

APPENDIX

Common Core State Standards

A Statement by the National Catholic Educational Association (NCEA)

NCEA Position Statement on the Common Core State Standards

May 31, 2013 Page 1

Catholic schools have a long-standing commitment to academic excellence that is rooted in the faith based mission of Catholic education. The Common Core State Standards in no way compromise the Catholic identity or educational program of a Catholic school. The Common Core State Standards initiative, begun in 2007, is a state-led, bipartisan effort that is not a requirement for participation in the No Child Left Behind Act of 2001 (NCLB) or any other federally funded program, and there are no mandates for any Catholic school to follow any federal rules if they adopt the Common Core. Adoption of the Common Core is voluntary; individual states, Catholic dioceses and other private schools make their own decisions about whether to adopt the standards.

The Common Core State Standards are a set of high-quality academic expectations that all students should master by the end of each grade level. The standards establish consistent learning goals for all students that focus on preparing them to succeed in college and careers in a globally competitive workplace. The standards define and clearly communicate grade-specific goals and inform parents about learning outcomes, making it easier for parents to collaborate with teachers in helping their children achieve success.

The Common Core State Standards are not a curriculum. A curriculum includes what is taught, when it is taught, how it is taught and what materials to use. None of these items are included in the Common Core State Standards. For Catholic schools, all of these elements will continue to be determined by diocesan superintendents, principals and teachers working to meet the needs of their students. The Common Core represents a fundamental shift in the teaching and learning process. The Common Core establishes clear, measurable goals for students that assist teachers in making instructional decisions.

The standards place emphasis on creativity, critical and analytical thinking and application to curriculum content. The Common Core is not a national curriculum. It guides the way that instruction takes place in each classroom, allowing the Catholic school to develop its own curriculum content.

An excellent Catholic school provides a rigorous academic curriculum that integrates faith and knowledge. As trained professionals, Catholic school administrators and teachers continually seek the best instructional methods for educating students. In the past, dioceses and schools have developed their own standards or adapted state standards for use with their own curriculum. Some will continue to do this. To assist those incorporating the new standards, the National Catholic Educational Association (NCEA) and partners in Catholic education established the Common Core Catholic Identity Initiative (CCCII). CCCII provides resources to design and direct the implementation of Common Core within the culture and context of a Catholic school curriculum. Thus Catholic schools can infuse the standards with the faith, principles, values and social justice themes inherent in the mission of a Catholic school.

NCEA, the largest private professional education organization in the world, provides leadership, direction and service to its members through a variety of professional development activities that support whatever teaching and learning activities the individual school chooses implement.

THE SEVEN THEMES OF CATHOLIC SOCIAL TEACHING

(Adapted from *Leader's Guide to Sharing Catholic Social teaching*, USCC, 2000)

1. LIFE and DIGNITY OF THE HUMAN PERSON

- ❖ The sanctity of human life/inherent dignity of the human person
- ❖ Every person is created in the image of God
- ❖ All social laws must protect human life and dignity, conception to natural death

2. CALL to FAMILY, COMMUNITY, and PARTICIPATION

- ❖ We are social beings
- ❖ Dignity & human potential is realized in family & community
- ❖ The family is the basic unit of society & must be supported
- ❖ Government's mission:
 - ✓ protect human life
 - ✓ promote the common good of all
 - ✓ defend the right & duty of all to participate in social life

3. RIGHTS and RESPONSIBILITIES

- ❖ Human dignity & healthy community require:
 - ✓ Protection of human rights
 - ✓ Responsibilities being met
- ❖ Right to food, clothing, shelter, rest, medical care & essential social services
- ❖ Right to raise a family & duty to support them
- ❖ Religious & political freedom
- ❖ Duty to exercise rights for the common good of all

4. OPTION for the POOR and VULNERABLE

- ❖ Basic moral test: how the most vulnerable are faring
- ❖ Equality of all social groups
- ❖ Human life & dignity of the poor are most at risk
- ❖ The poor have the first claim on our personal & social resources

- ❖ Priority to the poor & vulnerable strengthens the health of the whole society

