

Grade 12 Church and Culture
Textbook Gap Analysis 'In Search of the Good'
HRE 4M1

NEW 2016	Textbook 'In Search Of the Good'	HRE 4M - EOCCC Resource Document
Course Description		
<p>This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.</p> <p>Pre-requisite: HRE 3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies</p>		

Scripture 2016	Scripture- Textbook	
OVERALL EXPECTATIONS		
<p>SC1. Core Teachings: Understand how the Word of God is revealed in Sacred Scripture and Sacred Tradition which are authentically interpreted by the Magisterium in apostolic succession</p> <p>to unveil Jesus Christ as the fulfillment of the Hebrew narrative of the law and the prophets, and to support living in Christ; [CCC nos. 84-86; 577; 781-786; 1049]</p>	<p>Unit 4, Chapter 2, pg. 63, 64, 65 Sacred Tradition not specifically mentioned/no definition</p> <p>Unit 6, Chapter 2, pg. 118, 119, 120, 121, 124 (definition of magisterium)</p> <p>Unit 2, Chapter 4, pg. 76, 77, 78, 79,-82 (Prophets) Unit 2, Chapter 4, pg. 68-71, Chapter 5 pg. 92-98 (law) Unit 2, Chapter 5, pgs. 89, (fulfillment shown in Matthew's Gospel)</p>	<p>Topic 1 Scripture: Literary Genre in the Bible</p> <p>Topic 2 Scripture: Biblical Stories of Creation</p> <p>Topic 3 Scripture: Science, The Bible, Literalist, Contextualist</p> <p>Topic 4 Scripture: Exegesis and Hermeneutics</p>
<p>SC2. Understanding Sacred Texts: Explain how biblical literacy, imagery, exegesis, hermeneutics, and an understanding of Church history can support our use of Scripture to deepen our relationship with God as our Father, and to shape our personal growth and love of neighbour in community; [CCC nos. 111-113]</p>	<p>Unit 2, Chapter 5, Pg. 86 (Hermeneutics and Exegesis)</p> <p>Unit 2, Chapter 6, pg. 114- 118 (Church History)</p> <p>Unit 2, Chapter 5, Unit pg.104 (Relationship with God) Unit 1, Chapter 2, Unit 5, pg. 86</p>	<p>Topic 1 Scripture: Literary Genre in the Bible</p> <p>Topic 2 Scripture: Biblical Stories of Creation</p> <p>Topic 3 Scripture: Science, The Bible, Literalist, Contextualist</p> <p>Topic 4 Scripture: Exegesis and Hermeneutics</p>

<p>SC3. Sacred Texts and Contemporary Culture: Apply the lens of Scripture to contemporary culture to analyze the gifts of culture, and how culture reflects or fails to reflect God’s loving and just plan for humanity, as expressed through the Church’s prophetic voice. [CCC nos. 849-856]</p>	<p>No evidence- ‘gifts of culture’</p> <p>Unit 2, Chapter 4, pg. 80-82 (Prophets message)</p>	<p>Topic 4 Scripture: Exegesis and Hermeneutics</p> <p>Topic 6: The Catholic Response to the Refugee Crisis, "Help for resettled refugees" lesson</p> <p>Topic 8: Authentic Love & Chastity, "Listen to the culture clash"</p> <p>Topic 9: Palliative Care, "What do you live for?"</p> <p>Topic 11: The Benefits of Prayer, Participation in the Sunday Eucharist and Praying with Scripture</p>
<p>SPECIFIC EXPECTATIONS SC1. Core Teachings</p>		
<p>SC1.1 show how the New Testament is a reliable account of God’s fullest self-revelation to humanity in Jesus Christ,</p> <p>and how early parts of Genesis are reliable as truthful, divinely inspired documents of faith and “beyond literal” history (e.g., we experience the effects of original sin today, so we can reason and know by faith that we have first parents who sinned) [CCC nos. 109-114; 390]</p>	<p>Unit 2, Chapter 5, Pg.85, 88 (Intro to Gospels)</p> <p>Unit 6, Chapter 16, Pg. 307-310(Little)</p> <p>No evidence</p>	<p>Topic 1 Scripture: Literary Genre in the Bible</p> <p>Topic 2 Scripture: Biblical Stories of Creation</p> <p>Topic 3 Scripture: Science, The Bible, Literalist, Contextualist</p> <p>Topic 4 Scripture: Exegesis and Hermeneutics</p>

<p>SC1.2 SC1.2 describe how early Church communities helped to unveil Jesus as the fulfillment of the law and the prophets, as shown in the Acts of the Apostles and Pauline letters,</p> <p>and explain how and why the Holy Spirit continues to protect Scripture and the Church’s teaching from error (e.g., through Church teaching authority: the Pope, the ordinary universal Magisterium [Bishops in communion with the Pope]) [CCC nos. 892; 2102; 2640]</p>	<p>No evidence</p> <p>Unit 2, Chapter 6 pg. 108,113, Unit 6, Chapter 2, pg. 118, 119, 120, 121</p>	
<p>SC1.3 compare Scriptural images of God that help to unveil God’s identity for us, and express how these images can positively contribute to dialogue within modern society about the meaning of life (e.g., God as Father: Luke 15; Christ as King: John 18; the Holy Trinity “hidden” in the Old Testament Jewish Tabernacle: Ark and Mercy Seat – God the Father; Bread of the Presence – God the Son; Golden Lampstand – God the Holy Spirit: Exodus 40) [CCC nos. 239; 754; 1338]</p>	<p>No evidence</p>	<p>Topic 2 Scripture: Biblical Stories of Creation Topic 3 Scripture: Science, The Bible, Literalist, Contextualist</p>
<p>SC1.4 interpret God the Father’s self-revelation to humanity in the Exodus narrative and the prophets’ messages in the Bible (e.g., from Elijah in the Old Testament to John the Baptist in the New Testament) using methods of exegesis and hermeneutics, indicating the importance of that self-revelation for us today [CCC nos. 62-65; 719]</p>	<p>Only Moses: Unit 2, Chapter 4, pg. 65, 66, 73, 74, 75 Isaiah, Ezekiel, Jeremiah, Gideon – no other prophets mentioned</p>	<p>Topic 2 Scripture: Biblical Stories of Creation Topic 3 Scripture: Science, The Bible, Literalist, Contextualist Topic 4 Scripture: Exegesis and Hermeneutics</p>
<p>SC1.5 demonstrate, using Old Testament references to priests, prophets, and kings (e.g., 1 Kings 1, Isaiah 38), how Jesus fulfills these offices, and why God empowers us, by Baptismal anointing in our salvation history, to share in these offices [CCC nos. 781-786; 873-913]</p>	<p>No evidence</p>	<p>Topic 2 Scripture: Biblical Stories of Creation Topic 3 Scripture: Science, The Bible, Literalist, Contextualist</p>
<p>SC2. Understanding Sacred Texts</p>		
<p>SC2.1 compare the purposes, structure, and internet availability of the Catholic Bible, the Catholic Lectionary,</p>	<p>No evidence</p>	<p>Topic 1 Scripture: Literary Genre in the Bible Topic 2 Scripture: Biblical Stories of Creation</p>

