Common Core Catholic Identity Infusion Project:
Unit Design Guidelines

Element: Title/Theme (Topic)

Operating Concepts and Principles:

- Topics/Themes should be age-appropriate
- Integrate ELA standards as well as content area standards
- Topic/Theme should be studied for a sustained period of time
- Topic/Theme should be expanded and developed in subsequent grades to deepening understanding of topics

Examples (Do’s and Don’ts):

Do
- Choose topics that will integrate the ELA standards as well as meet standards in Science, Social Studies, and technology studies
- Choose topics that infuse Catholic identity throughout the timeframe
- Choose topics that will include a wide variety of resources such as literature, informational text, multi-media, reference books, and websites.
- Choose a topic that can be studied for a sustainable time

Don’t
- Choose a topic that will be narrow in focus and short in time.
- Choose a topic from one source (Reading text, Social Studies or Science text or Religion text)

Design Tips:

- Consider topics of interest to students inviting them to help identify topics.
- Review topics in grade appropriate texts such as Reading, Science, and Social Studies basals as well as Catholic Social Teaching Guidelines
- Select current issues that affect students today

Criteria for Success:

- Students are able to see the connection across curriculum areas and the essentials question
- Topic integrates standards and Catholic identity

Additional Resources:

- Basal Reading Program
- Religion Text
- Common Core State Standards Curriculum Maps
- Catholic Social Teachings Guidelines
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#### Staying on Topic Within a Grade and Across Grades:

**How to Build Knowledge Systematically in English Language Arts K-5**

Building knowledge systematically in English Language Arts is like giving children different pieces of a puzzle in each grade that, over time, will form one big picture. At a particular or an instructional level, texts within and across grades levels need to be selected around topics for themes that systematically develop the knowledge inherent in students within a grade level. There should be an adequate number of titles on a single topic that build skills and knowledge to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of those topics. Children in the elementary grades are generally expected to read these texts independently and interact in writing work done children in the early grades periodically in small groups and in rich, structured conversations with an adult as response to the written texts that are read aloud, orally responding and constructing, as well as analyzing and synthesizing, in the manner recalled by the situations.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is an example of a common, specific notion that across grade levels illustrates how various grade levels and classroom teachers can invite the English language arts in schools with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts having students listen to informational read-alouds in the early grades helps by the necessary foundation for students reading and understanding of increasingly complex texts in their own in subsequent grades.

### Example: Title/Theme Across Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Title/Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>The Human Body</td>
</tr>
<tr>
<td></td>
<td>- My Nose Knows by Marla Frazee (2005)</td>
</tr>
<tr>
<td></td>
<td>- Move My Body by Jamie Lee Curtis (2009)</td>
</tr>
<tr>
<td></td>
<td>- snap by Paul Fleischman (1987)</td>
</tr>
<tr>
<td></td>
<td>- Keep the Body by Doreen Rappaport (2008)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>- Introduction to the Systems of the Human Body and Associated Body Parts</td>
</tr>
<tr>
<td></td>
<td>- Understanding Your Human Body by Dr. Monica Force-Armstrong (2015)</td>
</tr>
<tr>
<td><strong>4-5</strong></td>
<td>- The Human Body by Llloyd Hershman (2008)</td>
</tr>
</tbody>
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*Developed by Laura Egan, William H. Sadlier, Inc. for the Common Core Catholic Identity Initiative (CCCII). June 2012*