5. THE DIGNITY OF WORK and the RIGHTS OF WORKERS

- ❖ Work is a form of continuing participation in God's creation
- ❖ Workers have rights to
 - ✓ Decent work
 - ✓ Just wages
 - ✓ Safe working conditions
 - ✓ Unionization
 - ✓ Disability protection
 - ✓ Retirement security
 - ✓ Economic initiative
- ❖ The economy exists for the human person
- ❖ Labor has priority over capital

6. SOLIDARITY

- ❖ One human family
- ❖ Global solidarity-universal common good
- ❖ Fates of the people of the earth are linked
- ❖ Requires richer nations to aid poorer nations
- ❖ Respect for all cultures
- ❖ Justice in international relations
- ❖ Peace among all nations expected

7. CARE for GOD'S CREATION

- ❖ Stewardship of creation
- ❖ Living in harmony with all of creation
- ❖ Preserve creation for future generations
- ❖ Respect for humans and all creatures of the universe

Some Scriptural Foundations of Catholic Social Teaching

(Adapted from *Leader's Guide to Sharing Catholic Social Teaching*,
2000, United States Conference of Catholic Bishops, Inc.)

1. Life and Dignity of the Human Person

Every social decision and institution must be judged in light of whether it protects or undermines the life and dignity of the human person.

- Genesis 1:26-27 (created in the image of God)
- Deuteronomy 30:19 (choose life)
- Psalm 8:5-7 (humans made little less than a god)
- John 12:32 (Christ will draw all to himself)
- 1 Corinthians 15:22 (Christ died for all)

2. Call to Family, Community, and Participation

Human dignity can be realized and protected only in community.

- Genesis 17:7-8 (God covenants with a people)
- Exodus 6:6-8 (God's covenant frees a people)
- Leviticus 19:9-15, 35-37; Deuteronomy 14:22-29; 15:1-18, 24:10-22 (some of covenant's social laws)
- Jeremiah 32:38-40 (God's covenant with a people and their children)
- Mark 1:14-15 (the reign of God, a social image)
- Luke 22:14-20; 1 Corinthians 11:23-26; Hebrews 8:7-12 (Christ's new covenant)

3. Human Rights and Responsibilities

Catholic social teaching recognizes three sets of rights: the right to life (including food and shelter), economic rights (including education and employment), and political and cultural rights (including religious freedom). With rights come responsibilities to others, to our families, and to the common good of all.

- Deuteronomy 5:17, 30:19 (right to life)
- Sirach 34:22 (rights of workers)
- Psalm 146:5-8 (freedom from oppression)
- Isaiah 10:1-2 (against unjust laws)

4. Option for the Poor and Vulnerable

All members of society and society as a whole have a special obligation to poor and vulnerable persons. God's covenant includes a special concern for these persons.

- Exodus 22:20-22; Leviticus 19:33-34; Deuteronomy 24:17-18 (laws protecting aliens, widows, orphans)
- Exodus 22:24-26; Leviticus 25:23-28; Deuteronomy 15:1-11, 23:20, 24:6 and 10-13 (laws protecting debtors)
- Deuteronomy 14:28-29, 26:12-13 (Laws providing for the poor)
- Matthew 25:31-46 (judgment of nations)
- Luke 4:16-21 (Jesus' mission to the poor/outcast)
- Luke 14:12-14 (reach out to the poor/vulnerable)

5. The Dignity of Work and Rights of Workers

Human dignity finds special expression in the dignity of work and in the rights of workers. Through work we participate in creation. Workers have rights to just wages, rest, and fair working conditions.

- Genesis 2:2-3 (God labors and rests)
- Genesis 2:15 (humans cultivate earth)
- Exodus 20:9-11, 23:12, 34:21; Leviticus 23:3; Deuteronomy 5:12-15 (Sabbath gave laborers rest)
- Leviticus 19:13; Deuteronomy 24:14-15; Sirach 34:22; Jeremiah 22:13; James 5:4 (wage justice)
- Isaiah 58:3 (do not drive laborers)
- Matthew 20:1-16 (Jesus uses wage law in parable)
- Mark 6:3 (Jesus worked as a carpenter)
- Mark 2:27 (Sabbath is for benefit of people)
- Matthew 10:9-10; Luke 10:7; 1 Timothy 5:17-18 (laborer deserves pay)

6. Solidarity

We are called to global solidarity. We are one human family regardless of national, racial, ethnic, gender, economic or ideological boundaries. Global solidarity expresses concerns for world peace and international development.

