Grade: Unit Title:

I.   Integration of Catholic Identity
"The Council, therefore, declared that what makes the Catholic school distinctive is its religious dimension, and that this is to be found in *a*) the educational climate, *b*) the personal development of each student, *c*) the relationship established between culture and the Gospel, *d*) the illumination of all knowledge with the light of faith." ***Religious Dimension of Education in a Catholic School, #1***

Criteria
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. ☐ Creed ☐ Liturgy and Sacraments ☐ Morality ☐ Prayer
3. Life ☐ Life and Dignity of the Human Person ☐ Call to Family, Community, and Participation ☐ Rights and Responsibilities ☐ Option for the Poor and Vulnerable ☐ The Dignity of Work and the Rights of Workers ☐ Solidarity ☐ 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.

Grade: Unit Title:

II. Integration of Effective Instructional Design
"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." –*Lay Catholics in Schools: Witnesses to Faith, #16*

7. Focuses teaching and learning on a targeted set of grade level ELA/Literacy 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 but not limited to the following: ☐ Essential questions which provoke deeper thinking ☐ Differentiated instruction ☐ Graphic Organizers ☐ Identifying Similarities and Differences ☐ Summarizing and Note-taking ☐ Independent Practice ☐ Cooperative Learning ☐ Generating and Testing Hypotheses
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.

Grade: Unit Title:

III. Integration of Rigor

"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." ***The Catholic School, #39***

Reading

17. Selects texts that are of sufficient quality and scope for the stated purpose.

18. Focuses on quality text selections that measure within the text complexity band.

19. Includes non-fiction and 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.

Writing

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.

Language

25 Focuses on building students' academic vocabulary in context throughout instruction.

Reading/Writing/Language/Speaking

26. Integrates reading, writing, language, speaking and listening skills.
☐ Reading ☐ Language ☐ Listening ☐ Writing ☐ 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, application of literacy/language skills.