Dear Friends,

I am very grateful for the work of the Curriculum Development Committee, under the leadership of Dr. Brian Dougherty, Superintendent of Catholic Schools, for their work in compiling and composing this Preschool-8th Grade Religion Curriculum. This project has been very important to our Office of Catholic Schools and I know Faith Formation is important to our Catholic School principals and teachers, and especially to our student’s parents.

The primary function of Catholic education is to instill in a child an awareness of God’s plan for his or her life. We must be excellent at teaching math and science, reading and writing, history and civics. This whole curriculum must be imbued with our Catholic faith; our Catholic way of seeing the world. It is then fitting that Religion be given a priority in our study so that our foundation for everything else – our foundation for taking seriously the beauty and the challenges present through the whole range of other subjects – can be more firmly rooted and more deeply understood.

Our mission of assisting parents in their role of educating their children in the Faith is one which each of us takes very seriously. As we begin to give greater clarity and focus to our mission to “Unleash the Gospel” in the Archdiocese of Detroit, I am very pleased that we can offer this curriculum to our Catholic Schools for this work of evangelization and catechesis. There can be no greater mission our schools can have, than in the midst of helping our youth acquire the necessary knowledge and skills for further education and for their role as responsible citizens, we also instill in them an awareness of the truths – both intellectual and person – of the person of Jesus Christ and his Church.

To all of our administrators, support staff, teachers, parents, and children, this Religion Curriculum is offered as a means to know Jesus and his Church, to love Jesus and his Church, and to persevere in following Jesus in his Church throughout the whole course of one’s life. May God abundantly bless you in this endeavor. Assuring you of my prayers through the intercession of Our Lady, Seat of Wisdom and St. Anne, our patroness, I remain

Sincerely yours in Christ,

The Most Reverend Allen H. Vigneron
Archbishop of Detroit
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Foreword

Under the leadership of Archbishop Allen Vigneron, and in response to the Archdiocese of Detroit’s evangelization initiative to Unleash the Gospel in Southeast Michigan, the Preschool – Grade 8 Religion Curriculum has been revised to incorporate evangelization with catechesis in our Catholic Schools and Parish Faith Formation Programs. It encompasses every aspect of Jesus’ command to bring the Good News into the world by providing opportunities for students to encounter Jesus and develop a personal relationship with Him, faithful and complete adherence to magisterial teaching, opportunities for prayer, reflection, and discussion, done in the context of supporting parents in their responsibility as the primary teachers of the faith to their children. It seeks to create a “band of joyful missionary disciples” who truly know Jesus Christ and are well-equipped to embark on a journey of lifelong faith formation and discipleship.

In January of 2016, the Archdiocese of Detroit Offices of Catholic Schools and Evangelization and Catechesis joined forces to form a Curriculum Development Committee to develop a new religion curriculum for Catholic schools and parishes in the Archdiocese of Detroit. Listed below are the names of the committee members who participated in the project.

Curriculum Development Committee

Office of Catholic Schools
James Abercrombie, Associate Superintendent
Katie Brydges, former Associate Superintendent
Melissa Lipsmeier, Associate Superintendent
Dr. Karen White, Associate Superintendent
Greg Carnacchi, Special Projects Consultant

Office of Evangelization and Catechesis
Patricia Chase, MAPS, Regional Coordinator Catechesis
Susan Cummins, STL, Regional Coordinator Catechesis
Anita Houghton, MA, Regional Coordinator Catechesis
Sr. Kathleen Matz, CDP, MA, Associate Director Catechesis

Special Advisors
Most Reverend Arturo Cepeda, STL, STD, Auxiliary Bishop, Archdiocese of Detroit, Director of the Office of Evangelization, Catechesis and Schools
Dr. Brian Dougherty, Superintendent, Office of Catholic Schools, Archdiocese of Detroit

This curriculum was adapted from the 2012 Archdiocese of Denver Religion Curriculum for Catholic Schools, whose structure mirrors the four pillars of the Catechism of the Catholic Church. The structure and clear language of the standards were among the factors that led the Curriculum Development Committee to select it as a template. The Denver curriculum was written to provide teachers in the Catholic schools of the Archdiocese of Denver with an “organic and systematic framework” for teaching religion. The curriculum had a rigorous review process that ensured that the objectives were developmentally appropriate and theologically orthodox. The document was vetted by Catholic school teachers, Archbishop Chaput, as well as members of the Augustine Institute in Denver, Colorado. A representative from ENDOW (Educating on the Nature and Dignity of Women) was also invited to review the Family Life objectives. Many thanks to Mary Cohen, former Associate Superintendent in the Office of Catholic Schools in the Archdiocese of Denver for granting us permission to use their curriculum as a template.

The Curriculum Development Committee built upon this solid foundation to adapt and expand the curriculum to incorporate evangelization and missionary discipleship. This modified curriculum was then vetted through our own process. We sought the expertise of all Archdiocesan pastors with schools, principals, parish catechetical leaders, and teachers by inviting them to participate in a series of
curriculum review sessions which were held over the summer of 2016. Every comment and response we received was documented and carefully considered. The Curriculum Development Committee wishes to express its heartfelt thanks to those who took the time to participate in this process. Their dedication to open discussion and intense review is admirable.

In December 2016, the Religion Curriculum was submitted to Bishop Arturo Cepeda, Director of the Department of Evangelization, Catechesis, and Schools and Archbishop Allen Vigneron, Archbishop of Detroit, for final review and approval. The Religion Curriculum has been approved for use in Archdiocese of Detroit Catholic Schools and parish faith formation programs.

With gratitude to God the Father, His Son, Jesus Christ, and the Holy Spirit, we present the Archdiocese of Detroit Religion Curriculum.

In Christ,

The Curriculum Development Committee
Abbreviations

CCC  Catechism of the Catholic Church
CIC  Code of Canon Law
CSDC Compendium of the Social Doctrine of the Church
CT  On Catechesis in Our Time (Catechesis Tradendae)
EG  The Joy of the Gospel (Evangelii Gaudium)
EN  On Evangelization in the Modern World (Evangelii Nuntiandi)
GDC General Directory for Catechesis
NDC National Directory for Catechesis
PCL Parish Catechetical Leader
RCIA Rite of Christian Initiation of Adults
USCCB United States Conference of Catholic Bishops
USCCA United States Catholic Catechism for Adults

Books of the Old Testament

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Introduction

Vision

“Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you.” (Mt. 28: 19-20)

Mission

To evangelize and catechize Preschool – 8th grade students so that they become joyful missionary disciples – powerful witnesses to the Gospel, well-formed in Catholic teaching, and share in the missionary mandate of the Church

The call to a New Evangelization is at the heart of all ministerial initiatives within the Archdiocese of Detroit, including Catholic schools and parish faith formation programs. It is the hope of the Catholic Schools Office and the Office of Evangelization and Catechesis that this revised Religion Curriculum will assist parishes and schools in bringing about a renewed zeal and commitment to know and love Jesus and the Church. With that in mind, we offer the following points to consider when implementing the Religion Curriculum:

1. Evangelization is the essential mission of the Church (EN 14).
   - We must be intentional about our goal – that is, preaching the Gospel with the specific aim of fostering conversion and making disciples of Christ (1 Cor 9:16, Rom 10:14).
   - Being a disciple means interior acceptance of the message, but also a change in how we live.
     - Metanoia (conversion) signifies a change in thinking and in acting, as the expression of the new life in Christ proclaimed by faith (Gal 2:20, Mk 1:15, Mt 4:17).
     - “Evangelization aims at a process of growth which entails taking seriously each person and God’s plan for his or her life. [It] should stimulate a desire for this growth, so that each of us can say wholeheartedly: ‘It is no longer I who live, but Christ who lives in me.’” (Gal 2:20, EG 160)
   - The goal of evangelization and catechesis is not simply a transmission of information, but of a person – Jesus Christ (CT 6). We are called to participate in the mission of the Church and ensure the missionary aspect of bringing other people to Christ and making disciples.

2. Catechesis is the Church’s “sacred duty and inalienable right” (CT 14). As such, Catholic schools and parish faith formation programs must:
   - Be intentional about evangelization
   - Guard the integrity of the content of the sacred deposit of faith
   - Employ suitable pedagogical methods
   - Prepare the disciple to participate in the missionary activity of the Church

As we embark on our mission of preaching the Good News of the Gospel we remember the words of Christ: “Behold, I am with you always, until the end of the age” (Matt 28:20). Therefore, as servants to the Message of Christ, let our hearts and minds be open to the guidance of the Holy Spirit so that we may go forth with renewed zeal in the hope that all may be able to “confess that Jesus Christ is Lord, to the glory of the Father” (Phil 2:11). God is leading; we are following.
Religion Curriculum Overview

“Catechesis is an education of children, young people and adults in the faith, which includes especially the teaching of Christian doctrine imparted, generally speaking, in an organic and systematic way, with a view to initiating the hearers into the fullness of Christian life. Accordingly, while not being formally identified with them, catechesis is built on a certain number of elements of the Church’s pastoral mission that have a catechetical aspect, that prepare for catechesis, or that spring from it. These elements are: the initial proclamation of the Gospel or missionary preaching through the kerygma to arouse faith, apologetics or examination of the reasons for belief, experience of Christian living, celebration of the sacraments, integration into the ecclesial community, and apostolic and missionary witness” (CT 18).

The Preschool – Grade 8 Religion Curriculum embraces the vision and mission of the evangelization initiative of the Archdiocese of Detroit to Unleash the Gospel. This initiative strives to “build a band of joyful missionary disciples” who will bring the joy of the Gospel to every corner of Southeast Michigan. In the words of Archbishop Vigneron, “God will make being missionaries part of the DNA of our archdiocese” (Michigan Catholic, May 23, 2015). By embracing this vision, the curriculum will raise up students who are well-formed and have zeal for sharing their faith in the family, parish, workplace, and greater community.

The Religion Curriculum is:

1. **Organic** in its implementation in that it fosters a spirit of conversion modeled on the RCIA process, which enables the student to experience the love and mercy of our Lord Jesus Christ, led by the Holy Spirit, and allows space for thoughtful reflection and personal integration of the faith
2. **Systematic** in that it provides a solid scope and sequence that is programmed to reach a precise goal, teaches the fullness of the Catholic faith, and is developmental and age-appropriate
3. **Comprehensive** in that it incorporates teaching the Person of Jesus Christ and all four pillars of the *Catechism of the Catholic Church*; it is both formational and informational
4. **Relevant** in that helps children apply the Catholic faith to their daily lives

Religion Curriculum Structure

The Religion Curriculum is structured to be comprehensive in scope while providing an achievable set of learning outcomes for students. It emphasizes God’s invitation to a loving relationship with Him through encounter with His Son Jesus Christ and the student’s free response to His invitation as appropriate for each grade level. Knowing Jesus in a personal way opens the mind and heart of the student to want to grow in knowledge about God and the Catholic Church and adherence to magisterial teaching – to live as a joyful missionary disciple of Jesus Christ.

The Preschool Religion Curriculum precedes the main body of the curriculum and is presented as a set of goals that encompass developmentally appropriate material. It provides opportunities for young children

- to encounter Jesus and develop a relationship with God
- to pray and experience Sacred Scripture in a multitude of ways
- to learn about the Church as the family of God
- to be introduced to the Christian moral life
The Kindergarten – Grade 8 Religion Curriculum begins with The Great Commission, Jesus’ command to “go and make disciples of all nations” (Mt. 28:19). It emphasizes the centrality of Jesus Christ to the student’s life by providing opportunities for each one to encounter Jesus, to experience the depth of the mystery of Jesus’ passion, death, and resurrection, and to freely respond to God’s invitation to grow in his/her personal relationship with Him. It presents the fullness of the teachings of the Catholic faith by following the structure of the Catechism of the Catholic Church, is developmentally appropriate by age and grade level, and provides regular opportunities for reflection, discussion, prayer, and practical application to daily life and Christian service.

The Religion Curriculum is structured as follows:

- Preschool Outcomes
  - Goal 1 – Developing a relationship with our loving God and learning about God’s gifts
  - Goal 2 – Building awareness of the Church as the family of God
  - Goal 3 – Recognizing the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God’s Word in one’s life
  - Goal 4 – Developing a sense of right and wrong behavior
- The Great Commission
  - Strand 1 – Evangelization and Missionary Discipleship
- Pillar I – Profession of Faith
  - Strand 2 – Sacred Scripture
  - Strand 3 – Church History
  - Strand 4 – Doctrine
- Pillar II – Celebration of the Christian Mystery
  - Strand 5 – Liturgy
  - Strand 6 – Sacraments
- Pillar III – Life in Christ
  - Strand 7 – Dignity of the Human Person
  - Strand 8 – Family Life/Human Sexuality
  - Strand 9 – Community
  - Strand 10 – Morality
  - Strand 11 – Service/Social Justice/Servant Leadership
- Pillar IV – Prayer
  - Strand 12 – Prayer

Terminology

The following terms are used to describe the structural components of the Religion Curriculum:

- **Preschool Goals:** Based on the structure of the Kindergarten – Grade 8 Religion Curriculum, these goals encompass evangelization and discipleship and an introduction to the four pillars of the Catechism of the Catholic Church.

- **The Great Commission:** Jesus’ final instructions before ascending into heaven: “Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you” (Mt. 28: 19-20). Evangelization and Missionary Discipleship is the essential foundation of the Religion Curriculum. This section provides the structure to assist the student to encounter Jesus and to
develop a personal relationship with God through Sacred Scripture, prayer, reflection, and discussion.

- **Pillar:** the four main divisions of the Catechism of the Catholic Church: Profession of Faith (the Revelation of God and the Creed), Celebration of the Christian Mystery (Liturgy and Sacraments of the Church), Life in Christ (Human Dignity, Morality, and Catholic Social Teaching), and Prayer

- **Strand:** the twelve main groups of outcomes numbered consecutively from 1 to 12

- **Outcome:** Each strand includes a set of outcomes which describe what the student is expected to experience, learn, and comprehend as a result of the teaching, activity, discussion, prayer, and reflection on the lessons.

- **Outcome Code:** Each outcome has been designated a line code in order to facilitate lesson planning and curriculum mapping based on the pillar, strand, grade level, and outcome. For example:
  - G.EMD.6.4 indicates The Great Commission, Evangelization and Missionary Discipleship, Grade 6, Outcome 4
  - I.CHH.4.3 indicates Pillar 1, Catholic Church History, Grade 4, Outcome 3
  - III.MOR.1.2 indicates Pillar 3, Morality, Grade 1, Outcome 2

- **Strategies:** teaching strategies, or suggested ways to present and teach lessons within each of the pillars of the curriculum. The strategies are not grade-specific; they can be applied to any age.

- **Resources:** a set of books, DVDs, websites, and other materials to assist the teacher in teaching the outcomes

- **Assessment:** a way to evaluate the student’s progress, both cognitively and non-cognitively, in comprehension of the material within the curriculum as well as indicators of Christian discipleship and spiritual growth

**How to Read the Standards**

The Religion Curriculum is presented in two formats: by strand and by grade. The curriculum formatted by strand shows the increasing depth and the development of a given topic through the grades. It enables a teacher to review what is covered in the years before and after his/her particular grade. The curriculum formatted by grade enables a teacher to develop his/her curriculum over the course of the school term, as well as plan lessons across strands so that a number of outcomes may be combined. Repetition of outcomes over the course of the Religion Curriculum was strategically planned to allow for deeper conversion and reinforcement of key concepts.
Religion is an integral part of the Catholic School early childhood program. It begins the preparation for further formal instruction. Religious readiness is the development of a positive self-image in relation to a loving God. A deep love of God comes from examples set by the family and the spiritual life of the parish community. A child’s sense of God comes from the warm atmosphere of love and acceptance in the preschool environment where the child learns about God’s wonderful world. Prayer and simple paraliturgies prepare the child to participate in the worship and prayer life of the local church.

Three and Four Year Olds

Goal 1: Developing a relationship with our loving God and learning about God’s gifts

The child will:
1. recognize his / her own goodness
2. recognize Jesus as friend and teacher
3. exhibit the ability to share, care for, love, and forgive others
4. recognize the love others have for her/him
5. recognize that they are special to God
6. recognize that Jesus is in his/her heart
7. list some of the people who love him/her
8. recognize Jesus as a role model for loving God and other people
9. acknowledge that everything/everyone is created by God
10. recognize that all God’s creation is good
11. demonstrate respect for the world and all living things

Goal 2: Building awareness of the Church as the family of God

The child will:
1. participate in faith experiences such as extended prayer services in classroom and/or in church. Mass participation may be included where appropriate.
2. discuss that he/she belongs to a human family, God’s family, and the world
3. identify the priest (and religious sisters and brothers) and discuss their special roles in the local church
4. experience signs, symbols, and sacramentals of the Church (e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water)
5. recognize that Jesus is with us in a special way at Mass
6. identify that Mary is the Mother of Jesus
7. identify the patron saint of the school or the event after which the church is named
Goal 3: Recognizing the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God’s Word in one’s life

_The child will:_
1. know that prayer is talking and listening to God
2. know that God listens to our prayers
3. understand that there are different forms of prayer (i.e. spoken, sung, spontaneous, rote, etc.)
4. recite simple prayers (i.e. The Sign of the Cross, Blessing before Meals, Angel of God, Our Father, Hail Mary)
5. use singing and creative movement as a form of prayer
6. verbalize spontaneous, personal prayers
7. understand that he/she may pray at any time or in any place
8. listen respectfully to God’s Word
9. experience that God speaks to us through the Bible and its stories
10. discuss the difference between Old Testament and New Testament

Goal 4: Developing a sense of right and wrong behavior

_The child will:_
1. discuss that each person has feelings
2. discuss appropriate ways to express sorrow, anger, happiness, and love
3. identify own feelings and emotions and how to express them in a developmentally appropriate manner
4. respect the feelings of others
5. realize that God loves us and forgives us
6. practice ways to ask for forgiveness and to forgive others
7. discuss consequences of inappropriate behavior
8. discuss the virtues as habits of appropriate behavior
Four and Five Year Olds

Goal 1: Developing a relationship with our loving God and learning about God’s gifts

*The child will:*

1. recognize self-worth and build positive self-esteem through recognition of his/her own gifts and talents
2. recognize five senses as gifts from God and appreciate God’s creation through use of the senses
3. identify ways to care for creation, i.e. picking up trash and not littering, not being wasteful of resources, discussing pollution prevention, caring for pre-kindergarten environment
4. use Jesus as a role model – (same as 3-4 olds)
5. experience God as always loving and knowing each one by name
6. recognize that Jesus is in his/her heart
7. recognize the gifts and talents of others
8. discuss and demonstrate ways to show respect and concern for others (e.g. being nice to siblings and classmates, outreach to nursing homes, making cards for sick classmates, collecting food for food bank)
9. recognize the Trinity as God the Father, Son, and Holy Spirit

Goal 2: Building awareness of the Church as the family of God

*The child will:*

1. identify self as a member of God’s family in the community of the Catholic Church
2. discuss the saints and the Blessed Virgin Mary as members of God’s family
3. identify the patron saint of the school or the event after which the church/school is named and/or his/her personal patron saint
4. participate in faith experiences such as extended prayer services in classroom and/or in church. Mass participation may be included where appropriate.
5. identify religious holidays and liturgical seasons
6. identify the sacraments as special encounters with God
7. experience signs, symbols, and sacramentals of the Church (i.e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water, crucifix, Rosary, statues)
8. recognize that Jesus is with us in a special way at Mass
9. discuss the responsibilities of the members of the church with special ministries
Goal 3: Recognizing the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God’s Word in one’s life

_The child will:_
1. know that prayer is talking and listening to God
2. understand that there are different forms of prayer (i.e. spoken, sung, spontaneous, rote, etc.)
3. recite simple prayers (i.e. The Sign of the Cross, Blessing of Meals, Angel of God, Hail Mary, Our Father, Glory Be)
4. use singing and creative movement as a form of prayer
5. verbalize spontaneous, personal prayers
6. understand that he/she may pray at any time or in any place
7. listen respectfully to God’s Word
8. identify some of the people in the following Bible stories in the Old and New Testament: Creation, Noah, Moses, Annunciation, Nativity, Presentation of Jesus
9. experience the Bible as God’s Word speaking to them
10. demonstrate reverent behavior during prayer and in church
11. demonstrate reverence for the house of God through visits to the church

Goal 4: Developing a sense of right and wrong behavior

_The child will:_
1. discuss that each person has feelings
2. discuss appropriate ways to express sorrow, anger, happiness, and love
3. identify own feelings and emotions and how to express them in a developmentally appropriate manner
4. demonstrate respect for the authority of parents, teachers, and community workers
5. demonstrate Christian attitudes of sharing, taking turns, listening, helping, celebrating, thanking, apologizing, changing inappropriate behavior, and forgiving
6. respect others’ feelings, property, opinions, space, etc.
7. realize that God loves us and forgives us
8. practice ways to ask for forgiveness and to forgive others
9. discuss and take responsibility for the consequences of inappropriate behavior
10. discuss the virtues as habits of appropriate behavior
11. discuss the gift of God’s rules (the Commandments)
The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

“The eleven disciples went to Galilee, to the mountain to which Jesus had ordered them... Then Jesus approached and said to them, “All power in heaven and on earth has been given to me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age” (Matt 28:16-20).

Evangelization is the Church’s deepest identity; she exists in order to evangelize... in order to preach and teach, to be the channel of the gift of grace, and to reconcile sinners with God (EN, n.14). Evangelization is the proclamation of salvation in Jesus Christ and the response of a person in faith. It involves an awareness and experience of God’s personal love as well as the personal dimension of the cross for one’s sins. It aims at initial conversion: the acceptance of a personal relationship with Christ, a sincere adherence to Him, and a willingness to conform one’s life to His. Conversion to Christ involves making a genuine commitment to Him and a personal decision to follow Him as His disciple.

The emphasis on encountering the living Christ and experiencing His personal love is reflected in the outcomes at every level, Kindergarten through 8th grade. The notion of a personal relationship with Jesus is introduced in kindergarten and developed more deeply as the grades increase. Beginning in second grade, students explore the effect of sin on their lives and why they need a Savior. Themes of conversion and making a choice to live one’s life for Christ are also introduced in the second grade. As the grades increase, a portrait of discipleship emerges. Beginning in second grade, students will also learn how to nourish their friendship with Christ, share a testimony of their experience of Christ, and learn how to share the good news with others.

This curriculum not only presents intellectual knowledge, but also truths to be discovered, values to be acquired, as well as opportunities for encounters with the living Christ. This is particularly true for the outcomes in Evangelization and Missionary Discipleship. Because these outcomes deal with matters of the heart and spirit, they are not easily measurable. As Catholic educators, we know that many of life’s most important things are invisible to the eye and do not lend themselves to tools of measurement. However, this does not prevent us from teaching the things that matter most.

It is not recommended that these non-cognitive outcomes be assessed for a grade. However, these experiences and dispositions can be evaluated for progress through casual teacher observations of students’ behaviors or through students’ self-reflection during classroom exercises.

Kindergarten

The student will:

G.EMD.K.1 1. recognize that God knows and loves him/her personally (Ps 139, Isa 43:1-4, Jer 1:5)
1. Evangelization and Missionary Discipleship

G.EMD.K.2  2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.K.3  3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.K.4  4. recognize that they can be very close to Jesus (Ps 145:18, John 10:27-28, James 4:8a)

G.EMD.K.5  5. discuss that making good choices helps them to live in friendship with God and one another (John 15:10)

1st Grade

The student will:

G.EMD.1.1  1. recognize that God knows and loves him/her personally (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.1.2  2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.1.3  3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.1.4  4. recognize that through daily prayer and growing in virtue they can be very close to Jesus (Phil 4:4-9)

G.EMD.1.5  5. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

G.EMD.1.6  6. recognize that God wants each one of them to tell people about Jesus (Matt 28:19-20)

2nd Grade

The student will:

G.EMD.2.1  1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.2.2  2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.2.3  3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)
1. Evangelization and Missionary Discipleship

**G.EMD.2.4**
4. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

**G.EMD.2.5**
5. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

**G.EMD.2.6**
6. recognize that Jesus is alive today and they can encounter Him in a special way in the sacraments of Reconciliation and Eucharist (John 20:19-23, John 6:53-57)

**G.EMD.2.7**
7. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)

**G.EMD.2.8**

**G.EMD.2.9**
9. tell how he or she has experienced Jesus in each of their lives

**G.EMD.2.10**
10. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

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**3rd Grade**

*The student will:*

**G.EMD.3.1**
1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

**G.EMD.3.2**
2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

**G.EMD.3.3**
3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

**G.EMD.3.4**
4. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

**G.EMD.3.5**
5. understand that the consequence of sin could be eternal separation from God (Rom 6:23)

**G.EMD.3.6**
6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

**G.EMD.3.7**
7. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)

**G.EMD.3.8**
8. discuss how a disciple can stay close to Jesus through the Church, personal prayer and the virtues (Phil 4:4-9)
1. Evangelization and Missionary Discipleship

G.EMD.3.9 9. tell how they have experienced Jesus in each of their lives

G.EMD.3.10 10. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

4th Grade

The student will:

G.EMD.4.1 1. recognize that God knows and loves him/her personally and has a plan for each of their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.4.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.4.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.4.4 4. discuss how an encounter with the Lord Jesus Christ inspires them to want to keep the Ten Commandments and live a virtuous life

G.EMD.4.5 5. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

G.EMD.4.6 6. understand that without Jesus, the consequence of sin is eternal separation from God (Rom 6:23)

G.EMD.4.7 7. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.4.8 8. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

G.EMD.4.9 9. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)


G.EMD.4.11 11. recognize that God’s gift of the Holy Spirit in Baptism helps them to live as disciples (John 14:16-18, Acts 2:38, 1 Cor 12)

G.EMD.4.12 12. recognize the sacraments as encounters with Jesus that help maintain their friendship with Him (John 14:16-18)

G.EMD.4.13 13. explain to a peer his/her personal experience of Jesus
1. Evangelization and Missionary Discipleship

G.EMD.4.14 14. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

5th Grade

The student will:

G.EMD.5.1 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.5.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.5.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.5.4 4. explain how original sin is transmitted and personal sin is a choice (CCC 396-406)

G.EMD.5.5 5. understand that without Jesus, the consequence of sin is eternal separation from God (Rom 6:23)

G.EMD.5.6 6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.5.7 7. define salvation as the forgiveness of sins and restoration of friendship with God by Jesus’ death and resurrection (Rom 5:6-11)

G.EMD.5.8 8. identify Jesus’ name as meaning “God saves” (CCC 430; Luke 1:31-33)

G.EMD.5.9 9. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

G.EMD.5.10 10. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

G.EMD.5.11 11. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his or her life (Mark 8:34-37, John 10:27-28)


G.EMD.5.13 13. recognize the sacraments as encounters with Jesus that help maintain their friendship with Him (John 14:16-18)

G.EMD.5.14 14. explain to a peer his/her personal experience of Jesus
1. Evangelization and Missionary Discipleship

15. recognize that by virtue of their Baptism, they are called to participate in the mission of the Church and share the “good news” with others (Matt 28:19-20)

6th Grade

The student will:

1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

4. explain the meaning of Romans 6:23 - "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord."

5. explain why they need a Savior (CCC 413-421, Rom 5:16-19, Rom 6:23)

6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

7. define salvation as the forgiveness of sins and restoration of friendship with God by Jesus’ death and resurrection (Rom 5:6-11)

8. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

9. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

10. be invited to accept Jesus’ gift of salvation by inviting Him into their life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


12. explain to a peer his/her personal experience of Jesus or a conversion story

13. recognize that by virtue of their Baptism, they are called to participate in the mission of the Church and share the “good news” with others through words and actions (Matt 28:19-20)
### 1. Evangelization and Missionary Discipleship

#### 7th Grade

**The student will:**

**G.EMD.7.1** 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

**G.EMD.7.2** 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

**G.EMD.7.3** 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

**G.EMD.7.4** 4. explain the meaning of Romans 6:23 - "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord."

**G.EMD.7.5** 5. articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

**G.EMD.7.6** 6. explain how their personal salvation is accomplished by Jesus’ death and resurrection (1 Pet 2:24)

**G.EMD.7.7** 7. recognize that Jesus’ gift of salvation requires a response on the part of the believer and assess how one’s response affects particular judgment at the end of each person's life (CCC 1021-1022, Matt 25)

**G.EMD.7.8** 8. reflect on the degree to which Jesus is a part of their lives

**G.EMD.7.9** 9. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his/her life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


**G.EMD.7.11** 11. articulate the “good news” of Jesus Christ to a peer (1 Peter 2:24-25, 1 John 4:9-10)

**G.EMD.7.12** 12. express the joy of being a disciple of Jesus Christ (Phil 4:4-7)

**G.EMD.7.13** 13. recognize that the role of a missionary disciple is to live the teachings of Christ in the world as guided by Scripture and the teachings of the Church (John 15:10, Eph 4:1-6, James 1:22-25)

**G.EMD.7.14** 14. understand that missionary disciples are called to bring Christ into each and every aspect of their lives (Col 3:1-17)
1. Evangelization and Missionary Discipleship

G.EMD.7.15  15. define charism as a spiritual gift for building up of the Church (CCC 2003, 1 Cor 12)

G.EMD.7.16  16. list and explain the charisms as outlined in 1 Corinthians 12

G.EMD.7.17  17. distinguish between the gifts and fruits of the Holy Spirit and charisms (CCC 1830-1832, 1 Cor 12)

G.EMD.7.18  18. recognize that charisms manifest when a person has a lived relationship with Jesus Christ

8th Grade

The student will:

G.EMD.8.1  1. recognize that God knows and loves him/her personally and has a plan for each of their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.8.2  2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.8.3  3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.8.4  4. explain the impossibility of salvation without Jesus’ sacrifice on the cross (Rom 5:16-19, Rom 6:23)

G.EMD.8.5  5. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.8.6  6. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

G.EMD.8.7  7. reflect on the degree to which Jesus is a part of their lives

G.EMD.8.8  8. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his/her life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


G.EMD.8.10  10. be able to proclaim the “good news” of Jesus Christ to a peer (1 Peter 2:24-25, 1 John 4:9-10)

G.EMD.8.11  11. assess the difficulty of being a missionary disciple in today’s culture
1. Evangelization and Missionary Discipleship

G.EMD.8.12  12. assess contemporary issues and lifestyles that conflict with living as a disciple of Jesus Christ (Rom 1:18-32, 1 Cor 6:9-11, Gal 5:13-26)

G.EMD.8.13  13. define charism as a spiritual gift for building up of the Church (CCC 2003, 1 Cor 12)

G.EMD.8.14  14. list and explain the charisms as outlined in 1 Corinthians 12

G.EMD.8.15  15. distinguish between the gifts and fruits of the Holy Spirit and charisms (CCC 1830-1832, 1 Cor 12)

G.EMD.8.16  16. recognize that charisms manifest when a person has a living relationship with Jesus Christ
Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

“God is the author of Sacred Scripture because he inspired its human authors; he acts in them and by means of them. He thus gives assurance that their writings teach without error his saving truth” (CCC 136).

Through this strand, the students will encounter one of humanity’s greatest treasures, the Sacred Scriptures. The outcomes in the lower grades begin with helping the students show reverence for the Sacred Scriptures and become familiar with the basic stories of Creation, Jesus, Mary, Christmas and Easter. The theme of covenant is introduced in the fourth grade; the Old Testament is covered in depth in the sixth grade; the Gospels are emphasized in the seventh grade, and the Acts of the Apostles and the Epistles of St. Paul are explored in the eighth grade. While the Book of Revelation is not treated in this strand, the themes of Christ’s second coming, judgment, heaven, hell, purgatory, and the final consummation of God’s plan are treated in grades three and seven in the strand on Doctrine. As the grades increase, more and more of the narrative of salvation history is revealed and by the upper grades, students will be able to order the major events of salvation history.

In addition, beginning in the second grade, the students will explore the structure, order, and content of the books of the Bible, and will discuss guiding principles for interpretation in grades six and eight.

The Sacred Scriptures present the greatest drama of human history – God’s self-revelation and His plan for the human race. The strand on Sacred Scripture together with the strand on Evangelization and Missionary Discipleship put Jesus Christ at the heart of God’s plan for His people and place Him in the center of our lives. No matter how separated we are by time or culture, God continues to speak through the Scriptures and invite the human family to respond with faith. Through prayer and meditation, students will experience God’s self-revelation in the Sacred Scriptures and come to realize that the Word of God has the power to transform their lives.