the Liturgical Calendar - Ordo, and the Roman Missal [CCC nos. 1154; 2760]		Topic 3 Scripture: Science, The Bible, Literalist, Contextualist Topic 4 Scripture: Exegesis and Hermeneutics
SC2.2 explain, referencing Church history, why the Catholic Bible has some different books than Jewish, Protestant, and Eastern Orthodox Bibles (i.e., the Catholic Church's authority from Christ to determine the canon of Scripture: Matthew 16.18-19) [CCC nos. 120-127]	No evidence	
SC2.3 summarize the four senses of Scripture that "guarantees all its richness to the living reading of Scripture in the Church" (i.e., literal sense and spiritual sense [allegorical, moral, anagogical]) [CCC nos. 115-119; Aquinas Summa Theologiae Q# 1, Part 1]	No evidence	
SC2.4 explain typologies in both Testaments to see how 'the New Testament lies hidden in the Old and the Old Testament is unveiled in the New' Testament (e.g., Noah's ark symbolizing the Church; Moses as a type for Jesus; manna pointing to the Eucharist; the office of Royal Steward under Davidic kings foreshadowing the office of the Pope [e.g., Eliakim in Isaiah 22.20-22]; the Ark of the Covenant as a type for Mary Mother of God, Ark of the New Covenant) [CCC nos. 128-133]	No evidence	
SC2.5 describe the kingdom of heaven using Sermon on the Mount images (Matthew 5-7) [CCC nos. 1716-1729]; also, indicate how the transcendentals (beauty, truth, and goodness) are found fully in Jesus' description of God's kingdom and reflected in the lives of people today	Unit 2, Chapter 6, Pg. 90-98 No evidence	Topic 4 Scripture: Exegesis and Hermeneutics
SC3. Sacred Texts and Contemporary Culture		

<p>SC3.1 demonstrate understanding of what it means for the Eternal Word (God the Son) to be made flesh in Jesus out of love for humanity, showing us how to be prophetic voices in modern culture, by learning “to walk humbly with ... God” (<i>John 1; Micah: 6.8</i>) [CCC nos. 134; 456 464]</p>	<p>No evidence</p>	<p>Topic 9: Palliative Care, "Palliative Care made visible"</p>
<p>SC3.2 describe, referencing Christian Scripture, how Jesus remains with us on earth to help us prophetically live in his love, and to welcome us into God’s Kingdom (<i>e.g., the Holy Spirit in the People of God; the Eucharist; the Bible</i>), and how we are called to invite society to experience God’s love [CCC nos. 688; 1324]</p>	<p>No evidence</p>	<p>Topic 4 Scripture: Exegesis and Hermeneutics Topic 6: The Catholic response to the Refugee Crisis, "Good Samaritan & Response lessons"</p>
<p>SC3.3 identify the importance today of lovingly reading, memorizing, and praying with biblical passages, while following the Church’s Magisterium (Pope and Bishops) as the authentic interpreter of Scripture and guardian of Tradition, to promote and develop prophetic voices in our society [CCC nos. 80-90; 101-133]</p>	<p>No evidence</p>	<p>Topic 4 Scripture: Exegesis and Hermeneutics Topic 11: The Benefits of Prayer, Participation in the Sunday Eucharist and Praying with Scripture</p>
<p>SC3.4 compare the role and traits of Old Testament prophets with contemporary “prophetic” figures, showing how they impacted society (<i>e.g., Dorothy Day, Jean Vanier, St. Faustina Kowalska</i>) [CCC nos. 781-786]</p>	<p>No evidence</p>	<p>Topic 8: Authentic Love and Chastity, "Activity section- Dorothy Day Story"</p>
<p>SC3.5 show how the Gospels, proclaimed by the Church, have Shaped And globally contributed to politics, ethics, and</p>	<p>Some: Unit 6, Chapter 18, pg. 348, 349, 355-361 No evidence</p>	

<p>multicultural dialogue (<i>e.g., through the prophetic work of groups</i> <i>-Communion and Liberation, Scarboro Missions, Jesuit Volunteers</i> <i>Canada</i>) [CCC nos. 2234-2246]</p>		
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Profession of Faith 2016	Textbook - Profession of Faith	HRE4M EOCCC Resource Document
OVERALL EXPECTATIONS		
<p>PF1. Faith Foundations: Express understanding of how the Church founded by Jesus Christ, God the Son and Incarnate Word, through the Paschal Mystery and sending of the Holy Spirit, calls us through the Baptismal gift of faith and exercise of reason to live as the Mystical Body of Christ in the world; [CCC nos. 422-425]</p>	No evidence	Topic 10: Jesus the Incarnation
<p>PF2. Faith Seeking Understanding: Examine human nature through the lenses of reason and faith, and recognize how understanding our human nature is important for faith conversations, faith-filled living, and conversion of hearts to God, within the Church and in modern culture; [CCC nos. 355-373]</p>	No evidence	<p>Topic 9: Palliative Care, "Investigate church teachings lesson"</p> <p>Topic 10: Jesus the Incarnation</p>
<p>PF3. Faith Lived: Show how the Church's Catholic social teaching recognizes the <u>gifts</u> of diverse cultures, while calling and challenging Christians in their societies to express their true identity in Christ and live their vocation to seek the common good. [CCC nos. 1928-1942]</p>	<p>Unit 5, Chapter 13, Pg. 250 (little bit)</p> <p>No evidence</p>	<p>Topic 5: Enviromental Ethics & Care of the poor and vulnerable, "Climate change lesson"</p> <p>Topic 6: The Catholic Response to the Refugee Crisis, "Guiding questions section"</p>