- Genesis 22:17-18; Psalm 22:28-29 (save all nations)
- Isaiah 2:1-4; Micah 4:1-3 (peace for all nations)
- Romans 10:12 (no national distinctions in God)
- Galatians 3:28 (all one in Christ)

7. Care for God's Creation

Our faith calls us to be good stewards of the earth and all its creatures.

- Genesis 1:31 (goodness of creation)
- Genesis 2:15 (stewardship of the earth)
- Daniel 3:74-81 (all the earth blesses God)
- Hosea 4:1-3 (humans wound the earth)
- Romans 8:18-25 (all creation awaits redemption)

Traditional Values & Virtues

Following is a partial list of values/teachings that could be incorporated into Unit and Lesson Plans

Theological Virtues:

faith, hope, love

Cardinal Virtues:

prudence, justice, fortitude, temperance

Sacraments:

Baptism, Reconciliation, Eucharist, Confirmation, Matrimony, Holy Orders, Anointing of the Sick

Gifts of the Holy Spirit:

wisdom, understanding, knowledge, counsel, fortitude, reverence (piety), wonder and awe in God's presence (fear of the Lord)

Fruits of the Holy Spirit:

love, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity

Gospel values animating Catholic schooling:

Source: Reck, Carleen. Vision and Values. NCEA: Washington, DC. 1983.

Faith:

truth, fidelity, tradition, doctrine, prayer, revelation, reading scripture

Service:

commitment, caring, concern, involvement, empathy, almsgiving

Courage:

sacrifice, self-denial, fortitude, restraint, discipline, patience, temperance

Justice:

courage, risk, human dignity, stewardship, prophecy, interdependence, peace-seeking, equal distribution of goods, fortitude, empathy

Hope:

optimism, confidence, joy, realism, providence, trust, prophecy, restraint, discipline, patience, temperance
Love (towards God) – reverence, worship, submission, prayer
(towards self) – self-esteem, prudence, temperance, creativity
(toward others) – care, concern, respect, acceptance

Reconciliation:

forgiveness, mercy, compassion, humility, conflict resolution, work to eliminate evil

Community:

personal dignity, belonging, equality, fellowship, trust

Beatitudes:

1. Blessed are the poor in spirit, for theirs is the kingdom of Heaven.
2. Blessed are those who mourn, for they shall be comforted.
3. Blessed are the meek, for they shall inherit the earth.
4. Blessed are those who hunger and thirst for justice, for they shall be satisfied.
5. Blessed are the merciful, for they shall obtain mercy.
6. Blessed are the pure of heart, for they shall see God.
7. Blessed are the peacemakers, for they shall be called children of God.
8. Blessed are those who suffer persecution for justice sake, for there is the kingdom of heaven.

Commandments:

1. I am the Lord your God. You shall worship the Lord your God and Him only shall you serve.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Sabbath day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

The corporal works of mercy are:

1. Feed the hungry.
2. Give drink to the thirsty.
3. Clothe the naked.
4. Shelter the homeless.
5. Visit the sick.
6. Visit the imprisoned.
7. Bury the dead.

The spiritual works of mercy are:

1. Counsel the doubtful.
2. Instruct the ignorant.
3. Admonish the sinner.
4. Comfort the sorrowful.
5. Forgive injuries.
6. Bear wrongs patiently.
7. Pray for the living and the dead.

Catholic Social Justice Themes:

1. Life and Dignity of the Human Person
2. Call to Family, Community, and Participation
3. Rights and Responsibilities
4. Option for the Poor and Vulnerable
5. The Dignity of Work and the Rights of Workers
6. Solidarity
7. Care for God's Creation

Conscience and free will

Parables / Miracles
Communion of Saints
Paschal Mystery
Common Good

Resources:

Klein, Rev. Peter. The Catholic Source Book. Harcourt Religion Publishers, Orlando, FL. 2007.
Pontifical Council for Justice and Peace. Compendium of the Social Doctrine of the Church. United States Conference of Catholic Bishops, Washington, DC. 2005.
Welch, Sister Mary Leanne, PBVM. A Beginning: Resource Book for Incorporating Values and Church Teachings in the catholic School Curriculum. NCEA, Washington, DC. 1990.

Developed by:

Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012

QUICK REFERENCE

SEVEN THEMES AT GRADE LEVELS WITH INTEGRATION SUGGESTIONS

Kindergarten - 2nd Grade

Literature

CST-Theme 1: Life and Dignity of the Human Person

Create a virtues chart and compare/contrast a list of characters from a story in the reading series which pertains to each character. (faith, hope, love, prudence, justice, fortitude & temperance.) (RL.7-9)

Informational Text

CST-Theme 3: Human Rights and Responsibilities

In reading a biography discuss, and answer questions about how somebody has fought for religious and political freedom for others. (Isaiah 10:1-2 against unjust laws) (RI.1-4)

CST-Theme 6: Solidarity

Read a current event article about war and pray for world peace. (Isaiah 2:1-4 Peace for all nations) (RI.5)

Foundational Skills

CST-Theme 5: Dignity of Work and the Rights of Workers

Read Genesis 2:2-3 with sufficient accuracy in order to comprehend the correlation of dignity of work and rights of workers is a form of continued participation in God's creation. (Create a t-chart about God's labor vs rest) (RI.1-3,4-6)

Writing

CST-Theme 4: Option for the Poor and Vulnerable

Determine if the story you have read has a just or unjust ending. If unjust, create an alternate ending to the story to promote equality of social groups.(Matthew 25:31-46 Judgment of nations) (WI.3)

Kindergarten – 2nd Grade

CST-Theme 2: Call to family, Community and Participation

Discuss and describe how family is the basic unit of society just like the Holy Family. (Jeremiah 32:38-40: God's covenant with a People and their children) (SL.4-6)

Language

CST-Theme 7: Care for God's Creation

List animals (part of God's creation) and give attributes of the animals. (Genesis 1:31 - Goodness of creation) (L.5)

Grades 3 - 5

Literature

CST- Theme 1: Life and Dignity of the Human Person

Using an appropriate children’s literature story, describe in depth a character(s) who is special regardless of his/her traits, motivations or feelings and explain how his/her actions contribute to the sequence of events. (RL.3)

CST- Theme 2: Call to Family, Community, and Participation

Determine the central message of a literature story relating to family as the basic unit of society, which must be supported. (RL.2)

CST-Theme 4: Option for the Poor and Vulnerable

Compare and contrast character interactions in a literature story and a biblical story of Jesus working with the poor and vulnerable. Draw on specific details from the text for examples. (RL.3)

Informational Text

CST- Theme 3: Human Rights and Responsibilities

Using informational text, such as the *Bill of Rights*, quote accurately when explaining what the text says explicitly and when drawing inferences from the text related to Catholic social teachings of rights and responsibilities. Refer to Galatians 3:28 (RI.1)

CST-Theme 6: Solidarity

After reading informational text, explain the relationship between European explorers and the Native Americans as it pertains to justice and international relations. (What did Jesus teach in relation to respect for all cultures?) Cite specific information from the text. (RI.3)

Foundational Skills

CST- Theme 7: Care for God’s Creation

Read the poem “Designed Earth” by Trust Jaworki from christart.com and relate to the care of God’s creation (RF.4)

Grades 3 - 5

Writing

CST- Theme 5: Dignity of Work and the Rights of Workers

Drawing from teachings about the roles and responsibilities in a settlement, construct an opinion piece supporting the need for labor as a form of participation in God's creation. Include informational evidence from text and Ephesians 4:28. (W.1)

Speaking & Listening

CST- Theme 7:

elements that relate to stewardship of creation. Discuss text evidence that shows stewardship of creation. (SL. 1a-d)