Kindergarten

The student will:

I.SAS.K.1 1. hold the Bible with reverence

I.SAS.K.2 2. listen to narratives from the Bible with reverence

I.SAS.K.2a 2a) Creation, Adam & Eve (Gen 1-3)


I.SAS.K.3 3. discuss the Bible as God’s Word
2. Sacred Scripture

I.SAS.K.4  4. identify God as the creator of all things
I.SAS.K.5  5. recognize Jesus as the Son of God
I.SAS.K.6  6. list some examples of God’s creation
I.SAS.K.7  7. list some ways they experience God’s love
I.SAS.K.8  8. treat God’s creation with respect and responsibility
I.SAS.K.9  9. identify the Holy Family as Jesus, Mary as His Mother, and Joseph as His earthly father
I.SAS.K.10 10. tell how Bible stories help us to see God at work in our lives

1st Grade

The student will:

I.SAS.1.1  1. retell Bible narratives about

I.SAS.1.1a  1a) Creation (Gen 1:1 - 2:8)
I.SAS.1.1b  1b) Noah (Gen 6:5 - 9:17)
I.SAS.1.1c  1c) Annunciation (Luke 1:26-38)
I.SAS.1.1d  1d) Birth of Jesus (Matt 1:18-25; Luke 2:1-20)
I.SAS.1.1g  1g) Jesus and the little children (Matt 19:13-15; Mark 10:13-16)
I.SAS.1.1h  1h) Good Samaritan (Luke 10:29-37) and other parables
I.SAS.1.2  2. identify the readings at Mass as Bible passages
I.SAS.1.3  3. demonstrate reverence for the Bible as the Word of God
I.SAS.1.4  4. celebrate Mary as chosen by God to be the Mother of Jesus
I.SAS.1.5  5. tell how Bible stories help us to see God at work in our lives
2nd Grade

- The student will:
  1. retell the Bible narrative of the fall of man (Gen 3:1-24) and Bible stories that focus on reconciliation through God's mercy and forgiveness: Jesus forgives those who kill Him (Luke 23:33-34); Story of the Prodigal Son (Luke 15:11-32); Parable of Unforgiving Servant (Matt 18:21-35)
  3. identify the readings at Mass as Sacred Scripture
  4. identify that there are two main sections of the Bible: the Old Testament and New Testament
  5. demonstrate reverence and respect for the Bible as the Word of God
  6. understand that God speaks to us through the Bible stories and they are used for personal prayer

3rd Grade

- The student will:
  1. identify that the Bible is organized into books, chapters and verses
  2. recognize the books of the Old Testament and New Testament from a list
  3. retell Bible narratives, especially those that focus on the life, death, and resurrection of Jesus, the Miracles, the Parables, and the Beatitudes (Matt 5:1-12) and the two Great Commandments (Matt 22:34-40)
  4. explain how the Scripture narratives are relevant in daily life
  5. retell the story of Moses and the Ten Commandments (Exod 2-20)
  6. understand that God speaks to us through the Bible stories and that it is used for personal prayer

4th Grade

- The student will:
  1. discuss the idea of covenant using the Bible narratives about Adam (Gen 1:26-2:3; 2:15-17), Noah (Gen 9:8-17), Abraham (Gen 17:1-14), Moses (Exod 19:3-6), David (2 Sam 7:8-19), and Jesus (Matt 26:28)
2. Sacred Scripture

I.SAS.4.2  2. find Scripture passages and reference them by citing book, chapter, and verse
I.SAS.4.3  3. name the four evangelists and identify them as writers of the Gospels (Matthew, Mark, Luke, John)
I.SAS.4.4  4. define the Gospels as narratives of the life of Jesus
I.SAS.4.5  5. cite the Gospels of Matthew and Luke as containing the infancy narratives (Matt 1:18-25; Luke 2:1-20)
I.SAS.4.6  6. read the scripture passages containing the Beatitudes (Matt 5:1-12; Luke 6:20-23)
I.SAS.4.7  7. memorize and recite the Beatitudes (Matt 5:3-11)
I.SAS.4.8  8. read Scripture passages containing the Corporal and Spiritual Works of Mercy (Matt 25:31-46; CCC 2447)
I.SAS.4.9  9. memorize and recite the Corporal and Spiritual Works of Mercy (CCC 2447)
I.SAS.4.10  10. use a map to find Biblical locations
I.SAS.4.11  11. order the major events of salvation history on a timeline
I.SAS.4.12  12. understand that God speaks to us through the Bible stories and that it is used for personal prayer

5th Grade

The student will:

I.SAS.5.1  1. explain that the Gospels are the accounts of the life of Jesus (Matthew, Mark, Luke, John)
I.SAS.5.2  2. discuss that “God is the author of Sacred Scripture because He inspired its human authors” (CCC136)
I.SAS.5.3  3. identify that there are 46 books in the Old Testament
I.SAS.5.4  4. identify that there are 27 books in the New Testament
I.SAS.5.5  5. understand that the Pentateuch and Torah both refer to the first five books of the Old Testament
I.SAS.5.6  6. list from memory the first five books of the Old Testament
I.SAS.5.7  7. find Scripture passages and reference them by citing book, chapter, and verse.
2. Sacred Scripture

8. identify and discuss Scripture passages related to each of the sacraments: Baptism (John 3:5), Confirmation (Acts 8:14-17), Eucharist (John 6:51-58), Reconciliation (John 20:21-23), Matrimony (Matt 19:4-6), Holy Orders (Acts 6:3-6; 13:2-3; 1 Tim 3:1), Anointing of the Sick (James 5:14-15)

9. identify the Acts of the Apostles as the history of the early Church

10. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

6th Grade

The student will:

1. identify Sacred Scripture as the speech of God as it is put down in writing under the breath of the Holy Spirit (CCC 81)

2. discuss the Bible as a collection of books, inspired by the Holy Spirit and written by various authors (CCC 106, 136)

3. identify the number of books in the Old and New Testaments

4. understand that the Pentateuch and Torah both refer to the first five books of the Old Testament

5. group the books of the Old Testament under the correct categories: Law, History, Wisdom, Prophets

6. define covenant as a “solemn agreement between human beings or between God and a human being involving mutual commitments or guarantees” (CCC Glossary p. 873)

7. understand that the words “covenant” and “testament” can be used interchangeably (CCC Glossary: Testament)

8. give examples of Old Testament covenant relationships: Adam and Eve (Gen 1:26-2:3; 2:16-17), Noah (Gen 9:8-17), Abraham and his descendants (Gen 17:1-14), Moses (Exod 19:5-6), David (2 Sam 7:8-17)

9. discuss how Jesus fulfills the Old Covenant and establishes the New and Eternal Covenant

10. discuss the role of the creation narrative and Adam and Eve in salvation history (Gen 1-3)

11. define salvation history as God’s unfolding work of salvation in all of history
2. Sacred Scripture

I.SAS.6.12  12. retell narratives about important figures in the Old Testament such as patriarchs (Abraham, Isaac, Jacob and his 12 sons), judges (Gideon, Deborah, Samson), kings (Saul, David, Solomon), and prophets (Elijah, Isaiah, Jeremiah) in the context of salvation history

I.SAS.6.13  13. identify how specific events of the Old Testament foreshadow Christ

I.SAS.6.14  14. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

I.SAS.6.15  15. compare and contrast Israel's faithfulness or unfaithfulness to the Old Covenant with today's culture

I.SAS.6.16  16. discuss the principles of interpreting Scripture according to the teaching of the Catholic Church (CCC 101-141)

I.SAS.6.17  17. understand the Church's interpretation of Genesis 1-3 with respect to the origin of the universe and the origin of the human race

7th Grade

The student will:


I.SAS.7.2  2. compare the style and the audiences of the four Gospels

I.SAS.7.3  3. identify the symbols of the evangelists (human face, lion, ox, eagle) (Ezek 1:5-12; Rev 4:7)


I.SAS.7.5  5. retell and explain some of the miracles of Jesus

I.SAS.7.6  6. define parables as stories Jesus told to teach a lesson about the Kingdom of God

I.SAS.7.7  7. retell some parables and explain them in meaningful terms for our lives today

I.SAS.7.8  8. identify the Sermon on the Mount and the Beatitudes in particular, as the central message in Jesus’ teaching (Matt 5-7)

I.SAS.7.9  9. define the Epistles as letters written to various early Christian communities to encourage them to follow the teachings of Jesus
2. Sacred Scripture

I.SAS.7.10 10. identify themes in the Epistles (community, law, grace, salvation, Body of Christ, love, second coming, etc.)

I.SAS.7.11 11. analyze some of the themes in the Epistles and compare them to our lives today

I.SAS.7.12 12. identify how Jesus fulfills Old Testament prophesy

I.SAS.7.13 13. identify the topography and geographical locations of cities mentioned in the Gospels and Epistles

I.SAS.7.14 14. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

I.SAS.7.15 15. apply Jesus' teaching from the Sermon on the Mount and Paul’s Epistles to contemporary problems

### 8th Grade

**The student will:**


I.SAS.8.2 2. trace the growth of the Church beginning with Pentecost, continuing through Paul’s journeys as recounted in the Acts of the Apostles and the Epistles

I.SAS.8.3 3. review the creation story of man, the commandments, Beatitudes and the new law as the basis for the Church's moral teaching


I.SAS.8.5 5. identify the stages of salvation history and explain their significance in God's plan for humanity

I.SAS.8.6 6. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

I.SAS.8.7 7. identify how evangelization in Acts of the Apostles caused the Church to grow and discuss how evangelization could benefit today's world (Acts 2-9)

I.SAS.8.8 8. discuss the principles of interpreting Scripture according to the teaching of the Catholic Church (CCC 101-141)
Strand: 3. Church History

“The Church is in history, but at the same time she transcends it. It is only ‘with the eyes of faith’ that one can see in her visible reality and at the same time in her spiritual reality as bearer of divine life” (CCC 770).

The Catholic Church is the longest-enduring and one of the most influential institutions in the world. The history of the Church is long, complicated, and fascinating. Many characters, some noble and some not, have left an indelible mark on the Church. The saints, in particular, have left a legacy and living testimony of the salvific power of Christ in every age.

The outcomes in this strand are arranged such that in grades kindergarten through seven, select foundational topics in Church History are explored in order to prepare students for the full timeline of historical events in the eighth grade. The outcomes in grades kindergarten through two begin with exploring the notion of sainthood and learning about various saints. In grades three and four, students are introduced to the beginnings of the early Church through stories of the apostles and Pentecost as well as the hierarchy and roles of various members of the Church in the present day. The development of the sacraments is traced through history in the fifth grade, and the Jewish roots of our faith are explored in grade six, to complementing the outcomes in the Sacrament and Sacred Scripture strands for grades five and six respectively. The eighth grade outcomes recapitulate the beginnings of the early Church and trace the major events of Church history from the first century to the present day.

Students are invited to explore the history of the Catholic Church in Detroit, Michigan, and the United States in grades three and eight.

Through this strand students will learn about the glory of the Church founded by Christ and the major people, places and events in her history. These outcomes in combination with the outcomes in the Community strand will inspire the student to contemplate what mark he/she will make in the period of history we are living in now.

### Kindergarten

**The student will:**

I.CHH.K.1 1. identify a saint as a holy person

I.CHH.K.2 2. listen to simple stories of the saints' lives

I.CHH.K.3 3. list some good things that saints do in their lives

### 1st Grade

**The student will:**

I.CHH.1.1 1. listen to and retell simple stories of the saints' lives

I.CHH.1.2 2. discuss Mary as chosen by God (CCC 721-723)
3. Church History

I.CHH.1.3  3. discuss Joseph as the husband of Mary
I.CHH.1.4  4. identify his or her patron saint

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2nd Grade

**The student will:**

I.CHH.2.1  1. listen to, read, and/or retell simple stories of the lives of the saints, especially saints that have a strong devotion to the Eucharist and Reconciliation, his/her patron saint, and the patron saint or special event connected to the name of the parish

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3rd Grade

**The student will:**

I.CHH.3.1  1. retell the call of the Apostles (Mark 1:16-20; Mark 3:13-19)
I.CHH.3.2  2. tell that Peter was appointed the leader of the new Church and was the first pope (Matt 16:13-20; CCC 880-881)
I.CHH.3.3  3. describe the descent of the Holy Spirit at Pentecost. Explain that this is the beginning of the "new age" of the Church when Christ lives and acts in and with His Church (Acts 2:1-11; CCC 1076)
I.CHH.3.4  4. explain the roles of the pope, bishops, priests, deacons, the consecrated, and laity (CCC 882, 888, 897-898, 916, 926, 928-929)
I.CHH.3.5  5. identify and discuss vocations in the church (clergy, religious, married couples, single life and consecrated life)
I.CHH.3.6  6. tell about the history of the Catholic Church in Michigan

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4th Grade

**The student will:**

I.CHH.4.1  1. discuss the role of the Holy Spirit in the birth and growth of the Church (CCC 688)
I.CHH.4.2  2. outline the growth of the early Church beginning with the Acts of the Apostles (the role of Sts. Peter & Paul and the apostles) (Acts 2-5; 8-10; 13, 15)
I.CHH.4.3  3. identify saints who lived the beatitudes and assisted in the growth of religious life in the church (i.e. St. Anthony the Hermit, St. Benedict & St. Scholastica; St. Francis of Assisi & St. Clare, St. Catherine of Siena, St. Dominic, St. Ignatius Loyola, St. Maximillian Kolbe, St. Teresa of Calcutta)
I.CHH.4.4  4. explain the relationship of the parish to the archdiocese (CCC 2179)
3. Church History

5th Grade

The student will:

I.CHH.5.1 1. discuss the Church as a sacrament of Christ in the world (an outward sign of Christ in the world) (CCC 738-739)

I.CHH.5.2 2. discuss the development of the sacraments through Church history

I.CHH.5.3 3. identify some saints particularly associated with the sacraments

6th Grade

The student will:

I.CHH.6.1 1. explore the Jewish roots of our Christian faith:
   a) Covenant (Exod 34: 10-28)
   b) Sacrifice (CCC 2099-2100)
   c) Twelve Tribes of Israel and Levitical Priesthood (Exod 1: 1-14, 28, 29, 40)
   d) Passover (Exod 12)
   e) Suffering Servant (Isa 52:13-53:12)
   f) Lamb of God (John 1:29)

7th Grade

The student will:

I.CHH.7.1 1. retell how the Apostles were selected and commissioned (Matt 4:18-22; Matt 9:9-13; Matt 10:1-15; Matt 28:16-20)

I.CHH.7.3 3. trace the establishment of the Church from the preaching of Jesus, through the Pascal mystery, Pentecost, and apostolic succession

I.CHH.7.4 4. examine the role and power of the Holy Spirit within the early Church (Acts 2-10)

I.CHH.7.5 5. discuss Mary’s role in the history of the Church (CCC 721-723)

I.CHH.7.6 6. explore the development of various Catholic feast days based on cultural traditions (St. Nicholas, Our Lady of Guadalupe, Christmas, St. Patrick, etc.)

8th Grade

The student will:
3. Church History

I.CHH.8.1 1. explain Pentecost as the fulfillment of Old Testament prophecies and the fulfillment of Jesus' promise to send the Holy Spirit (Acts 2)

I.CHH.8.2 2. discuss the selection of a replacement for Judas (Acts 1:12-26)

I.CHH.8.3 3. tell about the conversion of Saul/Paul (Acts 9:1-19)

I.CHH.8.4 4. discuss the missionary work of Paul and Barnabas (Acts 13-14, 15:36-18:22, 18:23-20:38)

I.CHH.8.5 5. retell the events of the Council of Jerusalem; identify the most important issues decided there (Acts 15)

I.CHH.8.6 6. discuss the trials endured by the early disciples and apostles

I.CHH.8.7 7. discuss apostolic succession (CCC 874, 880-883)

I.CHH.8.8 8. explain the result of Constantine’s recognition of the Church

I.CHH.8.9 9. identify early heresies and the councils that dealt with them (i.e. Nicaea, Constantinople, Ephesus (CCC 465-468)

I.CHH.8.10 10. discuss the contributions of religious orders and the development of religious life in the growth of the Church

I.CHH.8.11 11. discuss the growth of Islam and how it impacted Christians at the time of the Crusades

I.CHH.8.12 12. discuss the reasons for the Crusades and their results

I.CHH.8.13 13. discuss the reasons for and consequences of the schism between the Eastern and Western Church

I.CHH.8.14 14. explain the reasons for and the results of the Inquisition

I.CHH.8.15 15. discuss the Reformation and rise of Protestant churches

I.CHH.8.16 16. tell about the missionary activity of the Church throughout history

I.CHH.8.17 17. identify the reasons for the Council of Trent

I.CHH.8.18 18. discuss the Second Vatican Council, and its purpose and effect

I.CHH.8.19 19. discuss the New Evangelization from the Second Vatican Council to the present day
### 3. Church History

<table>
<thead>
<tr>
<th>I.CHH.8.20</th>
<th>20. retell the stories of the saints who were instrumental in the growth of the Church throughout history</th>
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<tbody>
<tr>
<td>I.CHH.8.21</td>
<td>21. identify important historical figures in the Catholic Church in the United States, Michigan, and Detroit (e.g., St. Elizabeth Ann Seton, Sr. Ann Drexel, Servant of God, Fr. Augustus Tolton, Fr. Pierre Marquette, Fr. Gabriel Richard, Venerable Fr. Solanus Casey)</td>
</tr>
<tr>
<td>I.CHH.8.22</td>
<td>22. recognize how the Holy Spirit was at work throughout history and continues to shape the Church</td>
</tr>
</tbody>
</table>
Strand: 4. Doctrine

“There is an organic connection between our spiritual life and the dogmas. Dogmas are lights along the path of faith; they illuminate it and make it secure. Conversely, if our life is upright, our intellect and heart will be open to welcome the light shed by the dogmas of faith” (CCC 89).

The teaching of the Church is based on natural law, Sacred Scripture, and Sacred Tradition as guided by and interpreted by the Holy Spirit through the Magisterium, the teaching office of the Church composed of the bishops in communion with the Pope. Over time, these teachings have been refined and clarified by major councils of the Church and summarized in various creeds. The full breadth of Catholic doctrine is authoritatively summarized in the Catechism of the Catholic Church.

Catholic doctrine is all Church teaching that must be believed by the faithful. Dogma is more narrowly defined as that part of doctrine which has been divinely revealed and which the Church has formally defined and declared to be believed as revealed. This strand includes both doctrinal and dogmatic outcomes.

Students in the lower grades begin by exploring the basic teaching on the Most Holy Trinity and the nature of the Church. In order to complement their sacramental preparation, the second grade highlights teachings on sin, the commandments, and the nature of the Eucharist. The Apostles Creed and its contents are introduced in the third grade and explored more deeply in the fourth grade through both the Apostles and Nicene Creeds. Students are encouraged to not only recite the creeds but also understand what they mean and incorporate these beliefs into their lives. Marian doctrines and dogmas are discussed in increasing detail in grades one, two, three, four and seven. Theology of the sacraments and the nature of grace are covered in fifth grade and the two natures of Christ are explored in grade seven. Christ’s second coming, judgment, heaven, hell, purgatory, and the final consummation of God’s plan are treated in grades three and seven. The eighth grade outcomes are a recapitulation of what was covered in kindergarten through grade seven, with the addition of several other topics including ecumenism, the major heresies that plagued the Church, the hierarchy of the Church, as well as the way in which the Magisterium clarifies and interprets the Church’s teaching for today’s world.

The will of Christ was expressed in the commission that He gave to His apostles to teach all nations, to baptize them, and to have them observe all the things He had commanded (Matt 28:16-20). Jesus assured the apostles and their successors, the popes and the bishops, “He who listens to you listens to me, and he who rejects you rejects me” (Luke 10:16). Jesus promised to guide His Church into all truth (John 16:12-13). Through thoughtful reflection and discussion, the truths of these teachings will resonate in the hearts of the students and deepen their faith and desire for God.

Kindergarten

The student will:

I.DOC.K.1  1. recognize that there is one God (Deut 4:35)
I.DOC.K.2  2. identify the three persons of the Holy Trinity (CCC 261)
I.DOC.K.3  3. recognize heaven as living with God forever
4. Doctrine

1st Grade

The student will:

I.DOC.1.1  1. identify the three persons of the Holy Trinity as the Father, Son and Holy Spirit (CCC 261)
I.DOC.1.2  2. recognize that God, the Father, is the Creator of all things (Gen 1, CCC 279)
I.DOC.1.3  3. identify Jesus as the Son of God (Matt 3:17, CCC 240, CCC 2780)
I.DOC.1.4  4. identify the Holy Spirit as the third person of the Trinity (John 15:26-27, CCC 243)
I.DOC.1.5  5. identify Mary as the Mother of God (Luke 1:26-35, CCC 509)
I.DOC.1.6  6. define the Catholic Church as a family of believers under the Lordship of Jesus Christ, our head (Eph 1:22, CCC 789)
I.DOC.1.7  7. recite the two Great Commandments: Love God and love your neighbor as yourself (Matt 22:36-40)
I.DOC.1.8  8. know that God wants us to be happy with Him forever in heaven
I.DOC.1.9  9. define sin as saying "no" to God’s law in thought, word, deed, or omission
I.DOC.1.10 10. recognize that sin separates us from God (CCC 1487, Isa 59:2, Rom 6:23)
I.DOC.1.11 11. recognize God is merciful and forgives sins

2nd Grade

The student will:

I.DOC.2.1  1. identify the role Mary plays in the faith life of the church (CCC 963-965)
I.DOC.2.2  2. define the Catholic Church as a family of believers under the Lordship of Jesus Christ, our head (Eph 1:22, CCC 789)
I.DOC.2.3  3. identify the Ten Commandments as the laws God gave to Moses for all people (Exod 20:1-17)
I.DOC.2.4  4. explain the Two Great Commandments: Love God and love your neighbor as yourself (Matt 22:36-40)
I.DOC.2.5  5. identify that the human person has a body and a spiritual immortal soul (Gen 1:27; Gen 2:7)
4. Doctrine

I.DOC.2.6  6. define grace as a free undeserved help God gives us to become His children (CCC 1996)
I.DOC.2.7  7. identify grace as the source of our strength
I.DOC.2.8  8. define sin as choosing to disobey God’s law in thought, word, deed, or omission
I.DOC.2.9  9. identify, compare and contrast types of sin: Original sin, venial sin and mortal sin (CCC 417-418, CCC 1854-1863)
I.DOC.2.10  10. tell that the sacrament of Reconciliation (Penance/Confession) restores our friendship with God and the community (CCC 980 and 1468)
I.DOC.2.11  11. tell that we receive the Body and Blood of Jesus, under the appearance of bread and wine, in the sacrament of the Eucharist
I.DOC.2.12  12. understand that our salvation is accomplished by Jesus' death and resurrection (CCC 778)

3rd Grade

**The student will:**

I.DOC.3.1  1. define creed as a statement of faith (CCC 187)
I.DOC.3.2  2. explain the elements of faith in the Apostles' Creed (CCC 190, 191 and 194)
I.DOC.3.3  3. identify the four marks of the Church as one, holy, catholic, and apostolic (CCC 811)
I.DOC.3.4  4. define the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in heaven (CCC 962)
I.DOC.3.5  5. describe the Church as the Body of Christ: clergy, laity, hierarchy, and communion of saints (CCC779 and 789)
I.DOC.3.6  6. explain the nature of the Trinity as three persons in one God - God is Father, Son and Holy Spirit (CCC 261)
I.DOC.3.7  7. identify Mary as Mother of God and Mother of the Church (CCC 963)
I.DOC.3.8  8. list and explain the important events in the life of Mary (Luke 1:26-56; Luke 2; John 2:1-11; John 19:25-29)
I.DOC.3.9  9. discuss the concepts of heaven, hell, and purgatory (CCC 1020-1037)
I.DOC.3.10  10. explain that Jesus will come again in glory at the end of the world to judge the living and the dead (CCC 1038-1041)
11. discuss Christ's resurrection and the resurrection of our bodies at the end of time (1 Cor 15:35-57)

4th Grade

The student will:

1. define creed as a statement of belief (CCC 187)

2. understand that the Apostles' Creed and the Nicene Creed are a list of the basic truths of the Catholic Church (CCC following 184: The Credo, 185-1065)

3. explain basic beliefs of Catholics using the Apostles' Creed and Nicene Creed (CCC following 184: The Credo, 185-1065)

4. identify and discuss major doctrines and dogmas related to the Blessed Virgin Mary (i.e. the Immaculate Conception CCC 490-493, Annunciation Luke 1:26-38, and Assumption CCC 966)

5th Grade

The student will:

1. define sacrament as an outward sign instituted by Jesus entrusted to the Church by which divine life is dispensed to us (CCC 1131)

2. discuss how sacraments, through signs and symbols, are personal encounters with Christ

3. discuss ways the Holy Trinity is manifested in the sacraments (CCC 688)

4. identify “grace” as a free gift through which God helps us be friends with Him and live a holy life (CCC 1996-1997)

5. identify and define the different kinds of grace: highlighting sanctifying grace, actual grace, and sacramental grace (CCC 1999-2005)

6. discuss grace as necessary for salvation (CCC 2010)

6th Grade

The student will:

1. identify God the Father as the Creator, Jesus as the Messiah and fulfillment of the Old Covenant, and the Holy Spirit as the Sanctifier, the breath of life, and fire of love
4. Doctrine

I.DOC.6.2  2. define an angel as “a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of His saving plan” (CCC Glossary: Angel)

I.DOC.6.3  3. define the Deposit of Faith as Scripture and Tradition - the source of all Revelation (CCC 81, 84)

I.DOC.6.4  4. define tradition as the living transmission of the Church's doctrine, life and worship (CCC 78)

I.DOC.6.5  5. understand the Magisterium as the teaching office of the Church and explain its role and authority (CCC 85-88)

I.DOC.6.6  6. understand that ecumenical councils are special meetings of the pope and bishops (CCC 884)

7th Grade

The student will:

I.DOC.7.1  1. list and explain the titles of Jesus (CCC 452-455)

I.DOC.7.2  2. identify the mission of Jesus as Savior of all

I.DOC.7.3  3. define the Incarnation as the Son of God assuming a human nature in order to accomplish our salvation in it (CCC 461-464)

I.DOC.7.4  4. define hypostatic union as Jesus Christ being true God and true Man in one Person (CCC 252, 468)

I.DOC.7.5  5. define Transubstantiation as the unique change of the Eucharistic bread and wine into the Body and Blood of Jesus at the consecration of the Mass (CCC 1376)

I.DOC.7.6  6. describe events in the life of Mary found in the Gospel and tradition and the importance of Mary's "fiat" (Luke 1:26-56; Luke 2; John 2:1-11; John 19:25-29)

I.DOC.7.7  7. identify and explain the dogmas of the Immaculate Conception and the Assumption (CCC 490-493, 966)

I.DOC.7.8  8. discuss the apparitions of Mary approved by the Church: Our Lady of Lourdes, Our Lady of Fatima, Our Lady of Guadalupe, etc.

I.DOC.7.9  9. explain the titles of Mary given to her from tradition and proclamation (CCC 969)
4. Doctrine

10. recall that an angel is “a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of his saving plan” (CCC Glossary: Angel)

11. list the names of the archangels (Michael, Gabriel, and Raphael) and describe the tasks associated with them

12. explain the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in Heaven (CCC 962)

13. explain the concept of Purgatory, as identified in 2 Maccabees 12:38-46 and Church tradition (CCC 1030-1032)

14. explain the second coming of Christ as found in passages from the Gospels (Matt 16:27; Matt 24-25; Luke 17:28-30), Epistles (1 Cor 4:5; 1 Thess 4:13-18; 5:1-11) and Rev 22:12

15. explain particular judgment and general judgment (CCC 1021-1022, 1038-1041)

16. discuss Christ's resurrection and the resurrection of our bodies at the end of time (1 Cor 15:36-57)

8th Grade

The student will:

1. compare and contrast the Catholic beliefs of the Eucharist with the beliefs of non-Catholic Christians

2. understand that the Church recognizes other Christians as our brothers and sisters in the Lord (CCC 838)

3. discuss major heresies and the truths that are affirmed (i.e. Docetism, Arianism, Nestorianism, Monophysitism, Gnosticism, Jansenism, Iconoclasm, etc.) (CCC 465-468)

4. list and explain the four marks of the Church (one, holy, catholic, and apostolic) (CCC 811)

5. define the doctrine of Papal Infallibility and the primacy of the pope (CCC 891)

6. describe the hierarchy of the Catholic Church and their responsibilities (CCC 880-896)

7. analyze the Nicene Creed and each of its elements

8. compare the Apostles' Creed and the Nicene Creed (CCC following 184, The Credo)
4. Doctrine

9. memorize the precepts of the Church and give the major understandings of each one (CCC 2041-2043 and 2048)

10. explain that the Magisterium interprets and clarifies Church teaching and doctrine for today's world by promulgating encyclicals, apostolic exhortations and other documents (CCC 85-88)
Pillar II  The Celebration of the Christian Mystery

Strand: 5. Liturgy

“The liturgy is the summit toward which the activity of the Church is directed; it is also the font from which all her power flows” (CCC 1073).

From the time of the apostles, the Christian community celebrated the rites of Baptism and Eucharist in obedience to the Lord’s commands (Matt 28:19; Luke 22:19). Through the liturgy, Christ our redeemer and high priest, continues the work of our redemption, in, with and through His Church (CCC 1069). It is the center of our faith life. The liturgy makes visible the communion between God and man, and engages the faithful in the life of the community (CCC 1071). The Holy Mass is an encounter with the living Christ. While Jesus is present to His people in many ways, He is uniquely present in the Eucharist: Body, Blood, Soul, and Divinity. It can truly be said that Mass is the most amazing experience on earth.

The outcomes in the lower grades begin with Mass participation, reverent behavior, and familiarity with the church building. Beginning in the second grade, outcomes dive into the parts of the Mass and explore the ways in which Jesus is present at Mass. In the second and third grades, the outcomes include other liturgical activities such as Stations of the Cross, May Crowning, etc., as well as holy days, feast days, and the liturgical seasons. In fourth grade, the parts of the Mass, gestures and postures as well as the meaning of the liturgical prayers are explored in depth. Sacramentals are covered in fifth grade. Grades six through eight recapitulate the themes and topics in the lower grades in view of active and fruitful participation in the liturgy.

Planning and taking part in various roles in the celebration of the Eucharist begins in third grade and increases in scope and depth in the older grades. Students explore various cultural expressions of the Mass (i.e. music, art, local customs, etc.) in grades three, five, and seven.

Statistically, Mass attendance among young people in the United States has declined substantially in the last decade. However, through evangelization, students will have an increased desire to worship God. Inspiring catechesis on the liturgy, as well as good quality liturgical worship (good music, and good preaching) can open their hearts and deepen their faith.

Kindergarten

The student will:

II.LIT.K.1  1. attend school and parish liturgies
II.LIT.K.2  2. participate at Mass in an age appropriate manner
II.LIT.K.3  3. recognize that Jesus is present at Mass in a special way
II.LIT.K.4  4. participate in seasonal liturgical activities
II.LIT.K.5  5. tour the parish church
5. Liturgy

II.LIT.K.6  6. demonstrate reverent behavior in church

II.LIT.K.7  7. identify the liturgical seasons of Advent, Christmas, Lent, Easter

1st Grade

The student will:

II.LIT.1.1  1. participate at Mass in an age appropriate manner

II.LIT.1.2  2. recognize that Jesus is present at Mass in a special way through the Liturgy of the Word and the Liturgy of the Eucharist (CCC 1088)

II.LIT.1.3  3. participate in seasonal liturgical activities (e.g., Stations of the Cross, May Crowning, etc.)

II.LIT.1.4  4. demonstrate reverent behavior in church

II.LIT.1.5  5. tour the church and identify important parts of the sanctuary (e.g., altar, tabernacle, sanctuary lamp, baptismal font, crucifix, ambo/lectern, holy oils, etc.) (CCC 1179-1186)

2nd Grade

The student will:

II.LIT.2.1  1. demonstrate reverent behavior in church

II.LIT.2.2  2. plan and participate more actively in the Mass

II.LIT.2.3  3. understand that Catholic Christians celebrate Sunday Mass (or Saturday vigil) to worship God and receive Jesus in the Word and Eucharist (CCC 1166-1167)

II.LIT.2.4  4. identify and understand the two parts of the liturgy of the Mass: the Liturgy of the Word (CCC 1349, 1154) and the Liturgy of the Eucharist (CCC 1356-1372)

II.LIT.2.5  5. recognize that Jesus is present at Mass in the Scriptures, the person of the priest, in the community gathered to worship, and in the Eucharist (CCC 1088)

II.LIT.2.6  6. participate in other liturgical activities (e.g., Penance Services, Stations of the Cross, May Crowning, Living Rosary, etc.)

II.LIT.2.7  7. distinguish differences between the Holy Sacrifice of the Mass and other liturgical celebrations

II.LIT.2.8  8. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bow, kneel, process)
The student will:

3rd Grade

II.LIT.3.1  1. plan and reverently participate regularly in celebrations of the Eucharist

II.LIT.3.2  2. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.3.3  3. identify the seasons of the Church year: Advent, Christmas, Lent, Triduum, Easter, and Ordinary Time

II.LIT.3.4  4. discuss Advent and Lent as seasons of preparation

II.LIT.3.5  5. participate in All Saints Day/All Souls Day practices

II.LIT.3.6  6. explain Purgatory and discuss why we pray for the dead (CCC 1030-1032)

II.LIT.3.7  7. list the Holy Days of Obligation and explain the purpose for each celebration

II.LIT.3.8  8. participate in other liturgical activities (e.g., Penance Services, Stations of the Cross, May Crowning, Living Rosary, etc.)