SPECIFIC EXPECTATIONS		
PF1. Faith Foundations		
PF1.1 explain evidence for God’s existence using reason (e.g., Aquinas’ First Cause demonstration, approved Catholic miracles); also, describe God’s attributes known by reason (e.g., good, one, spiritual, all-powerful, unchanging), and show how this knowledge is valuable for today’s society and supports understanding the Paschal Mystery [CCC nos. 2123-2126; Aquinas Summa Theologiae Q# 2-11, Part 1]	No evidence	
PF1.2 describe reasons and signs from Christian experience to support faith in Jesus as the Incarnation of God – the God-man (e.g., the empty tomb/Paschal Mystery [CCC no. 640]; Jesus’ healings, miracles, and exorcisms [Mark 4, CCC nos. 515-517]; the authority given by God the Holy Spirit to Jesus’ apostles and their successors [e.g., Acts 9.36-43 - raising people from the dead; CCC no. 891 - conditional infallibility])	No evidence	Topic 10: Jesus the Incarnation
PF1.3 explain how the mission of the Mystical Body of Christ (the Church) to share the Paschal Mystery in the New Evangelization respects and nurtures the goodness we find in contemporary culture, referencing the four “marks of the Church” and the Blessed Virgin Mary as the Star of the New Evangelization [CCC nos. 811-870]	No evidence	
PF1.4 describe how Jesus’ Passion (suffering and death), Represented in the crucifix, offers the greatest act of love,	No evidence	

<p>forgiveness, and atonement in human history, establishing the Church as a fount of God’s mercy, and opening the door for all people to reconciliation with God and “life everlasting” [CCC nos. 598-623; 1708]</p>		
<p>PF1.5 describe what it means to mature in understanding the Paschal Mystery, especially with Catholic beliefs concerning what may or will happen after death: particular judgment, heaven, purgatory, hell, resurrection of the dead, last judgment, new heaven, and new earth [CCC nos. 1020-1065; 1217-1225]</p>	<p>No evidence</p>	
<p>PF2. Faith Seeking Understanding</p>		
<p>PF2.1 demonstrate understanding of what a soul is and does, and how to care for our souls, with a focus on four powers of the human soul (vegetative, sensitive, intellectual, and appetitive) in contrast to the ‘life principle’/soul of animals and plants [CCC nos. 362-366; Aquinas Summa Theologiae Q# 75-83, Part 1]</p>	<p>No evidence</p>	
<p>PF2.2 summarize the ultimate meaning of being human, referencing the four causes (material, formal, agent, final cause/purpose) of all natural beings, showing that people have a spiritual purpose that involves their highest powers (i.e., reason and free will) to joyfully know and love God and each other [CCC nos. 362-368; 1750-1754; Aquinas On Being and Essence; Aristotle Metaphysics Book 5]</p>	<p>No evidence</p>	<p>Topic 9: Palliative Care, "investigate church teachings" and "palliative care made visible"</p>
<p>PF2.3 describe the characteristics of faith (a grace, a human act, certain, seeks understanding, free, necessary, beginning of eternal life), and the importance of the</p>	<p>No evidence</p>	

supernatural gift of faith in experiencing conversion to God (e.g., intellectual, moral, and “ecological” conversions) [CCC nos. 153-165]		
PF2.4 describe how faith is compatible with reason; also, show common ground between faith and science, and how “science is a valuable ally of faith in our understanding of God’s plan for the universe” [CCC nos. 156-159; Fides et Ratio; (Pope) St. John Paul II Letter to the Reverend George Coyne]	No evidence	Topic 2: Biblical Stories of Creation Topic 3: Science, the Bible, Literalist, Contextualist
PF2.5 indicate how these events connect to the human and divine natures of Jesus: Immaculate Conception of Mary Mother of God; Annunciation of the Lord to Mary; Visitation of Mary to Elizabeth; Virgin Birth of Jesus Christ; Transfiguration of Jesus Christ; Passion of Jesus Christ; Resurrection of Jesus Christ; Ascension of Jesus Christ; Descent of the Holy Spirit at Pentecost; Dormition of Mary Mother of God; Assumption of Mary Mother of God; Parousia [CCC nos. 484-498; 556; 717; 966; 994; 2177]	No evidence	Topic 10: Jesus the Incarnation
PF3. Faith Lived		
PF3.1 show understanding of happiness as an effect of choosing “the good” (not fleeting, selfish pleasure) and joy as the “reward of virtue” and living in communion with God’s people through Baptism; also, show how our understanding of happiness impacts the way we live [CCC nos. 45; 1723; Aquinas Disputed Questions on the Virtues in General Article 9]	Incomplete and piecemeal Unit 3, Chapter 77 & 8: Pg.127, 134, 135-142 (Good, happiness and Virtue) Unit 1 , Chapter 1, pg. 12, 15 (Aristotle’s Happiness and the Good- but not extensive)	
PF3.2 explain how Christians have a “call story” rooted in God to work for justice and peace; also, show how key tenets in Catholic social doctrine ground our identity in God and help us honour the gifts of diverse cultures (e.g., human dignity, solidarity, subsidiarity, sanctity of human life, preferential option for the poor,	Unit 5, Chapter 13, Pg. 246 (Very little) Unit 5, Chapter 13, pg. 250, 251 (Solidarity), 156 (Human Dignity) limited	Topic 5: Enviromental Ethics & Care for the Poor and Vulnerable, "Climate change lesson" Topic 6: The Catholic Response to the Refugee Crisis, "Guiding questions section"

