



Catholic Curriculum Corporation  
Catholic Curriculum Maps – Revised 2011

**Religion and Family Life Education Core Map: Grade Two**

**Unifying Catholic Theme:** *Promotion of Peace*

**Essential Question:** *How are we members of God's Family?*

<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 two WE BELONG TO THE LORD JESUS (WBTTTLJ) 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 the Lord Jesus (WBTTTLJ)</b>				
<i>What does the New Testament teach us about Jesus?</i>	<b>Scripture</b>	<ul style="list-style-type: none"> <li>Identify the Bible as the Word of God (3.7 WBTTTLJ)</li> <li>Explore the stories of the Lost Sheep, Luke's Story of Christmas, and the Easter Story (5.13, 9.25, WBTTTLJ) and Reconciliation Supplement</li> </ul>	<ul style="list-style-type: none"> <li>Respond to/reflect/retell passages from the Bible</li> </ul>	<b>CGE 1a</b> <b>CGE 1c</b> <b>CGE 2a</b> <b>CGE 2b</b> <b>CGE 2c</b>
<i>How do I prepare for the Sacraments of Reconciliation and the Eucharist?</i>	<b>Prayer and Sacramental Life</b>	<ul style="list-style-type: none"> <li>Understand the gifts of forgiveness (8.22 WBTTTLJ) and Reconciliation Supplement</li> <li>Explore the meaning of the Eucharist (ALL UNITS WBTTTLJ)</li> <li>Explore the Gathering and Dismissal Rites of Mass (2.5, 2.6, 10.28 WBTTTLJ)</li> <li>Develop an understanding of the Our Father (8.22, 8.24 WBTTTLJ)</li> <li>Explain a "creed" (5.14 WBTTTLJ)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the preparation of Reconciliation and the Eucharist</li> <li>Identify objects placed on the table of the Eucharist</li> <li>Demonstrate an understanding of how Jesus is remembered in the Eucharist</li> <li>Explain the role of the Holy Spirit in the Eucharist</li> <li>Participate in Liturgies/Mass</li> <li>Give examples in reflective writing of interpretations of the Our Father and creeds</li> </ul>	<b>CGE 1b</b> <b>CGE 1f</b> <b>CGE 1j</b> <b>CGE 2b</b> <b>CGE 2c</b> <b>CGE 5a</b> <b>CGE 5e</b> <b>CGE 7b</b> <b>CGE 7c</b>



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<i>How does the Church use signs/symbols to express faith?</i>	<b>Profession of Faith</b>	<ul style="list-style-type: none"> <li>Recognize that Jesus is the Word of God (3.8 WBTT LJ)</li> <li>Explore symbols and symbolic actions in Mass/Liturgies (ALL UNITS WBTT LJ)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Liturgies/Mass</li> </ul>	<b>CGE 7d</b>
<p style="text-align: center;"><b>Family Life – Fully Alive Renewal Edition</b></p> <p><b>Teacher’s Note:</b> 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 do I belong to the family of God?</i>  <i>What is friendship?</i>  <i>Where and how does life begin?</i>  <i>How do I serve others as Jesus did?</i>  <i>How do I work with God’s gifts?</i>	<b>Christian Moral Development</b>	<ul style="list-style-type: none"> <li>Recognize &amp; appreciate the ways that each student is a unique person created &amp; loved by God (1.1 FA)</li> <li>Identify aspects of past development and look ahead to future growth and development (1.2 FA)</li> <li>Recognize the importance of feelings, their expression, and the choice of how to express those feelings (1.3 FA)</li> <li>Identify and appreciate personal qualities and gifts, and those of others (1.4 FA)</li> <li>Recognize the uniqueness of each person’s family (2.1 FA)</li> <li>Identify and describe signs of love in the family (2.2 FA)</li> <li>Describe a change in the family (moving), the feelings associated with change, and the endurance of family love (2.3 FA)</li> <li>Recognize the need for forgiveness in</li> </ul>	<ul style="list-style-type: none"> <li>Create a visual representation of their unique characteristics and identity</li> <li>Prepare a questionnaire about growth and development (BLM #1)</li> <li>Write a response to situations involving the expression of feelings (BLM #2)</li> <li>Contribute to class discussions and complete a written questionnaire about personal qualities and the gifts of those of another child (BLM #3)</li> <li>Draw and write descriptions of their families (BLM #5)</li> <li>Write messages that are signs of love in their families (BLM #6)</li> <li>Retell and complete the story of family change</li> <li>Role-play sibling conflicts and reconciliation</li> <li>Contribute ideas and co-operatively create a chart on the qualities and expressions of friendship</li> <li>Contribute to a class discussion about marriage and children</li> <li>Write and use vocabulary of what</li> </ul>	<b>CGE 1g</b> <b>CGE 1h</b> <b>CGE 1i</b> <b>CGE 2b</b> <b>CGE 2c</b> <b>CGE 3b</b> <b>CGE 3c</b> <b>CGE 4a</b> <b>CGE 5a</b> <b>CGE 5e</b> <b>CGE 6c</b> <b>CGE 7d</b> <b>CGE 7i</b> <b>CGE 7j</b>



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		<p>relationships with brothers and sisters (2.4 FA)</p> <ul style="list-style-type: none"> <li>• Identify and describe an expression of friendship and the value of co-operation in relationships with others (2.5 FA)</li> <li>• Recognize that husbands and wives share their lives with each other and their children (3.1 FA)</li> <li>• Describe and explain some basic information about prenatal life and birth (3.2, 3.3, 3.4 FA)</li> <li>• Identify basic physical differences between girls &amp; boys, describe some ways in which they can show respect and care for the bodies (3.5 FA)</li> <li>• Recognize the value of dependability on people in their community (4.1 FA)</li> <li>• Recognize the importance of keeping their word (4.2 FA)</li> <li>• Analyze situations involving decisions (4.3 FA)</li> <li>• Identify some aspects of the world that make it a good place for them (5.1 FA)</li> <li>• Identify and recognize the value of the many natural resources of the earth (5.2 FA)</li> <li>• Identify some of the people who work to transform God's gifts for others (5.3 FA)</li> </ul>	<p>they imagine life in the uterus to be (BLM #11)</p> <ul style="list-style-type: none"> <li>• Use proper vocabulary while discussing the differences between boys and girls and how to care and respect their bodies</li> <li>• Contribute to oral discussions related to the creation of a classroom honour roll of people in their communities</li> <li>• Create a chart outlining the necessary steps to help keep their word</li> <li>• Use the decision-making model in a variety of situations</li> <li>• Contribute to a class mural in a visual way on the theme: "The world is a good place to be"</li> <li>• Discuss and draw important gifts of the earth as experienced in their families (BLM #14)</li> <li>• Artistically represent workers who participate in building a house (BLM #15)</li> </ul>	
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		<p><i>AIDS: A Catholic Educational Approach to Education</i></p> <p><b>1. Christian Response:</b></p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift</li></ul> <p><b>2. Basic Information</b></p> <ul style="list-style-type: none"><li>• Explain in simple terms the meaning of the word “contagious”.</li></ul> <p><b>3. Transmission &amp; Prevention</b></p> <ul style="list-style-type: none"><li>• Test criteria for evaluating behaviour as good, bad, dangerous, kind, unkind</li></ul>		
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**Curriculum Integration – Grade Two**

**Catholic Theme:** *Promotion of Peace*

**Essential Question:** *How are we members of God's family?*

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 Two curriculum? Some examples are:

<b>Language</b>	Reflections in writing – writing letter of friendship/thanks/sorry; writing petitions/invitations to celebrations/liturgies Planning/organizing Friendship Celebration/First Communion Participating orally in Liturgies/Celebrations; sharing personal stories about self and others
<b>Mathematics</b>	DMP – Graphing appearances of family/self/where we live (community opportunities) M – measuring self/members of family; looking at community and surroundings; measuring different parts of the map of the world; using calendar for goal-setting how to treat others using teachings of Jesus
<b>Social Studies</b>	Families and Traditions – celebrating differences in people and communities around the world; respecting and embracing various cultures/countries of origin
<b>Science &amp; Technology</b>	Looking at how simple machines have created justice for all people Animal Life Cycles – care for animal life; how life begins; respect for God's gifts
<b>Health &amp; Physical Education</b>	Looking at the body as a gift from God and how to take care of one's self Respect for and appreciation of human development
<b>The Arts</b>	Appreciation and respect for different art, drama, and music from various cultures/countries Recreating, performing various artistic forms from differing cultures/countries

**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>Promotion of Peace</i>	<i>Hope</i>	<i>Promotion of Peace</i>	<i>Faith</i>	<i>Promotion of Peace</i>