After reading the story entitled *City Green* and Genesis 2:15, identify

Language

CST -Theme 5: Dignity of Work and the Rights of Workers

parables. (L.6)

Using Matthew 20: 1-16, students interpret metaphors in the form of

Grades 6 - 8

Literature

CST-Theme 6: Solidarity

Using the book *The Outsiders* by S.E. Hinton, cite evidence of the book's theme (or characters' actions) that support, or are in opposition to, the CST of "Solidarity." (RL 1,2)

Informational Text

CST- Theme 2: Call to Family, Community, and Participation

Analyze the interactions between Venerable Pierre Toussaint and his owners and members of the community. (RI.3)

Writing

CST Theme 3: Human Rights and Responsibilities

Read two texts about Nelson Mandela. Analyze how the authors present the information by emphasizing different information or interpretation of facts. (W.9)

CST Theme 4: Option for the Poor and Vulnerable

Conduct short research projects to determine both the needs of the poor and vulnerable in your community as well as applicable resources available for them. (W.7)

CST Theme 5: Dignity of Work and the Rights of Workers

After studying the Industrial Revolution, write a persuasive argument for the right of workers to safe working conditions. (W.1)

Grades 6 - 8

Speaking & Listening

CST Theme 7: Care for God's Creation

Using technology (e.g. Power Point, Website, etc.) present claims and findings of current actions or policies seeking to preserve God's creation for future generations. (SL.5)

Language

CST Theme 1: Life and Dignity of the Human Person

Integration Example: Consult general and specialized reference materials to determine or clarify the precise meaning of "dignity," "inherent," and "sanctity". (L. 4)

Grades 9-12

Literature

CST-Theme 4: Option for the Poor and Vulnerable

Gr. 9-10: Analyze the rights of the poor and vulnerable by looking at the moral implications for the characters in *Of Mice and Men*. (RL.3)

Gr. 9-10: Analyze whether the treatment of Lennie by Curley in *Of Mice and Men* is based on the rights of the poor and vulnerable. (RL.3)

Gr. 11-12: Analyze a character from *Sister Carrie* by determining whether the character cared for the poor and vulnerable based on: *Exodus* 22:20-22; *Leviticus* 19:33-34; *Deuteronomy* 24:17-18. (RL.1)

CST-Theme 7: Care for God's Creation

Gr. 11-12: Analyze whether Tayo from *Ceremony* shows care for God's Creation. (RL.1)

Informational Text

CST-Theme 4: Option for the Poor and Vulnerable

Gr. 11-12: After reading what the Catholic Church says about education in the *Catechism of the Catholic Church*, as well as in Pope Leo XIII's 1885 encyclical, *On Christian Education*, students will research how their school provides support for all students to receive a Catholic education.(RI.8) **(Possible theology Example)**

CST-Theme 2: Call to Family, Community and Participation

Gr. 11-12: Analyze whether the government is protecting the call to family, community and participation after reading the ascending opinion of a court case. (RI.8)

CST Theme 6: Solidarity

Gr. 9-10: After learning about the Roman Empire, compare how the ancient Romans and the United States today practice solidarity based on the teaching that there should be respect for cultures and that government should work toward the universal common good. (RI.8) **(Possible social studies example)**

Gr. 11-12: Develop a solution for the immigration policies in the United States after researching what the Catholic Church says and the current legal process related to immigration. (RI.1) **(Possible foreign language example)**

Grades 9-12

CST-Theme 3: Rights and Responsibilities

Gr. 11-12: Analyze the rhetorical strategies used to build the argument for the “Declaration of Independence” as well as how to start a country which protects the common good for all as well as religious and political freedom. (RI.9) **(Possible social studies example)**

Writing

CST-Theme 3: Rights and Responsibilities

Gr. 9-10: Analyze how the genetic choices made in the film *Gattaca* align with or violate the Catholic Social Teaching which calls us to protect human dignity. (W.1,9) **(Possible science Example)**