stewardship) [CCC nos. 2401-2463; Compendium of the Social Doctrine of the Church]		
PF3.3 critique, with theological reflection using Catholic social teaching, some social, political, and <u>economic structures</u> in Western culture [CCC nos. 2234-2246]	Unit 5, Chapter 13, pg. 249 (Distribution of wealth/Economy), pg.256 Unit 6, Chapter 18, pg.357-8 (Politics and Economy/market forces) Unit 5, Chapter 13, pg. 247-262 (Types of justice) Very little directly	
PF3.4 explain the rights of young people to education necessary to fulfill their vocations for the common good, and show how workers' unions can serve the common good and the dignity of the worker, whose labours are a participation in the Holy Trinity's ongoing plan of creation [CCC nos. 1939-1948; 2426-2442]	No evidence	
PF3.5 show how and why various organizations with Catholic roots have committed to the common good and continue to serve people in need worldwide (e.g., Society of Saint Vincent de Paul, Chalice, COLF, Food for Children, Catholic Charities, Development and Peace, Mary's Meals and Catholic hospitals, schools, and orphanages founded by Religious communities) [CCC nos. 2437-2463]	No evidence	
CM Christian Moral Development	Textbook – Christian Moral Development	
OVERALL EXPECTATIONS		
CM1. Foundations: Show understanding of <u>ethical concepts</u> from the Catholic Tradition as they relate to moral concerns within the Church and contemporary culture (e.g., the meaning of goodness; the problem of evil; the need for gratitude to God to experience deeper joy; the interaction between conscience and natural law;	Not extensive, piecemeal Unit 1, Chapter 3, pg. 51, 52, 56-58, (Conscience) Unit 3, Chapter 7, pg. 130, 131-132, 155 (Natural Law)	Topic 7: Forgiveness, "Prodigal son" and "restorative justice"

the reality of objective moral truth; the importance of 'self-mastery' in community life); [CCC nos. 1810-1811; 1950-1954]		Topic 9: Palliative Care, "case study lesson", "leaven society questions," and "reflection and collaboration section"
CM2. Seeking Understanding: Explain the effect of habitual good moral acts on community happiness, and show how living the theological and cardinal virtues is rooted in God and strengthened through the Church's sacraments to promote Gospel joy; [CCC nos. 1803-1829]	No evidence Not extensive: Unit 3, Chapter 7, Pg. 132 (Cardinal and Theological Virtues) 134,135, 160, 169,	Topic 7: Forgiveness, Topic 9: Palliative Care, "Two hands lesson" and "Investigate church teachings"
CM3. The Moral Life: Explain how upholding a Catholic understanding of human dignity affects society, by leading people to honour God's image in every human person, and calling them to exercise their <u>gifts in joyful service of others</u> , especially those who are marginalized or have no one to defend their dignity (e.g., persons who are poor, refugees, sick, dying, or unborn). [CCC nos. 1730-1734]	Unit, Chapter, pg. Pg. 156, 157, 158, 159 (Human dignity and concern for most vulnerable) Not extensive	Topic 5: Enviromental Ethics & the care of the poor and vulnerable, "lesson and activity on climate change" Topic 6: The Catholic Response to the Refugee Crisis, "lesson, activities and the good Samaritan" Topic 9: Palliative Care, "Two hands", "step 2 activity", "investigate church teachings"
SPECIFIC EXPECTATIONS CM1. Foundations		
CM1.1 apply St. Augustine's understanding of goodness as "being" and evil as an "absence" in God's order, affirming that all creation is good, and distinguishing moral evils (e.g., "missing the mark" in moral decision making) from physical evils (e.g., cancer being a lack of order in the genetic material of cells) [CCC nos. 385; 1793; Aquinas Summa Theologiae Q#5 Part 1, Q#48 Part 1]	No evidence Unit 6, Chapter 18, pg: 354-355 (St Augustine's City of God) very limited and not directly linked	Topic 7: Forgiveness, "prodigal son lesson" and "restorative justice lesson"
CM1.2 explain (referencing the Lord's Paschal Mystery, the gift of Redemption, and the mystery of sin, suffering, and death) this teaching of the Church [CCC no. 311]: "God is in no way, directly or indirectly, the cause of	No evidence	Topic 7: Forgiveness, "prodigal son lesson" and "restorative justice lesson"

moral evil.' He permits it, however, because he respects the freedom of his creatures and, mysteriously, knows how to derive good from it" [Salvifici Doloris]		
CM1.3 explain the importance of expressing gratitude for God's gifts, particularly for the essential human qualities of rationality, free will, natural law, and conscience which enable us to discern and choose what is good with moral consistency in the pursuit of happiness [CCC nos. 1730-1748; 1776-1805, 1950-1986]	No evidence	Topic 9: Palliative Care, "reflection and collaboration section- several activities listed"
CM1.4 explain the importance of God's objective moral truth as the loving final authority in formation of conscience, especially within a culture of moral relativism; also explain how we can discover God's objective moral truth, and the double duty of forming and following one's conscience [CCC nos. 1776-1802]	Limited Unit 4, Chapter 11, pg. 219 (Relativism within Individualism) Unit 1, Chapter 3, pg. 56, 57, 58 (Forming Conscience)	Topic 9 Palliative Care, "case studies, and "leaven for society questions"
CM1.5 describe "self-mastery" and show why reason should govern, but not repress, human passions [CCC nos. 1762-1775]; also, explain how the grace of our life in Christ heals these consequences of original sin: "moral blind spots" (i.e., clouding of human reason and conscience), and "concupiscence" (i.e., the will's inclination toward evil, to act against reason, and wrongly seek happiness in hedonism, excessive wealth, possessions, power, fame, etc.) [Romans 5, 6; Aristotle Nicomachean Ethics Book 10; St. Augustine Contra Julianum Book 2]	No evidence Unit 3, Chapter 9, Pg. 151 (Passions and Inclinations)	
CM2. Seeking Understanding		
CM2.1 describe possible states of human reason (double ignorance, single ignorance, true opinion, knowledge) and free will (vice, incontinence, continence, virtue);	No evidence	

