment

2. Basic Information

3. Transmission & Prevention

- Identify 4 ways the AIDS virus (HIV) is transmitted and prevented
- Discuss Christian response and health hazards related to any experimentation with sex or drugs



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Curriculum Integration – Grade Six

Catholic Theme: *Human Rights & Responsibilities*

Essential Question: *How do we live in accordance with God's will?*

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 Six curriculum? Some examples are:

Language	Select a television program or movie of your choice and while viewing, track the commandments that are kept and/or broken from the beginning to its conclusion. Make notes on the consequences, if any, as they play out in the show or movie.
Mathematics	Read, interpret and organize data related to the environment from Canada's stat can website (www.statcan.gc.ca), display it on an appropriate graph and draw conclusions from the data.
Social Studies	Write a commentary on the positive and negative effects of early contact between European and First Nations peoples.
Science & Technology	Select a past or current contribution to astronomy and write a report on how this development has affected the quality of human life.
Health & Physical Education	Role play a situation in a group that illustrates how people's actions can affect the feelings and reactions of others.
The Arts	Interpret and communicate the meaning of a parable described in one of the gospels through group role-play, incorporating at least one specific artistic effect (music, technology, visual art, or popular media). Evaluate the effectiveness of the technique(s) used by your peers.
French as a Second Language	Create an Earth Day logo with an accompanying motto.

Pacing Chart

September to Advent	Advent	Epiphany to Lent	Easter / Pentecost	Pentecost to June
<i>Human Rights & Responsibilities</i>	<i>Hope</i>	<i>Human Rights & Responsibilities</i>	<i>Faith</i>	<i>Human Rights & Responsibilities</i>