II.LIT.3.9  9. discuss the various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)

4th Grade

The student will:

II.LIT.4.1  1. participate regularly in the planning and celebration of the Eucharist (e.g., writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

II.LIT.4.2  2. explain the parts of the Mass as the Introductory Rite, the Liturgy of the Word and Liturgy of the Eucharist (CCC 1348-1372)

II.LIT.4.3  3. explain the meaning of the major prayers of the liturgy (Penitential Rite, Confiteor, Gloria, Sanctus, Lamb of God, Our Father, and the responses)

II.LIT.4.4  4. identify the vestments and sacred objects used in the Mass

II.LIT.4.5  5. explain the meaning of the colors of the liturgical seasons and how these colors are used in liturgy and special celebrations

II.LIT.4.6  6. experience and identify the cultural customs associated with saints (i.e. throat blessing on St. Blaise’s day, blessing of animals on Feast of St. Francis of Assisi)
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<tr>
<td><strong>II.LIT.4.7</strong></td>
<td>7. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)</td>
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<tr>
<td><strong>II.LIT.4.8</strong></td>
<td>8. compare and contrast the Holy Sacrifice of the Mass with other liturgical celebrations</td>
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<td><strong>II.LIT.4.9</strong></td>
<td>9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bowing, kneeling, processions) and understand why we do them</td>
</tr>
<tr>
<td><strong>II.LIT.4.10</strong></td>
<td>10. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)</td>
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### 5th Grade

**The student will:**

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<tr>
<td><strong>II.LIT.5.1</strong></td>
<td>1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles</td>
</tr>
<tr>
<td><strong>II.LIT.5.2</strong></td>
<td>2. outline the order of the Mass (CCC 1348-1372)</td>
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<tr>
<td><strong>II.LIT.5.3</strong></td>
<td>3. explain the meaning of the colors of the liturgical seasons and how these colors are used in liturgy and special celebrations</td>
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<tr>
<td><strong>II.LIT.5.4</strong></td>
<td>4. explain why the Eucharist is the source and summit of Catholic life (CCC 1324-1327)</td>
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<tr>
<td><strong>II.LIT.5.5</strong></td>
<td>5. define sacramentals as special prayers, actions or objects that turn our attention towards God, and prepare us to receive grace (CCC 1667-1670)</td>
</tr>
<tr>
<td><strong>II.LIT.5.6</strong></td>
<td>6. give some examples of sacramentals (holy water, rosary, statues, medals, scapulars, holy cards, etc.) and describe their effects (CCC 1671-1673)</td>
</tr>
<tr>
<td><strong>II.LIT.5.7</strong></td>
<td>7. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442)</td>
</tr>
<tr>
<td><strong>II.LIT.5.8</strong></td>
<td>8. discuss various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)</td>
</tr>
<tr>
<td><strong>II.LIT.5.9</strong></td>
<td>9. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)</td>
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### 6th Grade

**The student will:**

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<tr>
<td><strong>II.LIT.6.1</strong></td>
<td>1. celebrate Advent as a liturgical season of waiting and preparation for the coming of the Messiah in history, in our daily lives, and at the end of the world (CCC 524)</td>
</tr>
</tbody>
</table>
5. Liturgy

II.LIT.6.2 2. celebrate Christmas as a liturgical season that fulfills the Old Testament promise of the coming of the Messiah

II.LIT.6.3 3. celebrate Lent as a liturgical season of repentance and renewal and show how Old Testament traditions prefigured these penitential practices

II.LIT.6.4 4. discuss the signs, symbols, and events of the Easter Triduum

II.LIT.6.5 5. celebrate Easter as a liturgical season that commemorates the Resurrection of Christ from the dead and the coming of the Holy Spirit at Pentecost

II.LIT.6.6 6. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.6.7 7. describe the role of liturgical music at Mass (CCC 1156-1158)

II.LIT.6.8 8. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)

7th Grade

The student will:

II.LIT.7.1 1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

II.LIT.7.2 2. identify the Roman Missal and describe its purpose

II.LIT.7.3 3. explain the parts of the Mass and how they fit into the order of the liturgy (CCC 1346-1355)

II.LIT.7.4 4. analyze the main prayers of the liturgy and reflect on their meaning

II.LIT.7.5 5. understand the importance of reading and reflecting on the readings for the upcoming Sunday

II.LIT.7.6 6. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.7.7 7. discuss various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)

II.LIT.7.8 8. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)
9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bowing, kneeling, processions) and understand why we do them

8th Grade

**The student will:**

1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

2. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

3. recite the Holy Days of Obligation including their dates

4. read, discuss, and reflect on the readings for the upcoming Sunday

5. define Lectionary and explain the purpose of the Lectionary

6. explain the cycle of readings: the Sunday (A, B, C) and Daily (I, II)

7. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)
Strand: 6. Sacraments

“The seven sacraments are the signs and instruments by which the Holy Spirit spreads the grace of Christ the head throughout the Church which is His Body” (CCC 774).

The seven sacraments touch all the stages and all the important moments of Christian life: they give birth and increase, healing and mission to the Christian’s life of faith (CCC 1210). Yet the sacraments are largely misunderstood and underappreciated by Catholics. With little understanding of the sacraments, one can simply go through the motions. However, an appreciation of the sacraments and an open heart can immediately and profoundly enrich one’s life. More than symbolic rituals, the sacraments through signs and symbols bring about what they signify and are occasions for God to pour His divine life into us.

The outcomes for kindergarten and first grade begin with the notion of meeting Jesus in the sacraments and the sacrament of Baptism. Second grade outcomes provide a theological foundation for preparation for the reception of the sacraments of Reconciliation and Eucharist. Beginning in third grade, all seven sacraments are explored, but are treated in great detail in fifth grade. Sixth grade outcomes explore how the sacraments are prefigured in the Old Testament, while seventh and eighth grade outcomes explore how the sacraments are instituted and celebrated in the New Testament. The seventh and eighth grade outcomes also review the sacrament of Confirmation and explore the gifts, fruits and charisms of the Holy Spirit.

The aim of these outcomes is to help students not only understand the nature of the sacraments but also to inspire them to participate in the sacramental life of the Church so as to nurture their conversion and growth in discipleship.

Kindergarten

The student will:

II.SAC.K.1 1. define sacrament as an opportunity to meet Jesus and grow in our relationship with Him (CCC 1129)

II.SAC.K.2 2. define Baptism as a sacrament (CCC 1131, 1213-1216)

II.SAC.K.3 3. recognize that they become a member of the Christian community through the liturgical celebration of Baptism (CCC 1267-1270)

II.SAC.K.4 4. identify Baptism as the moment when they become a child of God (CCC 1996-1997, 2782)

II.SAC.K.5 5. identify water as a sign of God’s life and an important part of Baptism (CCC 1238,1278)

II.SAC.K.6 6. discuss other symbols and signs of Baptism (i.e. light, oil, white garment) (CCC 1234-1245)

1st Grade

The student will:
| II.SAC.1.1  | 1. define grace as a special gift of God's presence and help (CCC 1996-2005) |
| II.SAC.1.2  | 2. define sacrament as an outward sign instituted by Christ to give grace (CCC 1131) |
| II.SAC.1.3  | 3. identify that Jesus gave us the sacraments as a way to celebrate and remember God's love for us (CCC 1114-1118) |
| II.SAC.1.4  | 4. explain that the sacrament of Baptism is the liturgical event at which we are welcomed into the Christian community as followers of Jesus (Acts 10:44-49; 11:26, CCC 1267-1270) |
| II.SAC.1.5  | 5. state that God takes away sin in Baptism (CCC 977, 1213, 1226) |
| II.SAC.1.6  | 6. identify water as a physical sign of Baptism (CCC 1238, 1278) |
| II.SAC.1.7  | 7. recognize that Jesus is present in the Eucharist (CCC 1088) |

### 2nd Grade

**The student will:**

| II.SAC.2.1  | 1. define sacrament as an outward sign instituted by Christ to give grace (CCC 1131) |
| II.SAC.2.2  | 2. identify the seven sacraments (CCC 1113, 1210-1211) |
| II.SAC.2.3  | 3. discuss some of the names for the sacrament of Reconciliation (CCC 1423, 1424) |
| II.SAC.2.4  | 4. discuss some of the names for the sacrament of Eucharist (CCC 1328-1332) |
| II.SAC.2.5  | 5. identify the sacrament of Baptism as the liturgical event at which we are welcomed into the Christian community as followers of Jesus (Acts 10:44-49; 11:26, CCC 1267-1270) |
| II.SAC.2.6  | 6. tell that God takes away original sin in Baptism and gives us his gift of grace (CCC 405,1250) |
| II.SAC.2.7  | 7. identify signs and symbols of Baptism, Reconciliation, and Eucharist (CCC 1234-1245; CCC 1450-1460,1480; CCC 1333, 1412) |
| II.SAC.2.8  | 8. explain that through the priest Jesus forgives our sins in the sacrament of Reconciliation (CCC 1441-1442, 1461-1467) |
| II.SAC.2.9  | 9. demonstrate the procedure for celebrating the sacrament of Reconciliation, including an examination of conscience, the dialogue with the priest, reciting an Act of Contrition, and performing the Penance given by the priest |
| II.SAC.2.10 | 10. explain that the bread and wine become the Body and Blood of Christ at the consecration at Mass (CCC 1376, 1413) |
6. Sacraments

II.SAC.2.11 11. explain that the Eucharist was given to us at the Last Supper by Jesus (CCC 1337-1340)

II.SAC.2.12 12. demonstrate the procedure for receiving Holy Communion

II.SAC.2.13 13. identify the chalice, paten, cruets and tabernacle

### 3rd Grade

**The student will:**

II.SAC.3.1 1. use the Ten Commandments to write a personal Examination of Conscience

II.SAC.3.2 2. tell how the seasons of Advent and Lent are appropriate times for celebrating the Sacrament of Reconciliation

II.SAC.3.3 3. define a sacrament as an outward sign instituted by Christ to give grace (CCC 1131)

II.SAC.3.4 4. recall sacraments as a special way we encounter God (CCC 1129)

II.SAC.3.5 5. list the seven sacraments and identify the three categories: sacraments of initiation (Baptism, Eucharist and Confirmation), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/service (Holy Orders and Matrimony) (CCC 1113, 1210-1211)

II.SAC.3.6 6. discuss the signs and symbols of the sacraments of Holy Orders and Matrimony (CCC 1573-1574, 1597; CCC 1623-1628)

### 4th Grade

**The student will:**

II.SAC.4.1 1. define sacramentals as sacred signs that bear a resemblance to the sacraments (CCC 1667)

II.SAC.4.2 2. explain the difference between the seven sacraments and sacramentals (CCC 1668-1670)

II.SAC.4.3 3. explain why the Eucharist is the center of the Church’s life (CCC 1343)

II.SAC.4.4 4. recall that Matrimony and Holy Orders are sacraments of service/vocation (CCC 1534)

II.SAC.4.5 5. discuss the sacraments of Reconciliation and Eucharist as an important part of conversion and growth in discipleship (CCC 1422-1423, 1427-1429)

II.SAC.4.6 6. identify the signs and symbols of the sacrament of Anointing of the Sick (CCC 1517-1519, 1531)
6. Sacraments

5th Grade

The student will:

II.SAC.5.1 1. define sacrament (CCC 1131)

II.SAC.5.2 2. list the seven sacraments (CCC 1113, 1210-1211)

II.SAC.5.3 3. explain the meaning of and difference between “sign” and “symbol” (CCC 1145-1148)

II.SAC.5.4 4. discuss the relationship between the sacraments (CCC 1210)

II.SAC.5.5 5. discuss the three categories of sacraments: sacraments of initiation (Baptism, Confirmation, and Eucharist), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/service (Holy Orders and Matrimony) and identify who ministers each of the sacraments (CCC 1211, and Part Two, all of Section Two - The Seven Sacraments of the Church)

II.SAC.5.5.a a) Baptism

II.SAC.5.5.a.i i. explain Baptism is the liturgical event in which we are welcomed into the community and the beginning of a new life in grace (Acts 11:26, CCC 1267-1270)

II.SAC.5.5.a.ii ii. understand that Baptism removes original sin (CCC 405,1250)

II.SAC.5.5.a.iii iii. review and understand the promises made in the Rite of Baptism

II.SAC.5.5.a.iv iv. relate the story of the Baptism of Jesus to Baptism (Matt 3:13-17, Mark 1:9-11, Luke 3:21-22; CCC 1223-1224)

II.SAC.5.5.a.v v. list and explain the signs and symbols of Baptism (CCC 1234-1245)

II.SAC.5.5.b b) Confirmation

II.SAC.5.5.b.i i. explain Confirmation as the liturgical event that strengthens and completes the grace of Baptism (CCC 1285)

II.SAC.5.5.b.ii ii. relate the account of Pentecost to Confirmation (Acts 2)

II.SAC.5.5.b.iii iii. list the gifts and the fruits of the Holy Spirit (Isaiah 11:2, Gal 5:22-23, CCC 1830-1832)

II.SAC.5.5.b.iv iv. list and explain the signs and symbols of Confirmation (CCC 1293, 1299-1300)

II.SAC.5.5.c c) Eucharist

II.SAC.5.5.c.i i. explain Eucharist as an action of thanksgiving (CCC 1359-1361)
6. Sacraments

II.SAC.5.5.c.ii  ii. discuss the aspects of the Eucharist as both a meal and a sacrifice (CCC 1339-1340, 1362-1372)

II.SAC.5.5.c.iii  iii. relate the story of the Last Supper to the Eucharist (CCC 1337-1340)

II.SAC.5.5.c.iv  iv. discuss the meaning of transubstantiation (CCC 1376)

II.SAC.5.5.c.v  v. list and explain the signs and symbols of the Eucharist (CCC 1333, 1412)

II.SAC.5.5.d  d) Reconciliation

II.SAC.5.5.d.i  i. define sin as an offense against God, a failure in genuine love of God and others (CCC 1440, 1849, 1853)

II.SAC.5.5.d.ii  ii. explain reconciliation as restoring our covenant relationship with God and the Church community through God’s mercy and forgiveness (CCC 1440-1445)

II.SAC.5.5.d.iii  iii. relate the story of the Prodigal Son to the sacrament of reconciliation (Luke 15:11-32; CCC 1439)

II.SAC.5.5.d.iv  iv. identify the elements of a good confession: examination of conscience, contrition, confession, absolution, and penance (CCC 1450-1460)

II.SAC.5.5.d.v  v. list and explain the signs and symbols of reconciliation (CCC 1450-1460)

II.SAC.5.5.e  e) Anointing of the Sick

II.SAC.5.5.e.i  i. explain anointing of the sick as a celebration of Christ’s healing presence in our lives (CCC 1499, 1503)

II.SAC.5.5.e.ii  ii. list and explain the signs and symbols of Anointing of the Sick (CCC 1513,1518-1519, 1531)

II.SAC.5.5.e.iii  iii. relate some of the healing stories from the Bible to the Anointing of the Sick

II.SAC.5.5.e.iv  iv. share some of the ways in today's world that Jesus continues to heal through the Anointing of the Sick (CCC 1532)

II.SAC.5.5.f  f) Matrimony

II.SAC.5.5.f.i  i. explain matrimony as a celebration of a grace-filled covenant and union between a man and a woman (Gen 2:18-25; CCC1601-1605)

II.SAC.5.5.f.ii  ii. discuss that the self-giving love of the sacrament mirrors Christ’s divine love for His Church (Ephesians 5:21-33; CCC 1615, 1642,1661)
6. Sacraments

**g) Holy Orders**

i. explain Holy Orders as a celebration of the call to serve God's people through the ordained ministry (CCC 1536)


iii. relate the institution of the priesthood to the Last Supper (Luke 22:19; John 13:14-15; CCC 1341)

iv. identify the three orders of Holy Orders and their roles: deacons, priests, bishops (CCC 1554)

v. discuss the difference between religious priests and diocesan priests (CCC 914-919, 925-927, 1568)

vi. list and explain the signs and symbols of Holy Orders (CCC 1573-1574, 1597)

**6th Grade**

*The student will:*

(Sacraments are treated very specifically in the 5th grade curriculum. It is assumed that the teacher will review the 5th grade curriculum objectives and “fill in” as needed.)

1. give some examples of Old Testament events that prefigure the sacraments (CCC 1217-1222, 1333-1334, 1544)

2. describe some sacramental actions of the Church that originated in Jewish rituals (Exodus 12:1-27, CCC 1150)

3. explain how the notion of covenant is present in the sacraments of the Church (CCC 1093, 1212, 1217, 1334, 1539-1540,1611-1612)

4. describe how the covenant between God and each person is nourished by the sacraments
6. Sacraments

7th Grade

The student will:
(Sacraments are treated very specifically in the 5th grade curriculum. It is assumed that the teacher will review the 5th grade curriculum objectives and “fill in” as needed.)

II.SAC.7.1 1. explain how Jesus instituted the sacraments to give grace (CCC 1131)
II.SAC.7.2 2. identify Gospel and other New Testament passages that reflect the institution of the sacraments
II.SAC.7.3 3. identify the sacraments of initiation (CCC 1212)
II.SAC.7.4 4. define Confirmation and discuss application to his/her daily life (CCC 1285 and Glossary p. 872)
II.SAC.7.5 5. distinguish between the sanctifying gifts, the charisms, and the fruits of the Holy Spirit (CCC 798-801, 951, 1830-1832)
II.SAC.7.6 6. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit
II.SAC.7.7 7. discuss the sacraments of Reconciliation and Eucharist as an important part of conversion and growth in discipleship (CCC 1422-1423, 1427-1429)

8th Grade

The student will:
(Note: Confirmation should be considered in detail in the year when students are confirmed.)

II.SAC.8.1 1. identify the sacraments of initiation (CCC 1212)
II.SAC.8.2 2. define Confirmation and discuss application to their daily lives (CCC 1285, CCC Glossary: Confirmation)
II.SAC.8.3 3. distinguish between the sanctifying gifts, the charisms, and the fruits of the Holy Spirit (CCC 798-801, 951, 1830-1832)
II.SAC.8.4 4. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit
II.SAC.8.5 5. discuss Eucharist as source and summit of the life of a Catholic (CCC 1324)
Pillar III Life in Christ

Strand: 7. Dignity of the Human Person

“The dignity of the human person is rooted in his creation in the image and likeness of God...It is essential to a human being freely to direct himself to this fulfillment” (CCC 1700).

Man occupies a unique place in creation: he is made in the “image of God” (CCC 355). Being made in the image of God, the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession and of freely giving himself and entering into communion with other persons. And he is called by grace to a covenant with his Creator, to offer him a response of faith and love that no other creature can give in his stead (CCC 357).

The outcomes in kindergarten through grade three begin by exploring what it means to be made in God’s image and likeness and the implications to our behavior and friendships. While the strand on Morality weaves in grade-level outcomes on the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project, all the theological and cardinal virtues are explored in detail in this strand in the fourth grade. Beginning in the fifth grade, the outcomes provide guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity. In addition, this strand explores appropriate use of Social Media. The middle school grades explore the sanctity of human life as well as offenses against human dignity in history and in modern culture.

The Catholic Church proclaims that the dignity of the human person is the foundation of a moral vision for society, and this belief is the foundation of all the principles of our social teaching. The outcomes in this strand provide a solid foundation for this teaching and serve as a backdrop to the outcomes in the Morality and Service/Social Justice/Servant Leadership strands.

Kindergarten

The student will:

III.DHP.K.1 1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)

III.DHP.K.2 2. recognize that each person is special (CCC 1703)

III.DHP.K.3 3. identify ways that people show they care for each other (Phil 2:1-4)

1st Grade

The student will:

III.DHP.1. 1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)

III.DHP.1. 2. explore and celebrate friendships (John 15:12-13)
III.DHP.1. 3. recognize that our behavior affects others

2nd Grade

The student will:

III.DHP.2.1 1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)

III.DHP.2.2 2. explain that decisions have consequences that affect others (Gen 3; CCC 1844, 1849)

III.DHP.2.3 3. imitate Jesus by forgiving others (Luke 7:36-50; CCC 2842-2845)

III.DHP.2.4 4. discuss that we can accept God's mercy and try again when we sin (Luke 15:1-7, 15:11-32)

III.DHP.2.5 5. discuss what it takes to be a friend and have a friend (John 15:13; I John 3:18; CCC 1829)

3rd Grade

The student will:

III.DHP.3.1 1. discuss the source of human dignity as being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.3.2 2. demonstrate respect for all of humanity to concrete situations

III.DHP.3.3 3. demonstrate awareness of the dignity of various cultures and races (Gal 3:28; CCC 1934-1935)

III.DHP.3.4 4. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Exod 20:17; Matt 5:8; CCC 2525)

4th Grade

The student will:

III.DHP.4.1 1. define virtue as a disposition to do good (CCC 1833)

III.DHP.4.2 2. define the theological virtues (faith, hope, and charity (CCC 1812-1829)

III.DHP.4.3 3. define the cardinal virtues (prudence, fortitude, justice, and temperance (CCC 1805-1809)

III.DHP.4.4 4. apply the use of the virtues in real life situations

III.DHP.4.5 5. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)
### 5th Grade

**The student will:**

<table>
<thead>
<tr>
<th>III.DHP.5.1</th>
<th>1. discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged, dying, and those who are different from us (CCC 2268-2283, 2407)</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.DHP.5.2</td>
<td>2. compare God’s forgiveness of us with our call to forgive others (Matt 6:9-15)</td>
</tr>
<tr>
<td>III.DHP.5.3</td>
<td>3. understand that the source of one’s human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)</td>
</tr>
<tr>
<td>III.DHP.5.4</td>
<td>4. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Exod 20:17; Matt 5:8; CCC 2525)</td>
</tr>
<tr>
<td>III.DHP.5.5</td>
<td>5. discuss and apply guidelines for using social media that are in accord with human dignity (Exod 20:16-17; Matt 5:8; CCC 2464-2470, 2475-2499)</td>
</tr>
</tbody>
</table>

### 6th Grade

**The student will:**

<table>
<thead>
<tr>
<th>III.DHP.6.1</th>
<th>1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.DHP.6.2</td>
<td>2. defend the idea of human dignity based on the creation and covenant passages of the Old Testament (e.g., Noah, Abraham, Moses) (Gen 9, 15, 17; Exod 19-20; CCC 355-358, 705-706)</td>
</tr>
<tr>
<td>III.DHP.6.3</td>
<td>3. discuss the persecutions endured by the Jewish people in the Old Testament, throughout history, and in modern time (2 Macc 7; Acts 8:1-3; CCC 2107)</td>
</tr>
<tr>
<td>III.DHP.6.4</td>
<td>4. discuss reasons why some other groups or persons, past and present, have been persecuted</td>
</tr>
<tr>
<td>III.DHP.6.5</td>
<td>5. identify school situations where individuals or groups are persecuted</td>
</tr>
<tr>
<td>III.DHP.6.6</td>
<td>6. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (CCC 2525)</td>
</tr>
<tr>
<td>III.DHP.6.7</td>
<td>7. discuss and apply guidelines for using social media that are in accord with human dignity (CCC 2525)</td>
</tr>
</tbody>
</table>

### 7th Grade

**The student will:**
7. Dignity of the Human Person

III.DHP.7.1  1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.7.2  2. defend the idea of human dignity based on the life and teachings of Jesus

III.DHP.7.3  3. describe all human life as sacred from conception to natural death (CCC 2268-2283, 2407)

III.DHP.7.4  4. identify some basic rights of all human persons (CCC 1956)

III.DHP.7.5  5. describe and give examples from Scripture about how Jesus treated people (Matt 9: 9-13; John 4:1-30)

III.DHP.7.6  6. give examples of ways to apply the model of Jesus to their daily lives

III.DHP.7.7  7. compare and contrast Christian and secular norms for “success”

III.DHP.7.8  8. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Matt 5:8; CCC 2525)

III.DHP.7.9  9. discuss and apply guidelines for using social media that are in accord with human dignity (CCC 2525)

8th Grade

The student will:

III.DHP.8.1  1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.8.2  2. describe all human life as sacred from conception to natural death (CCC 2268-2283, 2407)

III.DHP.8.3  3. identify and explain the basic rights of all human persons (CCC 1956)

III.DHP.8.4  4. describe and give examples from early Church history of the Christian ideal for respecting the dignity of others (Eph 4:25-6:9; James 2-3, 1 John 2:1-17)

III.DHP.8.5  5. compare and contrast Christian and secular norms for “success” (CCC 2471-2474)

III.DHP.8.6  6. identify local, national and/or global situations in which the dignity of the human person is not respected, and as Catholics how we should respond

III.DHP.8.7  7. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Matt 5:8; CCC 2525)
III. DHP. 8.8

8. discuss and apply guidelines for using social media that are in accord with human
dignity (CCC 2525)
Strand: 8. Family Life/Human Sexuality

“The family is, so to speak, the domestic church. In it parents should, by their word and example, be the first preachers of the faith to their children; they should encourage them in the vocation which is proper to each of them, fostering with special care vocation to a sacred state” (LG, n.11).

“Sexuality affects all aspects of the human person in the unity of his body and soul. It especially concerns affectivity, the capacity to love and to procreate, and in a more general way the aptitude for forming bonds of communion with others” (CCC 2332).

God has a plan for marriage and family. A husband and wife come together in marriage, and out of their union comes forth new life. Male and female personhood, sexuality, relationships and marriage have a goodness that points back to our loving Creator. Our gender and sexuality were designed to lead us to joy, connection, life, growth, relationships, family, pleasure, children and marriage. An effective catechesis on family and the gift of human sexuality requires an appreciation of all these facets of God’s plan.

The outcomes in the early grades explore the beauty and dynamics of the human family. Outcomes in grades three and four dive more deeply into the goodness of human relationships and responsibilities toward others. Sexuality, chastity, and physical and emotional boundaries are discussed beginning in grade five. In sixth grade, students explore marriage as a covenant, the marital act, and the commandments that protect fidelity in marriages. Modest dress, offenses against chastity and contemporary lifestyles that undermine the value of life and God’s plan for marriage are discussed in grades seven and eight. The purpose of marriage, marital love, and the Church’s moral teachings on sexuality are covered in detail in the eighth grade.

In addition, each grade contains an outcome to discuss appropriate/inappropriate touching. This provides the opportunity for teachers to incorporate the archdiocesan-required child safety programs as directed by the Office of Safe Environments.

Catechesis in family life and human sexuality helps to prepare a person to take up and live his/her vocation.

Kindergarten

The student will:

III.FHS.K.1 1. identify family members and their roles

III.FHS.K.2 2. identify members of the Holy Family and recognize them as models for our families

III.FHS.K.3 3. recognize that we learn about God from the people who love us

III.FHS.K.4 4. recognize that we are all brothers and sisters in God’s family (CCC 2232, 2233)

III.FHS.K.5 5. demonstrate respect for the personal space of others

III.FHS.K.6 6. discuss appropriate versus inappropriate touching
1st Grade

The student will:

III.FHS.1.1  1. identify the members of their extended family

III.FHS.1.2  2. recognize that we are all brothers and sisters in God’s family (CCC 2232, 2233)

III.FHS.1.3  3. demonstrate a respect for the personal space of others

III.FHS.1.4  4. tell how families pray together (CCC 2205)

III.FHS.1.5  5. identify members of the Holy Family - Jesus, Mary, and Joseph - and recognize them as models for our families

III.FHS.1.6  6. discuss appropriate versus inappropriate touching

2nd Grade

The student will:

III.FHS.2.1  1. tell how families can work together (CCC 2203-2208)

III.FHS.2.2  2. discuss ways each of us can contribute to good family relationships

III.FHS.2.3  3. discuss appropriate versus inappropriate touching

III.FHS.2.4  4. demonstrate respect for the personal space of others

III.FHS.2.5  5. tell how families pray and worship together (Exod 31:12-17, CCC 2205, 2659-2660, 2685, 2691)

III.FHS.2.6  6. identify members of the Holy Family - Jesus, Mary, and Joseph - and recognize them as models for our families

3rd Grade

The student will:

III.FHS.3.1  1. examine human relationships as being developed out of respect and love for self and others (CCC 1879-1881)

III.FHS.3.2  2. describe ways members of a family serve one another following the example of the Holy Family

III.FHS.3.3  3. suggest ways to comfort family members who are sick or lonely (CCC Glossary: Works of Mercy; CCC 2207-2208)
8. Family Life/Human Sexuality

III.FHS.3.4  4. discuss the responsibilities of children to their parents (Prov 6: 20-22; CCC 2214-2220)

III.FHS.3.5  5. discuss the responsibilities of parents to their children (Eph 6:4; CCC 2221-2231)

III.FHS.3.6  6. discuss appropriate versus inappropriate touching

III.FHS.3.7  7. explain how modest dress shows respect for the human body (CCC 2522, 2524)

III.FHS.3.8  8. discuss appropriate social interactions between friends and peers

**4th Grade**

*The student will:*

III.FHS.4.1  1. discuss the unity of the persons of the Trinity as the basis for communion of persons in the family (CCC 221, 1878, 2205))

III.FHS.4.2  2. discuss the body as a temple of the Holy Spirit (1 Cor 6: 19-20, 1 Cor 3:16-17; CCC 364)

III.FHS.4.3  3. discuss the practice of love as a sacrificial gift to others in the family

III.FHS.4.4  4. define the family as the domestic church (CCC 1656)

III.FHS.4.5  5. compare and contrast the way we respect and love ourselves, peers, family members, and others

III.FHS.4.6  6. compare and contrast selfish and unselfish ways members of a family impact the life of the family

III.FHS.4.7  7. compare and contrast selfish and unselfish ways members of a class/school community impact the life of the class/school community

III.FHS.4.8  8. discuss appropriate versus inappropriate touching

III.FHS.4.9  9. discuss appropriate social interactions between family, friends and peers

III.FHS.4.10  10. discuss friendship in the context of the Great Commandment (Matt 22: 34-40)

III.FHS.4.11  11. use the creation story to illustrate the complementary nature of man and woman (Gen 1-2; CCC 2333-2335)

III.FHS.4.12  12. discuss the effects of excluding, ignoring, and manipulating others

III.FHS.4.13  13. demonstrate appropriate ways to show affection for classmates and peers

III.FHS.4.14  14. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)
### 5th Grade

**The student will:**

| III.FHS.5.1 | 1. know that we are created in God's image as male or female (Gen 1-3; CCC 369-372) |
| III.FHS.5.2 | 2. discuss the role of family and its impact on the common good of society (CCC 2205, 2207) |
| III.FHS.5.3 | 3. discuss the friendship and sacredness of marital love (CCC 1602-1605) |
| III.FHS.5.4 | 4. describe sexuality as a gift from God (CCC 2360-2362) |
| III.FHS.5.5 | 5. define sexual love as an expression of committed love within marriage and a sharing in God's power to create new life (CCC 372, 2331-2335) |
| III.FHS.5.6 | 6. discuss changes that occur during puberty and how they affect relationships |
| III.FHS.5.7 | 7. discuss appropriate ways to show affection for classmates and peers |
| III.FHS.5.8 | 8. discuss appropriate social interactions between family, friends and peers |
| III.FHS.5.9 | 9. discuss physical, emotional and sexual boundaries |
| III.FHS.5.10 | 10. discuss the effects of excluding, ignoring, and manipulating others |
| III.FHS.5.11 | 11. define modesty in relation to dress, behavior, and speech (CCC 2521-2524) |
| III.FHS.5.12 | 12. discuss our need for God’s grace and the fruits of the Holy Spirit, especially modesty, chastity, and self-control, to use sexuality appropriately (CCC 2345, 2348) |

### 6th Grade

**The student will:**

| III.FHS.6.1 | 1. know that we are created in God’s image as male or female (Gen 1-3; CCC 369-372) |
| III.FHS.6.2 | 2. explain how friendship is a gift of self that imitates Christ and leads others to a greater good (CCC 2347) |
| III.FHS.6.3 | 3. define and discuss that the covenant of marriage is rooted in the original unity of the creation of Adam and Eve (CCC 1605, 2333-2335) |
| III.FHS.6.4 | 4. compare the covenant of marriage to the Old Testament covenants (CCC 1612) |
| III.FHS.6.5 | 5. discuss sexuality as a gift from God (CCC 2360-2362) |
III.FHS.6.6  6. recognize how the 6th and 9th commandments apply to young people (Matt 5:27-28; CCC 2333-2336, 2514)

III.FHS.6.7  7. discuss appropriate ways to show affection for family, friends, and peers

III.FHS.6.8  8. discuss the negative consequences of immodest dress, impure speech, and inappropriate displays of affection

III.FHS.6.9  9. define and discuss the purpose of “dating” for the discernment of a future spouse

III.FHS.6.10 10. discuss the effects of excluding, ignoring, and manipulating others

III.FHS.6.11 11. discuss changes that occur during puberty and their effects on relationships

III.FHS.6.12 12. discuss physical, emotional and sexual boundaries

III.FHS.6.13 13. evaluate contemporary lifestyles and identify those that undermine the value of life and the teaching of the Catholic Church

III.FHS.6.14 14. discuss chastity as a gift from God that is protected by His grace (CCC 2345, 2348)

III.FHS.6.15 15. discuss practices that protect the beautiful gift of chastity including; appropriate modest dress, language, prayer, sacraments and devotion to Mary

III.FHS.6.16 16. identify the marital act as unitive and procreative (CCC 2363)

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7th Grade

The student will:

III.FHS.7.1 1. know that we are created in God’s image as male or female (Gen 1-3; CCC 369-372)

III.FHS.7.2 2. identify the human life-cycle and the different ages and stages present in a family unit

III.FHS.7.3 3. evaluate the effects of one’s growth and maturation on relationships

III.FHS.7.4 4. define and discuss Catholic virtues (i.e., love, respect, honesty, etc.) and their application to build mature relationships with the opposite sex and all members of society

III.FHS.7.5 5. define pornography and discuss appropriate responses (CCC 2354, 2523-2526)

III.FHS.7.6 6. describe the value of the virtue of chastity and ways to live a chaste life (CCC Glossary: Chastity; CCC 2337-2339)
8. Family Life/Human Sexuality

III.FHS.7.7  7. identify and define offenses against chastity, including exposure to pornography and other inappropriate content found in media sources such as internet, television, music and video games (CCC 2351-2356)

III.FHS.7.8  8. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)

III.FHS.7.9  9. discuss practices that protect the beautiful gift of chastity including; appropriate modest dress, language, prayer, sacraments and devotion to Mary

III.FHS.7.10  10. discuss sexuality as a gift from God and how God calls us to use this gift according to our state of life (CCC 2360-2362)

III.FHS.7.11  11. discuss the value of abstinence and modesty in relationships with others and the consequences of sexual activity

III.FHS.7.12  12. Identify the marital act as unitive and procreative (CCC 2363)

III.FHS.7.13  13. Identify true love as free, total, faithful and fruitful

III.FHS.7.14  14. discuss the deeper meaning of Christ’s commandment “to love one another as I have loved you” as it applies to spousal love

III.FHS.7.15  15. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love

III.FHS.7.16  16. define marriage as the one flesh union between one man and one woman modeled after Christ’s union with the Church

III.FHS.7.17  17. explore situations where peer pressure impacts the decisions one makes both positively and negatively

III.FHS.7.18  18. discuss physical, emotional and sexual boundaries

III.FHS.7.19  19. evaluate contemporary lifestyles and identify those that undermine the value of life

8th Grade

The student will:

III.FHS.8.1  1. know that we are created in God's image as male or female (Gen 1-3; CCC 369-372)

III.FHS.8.2  2. discuss the deeper meaning of Christ’s commandment “to love one another as I have loved you” as it applies to spousal love

III.FHS.8.3  3. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love
8. Family Life/Human Sexuality

III.FHS.8.4  4. define marriage as the one flesh union between one man and one woman modeled after Christ’s union with the Church

III.FHS.8.5  5. identify the two purposes of marriage as unity/mutual support and procreation

III.FHS.8.6  6. explain the Church’s teachings regarding natural family planning and birth control

III.FHS.8.7  7. describe the value of the virtue of chastity and ways to live a chaste life (CCC Glossary: Chastity; CCC 2337)

III.FHS.8.8  8. demonstrate familiarity with the teachings of the Catholic Church regarding sexual moral values and behavior by discussing appropriate choices in contemporary, real-life, situations

III.FHS.8.9  9. discuss the changes in relationships with persons of the other gender

III.FHS.8.10 10. explore situations and appropriate responses when peer pressure impacts the decisions one makes both positively and negatively

III.FHS.8.11 11. discuss physical, emotional and sexual boundaries

III.FHS.8.12 12. discuss appropriate responses to pornography and explain that pornography denigrates the human condition (CCC 2354)

III.FHS.8.13 13. evaluate contemporary lifestyles and identify those that undermine the value of life and the teachings of the Catholic Church

III.FHS.8.14 14. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)
Strand: 9. Community

“But God did not create man as a solitary, for from the beginning “male and female he created them” (Gen. 1:27). Their companionship produces the primary form of interpersonal communion. For by his innermost nature man is a social being, and unless he relates himself to others he can neither live nor develop his potential” (GS, n.12).

Christian community is simply sharing our common life in Christ. Discipleship involves finding life in community, both in the wider community of the Church as well as in smaller communities proximate to our daily lives. This has a missionary purpose. God works in and through community, and everyone has a role to play in building the kingdom of God.

The outcomes in the younger grades begin by helping students identify the communities in their lives (family, class, parish/Church, outside community) and the ways in which they are connected to these communities. In the third and fourth grades, students will identify legitimate authority figures in the communities in which they belong as well as ways in which injustices can divide communities. Beginning in fifth grade, outcomes include vocations and how vocations build community. Outcomes in grades six, seven and eight explore social factors that build up and break down communities. In addition, outcomes in grades six through eight explore the importance of a small Christian community to a life of discipleship.

This strand will help students appreciate the beauty and value of community life. We are not created by God to live alone. We are destined to live in community with one another and with God. This is not something that is added on to human nature, but is an essential part of it. We are relational beings and, as such, living in community is an essential expression of who we are (CCC 1878-1879).

Kindergarten
The student will:

III.COM.K.1 1. identify that the community of God includes our families, the class, the church, and the outside community

III.COM.K.2 2. recognize and identify the priests at the parish

III.COM.K.3 3. begin to demonstrate care and concern for classmates

III.COM.K.4 4. give examples of appropriate behavior in community (i.e. being welcoming, etc.)

III.COM.K.5 5. describe the Church as a praying and worshiping community

1st Grade
The student will:

III.COM.1.1 1. identify that the community of God includes our families, the class, the church, and the outside community

III.COM.1.2 2. recognize and identify the priests at the parish
III.COM.1.3 3. demonstrate care and concern for classmates

III.COM.1.4 4. give examples of appropriate behavior in community (i.e. being welcoming)

III.COM.1.5 5. describe the Church as a praying and worshiping community

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**2nd Grade**

*The student will:*

III.COM.2.1 1. identify that the community of God includes our families, the class, the parish, the outside community

III.COM.2.2 2. identify the priests and deacons at the parish, as well as the local bishop, archbishop, and pope

III.COM.2.3 3. describe the Church as a praying and worshiping community (CCC 751-752, 2179)

III.COM.2.4 4. describe how baptism, participation in Mass and prayer unites us into the Body of Christ

III.COM.2.5 5. compare loving choices to selfish choices in community

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**3rd Grade**

*The student will:*

III.COM.3.1 1. describe the Catholic Church as a community of believers (CCC 751-752, 2179)

III.COM.3.2 2. identify skills for building community (in the classroom, in school, in the parish, etc.) and design projects using these skills

III.COM.3.3 3. identify the characteristics and value of honesty, self-discipline, and respect for life, rights, and property

III.COM.3.4 4. define the common good (CCC 1905-1912)

III.COM.3.5 5. identify persons with legitimate authority in the family, local church community, school community, civic community, etc.

III.COM.3.6 6. explain that God is the source of all authority (CCC 1899)

III.COM.3.7 7. understand that God has a plan for each person to serve the Church in a particular way (single, married, consecrated, ordained) (CCC 871-873)

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**4th Grade**

*The student will:*

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9. Community

III.COM.4.1  1. explain how Jesus’ command to “love one another” applies to their own lives and school situations (John 13:34)

III.COM.4.2  2. identify the Church as the Body of Christ and describe ways the behavior of each person affects the whole membership (1 Cor 12:12-26; CCC 791)

III.COM.4.3  3. define prejudice, discrimination, and racism and discuss their effects on community

III.COM.4.4  4. respond to social injustice in the world by serving others

III.COM.4.5  5. examine the importance of rules and order in family life, school situations, the church, and the wider community

III.COM.4.6  6. demonstrate ways to teach others that the Kingdom of God is present when love and justice prevail under God's authority

III.COM.4.7  7. explain how the authority of God is manifested in the hierarchy of the Catholic Church (Matt 16:18-19; CCC Glossary: Hierarchy; CCC 881, 1593-1596, 2032-2038)

III.COM.4.8  8. identify ways to invite people into the Catholic community by sharing our faith

5th Grade

The student will:

III.COM.5.1  1. explain vocations as a call to the single, married, consecrated, or ordained life (CCC 871-873; CCC Glossary: Vocation)

III.COM.5.2  2. describe how each vocation builds up the community (CCC 871-873; CCC Glossary: Vocation)

III.COM.5.3  3. pray and ask God to show each student his/her vocation in service to the community

6th Grade

The student will:

III.COM.6.1  1. recognize the diversity of cultures, traditions, talents and gifts

III.COM.6.2  2. recognize the family as a source of spiritual values, religious practices, customs, and traditions that help shape one spiritually, physically, psychologically and socially (CCC 1655-1657, 2204-2206)

III.COM.6.3  3. review the seven themes of Catholic Social Teaching (USCCB: www.usccb.org, Seven Themes of Catholic Social Teaching)

III.COM.6.4  4. demonstrate responsibility for choices and their consequences for the community
9. Community

III.COM.6.5 5. define prejudice, discrimination, and racism and discuss their effects on community and discuss strategies to overcome these issues

III.COM.6.6 6. demonstrate the skill of listening - to hear others respectfully and to be open to the voice of God

III.COM.6.7 7. explain vocations as a call to the single, married, consecrated, or ordained life (CCC 871-873; CCC Glossary: Vocation)

III.COM.6.8 8. describe how each vocation builds up the community (CCC 871-873; CCC Glossary: Vocation)

III.COM.6.9 9. discuss how members of a small Christian community help each other live a life of discipleship

7th Grade

The student will:

III.COM.7.1 1. describe the family as a source of spiritual values, religious practices, customs and traditions that help shape a person spiritually, physically, psychologically, and socially (CCC 1655-1658, 2204-2206)

III.COM.7.2 2. identify his/her talents, gifts, and charisms, and describe ways to share these with the community

III.COM.7.3 3. describe the benefits and challenges of vocations to the single, married, consecrated, or ordained life

III.COM.7.4 4. identify the call to build up community through the life of a missionary

III.COM.7.5 5. describe how each vocation builds up the body of Christ (CCC 871-873; CCC Glossary: Vocation)

III.COM.7.6 6. discuss how members of a small Christian community help each other live a life of discipleship

8th Grade

The student will:

III.COM.8.1 1. explain that Baptism includes a call to transform the world through the Gospel (CCC 871,1265-1270)

III.COM.8.2 2. explain how Baptism connects him/her to a universal community of believers beginning with their own parish community (CCC 1267-1269)
9. Community

III.COM.8.3  3. describe how members of the Body of Christ share responsibility for each other and all of humanity (CCC 1877-1882)

III.COM.8.4  4. describe the benefits and challenges of vocations to the single, married, consecrated, or ordained life (CCC Glossary: Vocation)

III.COM.8.5  5. describe how each vocation builds up the Body of Christ (CCC 871-873; CCC Glossary: Vocation)

III.COM.8.6  6. discuss strategies to charitably explain our Catholic faith using history, Sacred Scripture, common sense, and lived experience
Strand: 10. Morality

“The moral law is the work of divine Wisdom. Its biblical meaning can be defined as fatherly instruction, God’s pedagogy. It prescribes for man the ways, the rules of conduct that lead to the promised beatitude; it proscribes the ways of evil which turn him away from God and his love. It is at once firm in its precepts and, in its promises, worthy of love” (CCC 1950).

Morality refers to the goodness or evil of human acts. Human freedom makes a person able to judge the goodness or evil of acts; however, God’s law shows man the way to follow so as to practice the good and attain his end. Morality flows from and leads to love. One’s desire to live a moral life is animated by one’s friendship with Jesus Christ in the power of the Holy Spirit. Each grade-level begins with an outcome that reminds the student that we obey God because He loves us and we love Him.

The outcomes in the younger grades begin with understanding the difference between right and wrong and obedience to those in legitimate authority. The notions of sin, grace, and conscience are introduced in the second grade. Beginning in the third grade, students explore the Ten Commandments and their implications for a life of discipleship. In fourth grade, students discuss mortal and venial sins and probe more deeply into the notion of conscience, intellect, and free will. The Beatitudes as guidelines for the moral life and the fruits and gifts of the Holy Spirit are discussed in the fifth grade. Beginning in sixth grade, outcomes explore the natural law, three parts of a moral act, and the role of the sacraments in the moral life. In grades seven and eight, the themes of sin, grace, commandments, and conscience are recapped in the context of the universal call to holiness.

In addition, each grade-level includes an outcome on the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project.

The outcomes in this strand complement the strands on the Dignity of the Human Person and Family Life/Human Sexuality.

Kindergarten

The student will:

III.MOR.K.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.K.2 2. discuss the difference between right and wrong

III.MOR.K.3 3. affirm that God gives us the freedom to make right choices

III.MOR.K.4 4. discuss obedience to parents, teachers and other legitimate authorities

III.MOR.K.5 5. understand that God gives us laws to follow, the Ten Commandments (CCC Glossary: Commandments)

III.MOR.K.6 6. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project
10. Morality

1st Grade

The student will:

III.MOR.1.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.1.2 2. recognize that their behavior affects their relationship with God

III.MOR.1.3 3. discuss the difference between right and wrong

III.MOR.1.4 4. discuss respect for parents, teachers and other legitimate authorities

III.MOR.1.5 5. discuss that sin is disobeying God

III.MOR.1.6 6. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

2nd Grade

The student will:

III.MOR.2.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.2.2 2. recognize a human has a body and a spiritual immortal soul (CCC 1703)

III.MOR.2.3 3. recognize that their behavior affects their relationship with God and with others

III.MOR.2.4 4. discuss that original sin entered the world through Adam and Eve (Gen 3; CCC 404)

III.MOR.2.5 5. define sin as choosing to disobey God’s law in thought, word, deed or omission (CCC Glossary: Sin)

III.MOR.2.6 6. discuss respect for parents, teachers and other legitimate authorities

III.MOR.2.7 7. role play loving and selfish choices in real life situations (e.g., with peers, family, neighbors)

III.MOR.2.8 8. identify the source of our strength to do the right thing as grace (CCC 2003)

III.MOR.2.9 9. define grace as the free, undeserved help God gives us to become His children (CCC 1996)

III.MOR.2.10 10. identify conscience as God’s gift to help us know what is right and wrong (CCC 1776-1802)
10. Morality

III.MOR.2.11 11. develop the practice of examination of conscience using the two great commandments: love of God and love of neighbor (CCC Glossary: Examination of Conscience)

III.MOR.2.12 12. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.2.13 13. understand that the devil tries to turn us away from God (CCC 381-395, Matt 4:1-11)

3rd Grade

The student will:

III.MOR.3.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.3.2 2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)

III.MOR.3.3 3. identify what the Ten Commandments tell us to do and not to do (CCC 2052-2557)

III.MOR.3.4 4. role play loving and selfish choices in real life situations (with peers, family, neighbors, etc.)

III.MOR.3.5 5. respond to the love of God by being truthful, honest, helpful, forgiving, sacrificial and living in peace

III.MOR.3.6 6. demonstrate obedience to rules, regulations, and legitimate authority

III.MOR.3.7 7. understand that because of original sin, all people have an inclination to sin (CCC Glossary: Concupiscence)

III.MOR.3.8 8. recognize that the Two Great Commandments of Jesus are reflected in the ten commandments

III.MOR.3.9 9. define sin as choosing to disobey God’s law in thought, word, deed, or omission (CCC 1849)

III.MOR.3.10 10. discuss the communal effects of sin

III.MOR.3.11 11. develop the practice of examination of conscience (CCC Glossary: Examination of Conscience)

III.MOR.3.12 12. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.3.12 13. understand that the devil tries to turn us away from God (CCC 381-395, Matt 4:1-11)
4th Grade

The student will:

III.MOR.4.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.4.2 2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)

III.MOR.4.3 3. explain the deeper meaning of each of the Ten Commandments

III.MOR.4.4 4. discuss disobedience to the Ten Commandments as sinful and harmful to our relationship with God

III.MOR.4.5 5. define mortal sin and venial sin (CCC 1854-1864)

III.MOR.4.6 6. list and explain the conditions that need to be present for a sin to be serious/mortal (CCC 1857-1860)

III.MOR.4.7 7. define and explain intellect and free will (CCC 1703-1706)

III.MOR.4.8 8. define conscience (CCC Glossary: Conscience)

III.MOR.4.9 9. develop the practice of examination of conscience (CCC Glossary: Examination of Conscience)

III.MOR.4.10 10. discuss the formation of conscience with guidance from Sacred Scripture and the teachings of the Church

III.MOR.4.11 11. discuss how the Beatitudes are guidelines for a moral life (Matt 5-7; CCC 1965-1972, 1723-1724)

III.MOR.4.12 12. compare and contrast the Beatitudes and the values of modern day society

III.MOR.4.13 13. outline some behaviors that do not live up to ideals of the Beatitudes

III.MOR.4.14 14. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.4.15 15. understand that the devil is the enemy of God and the enemy of man. He tries to turn us away from God (CCC 381-395; 2850-2854, Rev 12, 1 John 3:8)

5th Grade

The student will:

III.MOR.5.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)
10. Morality

III.MOR.5.2  2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)

III.MOR.5.3  3. discuss the application of the Ten Commandments to daily life

III.MOR.5.4  4. discuss how the Beatitudes are guidelines for a moral life (Matt 5: 1-12; CCC 1716)

III.MOR.5.5  5. compare and contrast the Beatitudes and the values of modern day society

III.MOR.5.6  6. outline some ways in which we can live up to the ideals of the Beatitudes

III.MOR.5.7  7. know how to make a personal examination of conscience based on the Ten Commandments and the Beatitudes (CCC Glossary: Examination of Conscience; Exod 20: 2-17)

III.MOR.5.8  8. explain how original sin affects all mankind and how the sacraments meet us in our sinfulness (CCC 402-409; CCC Glossary: Original Sin)

III.MOR.5.9  9. discuss how the fruits and gifts of the Holy Spirit help us to lead a holy life (CCC 1830-1832)

III.MOR.5.10  10. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.5.11  11. understand that the passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) lead us to actions that can be good or evil (CCC 1762 – 1775, Mark 7:18-23)

III.MOR.5.12  12. recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 2112-2117, Matt 10:28-31)

6th Grade

The student will:

III.MOR.6.1  1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

III.MOR.6.2  2. identify and review the Ten Commandments as the moral guideline for God’s people and the terms of the covenant at Mt. Sinai (CCC 2056-2063)

III.MOR.6.3  3. discuss how the Ten Commandments serve as the moral guideline for God’s people today
10. Morality

III.MOR.6.4  4. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

III.MOR.6.5  5. analyze each of the Commandments and relate it to our personal relationship with God and each other

III.MOR.6.6  6. define and discuss natural law (CCC 1954-1960)

III.MOR.6.7  7. identify that the Ten Commandments reflect the natural law

III.MOR.6.8  8. explain how original sin affects all mankind (CCC 402-409)

III.MOR.6.9  9. explain how God heals and forgives sin through the sacraments of Baptism, Eucharist, Reconciliation, and Anointing of the Sick

III.MOR.6.10  10. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.6.11  11. understand that the passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) lead us to actions that can be good or evil (CCC 1762-1775, Mark 7:18-23)

III.MOR.6.12  12. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)

7th Grade

The student will:

III.MOR.7.1  1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

III.MOR.7.2  2. discuss ways that the Gospel events and the parables of Jesus show us how to live a moral life

III.MOR.7.3  3. define the types of sin (mortal, venial) (CCC 1854-1864)

III.MOR.7.4  4. compare and contrast sins of omission and sins of commission (CCC 1853)

III.MOR.7.5  5. discuss the mercy of God and the sacrament of Reconciliation as a way to restore the relationship with God and the community (CCC 1450-1460)

III.MOR.7.6  6. discuss the consequences of sin to individuals and to the whole body of Christ (CCC 1472-1473)
10. Morality

III.MOR.7.7  7. list and explain the cardinal or moral virtues, the theological virtues, and the seven capital sins (CCC 1866; 1833-1841)

III.MOR.7.8  8. compose a personal examination of conscience based on the seven capital sins (CCC 1866)

III.MOR.7.9  9. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

III.MOR.7.10  10. discuss the universal call to holiness as outlined in the Vatican II document Lumen Gentium, Chapter 5 (CCC 2013, 2813)

III.MOR.7.11  11. recognize and apply the virtues, gifts and fruits of the Holy Spirit (as recommended in the cycles of The Virtues Project)

III.MOR.7.12  12. recognize that living a moral life involves ordering one’s passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) toward the good with the help of the Holy Spirit and a formed conscience (CCC 1762-1775, Mark 7:18-23)

III.MOR.7.13  13. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)

8th Grade

The student will:

III.MOR.8.1  1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

III.MOR.8.2  2. define and give some examples of social sin (CCC 1869)

III.MOR.8.3  3. dramatize and/or demonstrate ways to use the virtues to respond to situations involving personal and/or social sin (CCC 1869)

III.MOR.8.4  4. define the role of conscience and circumstance in moral decision-making

III.MOR.8.5  5. discuss the importance of having an informed conscience (CCC 1783-1785)

III.MOR.8.6  6. identify universal moral truths that are rooted in the natural moral law (CCC 1954-1960)

III.MOR.8.7  7. explain that God’s laws are above human laws (CCC 1950-1953)

III.MOR.8.8  8. evaluate a situation where God’s law is in conflict with human law
III.MOR.8.9  9. recite and analyze the Two Great Commandments (CCC 2055, 2196)

III.MOR.8.10  10. define concupiscence as the inclination to sin that results from the wound of original sin (CCC 2515; CCC Glossary: Concupiscence)

III.MOR.8.11  11. recognize that forgiveness of sins is made possible by the death and resurrection of Jesus Christ (CCC 422)

III.MOR.8.12  12. recognize that God's grace is needed in order to live a moral life

III.MOR.8.13  13. identify that prayer gives access to the grace that helps us to be good

III.MOR.8.14  14. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

III.MOR.8.15  15. explain that the Beatitudes respond to the natural desire for happiness (CCC 1718-1719)

III.MOR.8.16  16. understand that the universal call to holiness is lived out in the context of our vocation and state of life (CCC 2013-2016)

III.MOR.8.17  17. identify the Catechism of the Catholic Church as a resource for further study of moral issues

III.MOR.8.18  18. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.8.19  19. recognize that living a moral life involves ordering one’s passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) toward the good with the help of the Holy Spirit and a formed conscience (CCC 1762-1775, Mark 7:18-23)

III.MOR.8.20  20. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)
Strand: 11. Service/Social Justice/Servant Leadership

“Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me” (Matt 25:40).

Service is essential to a life of discipleship; it helps us to put our faith into action. We are called to do works of mercy in imitation of our Savior, Jesus Christ. God loves and cares for those in need through us, and He blessed us with gifts and talents to benefit others. The Church has a body of teaching on social, economic, political, and cultural matters that guide us in our service and help us approach contemporary issues confronting society. The Church’s social teaching is a rich treasury of wisdom for building a just society and living lives of holiness amidst the challenges of modern times.

The outcomes for kindergarten through second grade begin by helping students recognize that God calls us to demonstrate care for creation and to share our gifts with others. In addition, outcomes in these grades help students identify church leadership roles. In third grade, outcomes help students demonstrate concern for those treated unjustly and identify situations which violate human freedom. The Beatitudes and the spiritual and corporal works of mercy are discussed in fourth grade, and stewardship is defined in the fifth grade. Sixth grade outcomes identify social justice themes in the Old Testament, while in seventh grade, students define the principles of social justice and explore how service and justice themes are present in the Gospels. In eighth grade, outcomes discuss rights and responsibilities and help students apply social justice and service principles to real-world situations.

Catholic social teaching is based on the dignity of human life. These outcomes complement the outcomes in the strand on the Dignity of the Human Person.

**Kindergarten**

*The student will:*

III.SSS.K.1  1. recognize that God calls each of us to share our gifts with others

III.SSS.K.2  2. list ways that we can help others

III.SSS.K.3  3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc.

III.SSS.K.4  4. participate in school, church and/or community service projects

III.SSS.K.5  5. demonstrate care and respect for all of God’s creation

**1st Grade**

*The student will:*

III.SSS.1.1  1. recognize that God calls each of us to share our gifts with others

III.SSS.1.2  2. list ways that we can help others
11. Service/Social Justice/Servant Leadership

III.SSS.1.3  3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc. (GDC 231, 232; Lumen Gentium 41)

III.SSS.1.4  4. participate in school, church and/or community service projects

III.SSS.1.5  5. demonstrate care and respect for all of God’s creation

2nd Grade

The student will:

III.SSS.2.1  1. define stewardship as gratefully sharing gifts of time, talent and treasure

III.SSS.2.2  2. recognize that God calls us to share our gifts with others

III.SSS.2.3  3. list ways that he/she serves at home, in school, on the playground, in the parish, in the community, etc.

III.SSS.2.4  4. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Cardinal, Archbishop/Bishop, etc.

III.SSS.2.5  5. demonstrate an attitude of respect and reverence for one’s background and toward people of different cultural and economic backgrounds

III.SSS.2.6  6. participate in school, church and/or community service projects

III.SSS.2.7  7. demonstrate care and respect for all of God’s creation

3rd Grade

The student will:

III.SSS.3.1  1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.3.2  2. identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and the less abled

III.SSS.3.3  3. identify actions, situations, behaviors, and attitudes which are not Christian and/or which violate human freedom

III.SSS.3.4  4. demonstrate care and respect for all of God’s creation by responsible use of the Earth’s resources

III.SSS.3.5  5. explain ways of being stewards who gratefully share gifts of time, talent and treasure

III.SSS.3.6  6. participate in school, church, and community service projects
11. Service/Social Justice/Servant Leadership

**4th Grade**

*The student will:

III.SSS.4.1 1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.4.2 2. demonstrate ways to apply the Beatitudes to every day life

III.SSS.4.3 3. demonstrate ways to apply the spiritual and corporal works of mercy (CCC 2447; CCC Glossary: Works of Mercy)

III.SSS.4.4 4. participate in school, church, and community service projects

**5th Grade**

*The student will:

III.SSS.5.1 1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.5.2 2. define stewardship as giving of oneself to care for self, world, and others as an integral part of Christian living

III.SSS.5.3 3. discuss how the sacraments empower us to serve others

III.SSS.5.4 4. participate in school, church, and community service projects

III.SSS.5.5 6. identify saints that lived the spiritual and corporal works of mercy (CCC 2447)

**6th Grade**

*The student will:

III.SSS.6.1 1. define God’s call to leadership as a call to service for the community

III.SSS.6.2 2. study the leadership roles of the Old Testament prophets including their attitude toward the poor, the disadvantaged, immigrants, and the needs of the community

III.SSS.6.3 3. identify Old Testament ideas of tithing and Jubilee debt forgiveness (i.e., Lev 25:8-22)

III.SSS.6.4 4. tell about the lives of modern day witnesses and their service to society

III.SSS.6.5 5. help design, organize, and participate in a student-directed service project

**7th Grade**

*The student will:

III.SSS.7.1 1. select some Gospel passages in which Jesus demonstrated a life of service to others
11. Service/Social Justice/Servant Leadership

III.SSS.7.2 2. discuss how gospel values are the foundation of social, economic, and political choices

III.SSS.7.3 3. create suggestions for peaceful alternatives and solutions for poverty, violence, oppression, etc. which rob persons of their human dignity

III.SSS.7.4 4. identify and discuss how every human right has a corresponding responsibility using examples

III.SSS.7.5 5. identify the principles of social justice (CCC 2419-2425)

III.SSS.7.6 6. take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)

III.SSS.7.7 7. help design, organize, and participate in a student-directed service project

III.SSS.7.8 8. identify saints who modeled social justice principles

III.SSS.7.9 9. identify and describe lay ministerial roles and their service to the Church

8th Grade

The student will:

III.SSS.8.1 1. assess how Catholic values help us make social, economic, and political choices

III.SSS.8.2 2. create suggestions for peaceful alternatives and solutions for racism, poverty, violence, oppression, etc. which rob persons of their human dignity

III.SSS.8.3 3. identify and discuss how every human right has a corresponding responsibility using examples

III.SSS.8.4 4. explain the principles of social justice (CCC 2419-2421,1928,1931)

III.SSS.8.5 5. relate the spiritual and corporal works of mercy to works of social justice (CCC 2447)

III.SSS.8.6 6. take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)

III.SSS.8.7 7. help design, organize, and participate in a student-directed service project

III.SSS.8.8 8. retell the life of a saint who modeled social justice

III.SSS.8.9 9. identify and describe lay ministerial roles and their service to the Church

III.SSS.8.10 10. explain how the family as the basic cell of society has rights and duties (CCC 2214-2233)
Pillar IV Christian Prayer

Strand: 12. Prayer

“For me, prayer is a surge of the heart; it is a simple look turned toward heaven, it is a cry of recognition and of love, embracing both trial and joy” (St. Therese of Lisieux).

Prayer is talking and listening to God. The outcomes in this strand are like the spokes of an umbrella that uphold and give shape to the rest of the curriculum. Without prayer, the other topics have little meaning. However, through prayer, the Holy Spirit will help students see how all the strands come together to work in and through their lives.

Prayer is vital for a student’s personal relationship with Christ. In the lower grades, the outcomes lay a foundation for a life of prayer by helping students understand what prayer is and know how to talk and listen to God through traditional prayers, spontaneous prayer, and meditation. (While there is some repetition of outcomes from grade to grade, it is assumed that once a student learns a particular prayer or devotion, it will become a part of his/her life from that point forward.) In second grade, students will expand their repertoire of traditional prayers, explore different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise) and explore the origin and meaning of the Our Father in Sacred Scripture. Beginning in the third grade, students are introduced to various devotions. In the fifth grade, students learn the appropriate disposition for prayer, how to practice lectio divina with Sacred Scripture, and explore appropriate customs, gestures and postures for prayer. Lectio divina as an outcome continues through the eighth grade. In the sixth grade, students explore prayer in the Old Testament, experience different forms of music as prayer, as well as discuss the importance of persisting in prayer. Students will explore prayer in the New Testament in seventh grade. In the eighth grade, all these themes are recapitulated and presented to the students at a deeper level.

The Catholic Church has a long and rich tradition of prayer. The Church has a certain language for prayer, various expressions of prayer, and a rhythm for prayer throughout the liturgical year. These outcomes aim to help the student appreciate the richness and depth of this tradition, as well as cultivate and personal prayer life in order to grow daily as a disciple of Christ.

Kindergarten

**The student will:**

IV.PRA.K.1 1. define prayer as talking to and listening to God

IV.PRA.K.2 2. listen to God in meditation (CCC 2705 -2708)

IV.PRA.K.3 3. recite traditional prayers in a group:

IV.PRA.K.3a  a) Sign of the Cross

IV.PRA.K.3b  b) Meal time prayers
12. Prayer

| IV.PRA.K.3c | c) Our Father |
| IV.PRA.K.3d | d) Hail Mary |
| IV.PRA.K.3e | e) Glory Be |
| IV.PRA.K.3f | f) Guardian Angel Prayer |
| IV.PRA.K.4  | 4. identify appropriate times for prayer (morning, before bed, meal time, etc.) |
| IV.PRA.K.5  | 5. demonstrate spontaneous prayer |
| IV.PRA.K.6  | 6. identify and pray the rosary as a public or private prayer |
| IV.PRA.K.7  | 7. genuflect in the presence of the Blessed Sacrament |
| IV.PRA.K.8  | 8. participate in Praise and Worship |

1st Grade

The student will:

| IV.PRA.1.1 | 1. define prayer as talking to and listening to God |
| IV.PRA.1.2 | 2. listen to God in meditation (CCC 2705 - 2708) |
| IV.PRA.1.3 | 3. recite traditional prayers independently: |
| IV.PRA.1.3a | a) Sign of the Cross |
| IV.PRA.1.3b | b) Meal time prayers |
| IV.PRA.1.3c | c) Our Father |
| IV.PRA.1.3d | d) Hail Mary |
| IV.PRA.1.3e | e) Glory Be |
| IV.PRA.1.3f | f) Guardian Angel Prayer |
| IV.PRA.1.4 | 4. identify appropriate times for prayer (morning, before bed, meal time, etc.) |
| IV.PRA.1.5 | 5. demonstrate spontaneous prayer |
| IV.PRA.1.6 | 6. identify the rosary as a public or private prayer |
12. Prayer

2nd Grade

The student will:

IV.PRA.2.1  1. define prayer as talking and listening to God

IV.PRA.2.2  2. listen to God in meditation on Sacred Scripture and other prayer resources (CCC 2705 - 2708)

IV.PRA.2.3  3. identify the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise) (CCC 2626-2643)

IV.PRA.2.4  4. review traditional prayers learned in first grade (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)

IV.PRA.2.5  5. understand the origin and meaning of the Our Father (CCC 2765-2766, Matt 6:7-21, Luke 11:1-4)

IV.PRA.2.6  6. recite the Act of Contrition and the Morning Offering

IV.PRA.2.7  7. identify appropriate times for prayer (morning, before bed, meal time, etc.)

IV.PRA.2.8  8. demonstrate spontaneous prayer

IV.PRA.2.9  9. participate in praying the rosary

IV.PRA.2.10  10. genuflect in the presence of the Blessed Sacrament

IV.PRA.2.11  11. spend time with Jesus in Eucharistic Adoration

IV.PRA.2.12  12. participate in Praise & Worship

3rd Grade

The student will:

IV.PRA.3.1  1. distinguish between memorized prayers and spontaneous prayer

IV.PRA.3.2  2. participate in traditional Marian devotions, e.g., May Crowning

IV.PRA.3.3  3. recite the rosary

AOD Religion Curriculum - K-8 by Strand
12. Prayer

IV.PRA.3.4  4. review prayer as conversation with God (CCC 2559-2561)
IV.PRA.3.5  5. participate in meditative prayer (CCC 2705 - 2708)
IV.PRA.3.6  6. define and demonstrate the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise, CCC 2626-2643)
IV.PRA.3.7  7. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction
IV.PRA.3.8  8. memorize and recite the Apostles' Creed
IV.PRA.3.9  9. memorize the Hail Holy Queen
IV.PRA.3.10 10. participate in Praise and Worship
IV.PRA.3.11 11. demonstrate appropriate gestures and postures in various liturgical situations (e.g., when to genuflect, bow, kneel) and why we do them

4th Grade

The student will:

IV.PRA.4.1  1. recite common prayers of the Catholic Church (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)
IV.PRA.4.2  2. analyze the meaning of common prayers
IV.PRA.4.3  3. compose original prayers
IV.PRA.4.4  4. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)
IV.PRA.4.5  5. discuss prayer as talking to and listening to God
IV.PRA.4.6  6. participate in meditative prayer (CCC 2705 - 2708)
IV.PRA.4.7  7. compare and contrast the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise) (CCC 2626-2643)
IV.PRA.4.8  8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction
IV.PRA.4.9  9. demonstrate appropriate disposition for prayer (Matt 6:5-8; Luke 18:1-14)
12. Prayer

IV.PRA.4.10  10. memorize and recite the Nicene Creed


IV.PRA.4.12  12. create a plan of personal daily prayer

IV.PRA.4.13  13. experience various forms of music as prayer (e.g., Praise and Worship, Gregorian chant, Taize prayer)

5th Grade

The student will:

IV.PRA.5.1  1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, etc.)

IV.PRA.5.2  2. analyze the meaning of the common prayers

IV.PRA.5.3  3. compose original prayers

IV.PRA.5.4  4. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

IV.PRA.5.5  5. recite the Mysteries of the Rosary from memory

IV.PRA.5.6  6. practice lectio divina with the Sacred Scriptures

IV.PRA.5.7  7. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons)

IV.PRA.5.8  8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

IV.PRA.5.9  9. demonstrate appropriate disposition for prayer (Matt 6:5-8; Luke 18:1-14)

IV.PRA.5.10 10. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bowing, kneeling, processions)

IV.PRA.5.11 11. create a plan of personal daily prayer

IV.PRA.5.12 12. experience various forms of music as prayer (e.g., Praise & Worship, Gregorian chant, Taize prayer)
6th Grade

The student will:

IV.PRA.6.1 1. recite common prayers of the Catholic Church (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)

IV.PRA.6.2 2. identify the Psalms as a collection of hymns or poetry collected over several centuries and used as the public prayer of the Church (CCC 2585-2586)

IV.PRA.6.3 3. list the categories of Psalms (CCC 2588)

IV.PRA.6.4 4. identify occasions when the Catholic Church uses the Psalms (e.g., at Mass, in the Liturgy of the Hours)

IV.PRA.6.5 5. pray using the different categories of Psalms

IV.PRA.6.6 6. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

IV.PRA.6.7 7. discuss the role of persistence in prayer to overcome difficulties (Luke 18:1-8, CCC 2742)

IV.PRA.6.8 8. identify “Hear O Israel” as an important Hebrew prayer called the shema describing how it is used in Jewish life and how it applies to Christians (Deuteronomy 6:4-9)

IV.PRA.6.9 9. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

IV.PRA.6.10 10. practice lectio divina with the Sacred Scriptures

IV.PRA.6.11 11. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons)

IV.PRA.6.12 12. understand appropriate disposition for prayer (being quiet and still, openness to hear God, having a humble heart, etc.) (Matt 6:5-8; Luke 18:1-14)

IV.PRA.6.13 13. pray for openness and generous response to God’s call in each of their lives

IV.PRA.6.14 14. experience various forms of music as prayer (e.g. Praise and Worship, Gregorian chant, Taize prayer, Handel’s Messiah)

7th Grade

The student will:

AOD Religion Curriculum - K-8 by Strand
12. Prayer

**IV.PRA.7.1**
1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)

**IV.PRA.7.2**
2. identify some familiar prayers of New Testament figures (e.g., Magnificat of Mary, Canticles of Zachariah, Simeon, and Anna in the Gospel of Luke, etc.)

**IV.PRA.7.3**
3. identify Scripture passages that demonstrate the importance of prayer (Ps 102:17; Ps 145:18; Matt 5:44; Matt 7:7-8; Matt 26:42; Rom 8:26; Eph 6:18; Phil 4:6; James 5:13)

**IV.PRA.7.4**
4. analyze the seven petitions of the Our Father (CCC 2803-2806)

**IV.PRA.7.5**
5. discuss the effectiveness of prayer in working toward peace and justice

**IV.PRA.7.6**
6. pray for openness and generous response to God’s call in each of their lives

**IV.PRA.7.7**
7. discuss the effectiveness of prayer in deepening one’s relationship with Jesus

**IV.PRA.7.8**
8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

**IV.PRA.7.9**
9. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

**IV.PRA.7.10**
10. practice lectio divina with the Sacred Scriptures

**IV.PRA.7.11**
11. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons)

**IV.PRA.7.12**
12. demonstrate appropriate reverence during prayer

**IV.PRA.7.13**
13. experience various forms of music as prayer (e.g., Praise & Worship, Gregorian chant, Taize prayer, Handel’s Messiah, contemporary Christian music)

**IV.PRA.7.14**
14. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bow, kneel, process)

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**8th Grade**

**The student will:**

**IV.PRA.8.1**
1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, etc.)
2. discuss the effectiveness of prayer in deepening one's relationship with Jesus

3. pray for openness and generous response to God’s call in their lives

4. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

5. practice lectio divina with the Sacred Scriptures

6. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

7. demonstrate different types of prayer (e.g., journaling, drawing, song, praying with icons and sacred art, praise dance, dramatic expression, etc.)

8. demonstrate appropriate reverence during prayer

9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bow, kneel, process)

10. experience various forms of music as prayer (e.g., Praise and Worship, Gregorian chant, Taize prayer, Handel's Messiah, contemporary Christian music)

11. discuss and experience praying portions of the Liturgy of the Hours
Kindergarten

**The Great Commission**

**Strand: 1. Evangelization and Missionary Discipleship**

*The student will:*

- G.EMD.K.1 1. recognize that God knows and loves him/her personally (Ps 139, Isa 43:1-4, Jer 1:5)
- G.EMD.K.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)
- G.EMD.K.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)
- G.EMD.K.4 4. recognize that they can be very close to Jesus (Ps 145:18, John 10:27-28, James 4:8a)
- G.EMD.K.5 5. discuss that making good choices helps them to live in friendship with God and one another (John 15:10)

**Pillar I The Profession of Faith**

**Strand: 2. Sacred Scripture**

*The student will:*

- I.SAS.K.1 1. hold the Bible with reverence
- I.SAS.K.2 2. listen to narratives from the Bible with reverence
- I.SAS.K.2a 2a) Creation, Adam & Eve (Gen 1-3)
- I.SAS.K.3 3. discuss the Bible as God’s Word
- I.SAS.K.4 4. identify God as the creator of all things
- I.SAS.K.5 5. recognize Jesus as the Son of God
- I.SAS.K.6 6. list some examples of God’s creation
- I.SAS.K.7 7. list some ways they experience God’s love
- I.SAS.K.8 8. treat God’s creation with respect and responsibility
- I.SAS.K.9 9. identify the Holy Family as Jesus, Mary as His Mother, and Joseph as His earthly father
- I.SAS.K.10 10. tell how Bible stories help us to see God at work in our lives
Strand: 3. Church History

The student will:

I.CHH.K.1 1. identify a saint as a holy person
I.CHH.K.2 2. listen to simple stories of the saints' lives
I.CHH.K.3 3. list some good things that saints do in their lives

Strand: 4. Doctrine

The student will:

I.DOC.K.1 1. recognize that there is one God (Deut 4:35)
I.DOC.K.2 2. identify the three persons of the Holy Trinity (CCC 261)
I.DOC.K.3 3. recognize heaven as living with God forever

Pillar II The Celebration of the Christian Mystery

Strand: 5. Liturgy

The student will:

II.LIT.K.1 1. attend school and parish liturgies
II.LIT.K.2 2. participate at Mass in an age appropriate manner
II.LIT.K.3 3. recognize that Jesus is present at Mass in a special way
II.LIT.K.4 4. participate in seasonal liturgical activities
II.LIT.K.5 5. tour the parish church
II.LIT.K.6 6. demonstrate reverent behavior in church
II.LIT.K.7 7. identify the liturgical seasons of Advent, Christmas, Lent, Easter

Strand: 6. Sacraments

The student will:

II.SAC.K.1 1. define sacrament as an opportunity to meet Jesus and grow in our relationship with Him (CCC 1129)
II.SAC.K.2 2. define Baptism as a sacrament (CCC 1131, 1213-1216)
II.SAC.K.3 3. recognize that they become a member of the Christian community through the liturgical celebration of Baptism (CCC 1267-1270)
II.SAC.K.4 4. identify Baptism as the moment when they become a child of God (CCC 1996-1997, 2782)
II.SAC.K.5 5. identify water as a sign of God’s life and an important part of Baptism (CCC 1238,1278)
II.SAC.K.6 6. discuss other symbols and signs of Baptism (i.e. light, oil, white garment) (CCC 1234-1245)
Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.K.1  1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)
III.DHP.K.2  2. recognize that each person is special (CCC 1703)
III.DHP.K.3  3. identify ways that people show they care for each other (Phil 2:1-4)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.K.1  1. identify family members and their roles
III.FHS.K.2  2. identify members of the Holy Family and recognize them as models for our families
III.FHS.K.3  3. recognize that we learn about God from the people who love us
III.FHS.K.4  4. recognize that we are all brothers and sisters in God’s family (CCC 2232, 2233)
III.FHS.K.5  5. demonstrate respect for the personal space of others
III.FHS.K.6  6. discuss appropriate versus inappropriate touching

Strand: 9. Community

The student will:

III.COM.K.1  1. identify that the community of God includes our families, the class, the church, and the outside community
III.COM.K.2  2. recognize and identify the priests at the parish
III.COM.K.3  3. begin to demonstrate care and concern for classmates
III.COM.K.4  4. give examples of appropriate behavior in community (i.e. being welcoming, etc.)
III.COM.K.5  5. describe the Church as a praying and worshiping community

Strand: 10. Morality

The student will:

III.MOR.K.1  1. understand that we obey God because He loves us and we love Him (CCC 1709)
III.MOR.K.2  2. discuss the difference between right and wrong
III.MOR.K.3  3. affirm that God gives us the freedom to make right choices
III.MOR.K.4  4. discuss obedience to parents, teachers and other legitimate authorities
III.MOR.K.5  5. understand that God gives us laws to follow, the Ten Commandments (CCC Glossary: Commandments)
III.MOR.K.6  6. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

III.SSS.K.1  1. recognize that God calls each of us to share our gifts with others
III.SSS.K.2  2. list ways that we can help others
III.SSS.K.3  3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc.
III.SSS.K.4  4. participate in school, church and/or community service projects
III.SSS.K.5  5. demonstrate care and respect for all of God’s creation

Pillar IV  Christian Prayer

Strand: 12. Prayer

The student will:

IV.PRA.K.1  1. define prayer as talking to and listening to God
IV.PRA.K.2  2. listen to God in meditation (CCC 2705 -2708)
IV.PRA.K.3  3. recite traditional prayers in a group:
  IV.PRA.K.3a  a) Sign of the Cross
  IV.PRA.K.3b  b) Meal time prayers
  IV.PRA.K.3c  c) Our Father
  IV.PRA.K.3d  d) Hail Mary
  IV.PRA.K.3e  e) Glory Be
  IV.PRA.K.3f  f) Guardian Angel Prayer
IV.PRA.K.4  4. identify appropriate times for prayer (morning, before bed, meal time, etc.)
IV.PRA.K.5  5. demonstrate spontaneous prayer
IV.PRA.K.6  6. identify and pray the rosary as a public or private prayer
IV.PRA.K.7  7. genuflect in the presence of the Blessed Sacrament
IV.PRA.K.8  8. participate in Praise and Worship
1st Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

G.EMD.1.1 1. recognize that God knows and loves him/her personally (Ps 139, Isa 43:1-4, Jer 1:5)
G.EMD.1.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)
G.EMD.1.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)
G.EMD.1.4 4. recognize that through daily prayer and growing in virtue they can be very close to Jesus (Phil 4:4-9)
G.EMD.1.5 5. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)
G.EMD.1.6 6. recognize that God wants each one of them to tell people about Jesus (Matt 28:19-20)

Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

The student will:

I.SAS.1.1 1. retell Bible narratives about
I.SAS.1.1a 1a) Creation (Gen 1:1 - 2:8)
I.SAS.1.1b 1b) Noah (Gen 6:5 - 9:17)
I.SAS.1.1c 1c) Annunciation (Luke 1:26-38)
I.SAS.1.1d 1d) Birth of Jesus (Matt 1:18-25; Luke 2:1-20)
I.SAS.1.1g 1g) Jesus and the little children (Matt 19:13-15; Mark 10:13-16)
I.SAS.1.1h 1h) Good Samaritan (Luke 10:29-37) and other parables
I.SAS.1.2 2. identify the readings at Mass as Bible passages
I.SAS.1.3 3. demonstrate reverence for the Bible as the Word of God
I.SAS.1.4 4. celebrate Mary as chosen by God to be the Mother of Jesus
I.SAS.1.5 5. tell how Bible stories help us to see God at work in our lives
Strand: 3. Church History

The student will:

I.CHH.1.1  1. listen to and retell simple stories of the saints’ lives
I.CHH.1.2  2. discuss Mary as chosen by God (CCC 721-723)
I.CHH.1.3  3. discuss Joseph as the husband of Mary
I.CHH.1.4  4. identify his or her patron saint

Strand: 4. Doctrine

The student will:

I.DOC.1.1  1. identify the three persons of the Holy Trinity as the Father, Son and Holy Spirit (CCC 261)
I.DOC.1.2  2. recognize that God, the Father, is the Creator of all things (Gen 1, CCC 279)
I.DOC.1.3  3. identify Jesus as the Son of God (Matt 3:17, CCC 240, CCC 2780)
I.DOC.1.4  4. identify the Holy Spirit as the third person of the Trinity (John 15:26-27, CCC 243)
I.DOC.1.5  5. identify Mary as the Mother of God (Luke 1:26-35, CCC 509)
I.DOC.1.6  6. define the Catholic Church as a family of believers under the Lordship of Jesus Christ, our head (Eph 1:22, CCC 789)
I.DOC.1.7  7. recite the two Great Commandments: Love God and love your neighbor as yourself (Matt 22:36-40)
I.DOC.1.8  8. know that God wants us to be happy with Him forever in heaven
I.DOC.1.9  9. define sin as saying "no" to God’s law in thought, word, deed, or omission
I.DOC.1.10 10. recognize that sin separates us from God (CCC 1487, Isa 59:2, Rom 6:23)
I.DOC.1.11 11. recognize God is merciful and forgives sins

Pillar II  The Celebration of the Christian Mystery

Strand: 5. Liturgy

The student will:

II.LIT.1.1  1. participate at Mass in an age appropriate manner
II.LIT.1.2  2. recognize that Jesus is present at Mass in a special way through the Liturgy of the Word and the Liturgy of the Eucharist (CCC 1088)
II.LIT.1.3  3. participate in seasonal liturgical activities (e.g., Stations of the Cross, May Crowning, etc.)
II.LIT.1.4  4. demonstrate reverent behavior in church
II.LIT.1.5  5. tour the church and identify important parts of the sanctuary (e.g., altar, tabernacle, sanctuary lamp, baptismal font, crucifix, ambo/lectern, holy oils, etc.) (CCC 1179-1186)
Strand: 6. Sacraments

The student will:

II.SAC.1.1  1. define grace as a special gift of God's presence and help (CCC 1996-2005)
II.SAC.1.2  2. define sacrament as an outward sign instituted by Christ to give grace (CCC 1131)
II.SAC.1.3  3. identify that Jesus gave us the sacraments as a way to celebrate and remember God’s love for us (CCC 1114-1118)
II.SAC.1.4  4. explain that the sacrament of Baptism is the liturgical event at which we are welcomed into the Christian community as followers of Jesus (Acts 10:44-49; 11:26, CCC 1267-1270)
II.SAC.1.5  5. state that God takes away sin in Baptism (CCC 977, 1213, 1226)
II.SAC.1.6  6. identify water as a physical sign of Baptism (CCC 1238, 1278)
II.SAC.1.7  7. recognize that Jesus is present in the Eucharist (CCC 1088)

Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.1.  1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)
III.DHP.1.  2. explore and celebrate friendships (John 15:12-13)
III.DHP.1.  3. recognize that our behavior affects others

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.1.1  1. identify the members of their extended family
III.FHS.1.2  2. recognize that we are all brothers and sisters in God’s family (CCC 2232, 2233)
III.FHS.1.3  3. demonstrate a respect for the personal space of others
III.FHS.1.4  4. tell how families pray together (CCC 2205)
III.FHS.1.5  5. identify members of the Holy Family - Jesus, Mary, and Joseph - and recognize them as models for our families
III.FHS.1.6  6. discuss appropriate versus inappropriate touching

Strand: 9. Community

The student will:

III.COM.1.1  1. identify that the community of God includes our families, the class, the church, and the outside community
III.COM.1.2  2. recognize and identify the priests at the parish
3. demonstrate care and concern for classmates
4. give examples of appropriate behavior in community (i.e. being welcoming)
5. describe the Church as a praying and worshiping community

**Strand: 10. Morality**

The student will:

- **III.MOR.1.1** 1. understand that we obey God because He loves us and we love Him (CCC 1709)
- **III.MOR.1.2** 2. recognize that their behavior affects their relationship with God
- **III.MOR.1.3** 3. discuss the difference between right and wrong
- **III.MOR.1.4** 4. discuss respect for parents, teachers and other legitimate authorities
- **III.MOR.1.5** 5. discuss that sin is disobeying God
- **III.MOR.1.6** 6. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

**Strand: 11. Service/Social Justice/Servant Leadership**

The student will:

- **III.SSS.1.1** 1. recognize that God calls each of us to share our gifts with others
- **III.SSS.1.2** 2. list ways that we can help others
- **III.SSS.1.3** 3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc. (GDC 231, 232; Lumen Gentium 41)
- **III.SSS.1.4** 4. participate in school, church and/or community service projects
- **III.SSS.1.5** 5. demonstrate care and respect for all of God’s creation

**Pillar IV Christian Prayer**

**Strand: 12. Prayer**

The student will:

- **IV.PRA.1.1** 1. define prayer as talking to and listening to God
- **IV.PRA.1.2** 2. listen to God in meditation (CCC 2705 - 2708)
- **IV.PRA.1.3** 3. recite traditional prayers independently:
  - **IV.PRA.1.3a** a) Sign of the Cross
  - **IV.PRA.1.3b** b) Meal time prayers
  - **IV.PRA.1.3c** c) Our Father
  - **IV.PRA.1.3d** d) Hail Mary
e) Glory Be
f) Guardian Angel Prayer

4. identify appropriate times for prayer (morning, before bed, meal time, etc.)

5. demonstrate spontaneous prayer

6. identify the rosary as a public or private prayer

7. share reasons why people pray (CCC 2743-2744)

8. genuflect in the presence of the Blessed Sacrament

9. participate in Praise and Worship
2nd Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

G.EMD.2.1 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.2.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.2.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.2.4 4. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

G.EMD.2.5 5. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.2.6 6. recognize that Jesus is alive today and they can encounter Him in a special way in the sacraments of Reconciliation and Eucharist (John 20:19-23, John 6:53-57)

G.EMD.2.7 7. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)


G.EMD.2.9 9. tell how he or she has experienced Jesus in each of their lives

G.EMD.2.10 10. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

Pillar I   The Profession of Faith

Strand: 2. Sacred Scripture

The student will:

I.SAS.2.1 1. retell the Bible narrative of the fall of man (Gen 3:1-24) and Bible stories that focus on reconciliation through God's mercy and forgiveness: Jesus forgives those who kill Him (Luke 23:33-34); Story of the Prodigal Son (Luke 15:11-32); Parable of Unforgiving Servant (Matt 18:21-35)


I.SAS.2.3 3. identify the readings at Mass as Sacred Scripture

I.SAS.2.4 4. identify that there are two main sections of the Bible: the Old Testament and New Testament

I.SAS.2.5 5. demonstrate reverence and respect for the Bible as the Word of God
6. understand that God speaks to us through the Bible stories and they are used for personal prayer

Strand: **3. Church History**

_The student will:_

I.CHH.2.1 1. listen to, read, and/or retell simple stories of the lives of the saints, especially saints that have a strong devotion to the Eucharist and Reconciliation, his/her patron saint, and the patron saint or special event connected to the name of the parish

Strand: **4. Doctrine**

_The student will:_

I.DOC.2.1 1. identify the role Mary plays in the faith life of the church (CCC 963-965)
I.DOC.2.2 2. define the Catholic Church as a family of believers under the Lordship of Jesus Christ, our head (Eph 1:22, CCC 789)
I.DOC.2.3 3. identify the Ten Commandments as the laws God gave to Moses for all people (Exod 20:1-17)
I.DOC.2.4 4. explain the Two Great Commandments: Love God and love your neighbor as yourself (Matt 22:36-40)
I.DOC.2.5 5. identify that the human person has a body and a spiritual immortal soul (Gen 1:27; Gen 2:7)
I.DOC.2.6 6. define grace as a free undeserved help God gives us to become His children (CCC 1996)
I.DOC.2.7 7. identify grace as the source of our strength
I.DOC.2.8 8. define sin as choosing to disobey God’s law in thought, word, deed, or omission
I.DOC.2.9 9. identify, compare and contrast types of sin: Original sin, venial sin and mortal sin (CCC 417-418, CCC 1854-1863)
I.DOC.2.10 10. tell that the sacrament of Reconciliation (Penance/Confession) restores our friendship with God and the community (CCC 980 and 1468)
I.DOC.2.11 11. tell that we receive the Body and Blood of Jesus, under the appearance of bread and wine, in the sacrament of the Eucharist
I.DOC.2.12 12. understand that our salvation is accomplished by Jesus’ death and resurrection (CCC 778)

**Pillar II**  **The Celebration of the Christian Mystery**

**Strand: 5. Liturgy**

_The student will:_

II.LIT.2.1 1. demonstrate reverent behavior in church
II.LIT.2.2 2. plan and participate more actively in the Mass
II.LIT.2.3 3. understand that Catholic Christians celebrate Sunday Mass (or Saturday vigil) to worship God and receive Jesus in the Word and Eucharist (CCC 1166-1167)
II.LIT.2.4 4. identify and understand the two parts of the liturgy of the Mass: the Liturgy of the Word (CCC 1349, 1154) and the Liturgy of the Eucharist (CCC 1356-1372)

II.LIT.2.5 5. recognize that Jesus is present at Mass in the Scriptures, the person of the priest, in the community gathered to worship, and in the Eucharist (CCC 1088)

II.LIT.2.6 6. participate in other liturgical activities (e.g., Penance Services, Stations of the Cross, May Crowning, Living Rosary, etc.)

II.LIT.2.7 7. distinguish differences between the Holy Sacrifice of the Mass and other liturgical celebrations

II.LIT.2.8 8. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bow, kneel, process)

Strand: 6. Sacraments

The student will:

II.SAC.2.1 1. define sacrament as an outward sign instituted by Christ to give grace (CCC 1131)

II.SAC.2.2 2. identify the seven sacraments (CCC 1113, 1210-1211)

II.SAC.2.3 3. discuss some of the names for the sacrament of Reconciliation (CCC 1423, 1424)

II.SAC.2.4 4. discuss some of the names for the sacrament of Eucharist (CCC 1328-1332)

II.SAC.2.5 5. identify the sacrament of Baptism as the liturgical event at which we are welcomed into the Christian community as followers of Jesus (Acts 10:44-49; 11:26, CCC 1267-1270)

II.SAC.2.6 6. tell that God takes away original sin in Baptism and gives us his gift of grace (CCC 405,1250)

II.SAC.2.7 7. identify signs and symbols of Baptism, Reconciliation, and Eucharist (CCC 1234-1245; CCC 1450-1460,1480; CCC 1333, 1412)

II.SAC.2.8 8. explain that through the priest Jesus forgives our sins in the sacrament of Reconciliation (CCC 1441-1442, 1461-1467)

II.SAC.2.9 9. demonstrate the procedure for celebrating the sacrament of Reconciliation, including an examination of conscience, the dialogue with the priest, reciting an Act of Contrition, and performing the Penance given by the priest

II.SAC.2.10 10. explain that the bread and wine become the Body and Blood of Christ at the consecration at Mass (CCC 1376, 1413)

II.SAC.2.11 11. explain that the Eucharist was given to us at the Last Supper by Jesus (CCC 1337-1340)

II.SAC.2.12 12. demonstrate the procedure for receiving Holy Communion

II.SAC.2.13 13. identify the chalice, paten, cruets and tabernacle

Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:
III.DHP.2.1  1. recognize that all people are made in the image and likeness of God (Gen 1:26; CCC 1702)

III.DHP.2.2  2. explain that decisions have consequences that affect others (Gen 3; CCC 1844, 1849)

III.DHP.2.3  3. imitate Jesus by forgiving others (Luke 7:36-50; CCC 2842-2845)

III.DHP.2.4  4. discuss that we can accept God's mercy and try again when we sin (Luke 15:1-7, 15:11-32)

III.DHP.2.5  5. discuss what it takes to be a friend and have a friend (John 15:13; I John 3:18; CCC 1829)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.2.1  1. tell how families can work together (CCC 2203-2208)

III.FHS.2.2  2. discuss ways each of us can contribute to good family relationships

III.FHS.2.3  3. discuss appropriate versus inappropriate touching

III.FHS.2.4  4. demonstrate respect for the personal space of others

III.FHS.2.5  5. tell how families pray and worship together (Exod 31:12-17, CCC 2205, 2659-2660, 2685, 2691)

III.FHS.2.6  6. identify members of the Holy Family - Jesus, Mary, and Joseph - and recognize them as models for our families

Strand: 9. Community

The student will:

III.COM.2.1  1. identify that the community of God includes our families, the class, the parish, the outside community

III.COM.2.2  2. identify the priests and deacons at the parish, as well as the local bishop, archbishop, and pope

III.COM.2.3  3. describe the Church as a praying and worshiping community (CCC 751-752, 2179)

III.COM.2.4  4. describe how baptism, participation in Mass and prayer unites us into the Body of Christ

III.COM.2.5  5. compare loving choices to selfish choices in community

Strand: 10. Morality

The student will:

III.MOR.2.1  1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.2.2  2. recognize a human has a body and a spiritual immortal soul (CCC 1703)

III.MOR.2.3  3. recognize that their behavior affects their relationship with God and with others

III.MOR.2.4  4. discuss that original sin entered the world through Adam and Eve (Gen 3; CCC 404)

III.MOR.2.5  5. define sin as choosing to disobey God's law in thought, word, deed or omission (CCC Glossary: Sin)
III.MOR.2.6  6. discuss respect for parents, teachers and other legitimate authorities
III.MOR.2.7  7. role play loving and selfish choices in real life situations (e.g., with peers, family, neighbors)
III.MOR.2.8  8. identify the source of our strength to do the right thing as grace (CCC 2003)
III.MOR.2.9  9. define grace as the free, undeserved help God gives us to become His children (CCC 1996)
III.MOR.2.10 10. identify conscience as God's gift to help us know what is right and wrong (CCC 1776-1802)
III.MOR.2.11 11. develop the practice of examination of conscience using the two great commandments: love of God and love of neighbor (CCC Glossary: Examination of Conscience)
III.MOR.2.12 12. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project
III.MOR.2.13 13. understand that the devil tries to turn us away from God (CCC 381-395, Matt 4:1-11)

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

III.SSS.2.1  1. define stewardship as gratefully sharing gifts of time, talent and treasure
III.SSS.2.2  2. recognize that God calls us to share our gifts with others
III.SSS.2.3  3. list ways that he/she serves at home, in school, on the playground, in the parish, in the community, etc.
III.SSS.2.4  4. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Cardinal, Archbishop/Bishop, etc.
III.SSS.2.5  5. demonstrate an attitude of respect and reverence for one’s background and toward people of different cultural and economic backgrounds
III.SSS.2.6  6. participate in school, church and/or community service projects
III.SSS.2.7  7. demonstrate care and respect for all of God’s creation

Pillar IV  Christian Prayer

Strand: 12. Prayer

The student will:

IV.PRA.2.1  1. define prayer as talking and listening to God
IV.PRA.2.2  2. listen to God in meditation on Sacred Scripture and other prayer resources (CCC 2705 - 2708)
IV.PRA.2.3  3. identify the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise) (CCC 2626-2643)
IV.PRA.2.4  4. review traditional prayers learned in first grade (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)
IV.PRA.2.5  5. understand the origin and meaning of the Our Father (CCC 2765-2766, Matt 6:7-21, Luke 11:1-4)
| IV.PRA.2.6 | 6. recite the Act of Contrition and the Morning Offering |
| IV.PRA.2.7 | 7. identify appropriate times for prayer (morning, before bed, meal time, etc.) |
| IV.PRA.2.8 | 8. demonstrate spontaneous prayer |
| IV.PRA.2.9 | 9. participate in praying the rosary |
| IV.PRA.2.10 | 10. genuflect in the presence of the Blessed Sacrament |
| IV.PRA.2.11 | 11. spend time with Jesus in Eucharistic Adoration |
| IV.PRA.2.12 | 12. participate in Praise & Worship |
3rd Grade

**The Great Commission**

**Strand: 1. Evangelization and Missionary Discipleship**

*The student will:*

- **G.EMD.3.1** 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)
- **G.EMD.3.2** 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)
- **G.EMD.3.3** 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)
- **G.EMD.3.4** 4. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)
- **G.EMD.3.5** 5. understand that the consequence of sin could be eternal separation from God (Rom 6:23)
- **G.EMD.3.6** 6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)
- **G.EMD.3.7** 7. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)
- **G.EMD.3.8** 8. discuss how a disciple can stay close to Jesus through the Church, personal prayer and the virtues (Phil 4:4-9)
- **G.EMD.3.9** 9. tell how they have experienced Jesus in each of their lives
- **G.EMD.3.10** 10. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

**Pillar I  The Profession of Faith**

**Strand: 2. Sacred Scripture**

*The student will:*

- **I.SAS.3.1** 1. identify that the Bible is organized into books, chapters and verses
- **I.SAS.3.2** 2. recognize the books of the Old Testament and New Testament from a list
- **I.SAS.3.3** 3. retell Bible narratives, especially those that focus on the life, death, and resurrection of Jesus, the Miracles, the Parables, and the Beatitudes (Matt 5:1-12) and the two Great Commandments (Matt 22:34-40)
- **I.SAS.3.4** 4. explain how the Scripture narratives are relevant in daily life
- **I.SAS.3.5** 5. retell the story of Moses and the Ten Commandments (Exod 2-20)
- **I.SAS.3.6** 6. understand that God speaks to us through the Bible stories and that it is used for personal prayer
**Strand: 3. Church History**

*The student will:*

I.CHH.3.1 1. retell the call of the Apostles (Mark 1:16-20; Mark 3:13-19)

I.CHH.3.2 2. tell that Peter was appointed the leader of the new Church and was the first pope (Matt 16:13-20; CCC 880-881)

I.CHH.3.3 3. describe the descent of the Holy Spirit at Pentecost. Explain that this is the beginning of the "new age" of the Church when Christ lives and acts in and with His Church (Acts 2:1-11; CCC 1076)

I.CHH.3.4 4. explain the roles of the pope, bishops, priests, deacons, the consecrated, and laity (CCC 882, 888, 897-898, 916, 926, 928-929)

I.CHH.3.5 5. identify and discuss vocations in the church (clergy, religious, married couples, single life and consecrated life)

I.CHH.3.6 6. tell about the history of the Catholic Church in Michigan

**Strand: 4. Doctrine**

*The student will:*

I.DOC.3.1 1. define creed as a statement of faith (CCC 187)

I.DOC.3.2 2. explain the elements of faith in the Apostles' Creed (CCC 190, 191 and 194)

I.DOC.3.3 3. identify the four marks of the Church as one, holy, catholic, and apostolic (CCC 811)

I.DOC.3.4 4. define the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in heaven (CCC 962)

I.DOC.3.5 5. describe the Church as the Body of Christ: clergy, laity, hierarchy, and communion of saints (CCC779 and 789)

I.DOC.3.6 6. explain the nature of the Trinity as three persons in one God - God is Father, Son and Holy Spirit (CCC 261)

I.DOC.3.7 7. identify Mary as Mother of God and Mother of the Church (CCC 963)

I.DOC.3.8 8. list and explain the important events in the life of Mary (Luke 1:26-56; Luke 2; John 2:1-11; John 19:25-29)

I.DOC.3.9 9. discuss the concepts of heaven, hell, and purgatory (CCC 1020-1037)

I.DOC.3.10 10. explain that Jesus will come again in glory at the end of the world to judge the living and the dead (CCC 1038-1041)

I.DOC.3.11 11. discuss Christ's resurrection and the resurrection of our bodies at the end of time (1 Cor 15:35-57)

**Pillar II  The Celebration of the Christian Mystery**
Strand: 5. Liturgy

**The student will:**

II.LIT.3.1 1. plan and reverently participate regularly in celebrations of the Eucharist

II.LIT.3.2 2. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.3.3 3. identify the seasons of the Church year: Advent, Christmas, Lent, Triduum, Easter, and Ordinary Time

II.LIT.3.4 4. discuss Advent and Lent as seasons of preparation

II.LIT.3.5 5. participate in All Saints Day/All Souls Day practices

II.LIT.3.6 6. explain Purgatory and discuss why we pray for the dead (CCC 1030-1032)

II.LIT.3.7 7. list the Holy Days of Obligation and explain the purpose for each celebration

II.LIT.3.8 8. participate in other liturgical activities (e.g., Penance Services, Stations of the Cross, May Crowning, Living Rosary, etc.)

II.LIT.3.9 9. discuss the various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)

Strand: 6. Sacraments

**The student will:**

II.SAC.3.1 1. use the Ten Commandments to write a personal Examination of Conscience

II.SAC.3.2 2. tell how the seasons of Advent and Lent are appropriate times for celebrating the Sacrament of Reconciliation

II.SAC.3.3 3. define a sacrament as an outward sign instituted by Christ to give grace (CCC 1131)

II.SAC.3.4 4. recall sacraments as a special way we encounter God (CCC 1129)

II.SAC.3.5 5. list the seven sacraments and identify the three categories: sacraments of initiation (Baptism, Eucharist and Confirmation), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/service (Holy Orders and Matrimony) (CCC 1113, 1210-1211)

II.SAC.3.6 6. discuss the signs and symbols of the sacraments of Holy Orders and Matrimony (CCC 1573-1574, 1597; CCC 1623-1628)

**Pillar III  Life in Christ**

Strand: 7. Dignity of the Human Person

**The student will:**

III.DHP.3.1 1. discuss the source of human dignity as being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.3.2 2. demonstrate respect for all of humanity to concrete situations
III.DHP.3.3 3. demonstrate awareness of the dignity of various cultures and races (Gal 3:28; CCC 1934-1935)

III.DHP.3.4 4. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Exod 20:17; Matt 5:8; CCC 2525)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.3.1 1. examine human relationships as being developed out of respect and love for self and others (CCC 1879-1881)

III.FHS.3.2 2. describe ways members of a family serve one another following the example of the Holy Family

III.FHS.3.3 3. suggest ways to comfort family members who are sick or lonely (CCC Glossary: Works of Mercy; CCC 2207-2208)

III.FHS.3.4 4. discuss the responsibilities of children to their parents (Prov 6: 20-22; CCC 2214-2220)

III.FHS.3.5 5. discuss the responsibilities of parents to their children (Eph 6:4; CCC 2221-2231)

III.FHS.3.6 6. discuss appropriate versus inappropriate touching

III.FHS.3.7 7. explain how modest dress shows respect for the human body (CCC 2522, 2524)

III.FHS.3.8 8. discuss appropriate social interactions between friends and peers

Strand: 9. Community

The student will:

III.COM.3.1 1. describe the Catholic Church as a community of believers (CCC 751-752, 2179)

III.COM.3.2 2. identify skills for building community (in the classroom, in school, in the parish, etc.) and design projects using these skills

III.COM.3.3 3. identify the characteristics and value of honesty, self-discipline, and respect for life, rights, and property

III.COM.3.4 4. define the common good (CCC 1905-1912)

III.COM.3.5 5. identify persons with legitimate authority in the family, local church community, school community, civic community, etc.

III.COM.3.6 6. explain that God is the source of all authority (CCC 1899)

III.COM.3.7 7. understand that God has a plan for each person to serve the Church in a particular way (single, married, consecrated, ordained) (CCC 871-873)

Strand: 10. Morality

The student will:

III.MOR.3.1 1. understand that we obey God because He loves us and we love Him (CCC 1709)
III.MOR.3.2 2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)

III.MOR.3.3 3. identify what the Ten Commandments tell us to do and not to do (CCC 2052-2557)

III.MOR.3.4 4. role play loving and selfish choices in real life situations (with peers, family, neighbors, etc.)

III.MOR.3.5 5. respond to the love of God by being truthful, honest, helpful, forgiving, sacrificial and living in peace

III.MOR.3.6 6. demonstrate obedience to rules, regulations, and legitimate authority

III.MOR.3.7 7. understand that because of original sin, all people have an inclination to sin (CCC Glossary: Concupiscence)

III.MOR.3.8 8. recognize that the Two Great Commandments of Jesus are reflected in the ten commandments

III.MOR.3.9 9. define sin as choosing to disobey God’s law in thought, word, deed, or omission (CCC 1849)

III.MOR.3.10 10. discuss the communal effects of sin

III.MOR.3.11 11. develop the practice of examination of conscience (CCC Glossary: Examination of Conscience)

III.MOR.3.12 12. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.3.12 13. understand that the devil tries to turn us away from God (CCC 381-395, Matt 4:1-11)

**Strand: 11. Service/Social Justice/Servant Leadership**

*The student will:*

III.SSS.3.1 1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.3.2 2. identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and the less abled

III.SSS.3.3 3. identify actions, situations, behaviors, and attitudes which are not Christian and/or which violate human freedom

III.SSS.3.4 4. demonstrate care and respect for all of God’s creation by responsible use of the Earth’s resources

III.SSS.3.5 5. explain ways of being stewards who gratefully share gifts of time, talent and treasure

III.SSS.3.6 6. participate in school, church, and community service projects

**Pillar IV Christian Prayer**

**Strand: 12. Prayer**

*The student will:*

IV.PRA.3.1 1. distinguish between memorized prayers and spontaneous prayer

IV.PRA.3.2 2. participate in traditional Marian devotions, e.g., May Crowning
| IV.PRA.3.3 | 3. recite the rosary |
| IV.PRA.3.4 | 4. review prayer as conversation with God (CCC 2559-2561) |
| IV.PRA.3.5 | 5. participate in meditative prayer (CCC 2705 - 2708) |
| IV.PRA.3.6 | 6. define and demonstrate the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise, CCC 2626-2643) |
| IV.PRA.3.7 | 7. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction |
| IV.PRA.3.8 | 8. memorize and recite the Apostles' Creed |
| IV.PRA.3.9 | 9. memorize the Hail Holy Queen |
| IV.PRA.3.10 | 10. participate in Praise and Worship |
| IV.PRA.3.11 | 11. demonstrate appropriate gestures and postures in various liturgical situations (e.g., when to genuflect, bow, kneel) and why we do them |
4th Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

1. recognize that God knows and loves him/her personally and has a plan for each of their lives (Ps 139, Isa 43:1-4, Jer 1:5)

2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

4. discuss how an encounter with the Lord Jesus Christ inspires them to want to keep the Ten Commandments and live a virtuous life

5. recognize that sin separates them from God and one another (CCC 1487, Isa 59:2, Rom 6:23)

6. understand that without Jesus, the consequence of sin is eternal separation from God (Rom 6:23)

7. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

8. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

9. be invited to make a choice to invite Jesus into their lives (Mark 8:34-37, John 10:27-28)


11. recognize that God’s gift of the Holy Spirit in Baptism helps them to live as disciples (John 14:16-18, Acts 2:38, 1 Cor 12)

12. recognize the sacraments as encounters with Jesus that help maintain their friendship with Him (John 14:16-18)

13. explain to a peer his/her personal experience of Jesus

14. recognize that God wants them to share the “good news” with others (Matt 28:19-20)

Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

The student will:

1. discuss the idea of covenant using the Bible narratives about Adam (Gen 1:26-2:3; 2:15-17), Noah (Gen 9:8-17), Abraham (Gen 17:1-14), Moses (Exod 19:3-6), David (2 Sam 7:8-19), and Jesus (Matt 26:28)
2. find Scripture passages and reference them by citing book, chapter, and verse

3. name the four evangelists and identify them as writers of the Gospels (Matthew, Mark, Luke, John)

4. define the Gospels as narratives of the life of Jesus

5. cite the Gospels of Matthew and Luke as containing the infancy narratives (Matt 1:18-25; Luke 2:1-20)

6. read the scripture passages containing the Beatitudes (Matt 5:1-12; Luke 6:20-23)

7. memorize and recite the Beatitudes (Matt 5:3-11)

8. read Scripture passages containing the Corporal and Spiritual Works of Mercy (Matt 25:31-46; CCC 2447)

9. memorize and recite the Corporal and Spiritual Works of Mercy (CCC 2447)

10. use a map to find Biblical locations

11. order the major events of salvation history on a timeline

12. understand that God speaks to us through the Bible stories and that it is used for personal prayer

**Strand: 3. Church History**

*The student will:*

1. discuss the role of the Holy Spirit in the birth and growth of the Church (CCC 688)

2. outline the growth of the early Church beginning with the Acts of the Apostles (the role of Sts. Peter & Paul and the apostles) (Acts 2-5; 8-10; 13, 15)

3. identify saints who lived the beatitudes and assisted in the growth of religious life in the church (i.e. St. Anthony the Hermit, St. Benedict & St. Scholastica; St. Francis of Assisi & St. Clare, St. Catherine of Siena, St. Dominic, St. Ignatius Loyola, St. Maximillian Kolbe, St. Teresa of Calcutta)

4. explain the relationship of the parish to the archdiocese (CCC 2179)

**Strand: 4. Doctrine**

*The student will:*

1. define creed as a statement of belief (CCC 187)

2. understand that the Apostles' Creed and the Nicene Creed are a list of the basic truths of the Catholic Church (CCC following 184: The Credo, 185-1065)

3. explain basic beliefs of Catholics using the Apostles' Creed and Nicene Creed (CCC following 184: The Credo, 185-1065)

4. identify and discuss major doctrines and dogmas related to the Blessed Virgin Mary (i.e. the Immaculate Conception CCC 490-493, Annunciation Luke 1:26-38, and Assumption CCC 966)
Pillar II  The Celebration of the Christian Mystery

Strand: 5. Liturgy

The student will:

II.LIT.4.1 1. participate regularly in the planning and celebration of the Eucharist (e.g., writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

II.LIT.4.2 2. explain the parts of the Mass as the Introductory Rite, the Liturgy of the Word and Liturgy of the Eucharist (CCC 1348-1372)

II.LIT.4.3 3. explain the meaning of the major prayers of the liturgy (Penitential Rite, Confiteor, Gloria, Sanctus, Lamb of God, Our Father, and the responses)

II.LIT.4.4 4. identify the vestments and sacred objects used in the Mass

II.LIT.4.5 5. explain the meaning of the colors of the liturgical seasons and how these colors are used in liturgy and special celebrations

II.LIT.4.6 6. experience and identify the cultural customs associated with saints (i.e. throat blessing on St. Blaise’s day, blessing of animals on Feast of St. Francis of Assisi)

II.LIT.4.7 7. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.4.8 8. compare and contrast the Holy Sacrifice of the Mass with other liturgical celebrations

II.LIT.4.9 9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bowing, kneeling, processions) and understand why we do them

II.LIT.4.10 10. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)

Strand: 6. Sacraments

The student will:

II.SAC.4.1 1. define sacramentals as sacred signs that bear a resemblance to the sacraments (CCC 1667)

II.SAC.4.2 2. explain the difference between the seven sacraments and sacramentals (CCC 1668-1670)

II.SAC.4.3 3. explain why the Eucharist is the center of the Church’s life (CCC 1343)

II.SAC.4.4 4. recall that Matrimony and Holy Orders are sacraments of service/vocation (CCC 1534)

II.SAC.4.5 5. discuss the sacraments of Reconciliation and Eucharist as an important part of conversion and growth in discipleship (CCC 1422-1423, 1427-1429)

II.SAC.4.6 6. identify the signs and symbols of the sacrament of Anointing of the Sick (CCC 1517-1519, 1531)

Pillar III  Life in Christ
**Strand: 7. Dignity of the Human Person**

*The student will:*

<table>
<thead>
<tr>
<th>Task</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. define virtue as a disposition to do good (CCC 1833)</td>
<td>III.DHP.4.1</td>
</tr>
<tr>
<td>2. define the theological virtues (faith, hope, and charity (CCC 1812-1829)</td>
<td>III.DHP.4.2</td>
</tr>
<tr>
<td>3. define the cardinal virtues (prudence, fortitude, justice, and temperance (CCC 1805-1809)</td>
<td>III.DHP.4.3</td>
</tr>
<tr>
<td>4. apply the use of the virtues in real life situations</td>
<td>III.DHP.4.4</td>
</tr>
<tr>
<td>5. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)</td>
<td>III.DHP.4.5</td>
</tr>
</tbody>
</table>

**Strand: 8. Family Life/Human Sexuality**

*The student will:*

<table>
<thead>
<tr>
<th>Task</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. discuss the unity of the persons of the Trinity as the basis for communion of persons in the family (CCC 221, 1878, 2205))</td>
<td>III.FHS.4.1</td>
</tr>
<tr>
<td>2. discuss the body as a temple of the Holy Spirit (1 Cor 6: 19-20, 1 Cor 3:16-17; CCC 364)</td>
<td>III.FHS.4.2</td>
</tr>
<tr>
<td>3. discuss the practice of love as a sacrificial gift to others in the family</td>
<td>III.FHS.4.3</td>
</tr>
<tr>
<td>4. define the family as the domestic church (CCC 1656)</td>
<td>III.FHS.4.4</td>
</tr>
<tr>
<td>5. compare and contrast the way we respect and love ourselves, peers, family members, and others</td>
<td>III.FHS.4.5</td>
</tr>
<tr>
<td>6. compare and contrast selfish and unselfish ways members of a family impact the life of the family</td>
<td>III.FHS.4.6</td>
</tr>
<tr>
<td>7. compare and contrast selfish and unselfish ways members of a class/school community impact the life of the class/school community</td>
<td>III.FHS.4.7</td>
</tr>
<tr>
<td>8. discuss appropriate versus inappropriate touching</td>
<td>III.FHS.4.8</td>
</tr>
<tr>
<td>9. discuss appropriate social interactions between family, friends and peers</td>
<td>III.FHS.4.9</td>
</tr>
<tr>
<td>10. discuss friendship in the context of the Great Commandment (Matt 22: 34-40)</td>
<td>III.FHS.4.10</td>
</tr>
<tr>
<td>11. use the creation story to illustrate the complementary nature of man and woman (Gen 1-2; CCC 2333-2335)</td>
<td>III.FHS.4.11</td>
</tr>
<tr>
<td>12. discuss the effects of excluding, ignoring, and manipulating others</td>
<td>III.FHS.4.12</td>
</tr>
<tr>
<td>13. demonstrate appropriate ways to show affection for classmates and peers</td>
<td>III.FHS.4.13</td>
</tr>
<tr>
<td>14. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)</td>
<td>III.FHS.4.14</td>
</tr>
</tbody>
</table>

**Strand: 9. Community**

*The student will:*

- discuss the unity of the persons of the Trinity as the basis for communion of persons in the family (CCC 221, 1878, 2205))
- discuss the body as a temple of the Holy Spirit (1 Cor 6: 19-20, 1 Cor 3:16-17; CCC 364)
- discuss the practice of love as a sacrificial gift to others in the family
- define the family as the domestic church (CCC 1656)
- compare and contrast the way we respect and love ourselves, peers, family members, and others
- compare and contrast selfish and unselfish ways members of a family impact the life of the family
- compare and contrast selfish and unselfish ways members of a class/school community impact the life of the class/school community
- discuss appropriate versus inappropriate touching
- discuss appropriate social interactions between family, friends and peers
- discuss friendship in the context of the Great Commandment (Matt 22: 34-40)
- use the creation story to illustrate the complementary nature of man and woman (Gen 1-2; CCC 2333-2335)
- discuss the effects of excluding, ignoring, and manipulating others
- demonstrate appropriate ways to show affection for classmates and peers
- define modesty in relation to dress, behavior, and speech (CCC 2521-2524)
III.COM.4.1  1. explain how Jesus’ command to “love one another” applies to their own lives and school situations (John 13:34)

III.COM.4.2  2. identify the Church as the Body of Christ and describe ways the behavior of each person affects the whole membership (1 Cor 12:12-26; CCC 791)

III.COM.4.3  3. define prejudice, discrimination, and racism and discuss their effects on community

III.COM.4.4  4. respond to social injustice in the world by serving others

III.COM.4.5  5. examine the importance of rules and order in family life, school situations, the church, and the wider community

III.COM.4.6  6. demonstrate ways to teach others that the Kingdom of God is present when love and justice prevail under God’s authority

III.COM.4.7  7. explain how the authority of God is manifested in the hierarchy of the Catholic Church (Matt 16:18-19; CCC Glossary: Hierarchy; CCC 881, 1593-1596, 2032-2038)

III.COM.4.8  8. identify ways to invite people into the Catholic community by sharing our faith

### Strand: 10. Morality

**The student will:**

III.MOR.4.1  1. understand that we obey God because He loves us and we love Him (CCC 1709)

III.MOR.4.2  2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)

III.MOR.4.3  3. explain the deeper meaning of each of the Ten Commandments

III.MOR.4.4  4. discuss disobedience to the Ten Commandments as sinful and harmful to our relationship with God

III.MOR.4.5  5. define mortal sin and venial sin (CCC 1854-1864)

III.MOR.4.6  6. list and explain the conditions that need to be present for a sin to be serious/mortal (CCC 1857-1860)

III.MOR.4.7  7. define and explain intellect and free will (CCC 1703-1706)

III.MOR.4.8  8. define conscience (CCC Glossary: Conscience)

III.MOR.4.9  9. develop the practice of examination of conscience (CCC Glossary: Examination of Conscience)

III.MOR.4.10  10. discuss the formation of conscience with guidance from Sacred Scripture and the teachings of the Church

III.MOR.4.11  11. discuss how the Beatitudes are guidelines for a moral life (Matt 5-7; CCC 1965-1972, 1723-1724)

III.MOR.4.12  12. compare and contrast the Beatitudes and the values of modern day society

III.MOR.4.13  13. outline some behaviors that do not live up to ideals of the Beatitudes
III.MOR.4.14 14. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.4.15 15. understand that the devil is the enemy of God and the enemy of man. He tries to turn us away from God (CCC 381-395; 2850-2854, Rev 12, 1 John 3:8)

**Strand: 11. Service/Social Justice/Servant Leadership**

The student will:

III.SSS.4.1 1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.4.2 2. demonstrate ways to apply the Beatitudes to every day life

III.SSS.4.3 3. demonstrate ways to apply the spiritual and corporal works of mercy (CCC 2447; CCC Glossary: Works of Mercy)

III.SSS.4.4 4. participate in school, church, and community service projects

**Pillar IV Christian Prayer**

**Strand: 12. Prayer**

The student will:

IV.PRA.4.1 1. recite common prayers of the Catholic Church (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)

IV.PRA.4.2 2. analyze the meaning of common prayers

IV.PRA.4.3 3. compose original prayers

IV.PRA.4.4 4. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

IV.PRA.4.5 5. discuss prayer as talking to and listening to God

IV.PRA.4.6 6. participate in meditative prayer (CCC 2705 - 2708)

IV.PRA.4.7 7. compare and contrast the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise) (CCC 2626-2643)

IV.PRA.4.8 8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

IV.PRA.4.9 9. demonstrate appropriate disposition for prayer (Matt 6:5-8; Luke 18:1-14)

IV.PRA.4.10 10. memorize and recite the Nicene Creed


IV.PRA.4.12 12. create a plan of personal daily prayer
13. experience various forms of music as prayer (e.g., Praise and Worship, Gregorian chant, Taize prayer)
5th Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

G.EMD.5.1 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.5.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.5.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.5.4 4. explain how original sin is transmitted and personal sin is a choice (CCC 396-406)

G.EMD.5.5 5. understand that without Jesus, the consequence of sin is eternal separation from God (Rom 6:23)

G.EMD.5.6 6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.5.7 7. define salvation as the forgiveness of sins and restoration of friendship with God by Jesus’ death and resurrection (Rom 5:6-11)

G.EMD.5.8 8. identify Jesus’ name as meaning “God saves” (CCC 430; Luke 1:31-33)

G.EMD.5.9 9. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

G.EMD.5.10 10. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

G.EMD.5.11 11. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his or her life (Mark 8:34-37, John 10:27-28)


G.EMD.5.13 13. recognize the sacraments as encounters with Jesus that help maintain their friendship with Him (John 14:16-18)

G.EMD.5.14 14. explain to a peer his/her personal experience of Jesus

G.EMD.5.15 15. recognize that by virtue of their Baptism, they are called to participate in the mission of the Church and share the “good news” with others (Matt 28:19-20)

Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

The student will:
1. explain that the Gospels are the accounts of the life of Jesus (Matthew, Mark, Luke, John)

2. discuss that “God is the author of Sacred Scripture because He inspired its human authors” (CCC 136)

3. identify that there are 46 books in the Old Testament

4. identify that there are 27 books in the New Testament

5. understand that the Pentateuch and Torah both refer to the first five books of the Old Testament

6. list from memory the first five books of the Old Testament

7. find Scripture passages and reference them by citing book, chapter, and verse.

8. identify and discuss Scripture passages related to each of the sacraments: Baptism (John 3:5), Confirmation (Acts 8:14-17), Eucharist (John 6:51-58), Reconciliation (John 20:21-23), Matrimony (Matt 19:4-6), Holy Orders (Acts 6:3-6; 13:2-3; 1 Tim 3:1), Anointing of the Sick (James 5:14-15)

9. identify the Acts of the Apostles as the history of the early Church

10. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

Strand: 3. Church History

The student will:

1. discuss the Church as a sacrament of Christ in the world (an outward sign of Christ in the world) (CCC 738-739)

2. discuss the development of the sacraments through Church history

3. identify some saints particularly associated with the sacraments

Strand: 4. Doctrine

The student will:

1. define sacrament as an outward sign instituted by Jesus entrusted to the Church by which divine life is dispensed to us (CCC 1131)

2. discuss how sacraments, through signs and symbols, are personal encounters with Christ

3. discuss ways the Holy Trinity is manifested in the sacraments (CCC 688)

4. identify “grace” as a free gift through which God helps us be friends with Him and live a holy life (CCC 1996-1997)

5. identify and define the different kinds of grace: highlighting sanctifying grace, actual grace, and sacramental grace (CCC 1999-2005)

6. discuss grace as necessary for salvation (CCC 2010)
**Pillar II  The Celebration of the Christian Mystery**

**Strand: 5. Liturgy**

*The student will:*

- **II.LIT.5.1** 1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

- **II.LIT.5.2** 2. outline the order of the Mass (CCC 1348-1372)

- **II.LIT.5.3** 3. explain the meaning of the colors of the liturgical seasons and how these colors are used in liturgy and special celebrations

- **II.LIT.5.4** 4. explain why the Eucharist is the source and summit of Catholic life (CCC 1324-1327)

- **II.LIT.5.5** 5. define sacramentals as special prayers, actions or objects that turn our attention towards God, and prepare us to receive grace (CCC 1667-1670)

- **II.LIT.5.6** 6. give some examples of sacramentals (holy water, rosary, statues, medals, scapulars, holy cards, etc.) and describe their effects (CCC 1671-1673)

- **II.LIT.5.7** 7. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442)

- **II.LIT.5.8** 8. discuss various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)

- **II.LIT.5.9** 9. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)

**Strand: 6. Sacraments**

*The student will:*

- **II.SAC.5.1** 1. define sacrament (CCC 1131)

- **II.SAC.5.2** 2. list the seven sacraments (CCC 1113, 1210-1211)

- **II.SAC.5.3** 3. explain the meaning of and difference between “sign” and “symbol” (CCC 1145-1148)

- **II.SAC.5.4** 4. discuss the relationship between the sacraments (CCC 1210)

- **II.SAC.5.5** 5. discuss the three categories of sacraments: sacraments of initiation (Baptism, Confirmation, and Eucharist), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/ service (Holy Orders and Matrimony) and identify who ministers each of the sacraments (CCC 1211, and Part Two, all of Section Two - The Seven Sacraments of the Church)

  - **II.SAC.5.5.a** a) Baptism

    - **II.SAC.5.5.a.i** i. explain Baptism is the liturgical event in which we are welcomed into the community and the beginning of a new life in grace (Acts 11:26, CCC 1267-1270)

    - **II.SAC.5.5.a.ii** ii. understand that Baptism removes original sin (CCC 405,1250)

    - **II.SAC.5.5.a.iii** iii. review and understand the promises made in the Rite of Baptism

v. list and explain the signs and symbols of Baptism (CCC 1234-1245)

b) Confirmation

e. explain Confirmation as the liturgical event that strengthens and completes the grace of Baptism (CCC 1285)

ii. relate the account of Pentecost to Confirmation (Acts 2)

iii. list the gifts and the fruits of the Holy Spirit (Isaiah 11:2, Gal 5:22-23, CCC 1830-1832)

iv. list and explain the signs and symbols of Confirmation (CCC 1293, 1299-1300)

c) Eucharist

i. explain Eucharist as an action of thanksgiving (CCC 1359-1361)

ii. discuss the aspects of the Eucharist as both a meal and a sacrifice (CCC 1339-1340, 1362-1372)

iii. relate the story of the Last Supper to the Eucharist (CCC 1337-1340)

iv. discuss the meaning of transubstantiation (CCC 1376)

v. list and explain the signs and symbols of the Eucharist (CCC 1333, 1412)

d) Reconciliation

i. define sin as an offense against God, a failure in genuine love of God and others (CCC 1440, 1849, 1853)

ii. explain reconciliation as restoring our covenant relationship with God and the Church community through God’s mercy and forgiveness (CCC 1440-1445)

iii. relate the story of the Prodigal Son to the sacrament of reconciliation (Luke 15:11-32; CCC 1439)

iv. identify the elements of a good confession: examination of conscience, contrition, confession, absolution, and penance (CCC 1450-1460)

v. list and explain the signs and symbols of reconciliation (CCC 1450-1460)

e) Anointing of the Sick

i. explain anointing of the sick as a celebration of Christ’s healing presence in our lives (CCC 1499, 1503)

ii. list and explain the signs and symbols of Anointing of the Sick (CCC 1513, 1518-1519, 1531)

iii. relate some of the healing stories from the Bible to the Anointing of the Sick

iv. share some of the ways in today’s world that Jesus continues to heal through the Anointing of the Sick (CCC 1532)

f) Matrimony
II.SAC.5.5.f

i. explain matrimony as a celebration of a grace-filled covenant and union between a man and a woman (Gen 2:18-25; CCC1601-1605)

ii. discuss that the self-giving love of the sacrament mirrors Christ's divine love for His Church (Ephesians 5:21-33; CCC 1615, 1642, 1661)

iii. relate the Wedding Feast of Cana to the sacrament of Matrimony (John 2:1-11)

iv. discuss the characteristics of marriage as permanence, loving fidelity, openness to children, and mutual support (CCC1601-1617)

v. list and explain the signs and symbols of Matrimony (CCC 1621-1628)

vi. identify the couple as the ministers of the sacrament (CCC 1623)

II.SAC.5.5.g

g) Holy Orders

i. explain Holy Orders as a celebration of the call to serve God’s people through the ordained ministry (CCC 1536)


iii. relate the institution of the priesthood to the Last Supper (Luke 22:19; John 13:14-15; CCC 1341)

iv. identify the three orders of Holy Orders and their roles: deacons, priests, bishops (CCC 1554)

v. discuss the difference between religious priests and diocesan priests (CCC 914-919, 925-927, 1568)

vi. list and explain the signs and symbols of Holy Orders (CCC 1573-1574, 1597)

Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.5.1 1. discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged, dying, and those who are different from us (CCC 2268-2283, 2407)

III.DHP.5.2 2. compare God’s forgiveness of us with our call to forgive others (Matt 6:9-15)

III.DHP.5.3 3. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.5.4 4. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Exod 20:17; Matt 5:8; CCC 2525)

III.DHP.5.5 5. discuss and apply guidelines for using social media that are in accord with human dignity (Exod 20:16-17; Matt 5:8; CCC 2464-2470, 2475-2499)

Strand: 8. Family Life/Human Sexuality

The student will:
1. know that we are created in God’s image as male or female (Gen 1-3; CCC 369-372)
2. discuss the role of family and its impact on the common good of society (CCC 2205, 2207)
3. discuss the friendship and sacredness of marital love (CCC 1602-1605)
4. describe sexuality as a gift from God (CCC 2360-2362)
5. define sexual love as an expression of committed love within marriage and a sharing in God’s power to create new life (CCC 372, 2331-2335)
6. discuss changes that occur during puberty and how they affect relationships
7. discuss appropriate ways to show affection for classmates and peers
8. discuss appropriate social interactions between family, friends and peers
9. discuss physical, emotional and sexual boundaries
10. discuss the effects of excluding, ignoring, and manipulating others
11. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)
12. discuss our need for God’s grace and the fruits of the Holy Spirit, especially modesty, chastity, and self-control, to use sexuality appropriately (CCC 2345, 2348)

Strand: 9. Community

The student will:

1. explain vocations as a call to the single, married, consecrated, or ordained life (CCC 871-873; CCC Glossary: Vocation)
2. describe how each vocation builds up the community (CCC 871-873; CCC Glossary: Vocation)
3. pray and ask God to show each student his/her vocation in service to the community

Strand: 10. Morality

The student will:

1. understand that we obey God because He loves us and we love Him (CCC 1709)
2. memorize and recite the Ten Commandments in order (CCC following 2051, The Ten Commandments)
3. discuss the application of the Ten Commandments to daily life
4. discuss how the Beatitudes are guidelines for a moral life (Matt 5: 1-12; CCC 1716)
5. compare and contrast the Beatitudes and the values of modern day society
6. outline some ways in which we can live up to the ideals of the Beatitudes
7. know how to make a personal examination of conscience based on the Ten Commandments and the Beatitudes (CCC Glossary: Examination of Conscience; Exod 20: 2-17)
III.MOR.5.8  8. explain how original sin affects all mankind and how the sacraments meet us in our sinfulness (CCC 402-409; CCC Glossary: Original Sin)

III.MOR.5.9  9. discuss how the fruits and gifts of the Holy Spirit help us to lead a holy life (CCC 1830-1832)

III.MOR.5.10 10. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.5.11 11. understand that the passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) lead us to actions that can be good or evil (CCC 1762 – 1775, Mark 7:18-23)

III.MOR.5.12 12. recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 2112-2117, Matt 10:28-31)

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

III.SSS.5.1  1. recognize that the ways we serve reflect our love of God and love of neighbor

III.SSS.5.2  2. define stewardship as giving of oneself to care for self, world, and others as an integral part of Christian living

III.SSS.5.3  3. discuss how the sacraments empower us to serve others

III.SSS.5.4  4. participate in school, church, and community service projects

III.SSS.5.5  6. identify saints that lived the spiritual and corporal works of mercy (CCC 2447)

Pillar IV  Christian Prayer

Strand: 12. Prayer

The student will:

IV.PRA.5.1  1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, etc.)

IV.PRA.5.2  2. analyze the meaning of the common prayers

IV.PRA.5.3  3. compose original prayers

IV.PRA.5.4  4. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

IV.PRA.5.5  5. recite the Mysteries of the Rosary from memory

IV.PRA.5.6  6. practice lectio divina with the Sacred Scriptures

IV.PRA.5.7  7. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons)

IV.PRA.5.8  8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction
| IV.PRA.5.9  | 9. demonstrate appropriate disposition for prayer (Matt 6:5-8; Luke 18:1-14) |
| IV.PRA.5.10 | 10. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bowing, kneeling, processions) |
| IV.PRA.5.11 | 11. create a plan of personal daily prayer |
| IV.PRA.5.12 | 12. experience various forms of music as prayer (e.g., Praise & Worship, Gregorian chant, Taize prayer) |
6th Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

**The student will:**

G.EMD.6.1 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.6.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.6.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.6.4 4. explain the meaning of Romans 6:23 - "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord."