[CCC nos. 1791-1813; 1876; Aristotle Nichomachean Ethics Books 1-7; Plato The Republic Book 4]		
CM2.2 identify cardinal virtues (naturally acquired) and theological virtues (infused/received at Baptism) as good grace-filled habits of Christians who seek Gospel joy with integrity; also, demonstrate understanding of harm done to communities and relationships through the seven deadly sins [CCC nos. 1803-1829; 1865-1869; Spe Salvi]	Unit 3, Chapter 7, Pg. 132 (Cardinal and Theological Virtues) No evidence	
CM2.3 explain how witnessing the joy of the Gospel through virtuous choices involves rightly assessing the goodness of the object, circumstances, and intention of moral acts [CCC nos. 1749-1761]	No evidence	Topic 9: Palliative Care, "two hands lesson" and "step 3-moral decision making"
CM2.4 demonstrate a Catholic understanding of law (e.g., an ordinance of reason directed to the common good, made known by rightful leaders in care of the community), the kinds of law (e.g., eternal, divine, natural, and human), and how laws and norms (e.g., civil law, natural law, school code of conduct) create the conditions for true freedom and virtue, and maintain social and moral order for the happiness and wholeness of communities [CCC nos.1950-1955; Aquinas Summa Theologiae Q# 91]	Not extensive and piecemeal Unit 3, Chapter 8, p.151, 152 (Lawmakers and Common Good) Unit 3, Chapter 7, pg. 130, 131-132, 155 (Natural Law) Unit 3, Chapter 8, pg. 148 (Norms and Obligation)	
CM2.5 show how sin is a failure in love for God, neighbour, and self, and outline reconciliation as conversion involving virtue and Grace (a divine offer seeking human response), and a process of forgiveness and reparation/restitution; also, explain how the sacrament of Penance	Unit 5, Chapter 15, pg. 283, 284 Unit 5, Chapter 15, pg. 290-293 (Forgiveness/ Grace) Unit 5, Chapter 15, pg. 297-302 (Reparation/ restorative justice)	Topic 7: Forgiveness, "the prodigal son, the unforgiving servant and the Bishop's Candlesticks lesson"

<p>(Reconciliation, Confession), personal sacrifices, indulgences, and Fridays as days of abstinence support virtuous living, with an awareness of the dangers of grudges [CCC nos. 1478-1498]</p>	<p>Unit 5, Chapter 15 pg. 294-295 No evidence</p>	
<p>CM3. The Moral Life</p>		
<p>CM3.1 show how our common human dignity is rooted in God (i.e., we are ‘imago Dei’), and why our essential qualities (e.g., rationality, free will, natural law, conscience) must be distinguished from accidental qualities (e.g., hair or skin colour, size, cultural background) in order to avoid unjust discrimination based on race, creed, sexual orientation, ability, mental health, etc. [CCC nos. 1700-1715; Aristotle De Anima, Metaphysics Book 7; Pacem in Terris par. 86-89]</p>	<p>No evidence</p>	<p>Topic 6: The Catholic Response to the Refugee Crisis, "lesson, activities and the good Samaritan" Topic 9: Palliative Care, "investigate church teachings lessons"</p>
<p>CM3.2 describe, with a Catholic comprehension of social sin and human dignity, how cultural ideologies today can shape or distort young adults’ understanding of human rights and political, moral, and economic systems (e.g., capitalism, communism, determinism, materialism, consumerism, individualism, utilitarianism, hedonism, moral relativism) [CCC nos. 285; 1730-1744; 1869; 2124; 2351; 2425]</p>	<p>Not extensive, more definitions rather than how they impact Unit 5, Chapter 15 , Pg.286 (Social Sin) Unit 4, Chapter 11, pg.195-198 (Human Rights) Unit 6, Chapter 18, pg. 355-359/ 220-222 (Political and Economic Systems) Unit 1, Chapter 2, pg. 34-38 (Determinism) Unit 4, Chapter , Pg. 218-220 (Individualism) Unit, Chapter, pg. 215 (Utilitarianism) Unit, Chapter, pg. 219(Moral Relativism)</p>	<p>Topic 9: Palliative Care, "step 2 activities"</p>
<p>CM3.3 evaluate a variety of moral issues in modern culture through a Catholic lens (e.g., religious freedom, unfair wages, substance misuse, bullying, euthanasia, protecting the environment, abortion, unbridled capitalism, premarital sex, capital punishment, just war) using the criteria of object, circumstances, and intention, indicating how good moral acts increase community</p>	<p>Not up to date Unit 6, Chapter 17, pg. 334 (Abortion) out dated Unit 6, Chapter 18, Pg. 360 IVF (out dated) Unit 3, Chapter 8, pg. 157-158 Euthanasia (out dated) Unit Chapter Pg. 265-281 Environment (could be updated)</p>	<p>Topic 5: Enviromental Ethics & the Care of the poor and vulnerable, "lesson and activities on climate change" Topic 9: Palliative Care, "Two hands activity"</p>

happiness and wholeness through respect for human dignity [CCC nos. 1749-1761; Evangelii Gaudium Chap.4]	Unit 6, Chapter 16, pg. 311-312 Pre-marital sex (not a lot)	
CM3.4 develop a plan for a young person or group (after matching their gifts with identified needs in the community) to promote and respect human dignity, thereby improving the moral fabric of our society, beginning with sharing the Good News (Gospel) of God’s unconditional love for all human beings [CCC nos. 849-856]	No evidence	Topic 9: Palliative Care, "palliative care scene"
CM3.5 show how respect for human dignity is embedded in the Ontario Catholic School Graduate Expectations; also show how the seven gifts of the Holy Spirit (Whom we receive at Baptism and in fullness at Confirmation) ‘complete and perfect the virtues of those who receive them,’ and how the twelve fruits of the Spirit are seen in the lives of virtuous people (particularly graduates of our Catholic schools who are vibrant with the gifts of the Holy Spirit) [CCC nos. 1803-1845]	No evidence	
PS. Prayer and Sacramental Life	Textbook	
OVERALL EXPECTATIONS		
PS1. Prayer: Explain how various forms and expressions of prayer support our life as members of Christ’s body (the Church) through Baptism, and how the rhythm of community prayer culminating in the Eucharist nurtures “radical discipleship” and orders our souls with love, to strengthen the Church and positively animate contemporary culture; [CCC nos. 1324-1327; 2559-2565]	No evidence	Topic 11: The Benefits of Prayer, Participation in the Sunday Eucharist and Praying with Scripture

