

Grade:                      Unit Title:

<b>I. Integration of Catholic Identity</b>		
<p>“The Council, therefore, declared that what makes the Catholic school distinctive is its religious dimension, and that this is to be found in <i>a</i>) the educational climate, <i>b</i>) the personal development of each student, <i>c</i>) the relationship established between culture and the Gospel, <i>d</i>) the illumination of all knowledge with the light of faith.”</p> <p style="text-align: center;"><i>Religious Dimension of Education in a Catholic School, #1</i></p>		
Rating *3, 2, 1	Criteria	Comments/Ideas for Making the Unit Stronger
	1. Shows consistency with the Catholic interpretation of Scripture as applicable.	
	2. Reflects faithfulness to the teachings of the Magisterium of the Catholic Church especially as found in the Catechism of the Catholic Church. <input type="checkbox"/> Creed <input type="checkbox"/> Liturgy and Sacraments <input type="checkbox"/> Morality <input type="checkbox"/> Prayer	
	3. Reflects as applicable the key principles of Catholic social teaching which flow from the life and teachings of Jesus Christ. <input type="checkbox"/> Life and Dignity of the Human Person <input type="checkbox"/> Call to Family, Community, and Participation <input type="checkbox"/> Rights and Responsibilities <input type="checkbox"/> Option for the Poor and Vulnerable <input type="checkbox"/> The Dignity of Work and the Rights of Workers <input type="checkbox"/> Solidarity <input type="checkbox"/> Care for God's Creation	
	4. Integrates Catholic identity in ways that fit the topic/theme and are developmentally appropriate.	
	5. Cultivates student interest and engagement in discussing and deepening understanding and insight regarding Catholic values, beliefs, teachings.	
	6. Presents website content that, at the time reviewed, contained nothing contrary to the Catholic faith.	

\*3= Strong      2= Acceptable   1= Needs Work

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<b>II. Integration of Effective Instructional Design</b>			
“For the Catholic educator, whatever is true is a participation in Him who is the Truth; the communication of truth, therefore, as a professional activity, is thus fundamentally transformed into a unique participation in the prophetic mission of Christ, carried on through one's teaching.” – <i>Lay Catholics in Schools: Witnesses to Faith, #16</i>			
			7. Focuses teaching and learning on a targeted set of grade level ELA/Literacy standards and other rigorous and pertinent standards.
			8. Includes a clear and explicit purpose for instruction.
			9. Uses instructional activities that are responsive to varied student learning needs.
			10. Makes use of research-based effective instructional strategies including <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential questions which provoke deeper thinking</li> <li><input type="checkbox"/> Differentiated instruction</li> <li><input type="checkbox"/> Graphic Organizers</li> <li><input type="checkbox"/> Identifying Similarities and Differences</li> <li><input type="checkbox"/> Summarizing and Note-taking</li> <li><input type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Cooperative Learning</li> <li><input type="checkbox"/> Generating and Testing Hypotheses</li> </ul>
			11. Engages students in critical and/or creative thinking.
			12. Makes appropriate and meaningful cross-curricular links to build students' content knowledge and understanding of reading and writing in religion, social studies, the arts, science, mathematics, or technical subjects.
			13. Regularly assesses whether students are mastering standards-based content and skills.
			14. Elicits direct, observable evidence of the degree to which students can independently demonstrate the objectives related to the targeted elements of Catholic Identity.
			15. Elicits direct, observable evidence of the degree to which students can independently demonstrate the objectives related to the targeted rigorous standards.
			16. Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.

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<b>III. Integration of Academic Rigor</b>			
<p>“Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the students to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop their personalities and lead them to take their place as an active member of the community. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth.” <i>The Catholic School, #39</i></p>			
<b>Reading</b>			
		17. Selects texts that are of sufficient quality and scope for the stated purpose.	
		18. Focuses on quality text selections of appropriate complexity.	
		19. Includes a balance of fiction and non-fiction texts.	
		20. Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of discipline-specific texts.	
		21. Makes reading (texts) closely for deep understanding a focus of balanced instruction.	
		22. Integrates appropriate supports/ extensions for students who are reading below/above grade level and/or students who are English language learners.	
<b>Writing</b>			
		23. Includes a balance of on-demand and process writing and short, focused research projects, incorporating digital tools where appropriate.	
		24. Uses technology and media to deepen learning and to draw attention to evidence and texts as appropriate.	
<b>Language</b>			
		25 Focuses on building students’ academic vocabulary in context throughout instruction.	
<b>Reading/Writing/Language/Speaking</b>			
		26. Integrates reading, writing, language, speaking and listening skills. <input type="checkbox"/> Reading <input type="checkbox"/> Language <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking	
		27. Facilitates rich and rigorous evidence-based discussions and writing through thought-provoking questions about common texts.	
		28. Expects that students draw evidence from texts to inform, explain, or make an argument in various written forms.	
		29. Cultivates student interest and engagement in reading, writing, and speaking about texts.	
		30. Provides for authentic learning and application of literacy/language skills.	

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Use the unit as it is currently	
Use with suggested modifications	Suggestions:
Keep the topic, but rework the unit plan	
Notable strengths of the unit	

Reviewer(s):

Date: