Guidelines for Interpreting and Scoring Benchmarks

2.7: *The theory and practice of the Church's social teachings are essential elements of the curriculum.*

I. What does this benchmark indicate for school performance?

The school consciously and seamlessly integrates the social teaching of the Catholic Church (CST) into its curriculum. It permeates the school culture, is evident in instruction and interactions, and it motivates an orientation toward service and a concern for justice and compassion.

II. As a review team member, what evidence do I look for?

These are some questions which will help to frame this item:

- Are curriculum outcomes aligned with the Church's social teaching?

- Do specific programs of study at the secondary level focus on Catholic social teaching?

- Do instructional materials and resources contain elements of Catholic social teaching?

- Has the faculty received training on integrating CST into the various disciplines?

- Do lesson plans and learning activities reflect a treatment of CST?

- Are service projects aligned to elements of the Church's social teaching?

- Are reflections geared towards meaningful thought about the impact of CST?

- Can students and faculty articulate how service is integral to being Catholic?

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III. What are the key differences between the levels of the rubric?

At level **3- Fully Meets Benchmark**,

Catholic Social teachings are evident through the school's instruction and practice. Students are asked to make connections between their learning and CST.

At level **4-Exceeds Benchmark**,

the Church's social teachings will be infused into multiple subject areas including religious education. Students are involved in forms of service that flow from Catholic social teaching. Students are able to express why service is important in relation to CST. Students and faculty demonstrate a fluency with CST. Students are able to see and experience natural connections between Eucharist, coursework and service.

At level **2-Partially Meets Benchmark,**

the Church's social teachings are not consciously infused into the curriculum or instruction but may be addressed less systematically from time to time or from teacher to teacher.

At level **1-Does Not Meet Benchmark**,

the theory and practice of the Church's social teaching are not addressed in the curriculum or service projects.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Review the school's mission statement. How is the school's mission connected to the Church's social teaching? How is the school's understanding of the Eucharist connected to CST?
- Review the theory and practice of the Church's social teaching.
- Integrate CST into existing curriculum in an extended discussion with the faculty.
- Insert the Church's social teaching into a class or subject area where it is most relevant.

To move from level 2 to level 3,
- Integrate the theory and practice of the Church's social teaching into the curriculum.
- Structure the CST instructional program to assure that every student is involved.
- Assess what students are gaining from the service projects and adjust these projects so they are more intimately linked to the students' understanding of Eucharist.

To move from level 3 to 4,
- Create and implement a plan to integrate Catholic social teaching into multiple subject areas, including religion.
- Design service projects around themes derived from CST.
- Reflect on the effectiveness of the service undertaken in this regard in the light of being a community centered on the Eucharist.
- Empower students to direct a process of reflection on their service experiences.
- Communicate the results of this process to the community.

V. What are key terms for understanding? (Refer to NSBECS Glossary for terms listed below.)

Benchmark 2.7   Developed by CHESCS Guidelines Task Force 2014