<p>PS2. Sacrament: Determine how Marriage, as one of the “sacraments at the service of communion” grounded in the Eucharist and flowing from Baptism, is a sign of God’s love in the world, lived out as the cell of the body of society; also, explore how “the vocation to holiness” is received by all persons at Baptism, and how the ministerial priesthood, diaconate, Religious life, and the call to single life are signs of God’s love in the world; [CCC nos. 914-933; 1536; 1554; 1601-1602; 1658]</p>	<p>Very limited Unit 3, Chapter 9, Pg. 170-183 (Vocation) Unit 6, Chapter 16, Pg. 307-328 (Marriage) Unit 6, Chapter, Pg.322 (Sacramental stage of marriage-Baptism)</p>	
<p>PS3: Living out Prayer and Sacrament: Show understanding that <u>prayerful discernment of one’s vocation</u> within the <u>evangelizing mission of the Church</u> (i.e., laity [single, married]; clergy [bishop, priest, deacon]; Religious life [consecrated, apostolic societies]) is found in the context of serving and ministering to the community with one’s God-given talents, and paying attention to where one experiences joy. [CCC nos. 914-933; 1536; 1554; 1601-1602; 1658]</p>	<p>No evidence Unit 3, Chapter 8, pg: 178-180 (Holy Orders) Unit 3, Chapter 8, pg: 169, 172-178,</p>	
<p>SPECIFIC EXPECTATIONS PS1. Prayer</p>		
<p>PS1.1 explain why traditional expressions and forms of Christian prayer support our Baptismal life in Christ, increase love, peace and order in our souls, and strengthen the Christian community, with a focus on benefits of regular daily prayer and sacrifice (e.g., fasting), and with reference to how frequent prayer positively affects mental/physical health [CCC nos. 2623-2724, 2041-2043]</p>	<p>No evidence Unit 3, Chapter 8, pg: 180-181 (Liturgy)</p>	<p>Topic 11: The Benefits of Prayer, Participation in the Sunday Eucharist and Praying with Scripture</p>
<p>PS1.2 describe how full, conscious, and active weekly Mass participation, beginning with preparation for the Lord’s Day (e.g., daily prayer [‘Lectio Divina’, Liturgy of the Hours, Desert Fathers’ Jesus prayer]; reflecting on Sunday readings; examination of conscience; possibly the sacrament of Penance) can have a positive effect on</p>	<p>No evidence Unit 5, Chapter 15, pg: 294,295 (Sacrament of Reconciliation)</p>	<p>Topic 11: The Benefits of Prayer, Participation in the Sunday Eucharist and Praying with Scripture</p>

the believing community [CCC nos. 1324-1327; 1384-1397; 1435; 1776-1785; 2174-2188]		
PS1.3 show understanding of prayer of <u>intercession</u> (with examples from both Testaments [1 Kings 2; 2 Maccabees 12; James 5]); also, explain why Catholics ask other Church members, saints, angels, and the Virgin Mary to support them through prayer [CCC nos. 956; 2634-2638]	No evidence	
PS1.4 compare prayer styles of historical biblical figures, and indicate how God's support was accessed or expressed through prayer: Abraham (Genesis 18); Moses (Exodus 3); Queen Esther (Esther 4); Hannah (1 Samuel 2); David (Psalms); Solomon (1 Kings 3); Jeremiah (Lamentations); Mary Mother of God (Luke 1); Jesus (Matthew 6), recalling that the "Lord's prayer is ... the most perfect of prayers" [CCC nos. 2570-2622; 2774]	No evidence	
PS1.5 describe how Christian communities and families can become "schools of prayer from the heart" within contemporary society, joyfully keeping the Holy Trinity at the centre of our lives in support of each other (e.g., family Rosary, grace before meals, prayers before bed, practising Christian Meditation with a prayer group); also describe how prayer is a battle, where distraction, dryness, lack of faith, and acedia (apathy) can be overcome by God's grace and persevering in love [CCC nos. 2725-2745]	Unit 6, Chapter 18, pg: 341-344 pg 113 (Limited- Family as domestic Church) No evidence Unit 4, Chapter 12, pg: 236, 240, 241 (only covers Gods Grace)	
PS2. Sacrament		
PS2.1 summarize, in the context of covenants God made with the Israelites and finally with followers of Jesus (e.g., Adam/Eve, Noah, Abraham/Sarah, Moses, David, the prophets, Jesus [Last Supper/Eucharist]), how sacramental Marriage (Matrimony) is a sacred covenant relationship between one man and one woman sealed in	Unit 6, Chapter 16, pg: 307-309 (created a helper) 318 (secular society/homosexuality) Unit 6, Chapter 16, pg: 310-312 (defining marriage) Unit 6, Chapter 16, pg: 322, 323 (sacramental Covenant) Unit 6, Chapter 17, pg: 331-334 (family)	

<p>the love of Christ through the ministry of the Church, and how Matrimony is beneficial for society [CCC nos. 56-73; 1611-1617]</p>		
<p>PS2.2 describe the following regarding Matrimony: why consent to Matrimony entails both proper understanding and free will;</p> <p>how the purposes of Matrimony are the wellbeing of the spouses and an openness to have and to raise children in the Catholic faith;</p> <p>how the properties of Matrimony are fidelity and permanence; and why Matrimony involves two baptized Christians [CCC nos. 1641-1654]</p>	<p>Unit 6, Chapter 16, pg: 311, 312 (consent- extensive)</p> <p>Unit 6, Chapter 16, pg: 322,323, 324 (extensive)</p> <p>Unit 6, Chapter 16, pg. 320,321, 324 Unit 6, Chapter 16, pg.324-325 (Vows) Unit 6, Chapter 16, pg. 327 (Baptismal aspect- limited)</p>	
<p>PS2.3 explain the Church’s teaching on valid Marriages and declarations of nullity,</p> <p>emphasizing the role of a married couple’s exchange of consent (in a sacramental marriage, the couple themselves minister the sacrament to each other through their exchange of consent);</p> <p>also explain why the Church expects Catholics to be wed according to the Catholic Rite of Marriage (i.e., consider the sacramentality and holiness of Marriage) [CCC nos.1625-1637]</p>	<p>Unit 6, Chapter 16, pg. 320, 327</p> <p>Unit 6, Chapter 16, pg. 311,312, 323 Unit 6, Chapter 16, pg. 324-325 (Vows)</p> <p>Unit 6, Chapter 16, pg. 322-325</p>	
<p>PS2.4 explain characteristics of the conjugal nature of sacramental Marriage (e.g., marital fidelity and unity, openness to new life, reliable methods of natural family planning such as the sympto-thermal method) [CCC nos. 2364-2379]</p>	<p>Unit 6, Chapter 16, pg. 310,311,</p> <p>Unit 6, Chapter 16, pg. 332,333 (Family planning - outdated)</p>	
<p>PS2.5 articulate the Church’s teaching concerning ordained ministry/Holy Orders (deacon, priest, and</p>	<p>Unit 3, Chapter 9, pg.178- 180 (Priesthood, Deacon) Unit 2, Chapter 6, pg. 120 (Bishops)</p>	

