FULFILLMENT OF CATHOLIC STANDARDS

Equipped for Life Academy (EFLA) is specifically designed to fulfill a variety of Catholic education standards, including most notably the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) and The Cardinal Newman Society Catholic Curriculum Standards (CNSCCS). On the following pages, you will find a detailed overview of the relevant curriculum standards and benchmarks from both NSBECS and CNSCCS, including how the lessons of *EFLA* will fulfill these requirements in your classroom.

NCEA | NSBECS
National Catholic Educational Association

The Cardinal Newman Society
Promoting and Defending Faithful Catholic Education

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NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

From the Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College.

Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

BENCHMARK	RELEVANT *EFLA* LESSONS	HOW *EFLA* FULFILLS THIS BENCHMARK
2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.	1A, 4B, 5, 6A, 8B, Summative Assessment	Students incorporate history, science, Scripture, and Catholic intellectual tradition to evaluate multiple facets of the abortion debate. Students come to ethical conclusions regarding abortion utilizing these paradigms.
2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum.	1A, 4A, 6A, 8B, Summative Assessment	Students learn about the Church's historical social teachings and behaviors, investigate the role of Scripture and prominent Catholic thinkers in shaping social teaching, and draw conclusions regarding the requirements of Catholic social teachings on their lives today.

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills and Gospel values, implemented through effective instruction.		
BENCHMARK	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS BENCHMARK**
7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.	All Lessons	*EFLA* adheres to both Catholic Standards (NSBECS and CNSCCS) and state-produced education standards. Applicable state-standard skills are listed on the first page of each lesson.
7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.	All Lessons	*EFLA* adheres to both Catholic Standards (NSBECS and CNSCCS) and state-produced education standards. Applicable state-standard skills are listed on the first page of each lesson. *EFLA* integrates history, science, ethics, philosophy, and theology to evaluate the abortion debate from a variety of dimensions.
7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.	All Lessons	Students evaluate, reflect, and articulate the ethics of abortion in a variety of creative, oral, and written media. *EFLA* provides students with the background knowledge and fosters the critical thinking skills necessary for students to become moral evaluators and effective global citizens and advocates.
7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.	2, 3, 5, 7, 8, 8A, Summative Assessment	Students will create, publish, and critique videos, audio recordings, and presentations to demonstrate their understanding and ability to explain and evaluate ethical arguments for and against abortion.

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Standard 7 continued: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills and Gospel values, implemented through effective instruction.		
BENCHMARK	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS BENCHMARK**
7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.	All Lessons	Students develop dialogue skills, including the dispositions of open-mindedness, empathy, self-awareness, and emotional regulation. Students learn healthy habits of mind that enable rational thinking, respectful disagreement, and persuasion of others. Students foster relationship building skills, including methods of positive communication and mutual respect among those who disagree.
7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.	All Lessons	*EFLA* is designed to engage all students in investigating the ethics of abortion, regardless of their current stance on, knowledge of, or interest in abortion. Students with diverse opinions are welcomed into class discussion, as *EFLA* recognizes that students have a wide range of prior beliefs and experiences with abortion and thus unique needs as they are presented with arguments against abortion.
Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.		
BENCHMARK	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS BENCHMARK**
8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.	All Lessons	Every *EFLA* lesson includes curriculum-based formative assessments aligned with the lesson objectives and learning outcomes to assess student learning and progress throughout the curriculum. Formative assessments are a mixture of student self-assessment on social dispositions and dialogue skills and authentic performance assessments requiring students to synthesize material in real-world conversations. *EFLA* culminates in a summative assessment.

Standard 8 continued: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.		
BENCHMARK	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS BENCHMARK**
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.	All Lessons	*EFLA* includes grading rubrics for all formative and summative assessments, helping ensure that criteria for evaluating student work is valid, consistent, transparent, and justly administered.

THE CARDINAL NEWMAN SOCIETY CATHOLIC CURRICULUM STANDARDS (CNSCCS)

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English/Language Arts 7/12 (ELA.712)		
STANDARD	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS STANDARD**
Writing Standard 1 (WS1): Explain how language can be used as a bridge for communion with others for the betterment of all involved.	1, 2, 3, 5, 6, 7, 8, Summative Assessment	Students evaluate the need for and importance of effective dialogue across ideological and political lines. Students analyze and practice the strategies, dispositions, and arguments necessary for effective dialogue.
Writing Standard 2 (WS2): Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.	1, 2, 3, 4, 4A, 4B, 6, 6A, 7, 8, 8A, 8B, Summative Assessment	Students utilize writing to reflect on their thoughts and craft logical arguments leading to the truth about abortion and human dignity. Students' knowledge, logical reasoning, and personal feelings are acknowledged throughout these writings.
Writing Standard 4 (WS4): Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.	2, 3, 5, 6, 7, 8, 8A, 8B, Summative Assessment	Students learn and demonstrate effective rhetorical and dialogue skills in both spoken and written language. Students reflect on the role and importance of these skills in pursuit of truth with others rather than in pursuit of victory over others.

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History 7-12 (H.712)		
STANDARD	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS STANDARD**
General Standard 3 (GS3): Describe the historical impact of the Catholic Church on human events.	1A, 6A	Students examine the effect of the Catholic Church on the historical and modern practice of abortion.
Intellectual Standard 15 (IS15): Analyze the thoughts and deeds of great men and women of the past.	1A, 4B, 6A, 8B	Students evaluate the thoughts and deeds of prominent thinkers related to Catholic social teaching and the abortion debate, including Aristotle, Augustine, Aquinas, Luther, Calvin, John Paul II, and many more.
Intellectual Standard 19 (IS19): Distinguish the basic elements of Christian social ethics within historical events.	1A	Students examine the history of abortion from Ancient Greece to the modern day, including the role of Christian social ethics in shaping the abortion debate through the centuries.
Intellectual Standard 20 (IS20): Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.	1A, 4B, 6A, 8B	Students learn and apply the principles of Christian social ethics as taught by Sacred Scripture, Sacred Tradition, and Catholic social teaching to questions of human dignity, politics, and the abortion debate.
Scientific Topics K-12 (S.712)		
STANDARD	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS STANDARD**
General Standard 1 (GS1): Exhibit a primacy of care and concern at all stages of life for each human person as an image and likeness of God.	3, 4, 4A, 4B, 5, 6, 6A, 7, 8	Students develop and articulate a position of care for human life, including logical defenses for the dignity of human life and practical steps for caring for all stages of life in their own communities.
Intellectual Standard 2 (IS2): Demonstrate confidence in human reason and in one's ability to know the truth about God's creation and the fundamental intelligibility of the world.	3, 4, 4B, 5, 6, 7, 8	Students demonstrate how human reason leads to the truth about the dignity of human life. Students articulate this truth to others through explaining logical arguments in both verbal and written form.

Mathematics 7-12 (M.712)		
STANDARD	**RELEVANT *EFLA* LESSONS**	**HOW *EFLA* FULFILLS THIS STANDARD**
General Standard 1 (GS1): Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning in the pursuit of transcendent truths.	3, 4, 4B, 5, 6, 7, 8, 8A	Students develop questioning, inquiry, and reasoning skills to examine the merits and failures of different arguments surrounding the abortion debate. Students engage in questioning and reasoning independently, in small groups, and as a class, including both written and verbal inquiries.
General Standard 2 (GS2): Develop lines of inquiry to understand why things are true and why they are false.	3, 4, 4B, 5, 6, 7, 8, 8A	Students develop and articulate logical arguments to determine which conclusions regarding abortion and human dignity are true and which are false.

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