## Planning Worksheet: Integrating Catholic Social Teaching across the Curriculum

**Rationale:** Identify the rationale and need for interdisciplinary possibilities. Where will the content most benefit from greater integration?

**Identify the Rationale or Need:**

______________________________

______________________________

**Major Theme, Topic or Subject Area:**

______________________________

**Time Frame:**

- [ ] Day(s) ____
- [ ] Week(s)
- [ ] Semester Course
- [ ] Other: __________

**Essential Questions** (Compose 2-3 essential questions. See appendix)

1. Essential Question #1: ____________________________
2. Essential Question #2: ____________________________
3. Essential Question #3: ____________________________

**Identify Student Needs:**

(Strengths, weak areas, past learning, future learning) Keywords:

______________________________

______________________________

**Brainstorm Ideas & Connections:**

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*Essential aspects of each discipline:*

[Blank space for notes]

[Blank space for notes]

[Blank space for notes]
Curriculum Integration Continuum

- A. Separate disciplines – traditional
- B. Single teacher- Single discipline
- C. Sequenced integration -cooperation
- D. Parallel integration -collaboration
- E. Correlated integration – joint planning
- F. Team Teaching lesson or topics/themes
- G. Interdisciplinary Unit
- H. Integrated Curriculum

Katherine Feely, SND – "Integrating Catholic Social Teaching Across the Curriculum" – www.educationforjustice.org
Engage active learning modes
- Self-directed study
- Reading and research
- Group work
- Web Quests
- Interviews
- Reports and Presentations

Identify core content and material to be covered
- Map out approach and responsibilities for planning and presenting
- Correlate to standards
- Innovate & integrate

Identify key skill development for students
- Consider:
  - Thinking skills
  - Technical skills
  - Communication skills
  - Interpersonal skills

An A demonstration of learning
- Evidence of mastery
- Evaluation of growing insight
- Evaluation of increasing skill

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Appendix:

**Essential Questions**:  
One meaning of “essential” involves *important questions that recur throughout one’s life.*

Examples:
- What is justice?
- Is art a matter of taste or principles?
- Are theories of evolution complimentary or contrary to religious belief?
- Is science compatible with religion?
- Is an author’s view privileged in determining the meaning of a text?

A second connotation for “essential” refers to key inquiries *within a discipline.*
- “What is healthful eating?”
- “How can we truly know Christ in 2009?”

There is a third important connotation for the term “essential” *it helps students make sense* of important but complicated ideas, knowledge, and know-how but not yet grasped or seen as valuable by the learner.
- How do the gospel writers address the needs of their audiences?
- How can we hear them speaking to our hearts today?
- How do we understand the historical context of scripture and its contemporary impact - how it speaks to us today?

A question is essential when it:

1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
4. stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;
6. naturally recurs, creating opportunities for transfer to other situations and subjects.

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1 Drawn from and adapted from: *Exploring the Essential Questions of Education*  
http://www.authenticeducation.org/bigideas/article.lasso?artId=53