G.EMD.6.5 5. explain why they need a Savior (CCC 413-421, Rom 5:16-19, Rom 6:23)

G.EMD.6.6 6. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.6.7 7. define salvation as the forgiveness of sins and restoration of friendship with God by Jesus’ death and resurrection (Rom 5:6-11)

G.EMD.6.8 8. identify conversion as turning away from sin and turning toward God (CCC 545, 1036; Mark 1:14-15, Acts 3:19-20)

G.EMD.6.9 9. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

G.EMD.6.10 10. be invited to accept Jesus’ gift of salvation by inviting Him into their life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


G.EMD.6.12 12. explain to a peer his/her personal experience of Jesus or a conversion story

G.EMD.6.13 13. recognize that by virtue of their Baptism, they are called to participate in the mission of the Church and share the “good news” with others through words and actions (Matt 28:19-20)

Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

**The student will:**

I.SAS.6. 1. identify Sacred Scripture as the speech of God as it is put down in writing under the breath of the Holy Spirit (CCC 81)
2. discuss the Bible as a collection of books, inspired by the Holy Spirit and written by various authors (CCC 106, 136)

3. identify the number of books in the Old and New Testaments

4. understand that the Pentateuch and Torah both refer to the first five books of the Old Testament

5. group the books of the Old Testament under the correct categories: Law, History, Wisdom, Prophets

6. define covenant as a “solemn agreement between human beings or between God and a human being involving mutual commitments or guarantees” (CCC Glossary p. 873)

7. understand that the words “covenant” and “testament” can be used interchangeably (CCC Glossary: Testament)

8. give examples of Old Testament covenant relationships: Adam and Eve (Gen 1:26-2:3; 2:16-17), Noah (Gen 9:8-17), Abraham and his descendants (Gen 17:1-14), Moses (Exod 19:5-6), David (2 Sam 7:8-17)

9. discuss how Jesus fulfills the Old Covenant and establishes the New and Eternal Covenant

10. discuss the role of the creation narrative and Adam and Eve in salvation history (Gen 1-3)

11. define salvation history as God’s unfolding work of salvation in all of history

12. retell narratives about important figures in the Old Testament such as patriarchs (Abraham, Isaac, Jacob and his 12 sons), judges (Gideon, Deborah, Samson), kings (Saul, David, Solomon), and prophets (Elijah, Isaiah, Jeremiah) in the context of salvation history

13. identify how specific events of the Old Testament foreshadow Christ

14. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

15. compare and contrast Israel’s faithfulness or unfaithfulness to the Old Covenant with today’s culture

16. discuss the principles of interpreting Scripture according to the teaching of the Catholic Church (CCC 101-141)

17. understand the Church’s interpretation of Genesis 1-3 with respect to the origin of the universe and the origin of the human race

Strand: 3. Church History

The student will:

1. explore the Jewish roots of our Christian faith:

   a) Covenant (Exod 34: 10-28)

   b) Sacrifice (CCC 2099-2100)

   c) Twelve Tribes of Israel and Levitical Priesthood (Exod 1: 1-14, 28, 29, 40)
d) Passover (Exod 12)
e) Suffering Servant (Isa 52:13-53:12)
f) Lamb of God (John 1:29)

Strand: 4. Doctrine

The student will:

I.DOC.6.1 1. identify God the Father as the Creator, Jesus as the Messiah and fulfillment of the Old Covenant, and the Holy Spirit as the Sanctifier, the breath of life, and fire of love

I.DOC.6.2 2. define an angel as “a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of His saving plan” (CCC Glossary: Angel)

I.DOC.6.3 3. define the Deposit of Faith as Scripture and Tradition - the source of all Revelation (CCC 81, 84)

I.DOC.6.4 4. define tradition as the living transmission of the Church’s doctrine, life and worship (CCC 78)

I.DOC.6.5 5. understand the Magisterium as the teaching office of the Church and explain its role and authority (CCC 85-88)

I.DOC.6.6 6. understand that ecumenical councils are special meetings of the pope and bishops (CCC 884)

Pillar II  The Celebration of the Christian Mystery

Strand: 5. Liturgy

The student will:

II.LIT.6.1 1. celebrate Advent as a liturgical season of waiting and preparation for the coming of the Messiah in history, in our daily lives, and at the end of the world (CCC 524)

II.LIT.6.2 2. celebrate Christmas as a liturgical season that fulfills the Old Testament promise of the coming of the Messiah

II.LIT.6.3 3. celebrate Lent as a liturgical season of repentance and renewal and show how Old Testament traditions prefigured these penitential practices

II.LIT.6.4 4. discuss the signs, symbols, and events of the Easter Triduum

II.LIT.6.5 5. celebrate Easter as a liturgical season that commemorates the Resurrection of Christ from the dead and the coming of the Holy Spirit at Pentecost

II.LIT.6.6 6. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.6.7 7. describe the role of liturgical music at Mass (CCC 1156-1158)

II.LIT.6.8 8. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)
Strand: 6. Sacraments

The student will:

(Sacraments are treated very specifically in the 5th grade curriculum. It is assumed that the teacher will review the 5th grade curriculum objectives and “fill in” as needed.)

II.SAC.6.1 1. give some examples of Old Testament events that prefigure the sacraments (CCC 1217-1222, 1333-1334, 1544)

II.SAC.6.2 2. describe some sacramental actions of the Church that originated in Jewish rituals (Exodus 12:1-27, CCC 1150)

II.SAC.6.3 3. explain how the notion of covenant is present in the sacraments of the Church (CCC 1093, 1212, 1217, 1334, 1539-1540, 1611-1612)

II.SAC.6.4 4. describe how the covenant between God and each person is nourished by the sacraments

Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.6.1 1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.6.2 2. defend the idea of human dignity based on the creation and covenant passages of the Old Testament (e.g., Noah, Abraham, Moses) (Gen 9, 15, 17; Exod 19-20; CCC 355-358, 705-706)

III.DHP.6.3 3. discuss the persecutions endured by the Jewish people in the Old Testament, throughout history, and in modern time (2 Macc 7; Acts 8:1-3; CCC 2107)

III.DHP.6.4 4. discuss reasons why some other groups or persons, past and present, have been persecuted

III.DHP.6.5 5. identify school situations where individuals or groups are persecuted

III.DHP.6.6 6. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (CCC 2525)

III.DHP.6.7 7. discuss and apply guidelines for using social media that are in accord with human dignity (CCC 2525)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.6.1 1. know that we are created in God's image as male or female (Gen 1-3; CCC 369-372)

III.FHS.6.2 2. explain how friendship is a gift of self that imitates Christ and leads others to a greater good (CCC 2347)

III.FHS.6.3 3. define and discuss that the covenant of marriage is rooted in the original unity of the creation of Adam and Eve (CCC 1605, 2333-2335)

III.FHS.6.4 4. compare the covenant of marriage to the Old Testament covenants (CCC 1612)
III.FHS.6.5 5. discuss sexuality as a gift from God (CCC 2360-2362)

III.FHS.6.6 6. recognize how the 6th and 9th commandments apply to young people (Matt 5:27-28; CCC 2333-2336, 2514)

III.FHS.6.7 7. discuss appropriate ways to show affection for family, friends, and peers

III.FHS.6.8 8. discuss the negative consequences of immodest dress, impure speech, and inappropriate displays of affection

III.FHS.6.9 9. define and discuss the purpose of “dating” for the discernment of a future spouse

III.FHS.6.10 10. discuss the effects of excluding, ignoring, and manipulating others

III.FHS.6.11 11. discuss changes that occur during puberty and their effects on relationships

III.FHS.6.12 12. discuss physical, emotional and sexual boundaries

III.FHS.6.13 13. evaluate contemporary lifestyles and identify those that undermine the value of life and the teaching of the Catholic Church

III.FHS.6.14 14. discuss chastity as a gift from God that is protected by His grace (CCC 2345, 2348)

III.FHS.6.15 15. discuss practices that protect the beautiful gift of chastity including: appropriate modest dress, language, prayer, sacraments and devotion to Mary

III.FHS.6.16 16. identify the marital act as unitive and procreative (CCC 2363)

Strand: 9. Community

The student will:

III.COM.6.1 1. recognize the diversity of cultures, traditions, talents and gifts

III.COM.6.2 2. recognize the family as a source of spiritual values, religious practices, customs, and traditions that help shape one spiritually, physically, psychologically and socially (CCC 1655-1657, 2204-2206)

III.COM.6.3 3. review the seven themes of Catholic Social Teaching (USCCB: www.usccb.org, Seven Themes of Catholic Social Teaching)

III.COM.6.4 4. demonstrate responsibility for choices and their consequences for the community

III.COM.6.5 5. define prejudice, discrimination, and racism and discuss their effects on community and discuss strategies to overcome these issues

III.COM.6.6 6. demonstrate the skill of listening - to hear others respectfully and to be open to the voice of God

III.COM.6.7 7. explain vocations as a call to the single, married, consecrated, or ordained life (CCC 871-873; CCC Glossary: Vocation)

III.COM.6.8 8. describe how each vocation builds up the community (CCC 871-873; CCC Glossary: Vocation)

III.COM.6.9 9. discuss how members of a small Christian community help each other live a life of discipleship
Strand: 10. Morality

The student will:

III.MOR.6.1 1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

III.MOR.6.2 2. identify and review the Ten Commandments as the moral guideline for God's people and the terms of the covenant at Mt. Sinai (CCC 2056-2063)

III.MOR.6.3 3. discuss how the Ten Commandments serve as the moral guideline for God's people today

III.MOR.6.4 4. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

III.MOR.6.5 5. analyze each of the Commandments and relate it to our personal relationship with God and each other

III.MOR.6.6 6. define and discuss natural law (CCC 1954-1960)

III.MOR.6.7 7. identify that the Ten Commandments reflect the natural law

III.MOR.6.8 8. explain how original sin affects all mankind (CCC 402-409)

III.MOR.6.9 9. explain how God heals and forgives sin through the sacraments of Baptism, Eucharist, Reconciliation, and Anointing of the Sick

III.MOR.6.10 10. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

III.MOR.6.11 11. understand that the passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) lead us to actions that can be good or evil (CCC 1762-1775, Mark 7:18-23)

III.MOR.6.12 12. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

III.SSS.6.1 1. define God's call to leadership as a call to service for the community

III.SSS.6.2 2. study the leadership roles of the Old Testament prophets including their attitude toward the poor, the disadvantaged, immigrants, and the needs of the community

III.SSS.6.3 3. identify Old Testament ideas of tithing and Jubilee debt forgiveness (i.e., Lev 25:8-22)

III.SSS.6.4 4. tell about the lives of modern day witnesses and their service to society

III.SSS.6.5 5. help design, organize, and participate in a student-directed service project

Pillar IV  Christian Prayer

Strand: 12. Prayer

The student will:
| IV.PRA.6.1 | 1. recite common prayers of the Catholic Church (Sign of the Cross, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer) |
| IV.PRA.6.2 | 2. identify the Psalms as a collection of hymns or poetry collected over several centuries and used as the public prayer of the Church (CCC 2585-2586) |
| IV.PRA.6.3 | 3. list the categories of Psalms (CCC 2588) |
| IV.PRA.6.4 | 4. identify occasions when the Catholic Church uses the Psalms (e.g., at Mass, in the Liturgy of the Hours) |
| IV.PRA.6.5 | 5. pray using the different categories of Psalms |
| IV.PRA.6.6 | 6. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven) |
| IV.PRA.6.7 | 7. discuss the role of persistence in prayer to overcome difficulties (Luke 18:1-8, CCC 2742) |
| IV.PRA.6.8 | 8. identify “Hear O Israel” as an important Hebrew prayer called the shema describing how it is used in Jewish life and how it applies to Christians (Deuteronomy 6:4-9) |
| IV.PRA.6.9 | 9. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction |
| IV.PRA.6.10 | 10. practice lectio divina with the Sacred Scriptures |
| IV.PRA.6.11 | 11. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons) |
| IV.PRA.6.12 | 12. understand appropriate disposition for prayer (being quiet and still, openness to hear God, having a humble heart, etc.) (Matt 6:5-8; Luke 18:1-14) |
| IV.PRA.6.13 | 13. pray for openness and generous response to God’s call in each of their lives |
| IV.PRA.6.14 | 14. experience various forms of music as prayer (e.g. Praise and Worship, Gregorian chant, Taize prayer, Handel’s Messiah) |
7th Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

G.EMD.7.1 1. recognize that God knows and loves him/her personally and has a plan for their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.7.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.7.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.7.4 4. explain the meaning of Romans 6:23 - "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord."

G.EMD.7.5 5. articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.7.6 6. explain how their personal salvation is accomplished by Jesus’ death and resurrection (1 Pet 2:24)

G.EMD.7.7 7. recognize that Jesus’ gift of salvation requires a response on the part of the believer and assess how one’s response affects particular judgment at the end of each person's life (CCC 1021-1022, Matt 25)

G.EMD.7.8 8. reflect on the degree to which Jesus is a part of their lives

G.EMD.7.9 9. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his/her life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


G.EMD.7.11 11. articulate the “good news” of Jesus Christ to a peer (1 Peter 2:24-25, 1 John 4:9-10)

G.EMD.7.12 12. express the joy of being a disciple of Jesus Christ (Phil 4:4-7)

G.EMD.7.13 13. recognize that the role of a missionary disciple is to live the teachings of Christ in the world as guided by Scripture and the teachings of the Church (John 15:10, Eph 4:1-6, James 1:22-25)

G.EMD.7.14 14. understand that missionary disciples are called to bring Christ into each and every aspect of their lives (Col 3:1-17)

G.EMD.7.15 15. define charism as a spiritual gift for building up of the Church (CCC 2003, 1 Cor 12)

G.EMD.7.16 16. list and explain the charisms as outlined in 1 Corinthians 12

G.EMD.7.17 17. distinguish between the gifts and fruits of the Holy Spirit and charisms (CCC 1830-1832, 1 Cor 12)
Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

The student will:


I.SAS.7.2 2. compare the style and the audiences of the four Gospels

I.SAS.7.3 3. identify the symbols of the evangelists (human face, lion, ox, eagle) (Ezek 1:5-12; Rev 4:7)


I.SAS.7.5 5. retell and explain some of the miracles of Jesus

I.SAS.7.6 6. define parables as stories Jesus told to teach a lesson about the Kingdom of God

I.SAS.7.7 7. retell some parables and explain them in meaningful terms for our lives today

I.SAS.7.8 8. identify the Sermon on the Mount and the Beatitudes in particular, as the central message in Jesus’ teaching (Matt 5-7)

I.SAS.7.9 9. define the Epistles as letters written to various early Christian communities to encourage them to follow the teachings of Jesus

I.SAS.7.10 10. identify themes in the Epistles (community, law, grace, salvation, Body of Christ, love, second coming, etc.)

I.SAS.7.11 11. analyze some of the themes in the Epistles and compare them to our lives today

I.SAS.7.12 12. identify how Jesus fulfills Old Testament prophesy

I.SAS.7.13 13. identify the topography and geographical locations of cities mentioned in the Gospels and Epistles

I.SAS.7.14 14. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

I.SAS.7.15 15. apply Jesus’ teaching from the Sermon on the Mount and Paul’s Epistles to contemporary problems

Strand: 3. Church History

The student will:

I.CHH.7.1 1. retell how the Apostles were selected and commissioned (Matt 4:18-22; Matt 9:9-13; Matt 10:1-15; Matt 28:16-20)
3. trace the establishment of the Church from the preaching of Jesus, through the Pascal mystery, Pentecost, and apostolic succession

4. examine the role and power of the Holy Spirit within the early Church (Acts 2-10)

5. discuss Mary's role in the history of the Church (CCC 721-723)

6. explore the development of various Catholic feast days based on cultural traditions (St. Nicholas, Our Lady of Guadalupe, Christmas, St. Patrick, etc.)

**Strand: 4. Doctrine**

The student will:

1. list and explain the titles of Jesus (CCC 452-455)

2. identify the mission of Jesus as Savior of all

3. define the Incarnation as the Son of God assuming a human nature in order to accomplish our salvation in it (CCC 461-464)

4. define hypostatic union as Jesus Christ being true God and true Man in one Person (CCC 252, 468)

5. define Transubstantiation as the unique change of the Eucharistic bread and wine into the Body and Blood of Jesus at the consecration of the Mass (CCC 1376)

6. describe events in the life of Mary found in the Gospel and tradition and the importance of Mary's "fiat" (Luke 1:26-56; Luke 2; John 2:1-11; John 19:25-29)

7. identify and explain the dogmas of the Immaculate Conception and the Assumption (CCC 490-493, 966)

8. discuss the apparitions of Mary approved by the Church: Our Lady of Lourdes, Our Lady of Fatima, Our Lady of Guadalupe, etc.

9. explain the titles of Mary given to her from tradition and proclamation (CCC 969)

10. recall that an angel is "a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of his saving plan" (CCC Glossary: Angel)

11. list the names of the archangels (Michael, Gabriel, and Raphael) and describe the tasks associated with them

12. explain the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in Heaven (CCC 962)

13. explain the concept of Purgatory, as identified in 2 Maccabees 12:38-46 and Church tradition (CCC 1030-1032)

14. explain the second coming of Christ as found in passages from the Gospels (Matt 16:27; Matt 24-25; Luke 17:28-30), Epistles (1 Cor 4:5; 1 Thess 4:13-18; 5:1-11) and Rev 22:12

15. explain particular judgment and general judgment (CCC 1021-1022, 1038-1041)
16. discuss Christ's resurrection and the resurrection of our bodies at the end of time (1 Cor 15:36-57)

**Pillar II  The Celebration of the Christian Mystery**

**Strand: 5. Liturgy**

*The student will:*

II.LIT.7.1  1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles

II.LIT.7.2  2. identify the Roman Missal and describe its purpose

II.LIT.7.3  3. explain the parts of the Mass and how they fit into the order of the liturgy (CCC 1346-1355)

II.LIT.7.4  4. analyze the main prayers of the liturgy and reflect on their meaning

II.LIT.7.5  5. understand the importance of reading and reflecting on the readings for the upcoming Sunday

II.LIT.7.6  6. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458)

II.LIT.7.7  7. discuss various cultural expressions that may take place within the celebration of the Mass (music, art, local customs, etc.) (CCC 1204-1206)

II.LIT.7.8  8. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090)

II.LIT.7.9  9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bowing, kneeling, processions) and understand why we do them

**Strand: 6. Sacraments**

*The student will:*

(Sacraments are treated very specifically in the 5th grade curriculum. It is assumed that the teacher will review the 5th grade curriculum objectives and “fill in” as needed.)

II.SAC.7.1  1. explain how Jesus instituted the sacraments to give grace (CCC 1131)

II.SAC.7.2  2. identify Gospel and other New Testament passages that reflect the institution of the sacraments

II.SAC.7.3  3. identify the sacraments of initiation (CCC 1212)

II.SAC.7.4  4. define Confirmation and discuss application to his/her daily life (CCC 1285 and Glossary p. 872)

II.SAC.7.5  5. distinguish between the sanctifying gifts, the charisms, and the fruits of the Holy Spirit (CCC 798-801, 951,1830-1832)

II.SAC.7.6  6. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit

II.SAC.7.7  7. discuss the sacraments of Reconciliation and Eucharist as an important part of conversion and growth in discipleship (CCC 1422-1423, 1427-1429)
Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.7.1  1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702)

III.DHP.7.2  2. defend the idea of human dignity based on the life and teachings of Jesus

III.DHP.7.3  3. describe all human life as sacred from conception to natural death (CCC 2268-2283, 2407)

III.DHP.7.4  4. identify some basic rights of all human persons (CCC 1956)

III.DHP.7.5  5. describe and give examples from Scripture about how Jesus treated people (Matt 9: 9-13; John 4:1-30)

III.DHP.7.6  6. give examples of ways to apply the model of Jesus to their daily lives

III.DHP.7.7  7. compare and contrast Christian and secular norms for “success”

III.DHP.7.8  8. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Matt 5:8; CCC 2525)

III.DHP.7.9  9. discuss and apply guidelines for using social media that are in accord with human dignity (CCC 2525)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.7.1  1. know that we are created in God' image as male or female (Gen 1-3; CCC 369-372)

III.FHS.7.2  2. identify the human life-cycle and the different ages and stages present in a family unit

III.FHS.7.3  3. evaluate the effects of one's growth and maturation on relationships

III.FHS.7.4  4. define and discuss Catholic virtues (i.e., love, respect, honesty, etc.) and their application to build mature relationships with the opposite sex and all members of society

III.FHS.7.5  5. define pornography and discuss appropriate responses (CCC 2354, 2523-2526)

III.FHS.7.6  6. describe the value of the virtue of chastity and ways to live a chaste life (CCC Glossary: Chastity; CCC 2337-2339)

III.FHS.7.7  7. identify and define offenses against chastity, including exposure to pornography and other inappropriate content found in media sources such as internet, television, music and video games (CCC 2351-2356)

III.FHS.7.8  8. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)

III.FHS.7.9  9. discuss practices that protect the beautiful gift of chastity including; appropriate modest dress, language, prayer, sacraments and devotion to Mary
10. discuss sexuality as a gift from God and how God calls us to use this gift according to our state of life (CCC 2360-2362)

11. discuss the value of abstinence and modesty in relationships with others and the consequences of sexual activity

12. Identify the marital act as unitive and procreative (CCC 2363)

13. Identify true love as free, total, faithful and fruitful

14. discuss the deeper meaning of Christ’s commandment “to love one another as I have loved you” as it applies to spousal love

15. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love

16. define marriage as the one flesh union between one man and one woman modeled after Christ’s union with the Church

17. explore situations where peer pressure impacts the decisions one makes both positively and negatively

18. discuss physical, emotional and sexual boundaries

19. evaluate contemporary lifestyles and identify those that undermine the value of life

**Strand: 9. Community**

*The student will:*

1. describe the family as a source of spiritual values, religious practices, customs and traditions that help shape a person spiritually, physically, psychologically, and socially (CCC 1655-1658, 2204-2206)

2. identify his/her talents, gifts, and charisms, and describe ways to share these with the community

3. describe the benefits and challenges of vocations to the single, married, consecrated, or ordained life

4. identify the call to build up community through the life of a missionary

5. describe how each vocation builds up the body of Christ (CCC 871-873; CCC Glossary)

6. discuss how members of a small Christian community help each other live a life of discipleship

**Strand: 10. Morality**

*The student will:*

1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

2. discuss ways that the Gospel events and the parables of Jesus show us how to live a moral life

3. define the types of sin (mortal, venial) (CCC 1854-1864)
4. compare and contrast sins of omission and sins of commission (CCC 1853)

5. discuss the mercy of God and the sacrament of Reconciliation as a way to restore the relationship with God and the community (CCC 1450-1460)

6. discuss the consequences of sin to individuals and to the whole body of Christ (CCC 1472-1473)

7. list and explain the cardinal or moral virtues, the theological virtues, and the seven capital sins (CCC 1866; 1833-1841)

8. compose a personal examination of conscience based on the seven capital sins (CCC 1866)

9. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

10. discuss the universal call to holiness as outlined in the Vatican II document Lumen Gentium, Chapter 5 (CCC 2013, 2813)

11. recognize and apply the virtues, gifts and fruits of the Holy Spirit (as recommended in the cycles of The Virtues Project)

12. recognize that living a moral life involves ordering one’s passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) toward the good with the help of the Holy Spirit and a formed conscience (CCC 1762-1775, Mark 7:18-23)

13. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

1. select some Gospel passages in which Jesus demonstrated a life of service to others

2. discuss how gospel values are the foundation of social, economic, and political choices

3. create suggestions for peaceful alternatives and solutions for poverty, violence, oppression, etc. which rob persons of their human dignity

4. identify and discuss how every human right has a corresponding responsibility using examples

5. identify the principles of social justice (CCC 2419-2425)

6. take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)

7. help design, organize, and participate in a student-directed service project

8. identify saints who modeled social justice principles

9. identify and describe lay ministerial roles and their service to the Church

Pillar IV Christian Prayer
**Strand: 12. Prayer**

*The student will:*

**IV.PRA.7.1** 1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)

**IV.PRA.7.2** 2. identify some familiar prayers of New Testament figures (e.g., Magnificat of Mary, Canticles of Zachariah, Simeon, and Anna in the Gospel of Luke, etc.)

**IV.PRA.7.3** 3. identify Scripture passages that demonstrate the importance of prayer (Ps 102:17; Ps 145:18; Matt 5:44; Matt 7:7-8; Matt 26:42; Rom 8:26; Eph 6:18; Phil 4:6; James 5:13)

**IV.PRA.7.4** 4. analyze the seven petitions of the Our Father (CCC 2803-2806)

**IV.PRA.7.5** 5. discuss the effectiveness of prayer in working toward peace and justice

**IV.PRA.7.6** 6. pray for openness and generous response to God’s call in each of their lives

**IV.PRA.7.7** 7. discuss the effectiveness of prayer in deepening one’s relationship with Jesus

**IV.PRA.7.8** 8. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

**IV.PRA.7.9** 9. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

**IV.PRA.7.10** 10. practice lectio divina with the Sacred Scriptures

**IV.PRA.7.11** 11. demonstrate the use of different types and styles of prayer (e.g., journaling, drawing, song, praying with icons)

**IV.PRA.7.12** 12. demonstrate appropriate reverence during prayer

**IV.PRA.7.13** 13. experience various forms of music as prayer (e.g., Praise & Worship, Gregorian chant, Taize prayer, Handel’s Messiah, contemporary Christian music)

**IV.PRA.7.14** 14. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bow, kneel, process)
8th Grade

The Great Commission

Strand: 1. Evangelization and Missionary Discipleship

The student will:

G.EMD.8.1 1. recognize that God knows and loves him/her personally and has a plan for each of their lives (Ps 139, Isa 43:1-4, Jer 1:5)

G.EMD.8.2 2. encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8, John 6:35, John 14:26, Heb 4:12)

G.EMD.8.3 3. recognize that Jesus wants to be in a relationship with him/her (John 15:9, John 15:16, 1 John 4:19)

G.EMD.8.4 4. explain the impossibility of salvation without Jesus’ sacrifice on the cross (Rom 5:16-19, Rom 6:23)

G.EMD.8.5 5. understand and articulate the "good news" that Jesus died on the cross for their sins so that they can go to heaven (CCC 619 - 623, Matt 1:21, Rom 5:8, 1 John 2:2, John 14:6)

G.EMD.8.6 6. recognize that Jesus’ gift of salvation requires a response on the part of the believer (Mark 8:34-35)

G.EMD.8.7 7. reflect on the degree to which Jesus is a part of their lives

G.EMD.8.8 8. be invited to make a choice to accept Jesus’ gift of salvation by inviting Him into his/her life and reciting a commitment prayer (Mark 8:34-37, Matt 4:18-22)


G.EMD.8.10 10. be able to proclaim the “good news” of Jesus Christ to a peer (1 Peter 2:24-25, 1 John 4:9-10)

G.EMD.8.11 11. assess the difficulty of being a missionary disciple in today’s culture

G.EMD.8.12 12. assess contemporary issues and lifestyles that conflict with living as a disciple of Jesus Christ (Rom 1:18-32, 1 Cor 6:9-11, Gal 5:13-26)

G.EMD.8.13 13. define charism as a spiritual gift for building up of the Church (CCC 2003, 1 Cor 12)

G.EMD.8.14 14. list and explain the charisms as outlined in 1 Corinthians 12

G.EMD.8.15 15. distinguish between the gifts and fruits of the Holy Spirit and charisms (CCC 1830-1832, 1 Cor 12)

G.EMD.8.16 16. recognize that charisms manifest when a person has a living relationship with Jesus Christ

Pillar I  The Profession of Faith

Strand: 2. Sacred Scripture

The student will:

2. trace the growth of the Church beginning with Pentecost, continuing through Paul’s journeys as recounted in the Acts of the Apostles and the Epistles

3. review the creation story of man, the commandments, Beatitudes and the new law as the basis for the Church's moral teaching


5. identify the stages of salvation history and explain their significance in God's plan for humanity

6. understand that lectio divina on Sacred Scripture is a way that God can speak into his/her heart

7. identify how evangelization in Acts of the Apostles caused the Church to grow and discuss how evangelization could benefit today's world (Acts 2-9)

8. discuss the principles of interpreting Scripture according to the teaching of the Catholic Church (CCC 101-141)

Strand: 3. Church History

_The student will:_

1. explain Pentecost as the fulfillment of Old Testament prophecies and the fulfillment of Jesus' promise to send the Holy Spirit (Acts 2)

2. discuss the selection of a replacement for Judas (Acts 1:12-26)

3. tell about the conversion of Saul/Paul (Acts 9:1-19)

4. discuss the missionary work of Paul and Barnabas (Acts 13-14, 15:36-18:22, 18:23-20:38)

5. retell the events of the Council of Jerusalem; identify the most important issues decided there (Acts 15)

6. discuss the trials endured by the early disciples and apostles

7. discuss apostolic succession (CCC 874, 880-883)

8. explain the result of Constantine’s recognition of the Church

9. identify early heresies and the councils that dealt with them (i.e. Nicaea, Constantinople, Ephesus (CCC 465-468)

10. discuss the contributions of religious orders and the development of religious life in the growth of the Church

11. discuss the growth of Islam and how it impacted Christians at the time of the Crusades

12. discuss the reasons for the Crusades and their results

13. discuss the reasons for and consequences of the schism between the Eastern and Western Church
14. explain the reasons for and the results of the Inquisition
15. discuss the Reformation and rise of Protestant churches
16. tell about the missionary activity of the Church throughout history
17. identify the reasons for the Council of Trent
18. discuss the Second Vatican Council, and its purpose and effect
19. discuss the New Evangelization from the Second Vatican Council to the present day
20. retell the stories of the saints who were instrumental in the growth of the Church throughout history
21. identify important historical figures in the Catholic Church in the United States, Michigan, and Detroit (e.g., St. Elizabeth Ann Seton, Sr. Ann Drexel, Servant of God, Fr. Augustus Tolton, Fr. Pierre Marquette, Fr. Gabriel Richard, Venerable Fr. Solanus Casey)
22. recognize how the Holy Spirit was at work throughout history and continues to shape the Church

Strand: 4. Doctrine

The student will:

1. compare and contrast the Catholic beliefs of the Eucharist with the beliefs of non-Catholic Christians
2. understand that the Church recognizes other Christians as our brothers and sisters in the Lord (CCC 838)
3. discuss major heresies and the truths that are affirmed (i.e. Docetism, Arianism, Nestorianism, Monophysitism, Gnosticism, Jansenism, Iconoclasm, etc.) (CCC 465-468)
4. list and explain the four marks of the Church (one, holy, catholic, and apostolic) (CCC 811)
5. define the doctrine of Papal Infallibility and the primacy of the pope (CCC 891)
6. describe the hierarchy of the Catholic Church and their responsibilities (CCC 880-896)
7. analyze the Nicene Creed and each of its elements
8. compare the Apostles' Creed and the Nicene Creed (CCC following 184, The Credo)
9. memorize the precepts of the Church and give the major understandings of each one (CCC 2041-2043 and 2048)
10. explain that the Magisterium interprets and clarifies Church teaching and doctrine for today's world by promulgating encyclicals, apostolic exhortations and other documents (CCC 85-88)

Pillar II The Celebration of the Christian Mystery

Strand: 5. Liturgy

The student will:
II.LIT.8.1 1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, singing in the choir, serving as altar servers, gift bearers, ushers, etc.) and understand the significance of these roles.

II.LIT.8.2 2. understand the importance of regular participation in the sacrament of Reconciliation (CCC 1440-1442, 1447, 1458).

II.LIT.8.3 3. recite the Holy Days of Obligation including their dates.

II.LIT.8.4 4. read, discuss, and reflect on the readings for the upcoming Sunday.

II.LIT.8.5 5. define Lectionary and explain the purpose of the Lectionary.

II.LIT.8.6 6. explain the cycle of readings: the Sunday (A, B, C) and Daily (I, II).

II.LIT.8.7 7. understand the way in which Christ can be personally encountered in the liturgy (CCC 1084-1090).

Strand: 6. Sacraments

The student will:

(Note: Confirmation should be considered in detail in the year when students are confirmed.)

II.SAC.8.1 1. identify the sacraments of initiation (CCC 1212).

II.SAC.8.2 2. define Confirmation and discuss application to their daily lives (CCC 1285, CCC Glossary: Confirmation).

II.SAC.8.3 3. distinguish between the sanctifying gifts, the charisms, and the fruits of the Holy Spirit (CCC 798-801, 951, 1830-1832).

II.SAC.8.4 4. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit.

II.SAC.8.5 5. discuss Eucharist as source and summit of the life of a Catholic (CCC 1324).

Pillar III  Life in Christ

Strand: 7. Dignity of the Human Person

The student will:

III.DHP.8.1 1. understand that the source of one's human dignity and value comes from being created in the image and likeness of God (Gen 1-2; CCC 1702).

III.DHP.8.2 2. describe all human life as sacred from conception to natural death (CCC 2268-2283, 2407).

III.DHP.8.3 3. identify and explain the basic rights of all human persons (CCC 1956).

III.DHP.8.4 4. describe and give examples from early Church history of the Christian ideal for respecting the dignity of others (Eph 4:25-6:9; James 2-3, 1 John 2:1-17).

III.DHP.8.5 5. compare and contrast Christian and secular norms for “success” (CCC 2471-2474).