<p>bishop),</p> <p>the structure of the Church, and the role of the Magisterium;</p> <p>also, explain the role of a Diocesan Vocations Office [CCC nos. 880-896]</p>	<p>Basic Structure of Church- limited Unit 2, Chapter 16, Pg. 120 (Magisterium)</p> <p>No evidence</p>	
<p>PS3. Living out Prayer and Sacrament</p>		
<p>PS3.1 define vocation in connection to mission, ministry, and a ‘call to holiness’ <u>rooted in Baptism</u>;</p> <p>also, show understanding of a sound Christian discernment model that helps people at particular life stages find their vocation for the common good [CCC nos. 897-913]</p>	<p>Unit 6, Chapter 18, pg. 343 (limited) Unit 3, Chapter 9, pg. 172-178 (Vocation, limited)</p> <p>No evidence</p>	
<p>PS3.2 describe how prayer is an important aspect of discovering and living one’s vocation, and investigate how prayer was important in the vocations of people of the Old Testament (e.g., Abraham and Sarah, Isaac, Jonah, Rahab, Gideon, Samson, Job, Joseph, Ruth, Samuel, Solomon, Daniel, Shadrach, Judas Maccabeus) and New Testament people (e.g., John the Baptist, Simeon, Elizabeth and Zechariah, Anna the prophetess, Paul, Lydia, Timothy, Mary of Bethany, Zacchaeus, Stephen) [CCC nos.131-133]</p>	<p>No evidence</p>	
<p>PS3.3 identify forms of service that the call to ministry can take for <u>young adults</u> in the Church as they search out their vocation (e.g., lector, extraordinary ministers of the Eucharist, choir member, Young Vincentian, L’Arche assistant, CWL member, Knights of Columbus member, NET Canada volunteer, Canadian Catholic Students’ Association) [CCC nos. 897-913]</p>	<p>No evidence</p>	

<p>PS3.4 explain the vocation to Religious life (i.e., consecrated life of Religious sisters, brothers, and clergy) as the Holy Spirit’s response to current Church needs, and articulate the challenges in living that vocation as a mission in society [CCC nos. 925-927]</p>	<p>No evidence</p>	
<p>PS3.5 explain how the laity are primarily called to “sanctify the world, and give it life in Christ,” by bringing Christian witness into secular society; also, identify ways laypeople minister as a vocation within the Church (e.g., service in a hospital or high school, secretary, youth minister, parish bookkeeper) [CCC nos. 440; 898-913; Lumen Gentium, Chap.4; Apostolicam Actuositatem 16]</p>	<p>Unit 3, Chapter 9, pg.172-173 (One example of call of laity)- limited</p> <p>No evidence</p>	
<p>FL. Family Life</p>	<p>Textbook</p>	
<p>OVERALL EXPECTATIONS</p>		
<p>FL1. Living in Relationship: Investigate and describe how the Church, in building the Kingdom of God, seeks to nurture human growth in relationship, both in community and family life</p> <p>(e.g., promoting human dignity,</p> <p>celebrating the “sacraments at the service of communion”),</p> <p>upholding God’s law of love and prophetically challenging what is contrary to the Gospel within contemporary culture; [CCC nos. 2201-2213]</p>	<p>Piecemeal and limited</p> <p>Unit 2, Chapter5, pg. 91-103 (Kingdom of Heaven/Church/ Ethics of SOM)</p> <p>Unit 6, Chapter 17, pg. 337, 338, 339, 334 (Formation in Family)</p> <p>Unit 6, Chapter 17, pg. 341, 342 (Church as domestic Family)</p> <p>No evidence</p> <p>No direct evidence</p> <p>pg. 355-261 (Challenging culture/politics)</p>	<p>Topic 7: Forgiveness, "restorative justice lesson"</p> <p>Topic 8: Authentic Love & Chastity, "listen to the culture clash" and "dress your temple"</p>
<p>FL2: Growing in Commitment: Explain kinds of love and commitments that people are called by God to enter and maintain, with emphasis on preparation for the sacraments of Holy Orders and Matrimony that together support Christian family life - a foundation and desire of</p>	<p>No direct evidence</p> <p>Unit 6, Chapter 16, pg.326, 328 (more on purpose of marriage than preparation)</p>	<p>Topic 8: Authentic Love & Chastity, "case study on fidelity"</p> <p>Topic 9: Palliative Care, "investigate church teachings"</p>

<p>God for society; [CCC nos. 2207; 2215, 2221, 2232, 2239]</p>		
<p>FL3. Created Sexual: Show understanding of how development happens in the lives of individuals and families, and what role the Church has in supporting that growth, in the context of modern culture (e.g., promoting fidelity, chastity, and the practice of reliable methods of natural family planning that are aligned with God’s will). [CCC nos. 2360-2379]</p>	<p>No evidence</p> <p>Unit 3, Chapter 7, 138-139 (Chastity) Unit 6, Chapter 16, pg. 324 (Fidelity- limited to marriage)</p> <p>Unit 6, Chapter 16, pg. 332,333 (Family planning - outdated)</p>	<p>Topic 8: Authentic Love & Chastity, "defining love"</p>
<p>SPECIFIC EXPECTATIONS FL1.Living in a Relationship</p>		
<p>FL1.1 explain stages of human growth in relationship and community (e.g., cognitive, emotional, physical, social, moral, and spiritual/faith development), and compare developmental stage theories with the timing of sacramental life experiences and religious traditions of students [CCC no. 1210]</p>	<p>Unit 4, Chapter 11, pg.191 (Erikson Cognitive Development) Unit 4, Chapter 11, pg. 193 (Kohlberg Moral development) Unit 4, Chapter 11, pg. 201- 204 (Autonomy and Social limitations) Unit 3, Chapter 9, pg. 170-171 (Spirituality)</p> <p>No evidence</p>	<p>Topic 9: Palliative Care; "step 6-letter to MP in support of health care workers Re: Bill C-14"</p>
<p>FL1.2 describe ways (supported by research and stories of famous friendships in the Bible and Church history) of nurturing friendships and chaste relationships that, in Christ, uphold and celebrate our human dignity as God’s daughters and sons [CCC no. 1829]</p>	<p>Unit 3, Chapter 7, Pg. 140-142 (friendship and solicitude) very Limited</p> <p>No evidence</p>	<p>Topic 8: Authentic Love & Chastity, "defining love" and "Bible passages section"</p>

FL1.3 identify the human and faith-related qualities of a healthy Christian family as a “domestic church” that contributes to a loving and just society (e.g., parents educating children in the Christian faith) [CCC nos. 1655-1658]	Unit6, Chapter 18, pg. 340, 341, 342, 343, 344 Unit 6, Chapter 18, pg. 344 (5 traits of healthy Christian Family)	
FL1.4 explain how limits in personal freedom can be challenging for family members, but can offer growth and fulfillment within intimate human relationships, especially when individuals and families remain <u>close to Christ and seek to live by the wisdom of the Church (e.g., setting boundaries for children, caring for an aging family member, living with mental illness)</u> [CCC no. 2208]	No direct evidence Unit 4, Chapter 10, pg. 203, 204 (Social, religious and moral limits) Unit 6, Chapter 17, Pg. 331, 332 (some challenges to family explored extremely brief)	Topic 7: Forgiveness, "limits to forgiveness section"
FL1.5 describe steps young people might take to grow a culture of life, love, and joy together in good relationship, especially in fulfillment of the gifts of the Spirit received in Baptism and Confirmation (e.g., visit grandparents or a sick family member, write their MP concerning a justice issue, join or form a parish youth group, visit with elderly community members in a nursing home, attend the National March for Life, celebrate World Youth Day); also explore what it means to love one’s enemy [CCC nos. 1878-1882; Evangelium Vitae 28]	No evidence Unit 3, Chapter 9, pg. 169, 170 (living in love)	Topic 9: Palliative Care, "step 6-letter to M.P. in support of health care workers Re: Bill C-14"
FL2. Growing in Commitment		
FL2.1 explain how kinds of love that humans experience (e.g., agape, philia, eros, storge), shape Marriage, family, and community; also, describe what commitments are involved with each kind of love [CCC nos. 1644; 2347; 2745; Deus Caritas Est; C.S. Lewis The Four Loves]	No evidence	Topic 8: Authentic Love and Chastity, "listen to the culture clash" and "case study on fidelity"
FL2.2 show how mature human love and commitment in the lives of persons declared ‘servant of God’,	No evidence	Topic 9: Palliative Care, "step 6 list of activities"

<p>‘venerable’, ‘blessed’, or ‘saint’ by the Church influence communities worldwide, and inspire spiritual growth in the Church (e.g., St. Kateri Tekakwitha and St. André Bessette) [CCC nos. 828; 946-948]</p>		
<p>FL2.3 explain how the Church is the growing everlasting family of God, committed to Christ with the communion of saints in God’s joyful kingdom of love [CCC nos. 954-962]</p>	<p>No evidence on Communion of Saints Unit 6, Chapter 17, Pg.342 (one Holy apostolic)</p>	
<p>FL2.4 describe the role Catholic religious education programs, papal encyclicals, apostolic letters, and diocesan bishops’ pastoral letters have in guiding Catholics in family life concerns, supporting family growth and commitment in love [CCC Prologue 4-9]</p>	<p>No evidence directly</p>	
<p>FL2.5 describe how secularism challenges Christian understanding of Marriage and family commitments in contemporary western culture (e.g., cohabitation, fidelity, chastity, family size decline, divorce and remarriage, definition of what constitutes family, family economic stresses) [CCC nos. 2360-2400]</p>	<p>Limited Unit 6, Chapter 16 & 17, Pg.317-320, 324, 332, 333, 334, 337 (Marriage in Canada statistics/facts etc. outdated)</p>	<p>Topic 8: Authentic Love & Chastity, "defining love lesson"</p>
<p>FL3. Created Sexual</p>		
<p>FL3.1 explain the difference between love (choosing what is good for another person) and the feelings of love (emotions felt for another person) [CCC nos. 1763-1766; Matthew 5.43-48]</p>	<p>No evidence Unit 3, Chapter 9, pg. 151 (Passions and emotions- but not linked to sexuality) Unit 6, Chapter 16, pg.328 (marriage more than sexual attraction- limited)</p>	<p>Topic 8: Authentic Love & Chastity, "defining love lesson"</p>
<p>FL3.2 describe reliable ways of forming healthy and loving intimate relationships as long-range preparation for Matrimony and parenthood, with skills and strategies needed to help relationships thrive at various stages (e.g., communication skills, coping skills,</p>	<p>No evidence Unit 6, Chapter 17, Pg. 313,314, 315 (Stages of Marriages –outdated)</p>	<p>Topic 8: Authentic Love & Chastity, "activities section"</p>

conflict/resolution strategies) [CCC no.1632; (Pope) St. John Paul II Theology of the Body]		
FL3.3 explain the importance of good understanding and personal integration of the Church’s teaching on human sexuality, especially in relation to chastity in relationships; <u>also explain, referencing Aristotle’s ‘four causes’</u> , Church teaching about the inseparable two-fold meaning/purpose of human sexual acts (God-designed unity between spouses of opposite sex, and natural openness to new life), and how that affects a Catholic understanding of same-sex attraction and intimacy between persons of the same sex [CCC nos. 2337-2359]	No evidence Unit, Chapter, pg. 318 (Homosexual Relationships very limited) Unit, Chapter, pg. 322-324 (fruitfulness)	Topic 8: Authentic Love & Chastity, "How can I help my students learn section: chastity"
FL3.4 demonstrate understanding of the sacredness of the gifts of family life, including human procreation, reliable methods of natural family planning (e.g., sympto-thermal method), parenting, and educating children [CCC 2201-2206; Humanae Vitae]	Limited Unit, Chapter, pg. 323, 333 (procreation) Unit 6, Chapter 17, pg. 331 (family: witness to love) Unit 6, Chapter 17, pg. 338,339, 343, 344 (faith formation, traits of family)	
FL3.5 explain ways in which the sacred gift of human life, including sexuality, can be protected and nurtured from conception until natural death (including a moral assessment, with Church teaching, of relevant cultural issues such as the sympto-thermal method of natural family planning, expressions of sexuality, reproductive technologies, the impact of STIs on human relationships, etc.) [CCC nos. 2331-2400]	No evidence	Topic 8: Authentic Love & Chastity, "reflection & collaboration section"

RI Research and Inquiry Skills	No evidence at all / new strand
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