CST-Theme 6: Solidarity

Gr. 9-10: After learning about the Roman Empire, compare how the ancient Romans and the United States today practice solidarity based on the teaching that there should be respect for cultures and that governments should work toward the universal common good. (W.8,9) **(Possible social studies example)**

CST-Theme 1: Life and Dignity of the Human Person

Gr. 11-12: Compare how Ghandi influenced Dr. Martin Luther King, Jr. in his fight for equality through non-violent resistance by reading and analyzing the texts by Ghandi and King’s “Letter from a Birmingham Jail.” (W.1)

CST-Theme 2: Call to Family and Participation

Gr. 11-12: Analyze whether the government is protecting the call to family, community and participation after reading the ascending opinion of a court case. (W.9)

Grades 9-12

Speaking and Listening

CST-Theme 1: Life and Dignity of the Human Person

Gr. 9-10: Research a social injustice and orally present alternative solutions which protect the life and dignity of the human person. For example, the historical and current treatment of the unborn, people with physical disabilities, the elderly, etc. (SL.4)

CST-Theme 2: Call to Family, Community and Participation

Gr. 9-10: After reading *The Book Thief*, discuss whether the government in the novel was defending the rights and duties of all to participate in social life. (SL.1,4)

CST-Theme 7: Care for God's Creation

Gr. 9-10: In groups, students discuss ways to improve their care for God's creation both at home and at school, based on the Catholic Church's teachings. (SL.1,2)

CST-Theme 5: Dignity of Work and the Rights of Workers

Gr. 11-12: Present, using a visual aid, how, eventually, safe working conditions respected the rights of workers where rights were previously not respected, by integrating knowledge from documentaries, essays, diary entries, and literature. (SL.2) **(Possible history example)**

Grades 9-12

Speaking and Listening

CST-Theme 6: Solidarity

Gr. 11-12: Develop a solution for the immigration policies in the United States after researching what the Catholic Church says as well as researching what the current legal process provides. (SL.4) **(Possible foreign language example)**

Language

CST-Theme 5: Dignity of Work and the Rights of Workers

Gr. 9-10: Present a research that looks at how the United States has improved and still falls short of the Catholic Church's expectations for the dignity of work and the rights of workers by researching one of the following rights: decent wages; safe working conditions; unionization; disability protection; retirement security; economic initiative. (L.6)

CST-Theme 6: Solidarity

Gr. 11-12: Analyze and compare what the term solidarity" means in light of the Catholic Social Teachings by looking at what the definition of solidarity means to the government. (L.4) **(Possible theology example)**

ELA CATHOLIC IDENTITY INTEGRATION

Resources for Teachers

- Common Core Catholic Identity Initiative: www.cccii-online
- United States Conference of Catholic Bishops: www.usccb.org
Links: About USCCB ⇨ offices ⇨ Catholic Education
- NCEA: *A Working Reading List for Catholic Schools*: 2012 three-volume publication, annotated bibliography of children's books based on values and virtues, Grades PreK-8
- Book List for Catholic Social Teaching Project, *Where Are You at the Table*, Franciscan Sisters of Christian Charity, Manitowoc, WI, 2006
- Traditional Values & Virtues, CCCII (Common Core Catholic Identity Initiative)
- Seven Themes of Catholic Social Teachings, *Leader's Guide to Sharing Catholic Social Teaching*, USCCB, 2000
- Some Scriptural Foundations of Catholic Social Teaching, *Leader's Guide to Sharing Catholic Social Teaching*, USCCB, 2000
- A World of Stories About Love and Justice, www.anneneuberg.com
- Maryknoll Magazine Classroom Program: www.maryknollmagazineclassroomprogram
- www.diocesejoliet.org Links: Ministries ⇨ Human Dignity ⇨ Justice & Peace ⇨ Social Justice Resources for Educators
- www.oakdiocese.org/ministries/social-justice/
Links: ⇨ Ministries ⇨ Life & Justice ⇨ Catholic Social Teachings
- www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf
Common Core strategies and graphic organizers
- www.Christart.com
Poetry integration with faith based themes

Book List for Catholic Social Teaching Project

The books are coded with the following themes:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Life and Dignity of the Human Person 2. Call to Family, community and Participation 3. Rights and Responsibilities 4. Option for the Poor and Vulnerable | <ol style="list-style-type: none"> 5. Dignity of Work and the Rights of Workers 6. Solidarity 7. Care for God's Creation |
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Book Title	Author	Themes							Ages
		1	2	3	4	5	6	7	
Amah, The	Yep, Lawrence	•	•			•	•		12-15
America the Beautiful	Minor, Wendell	•				•		•	9-12
Amish Home	Bial, Raymond	•		•			•		11-14
Be Good to Eddie Lee	Fleming, Virginia	•			•			•	9-12
Bravemole	Jonell, Lynne	•	•			•			5-9
Brother Eagle, Sister Sun	Seattle & Jeffers	•					•	•	7-15
Children Just Like Me	Kindersley, Barnabas & Anabel	•	•				•		5-12
Choosing Up Sides	Ritter, John H.	•	•			•			11-14
Don't Look At Me	Sanford, Doris	•	•		•				5-7
Down Cut Shin Creek	Appelt & Canella	•	•		•		•		8-12
Everglades	Geroge, Jean C.							•	5-10
Eye of Conscience, The	Meltzer & Cole	•			•	•		•	12-14
Fly Away Home	Bunting, Eve	•			•	•			5-7
Gathering of Days, A	Blos, Joan W.	•	•	•				•	11-16
Great Kapok Tree, The	Cherry, Lynne							•	5-10
Hope Was Here	Bauer, Joan	•	•			•			11-16
I Can Hear the Sun	Polacco, Patricia	•	•		•			•	6-9
I Can't Believe I Have to Do This	Alford, Jan	•	•	•		•			12-16
I Have a Dream	King, Dr. Martin Luther	•		•			•		12-14
Incident at Hawk's Hill	Eckert, Allan W.	•	•					•	13-16
Little Prince, The	De Saint-Exupery, Antoine	•	•						5-10
Little Red Hen, The	Sturges, Philemon	•	•						5-7
Lyddie	Patterson, Katherine	•		•	•			•	11-15

Man Who Loved Clowns, The	Wood, June Rae	•			•	•			11-15
Maria's Grandma Gets Mixed Up	Sanford, Doris	•	•		•				5-7
Migrant Girl	Laklan, Carli	•	•	•	•	•			12-14
Milo and the Magical Stones	Pfister, Marcus		•	•				•	8-11
Nowhere to Call Home	De Felice, Cynthia	•	•		•	•			12-14
Oh, Brother!	Stork, Ken	•	•	•					5-9
Out of the Dust	Hesse, Karen	•	•					•	12-14
Rainbow Fish to the Rescue	Pfister, Marcus	•	•		•				5-8
Rainbow Fish, The	Pfister, Marcus	•	•		•				5-8
Researching Dustin	Grove, Vicki	•	•		•				12-14
Rough-Face Girl	Martin & Shannon	•		•			•		9-11
Rules of the Road	Bauer, Joan	•	•	•		•			13-18
Sacred Places	Sturger & Laroche	•		•				•	13-18
Saving the Planet and Stuff	Gauthier, Gail	•					•	•	11-16
Shalinar's Song	Porter, Daniel	•		•	•				9-12
Squashed	Bauer, Joan	•	•					•	11-15
Tell Them We Remember the Story of the Holocaust	Bachrach, Susan D.	•				•		•	14-18
Thee Hannah	DeAngeli, Marguerite	•	•		•		•		8-11
Thunder Rolling in the Mountains	O'Dell & Hall	•		•			•		11-15
Velveteen Rabbit, The	Williams, Margery	•	•						5-16
When Pigs Fly	Wood, June Rae	•		•		•			11-15
Where the Lilies Bloom	Cleaver, Vera & Bob	•	•			•		•	11-16
Years of Impossible Goodbyes, The	Choi, Sook Nyul	•	•			•	•		11-16

Taken from *Where are You at the Table*, an intergenerational program based on the Seven Major Themes of Catholic Social Teaching, the Franciscan Sisters of Cristian Charity, Manitowoc, WI, 2006

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