III.DHP.8.6 6. identify local, national and/or global situations in which the dignity of the human person is not respected, and as Catholics how we should respond.
III.DHP.8.7  7. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity (Matt 5:8; CCC 2525)

III.DHP.8.8  8. discuss and apply guidelines for using social media that are in accord with human dignity (CCC 2525)

Strand: 8. Family Life/Human Sexuality

The student will:

III.FHS.8.1  1. know that we are created in God's image as male or female (Gen 1-3; CCC 369-372)

III.FHS.8.2  2. discuss the deeper meaning of Christ’s commandment “to love one another as I have loved you” as it applies to spousal love

III.FHS.8.3  3. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love

III.FHS.8.4  4. define marriage as the one flesh union between one man and one woman modeled after Christ’s union with the Church

III.FHS.8.5  5. identify the two purposes of marriage as unity/mutual support and procreation

III.FHS.8.6  6. explain the Church’s teachings regarding natural family planning and birth control

III.FHS.8.7  7. describe the value of the virtue of chastity and ways to live a chaste life (CCC Glossary: Chastity; CCC 2337)

III.FHS.8.8  8. demonstrate familiarity with the teachings of the Catholic Church regarding sexual moral values and behavior by discussing appropriate choices in contemporary, real-life, situations

III.FHS.8.9  9. discuss the changes in relationships with persons of the other gender

III.FHS.8.10  10. explore situations and appropriate responses when peer pressure impacts the decisions one makes both positively and negatively

III.FHS.8.11  11. discuss physical, emotional and sexual boundaries

III.FHS.8.12  12. discuss appropriate responses to pornography and explain that pornography denigrates the human condition (CCC 2354)

III.FHS.8.13  13. evaluate contemporary lifestyles and identify those that undermine the value of life and the teachings of the Catholic Church

III.FHS.8.14  14. define modesty in relation to dress, behavior, and speech (CCC 2521-2524)

Strand: 9. Community

The student will:

III.COM.8.1  1. explain that Baptism includes a call to transform the world through the Gospel (CCC 871,1265-1270)

III.COM.8.2  2. explain how Baptism connects him/her to a universal community of believers beginning with their own parish community (CCC 1267-1269)
III.COM.8.3 3. describe how members of the Body of Christ share responsibility for each other and all of humanity (CCC 1877-1882)

III.COM.8.4 4. describe the benefits and challenges of vocations to the single, married, consecrated, or ordained life (CCC Glossary: Vocation)

III.COM.8.5 5. describe how each vocation builds up the Body of Christ (CCC 871-873; CCC Glossary: Vocation)

III.COM.8.6 6. discuss strategies to charitably explain our Catholic faith using history, Sacred Scripture, common sense, and lived experience

Strand: **10. Morality**

The student will:

III.MOR.8.1 1. understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit

III.MOR.8.2 2. define and give some examples of social sin (CCC 1869)

III.MOR.8.3 3. dramatize and/or demonstrate ways to use the virtues to respond to situations involving personal and/or social sin (CCC 1869)

III.MOR.8.4 4. define the role of conscience and circumstance in moral decision-making

III.MOR.8.5 5. discuss the importance of having an informed conscience (CCC 1783-1785)

III.MOR.8.6 6. identify universal moral truths that are rooted in the natural moral law (CCC 1954-1960)

III.MOR.8.7 7. explain that God's laws are above human laws (CCC 1950-1953)

III.MOR.8.8 8. evaluate a situation where God's law is in conflict with human law

III.MOR.8.9 9. recite and analyze the Two Great Commandments (CCC 2055, 2196)

III.MOR.8.10 10. define concupiscence as the inclination to sin that results from the wound of original sin (CCC 2515; CCC Glossary: Concupiscence)

III.MOR.8.11 11. recognize that forgiveness of sins is made possible by the death and resurrection of Jesus Christ (CCC 422)

III.MOR.8.12 12. recognize that God's grace is needed in order to live a moral life

III.MOR.8.13 13. identify that prayer gives access to the grace that helps us to be good

III.MOR.8.14 14. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)

III.MOR.8.15 15. explain that the Beatitudes respond to the natural desire for happiness (CCC 1718-1719)

III.MOR.8.16 16. understand that the universal call to holiness is lived out in the context of our vocation and state of life (CCC 2013-2016)

III.MOR.8.17 17. identify the Catechism of the Catholic Church as a resource for further study of moral issues
18. recognize and apply the virtues, gifts and fruits of the Holy Spirit as recommended in the cycles of The Virtues Project

19. recognize that living a moral life involves ordering one’s passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) toward the good with the help of the Holy Spirit and a formed conscience (CCC 1762-1775, Mark 7:18-23)

20. understand that Satan tries to turn us away from God and recognize that practices of the occult (e.g., ouija boards, tarot cards, seances, palm reading, horoscopes, black magic) are harmful to our life in Christ (CCC 381-395; 407-409; 2112-2117, Matt 10:28-31, James 4:7)

Strand: 11. Service/Social Justice/Servant Leadership

The student will:

1. assess how Catholic values help us make social, economic, and political choices

2. create suggestions for peaceful alternatives and solutions for racism, poverty, violence, oppression, etc. which rob persons of their human dignity

3. identify and discuss how every human right has a corresponding responsibility using examples

4. explain the principles of social justice (CCC 2419-2421,1928,1931)

5. relate the spiritual and corporal works of mercy to works of social justice (CCC 2447)

6. take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)

7. help design, organize, and participate in a student-directed service project

8. retell the life of a saint who modeled social justice

9. identify and describe lay ministerial roles and their service to the Church

10. explain how the family as the basic cell of society has rights and duties (CCC 2214-2233)

Pillar IV Christian Prayer

Strand: 12. Prayer

The student will:

1. recite common prayers of the Catholic Church (e.g., prayers of the Mass, Act of Contrition, the Creeds, Mealtime Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, etc.)

2. discuss the effectiveness of prayer in deepening one’s relationship with Jesus

3. pray for openness and generous response to God’s call in their lives

4. discuss and participate in Eucharistic devotions such as Adoration, Forty Hours Devotion, and Benediction

5. practice lectio divina with the Sacred Scriptures
6. participate in and discuss traditional Marian devotions (Our Lady of Lourdes, Fatima, Guadalupe, Czestochowa, etc.; the rosary, May Crowning, Consecration and Entrustment to Mary, Miraculous Medal, Scapulars, etc.; month of October honoring Mary, Our Lady of the Rosary and month of May honoring Mary, Our Lady Queen of Heaven)

7. demonstrate different types of prayer (e.g., journaling, drawing, song, praying with icons and sacred art, praise dance, dramatic expression, etc.)

8. demonstrate appropriate reverence during prayer

9. demonstrate appropriate customs, gestures, and postures in various liturgical situations (e.g., when to genuflect, bow, kneel, process)

10. experience various forms of music as prayer (e.g., Praise and Worship, Gregorian chant, Taize prayer, Handel’s Messiah, contemporary Christian music)

11. discuss and experience praying portions of the Liturgy of the Hours
Implementation Guidelines

This section of the curriculum document outlines important factors to consider when implementing the Archdiocese of Detroit Religion Curriculum:

I. Authentic Witness for Effective Evangelization and Catechesis – outlines expectations of the teacher/catechist
II. Methodology – explanation of the difference between evangelization and catechesis
III. Assessments – background on how grade-level assessments were created and overview of testing expectations
IV. Pacing – data demonstrating that it is possible to teach all outcomes in the course of a school year

I. Authentic Witness for Effective Evangelization and Catechesis

Teachers and catechists need to model the faith they are handing down to students. The depth and breadth of this new curriculum calls for teachers/catechists to be disciples and authentic witnesses to the Christian life. Disciples have zeal to share the faith; their experience of Christ convicts them of the necessity to proclaim the personal love of God and the difference Jesus makes in their lives. Witnesses present more than just the content of the faith; they share their own life experiences. They live a life consistent with the teachings of the Church and exhibit courage and conviction to live that faith outside the classroom.

Listed below are some additional characteristics that are consistent with the portrait of a witness and disciple of Christ:

- **Living Faith and Life of Prayer:** Have a lived relationship with Jesus Christ and pray daily, listening for the Lord’s direction in all matters.
- **Moral Integrity:** Live a life that is consistent with the teachings of the Church.
- **Active Sacramental Life:** Go to Mass weekly and participate in the Sacrament of Reconciliation regularly.
- **Well-Formed in the Faith:** Take seriously the study of the Catholic faith and catechist certification.
- **Ongoing Formation:** Continue one’s own faith development with spiritual reading, knowledge of the Bible, participation in conferences and retreats, etc.

Teachers and catechists are encouraged to assess their relationship with Christ and seek opportunities to grow in these areas of faith life. In order to thrive in the Christian life, one must be supported by a Christian community who shares the same goal and holds members accountable in their journey of discipleship. Catholic schools and parishes are encouraged to create opportunities for ongoing formation and faith sharing for paid and volunteer staff in order to create a climate of accompaniment in the journey of faith.
II. Methodology

It is important to consider methodology when implementing a religion curriculum. The twelve strands of the Archdiocese of Detroit Religion Curriculum aim to evangelize and catechize the student. Evangelization and catechesis do not merely pass along a set of facts but transform the student into a joyful disciple of Jesus Christ.

It is helpful to first discuss the difference between evangelization and catechesis. Evangelization helps the student to come to know Christ. It involves the proclamation of salvation in Jesus Christ and the response of a person in faith (USCCB, *Go and Make Disciples*, 10). It aims at initial conversion: the acceptance of a personal relationship with Christ, a sincere adherence to Him, and a willingness to conform one’s life to His. Conversion to Christ involves making a genuine commitment to Him and a personal decision to follow Him as His disciple (NDC 17). Catechesis, on the other hand, is the teaching of Christian doctrine imparted in an organic and systematic way, with a view to initiating the hearers into the fullness of Christian life (CT 18). Catechesis assumes that the person knows Christ. Catechesis is a moment in the process of evangelization, but it is the teaching and maturation stage (CT 18). Catechesis is concerned with ongoing conversion and growth.

*Evangelization* - The methodology used in evangelization generally involves preaching, testimony and witness. True evangelization originates from one’s conviction of the truth of who Jesus is and what He has accomplished. It includes telling stories of personal experiences of Christ. It involves patient listening to students’ perceptions of God and their own experiences of love. A student’s level of trust and openness to God’s love is impacted by his/her own life experiences. As such, evangelization is very personal and relational. Ultimately, evangelization results in a conversion of heart and drives toward a decision: Do I want to give my life to Christ and live as His disciple? Teachers/catechists do not convert hearts; the Holy Spirit does. Teachers/catechists are simply God’s instruments under the power of the Holy Spirit.

*Catechesis* - Catechetical methodology on the other hand involves systematic teaching and formation in the knowledge of the faith, meaning of the liturgy and sacraments, formation in morality, prayer, and community life, and preparation to participate in the life and mission of the Church. Faith formation informs, forms, and transforms the student into a disciple of Jesus Christ. It is a holistic approach which affects the head and the heart. Faith formation facilitates a dialogue between God and the student, which helps students grow and mature so that their faith becomes living, conscious, and active.

Although the Church does not espouse one particular catechetical methodology, a method that is effective in bridging the gap between doctrine and authentic, lived spirituality is the Ecclesial Method. The following is a summary of the Ecclesial Method:

**The Ecclesial Method**

- **Preparation** – Preparation creates the conditions for the possibility of a deepening of God’s Word in the minds and hearts of the students. It provides a calculated disengagement which helps the listener become docile, open, and receptive. It creates an atmosphere which considers the physical environment, hospitality, icebreakers, prayer, opening activities, music, art, etc.
- **Proclamation** – The theme or thesis of the lesson should be based on and supported by Sacred Scripture. God’s Word in Sacred Scripture is proclaimed and Catholic teaching is introduced and initially explored.
- **Explanation** – Explanation helps the participants come to a deeper personal understanding and assimilation of the message. This should be done in an engaging and relevant manner through the use of stories, multi-media, role-playing, discussion, personal reflection, memory exercises, etc.
• Application – The application is intended to facilitate a response in order to make the first three steps bear fruit in the students' lives. Teachers must help students to recognize and embrace their essential missionary vocation. In addition, they must encourage and equip students to live out the Gospel in their daily lives and serve those in need.

• Celebration – Celebration should bring closure to the lesson either through prayer or meditation or an activity which summarizes what was learned.

It is important to allocate adequate time for student reflection/discussion so that the students have time to ponder, ask questions, and consider ways in which the faith is relevant in their lives. Where appropriate, teachers are encouraged to use methods that will engage the whole range of types of intelligence and combine outcomes from multiple strands and/or other subjects so that all aspects of the curriculum harmonize into an organic whole.

III. Assessments

In order to measure each student’s understanding and comprehension of the outcomes, assessments have been developed for use by Catholic Schools and parish faith formation programs. The Archdiocese measures the mastery of outcomes on three levels: by student, grade level, and building. In developing assessments, certain outcomes have been identified as true indicators of mastery of the subject matter. Questions based on these outcomes have been stored in a question bank from which assessments will be derived. For parish faith formation programs, the DREs will have access to these assessments to adapt them to their particular needs.

This curriculum not only presents intellectual knowledge to be learned, but also outcomes that deal with matters of the heart, spirit, and virtuous living. These non-cognitive outcomes are not easily measurable and should not be assessed for a letter grade. However, these experiences and dispositions can be noted through informal teacher observations of student discussion, writing, behavior, and self-reflection. In order to observe growth in the student and encourage self-reflection, the student will be invited to build a portfolio of different expressions and experiences of his/her relationship with Jesus and the Church. Templates to help build the portfolio and teacher observation sheets are included in the Appendices section of this Religion Curriculum. The purpose of observing spiritual progress is to:

1) help the student to mature in discipleship
2) supply the teacher with feedback to know if the experiential outcomes are bearing fruit and if lesson adjustments need to be made
3) provide a useful tool for gathering evidence of Catholic identity for school accreditation.

The Office of Catholic Schools expects that students, K-8, will be assessed each year for cognitive outcomes and that discipleship progress will be observed throughout the year. Student discipleship portfolios and teacher observation sheets will not be collected by the Archdiocese of Detroit as part of the yearly religion test.
IV. Pacing

The Archdiocese of Detroit Religion Curriculum is very comprehensive with many outcomes covering the major topics in evangelization and catechesis. At first glance, it might seem impossible to cover all these outcomes in a given school year in a way that leaves room for student discussion and reflection. However, it is assumed that in planning lessons, teachers will combine outcomes within and across strands, as well as seek every opportunity to include religion outcomes with lessons in other academic areas.

The following table shows that it is possible to teach all student outcomes for any given grade within the timeframe of a school year for Grades 1 – 8 (AOD Policies and Procedures do not include time allotments for Preschool and Kindergarten). The number of teaching minutes per year dedicated to religion excludes the time spent at a weekly school Mass. While not all schools have the same number of weeks in their school year, these calculations assume the minimum of 35 weeks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time Allotment for Faith Formation Programs in Catholic Schools</th>
<th>Less Time Spent in Worship</th>
<th>Teaching Minutes per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-2</td>
<td>30 minutes per day or 150 minutes per week</td>
<td>1 session per week</td>
<td>120 classroom teaching minutes per week x 35 weeks in school year = 4200</td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>40 minutes per day or 200 minutes per week</td>
<td></td>
<td>160 classroom teaching minutes per week x 35 weeks in school year = 5600</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>40 minutes per day or 200 minutes per week of classes are self-maintained</td>
<td></td>
<td>160 classroom teaching minutes per week x 35 = 5600</td>
</tr>
<tr>
<td></td>
<td>45 minutes per day or 225 minutes per week if there are class rotations</td>
<td></td>
<td>180 classroom teaching minutes per week x 35 = 6300</td>
</tr>
</tbody>
</table>

The table on the next page shows that if each outcome were taught individually over the time period available for religion, the teacher could dedicate 43 – 54 minutes per outcome, with the possibility of allocating approximately 15-20 minutes to discussion or reflection.
<table>
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<tr>
<th>Grade</th>
<th>Number of Outcomes</th>
<th>Number of Teaching Minutes in the Year</th>
<th>Teaching Minutes per Outcome</th>
<th>Possible Allocation of Minutes (teaching) + (discussion/reflection)</th>
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The above data shows a conservative estimate of time-allotment. In reality, teachers will combine several outcomes into one lesson which will extend the amount of time available to teach the curriculum outcomes.
Teaching Strategies

1. Evangelization and Missionary Discipleship

Encountering Christ
1. Speak about Jesus in the present tense in order to help students know that He is alive and present to us today.
2. Write letters to God; meditate and listen for God’s answer to the letter.
3. Help the students encounter Jesus through guided meditation on Sacred Scripture. Prompt them to speak and listen to Jesus. Include discussion, journaling and/or drawing to help students reflect on their experience.
4. Teach students how to speak and listen to Jesus during exposition of the Blessed Sacrament. Take the students to adoration.
5. Reflect on how they have experienced God in their lives over the last week.
6. Encourage students to take a journal to Sunday and daily Mass and ask them to listen to God at Mass and write about their experiences.
7. Help the students to identify individual people in whom they have seen Jesus this week and discuss how it makes a difference to them.

Recognizing Sin and Considering a Friendship with Christ
8. Examine the qualities of a good friendship, apply these qualities to Jesus, and discuss the benefits of being friends with Jesus.
9. Create a piece of art to show how sin separates us from God.
10. Trace a silhouette of a student on a big piece of paper and invite students to write typical sins of students that age. Discuss how these sins distance them from God.
11. Invite students to write a self-reflection on their relationship with Jesus including their hopes and dreams for how that relationship will evolve.

Making a Choice to Follow Jesus
12. Ask students if they want to be friends with Jesus. Lead them in a commitment prayer to invite Jesus into their hearts.
13. Invite students to consider if Jesus is a) part of his/her life, b) one of many things in his/her life, or c) the center of his/her life? Ask students to reflect on where they want Jesus to be in their lives and invite them to make a decision to begin to live their lives in this way.
14. Create a prayer service to allow students to meditate on making a commitment to follow Jesus. Write and lead them through a commitment prayer. Utilize the chapel or church space to make it special. Order custom rubber bracelets and invite students to wear them to display their commitment to Christ.

Conversion to Christ and Testimony
15. Teach students how to write a personal testimony of their conversion to Christ. (See Appendix, The Power of Personal Testimony)
16. Share personal testimonies or encounter experiences with a partner or in a small group.
17. Write a play about a person’s conversion to Jesus Christ. Act out the play in class.
18. Incorporate the notion of “conversion” into a science lesson, drawing a parallel with the change that a person experiences in a conversion to Christ and chemical/physical changes in matter.
19. Invite each student to create a piece of art (drawing, painting, song, sculpture) that reveals his/her relationship with Jesus.
20. Invite teams of students to create a video or poster to tell people about the significance of Jesus and why they should follow Him.
21. Invite a guest speaker to share a personal testimony about how God has worked in his/her life.
Teaching Strategies
1. Evangelization and Missionary Discipleship, continued

Discipleship and Proclaiming Christ to Others
22. As a class, create a newspaper called “The Good News” and invite students to write “articles” about various aspects of the kerygma. Include interviews, testimonies, and historical articles in the newspaper. Format the newspaper so that it looks like a real newspaper.
23. Create a PowerPoint presentation or video on discipleship.
24. Create an evangelization campaign or strategy to evangelize their school or local community.
25. Ask students to choose a partner. Invite them to practice sharing the Gospel with each other. (See Appendix, Proclaiming the Gospel Message)
26. Invite students to set up a table at a school event or parish function (e.g., parent-teacher conferences, coffee and donuts, parish festival). Ask students to make a give-away item that proclaims the Good News of Jesus. Invite students to man the table in shifts (adult supervision will be required). Students will approach people walking by, hand out the give-away item, and share the Good News with them.
27. Invite students to ask the Lord to reveal one person in their life who needs to hear the Good News of Jesus. Direct students to pray, asking God to create an opportunity to share the Good News with that person.
Teaching Strategies

2. Sacred Scripture

Reverencing the Sacred Scriptures
1. Wrap a Bible as a gift. Have students unwrap and explain that the Bible is a gift from God to all of us.
2. Have students set up and decorate a prayer table and enthrone the Bible. Use the activity to teach the importance and prominence the Bible has in their lives.

Understanding Authorship and Interpretation
3. Purchase a personal Bible for each student. Make and decorate a book cover to personalize it. Include the author’s name (God) to reinforce that God is the author of Sacred Scripture.
4. Create a piece of art showing the Bible being breathed into existence by the Holy Spirit through the human authors.
5. Include the various genres of texts represented in Sacred Scripture in a Language Arts lesson on literary genres. Help students understand how the various genres guide the interpretation of the text.
6. Utilize short video clips to introduce a theme or book of the Bible.
7. Invite students to do a presentation on biblical interpretation. Include information on how Catholics interpret the Bible and how it differs from other denominations.
8. Invite small groups to do a study of one of the Gospels with respect to original audience, style, etc. Invite students to present their findings to the class and facilitate a large group discussion comparing and contrasting the Gospels.

Learning Organization of the Bible
9. Create a poster artfully depicting the books of the Bible in their respective categories (i.e., God’s library).
10. Teach songs that help students memorize the books of the Catholic Bible.

Learning Bible Narratives
11. Act out a story in the Bible.
12. Create a storyboard of a Bible narrative (i.e., Creation, the Exodus, Annunciation/Birth of Jesus, Feeding of the Five Thousand, Passion/Death/Resurrection, etc.) using poster board or free online software.
14. Make a shoebox diorama of the Nativity scene, the Resurrection scene or some other scene of a Bible story.
15. Create maps of the Holy Land. Create a 2D map or a 3D topographical map, labeling important cities from the Old or New Testament. Combine this project with geography outcomes in Social Studies.
16. Use Psalms as a handwriting practice and save until the end of the year to give the students their own prayer book.
17. Write a book report about a character in the Bible (i.e., Abraham, Moses, David, Isaiah, Peter, Paul, Mary Magdalene, Heroes of the New Testament, etc.). Include illustrations.
18. Make the Ark of the Covenant, the Ten Commandments, or some other biblical object out of boxes and craft materials.
19. Analyze a biblical painting (i.e., Fra Angelico’s Annunciation) to explain the Scripture story it depicts.

Understanding Salvation History
20. Create a timeline puzzle of the covenants in salvation history or the main events of salvation history.
21. Create flash cards of Old Testament people and events that foreshadow and are fulfilled in Christ, with the Old Testament person/event on one side and its fulfillment in the New Testament on the other.
22. Create a graph or some other visual representation of the growth of the early church as revealed in Acts of the Apostles.
Teaching Strategies

2. Sacred Scripture, continued

Understanding Salvation History, continued
23. Visit a Catechesis of the Good Shepherd atrium to experience Scripture stories and salvation history, and do the works associated with them.

Listening to God speak through the Sacred Scriptures
24. Encourage students to take a journal to Sunday and daily Mass and ask them to listen to God in readings at Mass and write about their experience.
25. Read and discuss the upcoming Sunday readings in small groups.
26. Practice *lectio divina* on a selected passage and ask students to listen for what God wants to say to them.
27. Examine and discuss Scripture passages that are linked to outcomes in other strands (i.e., Sacraments, Doctrine, Liturgy, Morality, etc.)

Understanding how the Scriptures Reveal Truths of the Catholic Faith
28. Brainstorm and list the many Scripture passages in which Jesus reveals His identity as God and Savior of the world. Link this activity to outcomes in the strand on Doctrine that deal with the Person of Jesus Christ.
29. Re-enact the Last Supper by doing a Seder meal and explain how Jesus changed the prayers to institute the Eucharist.
30. Write a report or create a presentation that shows how a particular theme is traced through the Old and New Testaments (i.e., Baptism, Eucharist, Covenant, etc.).
31. Find passages that reveal the Person of the Holy Spirit in the Gospels and Acts of the Apostles. Invite students to build a “profile” of who the Holy Spirit is. Invite students to pray to the Holy Spirit and help them recognize that the same Spirit is at work in their lives now. This activity can be linked to outcomes in Evangelization and Missionary Discipleship as well as Doctrine.
Teaching Strategies

3. Church History

Learning About the Saints and Significant Persons in Church History
1. Create a movie, play, presentation, or illustrated book about the life of a saint.
2. Sponsor a festival of saints, whereby teams of students create a booth dedicated to a saint. Booth items can include relics or artifacts related to the saint, information about groups or professions for whom the saint serves as a patron, books about the saint’s life, artwork depicting the life of the saint, and prayer cards written and designed by the students. The festival of saints can occur on a Sunday or on All Saints Day so that parishioners can visit the booths.
3. Use the analogy of an athletic event in a sports stadium to help students understand the dynamic of the intercession of the saints. We on earth are the athletes playing the game, and the saints are the fans cheering us on. Incorporate the sports metaphor used by St. Paul in 1 Corinthians 9.
4. Create a memoir or journal for a significant person in Church history.
5. Create a timeline of Mary’s life linking events in her life to Marian feast days.

Learning about Historic Places of the Church
6. Take a field trip to a historic site in the Detroit area (e.g., Solanus Casey Center, Ste. Anne de Detroit, Assumption Grotto).
7. Do a virtual field trip of historic places around the world using virtual tour features on travel and museum websites (e.g., St. Peter’s Basilica, the Holy Land). Older students can do a project to create their own virtual tour.

Understanding Historic Events and the Timeline of Church History
8. Dramatize an event in Church history.
9. Create a piece of art associated with a Catholic feast day.
10. Create an illustrated timeline for a segment of history.
11. Create a parallel timeline of events in Church history and secular history, particularly those covered in the Social Studies curriculum.
12. Use http://www.thinglink.com to create multimedia content for digital storytelling. For example,
   a. create interactive historical timelines and maps.
   b. graphically depict St. Paul’s missionary journeys.
   c. explain key historical events such as the Protestant Reformation/Council of Trent or the Crusades.
13. Write a report or create a presentation on a historical hero that belonged to a religious order.
14. Write and perform a rap song to remember a sequence of events in Church history.
15. Interview a parent or grandparent about an event in recent Church history.
16. Study and discuss the art in a local church that depicts a historical event or sequence of events.
17. Research and report on the history of the Catholic Church in Michigan and the U.S.
18. Invite a priest or deacon to do a presentation on an aspect of Church history.
19. Utilize a Jeopardy PowerPoint template to create a Jeopardy game for historical facts. Alternatively, play other trivia games using Church history facts.
20. Create an adapted form of Pictionary using historical events or people. Form teams of students to compete with one another.
Teaching Strategies

4. Doctrine

Understanding the Trinity
1. Teach songs to help students learn various dogmas of the faith (Dogma Dogs CD).
2. Use analogies to help students understand the concept of one God in three Persons: shamrock, triangle, apple (skin, flesh, seeds – without any one of them, it wouldn’t be an apple), three candles (three flames come together as one flame – one, yet three), an egg has three parts (yolk, white, shell) but one whole.
3. Make Trinity bracelets with three different colored strings braided together. Without any one of the strings, there would be no braid.
4. Invite students to pray to each Person of the Trinity for two weeks and journal their experience. Discuss their encounters with the Father, Son and Holy Spirit.

Learning the Creed
5. Create an illustrated book with the tenets of the Apostles’ or Nicene Creed.
6. Teach hand motions to the Apostles’ or Nicene Creed.
7. Create a fill-in-the-blank worksheet with the Creed, leaving some words of the Creed blank.
8. Write phrases of the Creed on individual sheets of paper and, in teams, have students put the phrases in order. Alternatively, give each student a phrase and have them line up in order.
9. Discuss what it means to “believe” and “not believe” with respect to the tenets of the Creed, and explore the consequences of one’s belief or unbelief.

Understanding the Church of Heaven and Earth
10. Create a diagram that shows the four marks of the Church (one, holy, catholic, apostolic), and discuss ways in which the Church is strengthened in its unity, holiness, universality and apostolic teaching. Research how recent Popes have encouraged the faithful in these areas. Discuss ways unity, holiness, universality and apostolic teaching can be threatened or compromised. Invite students to share how they can personally live out the marks of the Church.
11. Invite students to write the names of as many people as they know on popsicle sticks. Use the popsicle sticks to build a church, explaining that the church is not just the building but made of people who continue the work of Jesus on earth.
12. Examine 1 Corinthians 12 to discuss the wonders of the human body (Science Curriculum) and the importance of everyone’s role in the Church.
13. Invite each child to create a piece of art that depicts the communion of saints for their family members in heaven.
14. Draw a picture of angels performing their roles and duties on earth.
15. Create a piece of art that depicts Mary as Mother of God.

Understanding Sin and Grace
16. Utilize the St. Catherine of Siena’s bridge analogy to illustrate the effect of sin and the necessity of the Cross for our salvation. (See Appendix, Proclaiming the Gospel Message)
17. Hang three signs in the room: Very Serious, Moderately Serious, Not Serious. Read a list of sins and have students stand under the sign. For each sin, have students share why they are standing in that particular location. Afterward, explain the effect of sin on ourselves, our loved ones, the Church and the world using some examples from the discussion.
18. Draw the silhouette of a child on a piece of roll paper. Invite students to write common sins of students that age inside the silhouette. Discuss how these sins distance us from God and one another.
Teaching Strategies

4. Doctrine, continued

**Understanding Sin and Grace, continued**
19. Use a helium-filled balloon to illustrate the effect of grace in our lives. Helium, like grace, enables us to do things that we can’t do on our own.
20. Invite students to map out a timeline of significant events in their lives. Invite students to share these events with a partner and take turns looking for evidence of God’s grace in their lives.

**Understanding the Last Things**
21. Invite students to draw pictures of heaven, hell, and judgment. Ask students to share their pictures with the class and explain their understanding of these concepts.
22. Discuss the concepts of heaven, hell and judgment in facilitated small groups, leaving time for students to ask questions.

**Understanding the Role and Importance of the Magisterium**
23. Create an organization chart of the hierarchy of the Church, including the Magisterium.
24. Play the telephone game with a doctrine of the Church. Compare the original message with the one that is ultimately whispered to the last student. Use this activity to show how easily a teaching can be misrepresented and the importance of the Magisterium in upholding the teachings of the Church. Further the discussion by exploring a heresy (i.e., the Arian heresy) and discuss the consequences to the faithful if this heresy would have never been condemned and corrected by the teaching office of the Church.
Teaching Strategies and Resources

5. Liturgy

Learning Appropriate Behavior and Gestures
1. Role-play proper behavior and gestures at Mass.
2. Create a humorous but tasteful video showing the difference between proper behavior and improper behavior during liturgies.
3. Place tape with the numbers 1 through 4 on a mirror, to help students make a proper sign of the cross.

Understanding the Structure and Parts of the Mass
4. Role-play the Mass having students play the parts of the priest, deacon, altar servers, lector, ushers, and the faithful.
5. Ask a priest to celebrate a Mass in slow motion, explaining the parts of the Mass as he goes.
6. Write the various parts of the Mass on separate sheets. Give each student a sheet and invite them to arrange themselves in the proper order of Mass.
7. Study the Mass prayers in the Roman Missal for their meaning, especially the Eucharistic Prayers. Invite students to write in their own words what the prayers are saying.
8. Visit a Catechesis of the Good Shepherd atrium to experience the Mass lesson and do the works associated with it (contains miniature altar, vestments, sacred vessels, etc.).

Helping Students Engage in the Mass
9. Ask students to bring a journal to weekly liturgies. Invite students to listen to what God wants to say to them through the readings, homily, and prayers. Have students share their Mass experiences with each other. If needed, create a Mass Notes template for the students to use during Mass.
10. Introduce hand-gestures into the hymns used in liturgy to increase student participation in the liturgy.
11. Explore the notion of true worship by drawing analogies to sports events or concerts. Help students understand that the desire to worship comes from a lived relationship with Jesus Christ.

Recognizing the Significance of the Church Space and Sacred Objects
13. Use http://www.thinglink.com to create an annotated map of the church and the holy objects used at Mass.
14. Conduct a tour of the church. Allow students to get a close look at the sacred vessels and allow them to go “behind the scenes” into the sacristy. Invite the priest or deacon to explain sacred objects and vestments allowing time for students to ask questions. Invite parents to be part of the tour.

Understanding the Liturgical Calendar and Lectionary Cycle
15. Create a liturgical calendar with appropriate colors for the seasons. Alternatively, use http://www.thinglink.com to create an annotated digital calendar which includes facts and objects that are connected to the seasons.
16. Teach the Liturgy Song and Lectionary Cycle songs from the Dogma Dogs CD.
17. Create a diagram depicting the lectionary cycle.

Understanding Why We Go to Mass
18. Ask students to write a reflection on why it is appropriate to praise and worship God.
19. Invite students to research the meaning of the Third Commandment, and discuss its implications for weekly Mass attendance.
20. Invite students to pick a Holy Day of Obligation and do a presentation for the class.
21. Invite students to write a song to help them remember the Holy Days of Obligation.
Teaching Strategies

5. Liturgy, continued

Understanding Sacramentals
22. Have a “show and tell” with sacramentals.
23. Invite students to bring sacramentals from home and ask a priest or deacon to come and bless them.
24. Invite students to make a sacramental that is meaningful to the class. Ask a priest or deacon to bless it.

Appreciating the Roots of the Mass and Different Experiences of the Liturgy
26. Take a field trip to experience Mass at the Cathedral of the Most Blessed Sacrament, the mother church of the Archdiocese of Detroit. Ask for a guided tour.
27. Take a field trip to experience Mass in a Catholic church that has a different cultural expression from their own (e.g., Black Catholic, Hispanic, Albanian).
28. Invite students to research the way Mass is celebrated in different areas of the world and share their findings with the class.
29. View a YouTube video of a Mass from World Youth Day. Discuss the various aspects of the Mass (e.g., the message of the Pope, the way in which the youth worship, the music used in the liturgy).

Understanding the Stations of the Cross
30. Invite students to draw or paint the Stations of the Cross. Hang the stations around the room and pray them as a class.
31. Do live Stations of the Cross and invite other students and parents to pray the stations.
32. Use the Virtual Meditations, Stations of the Cross by Saint Mary’s Press. Hang the QR codes around the room or by the stations in the church. Invite students to use their smart phones to scan the code and reflect on the station.
33. Invite students to write a reflection on which Station of the Cross is most meaningful to him/her.

Appreciating the Role of Music in the Liturgy
34. Invite the Director of Music to do a presentation on the role of music in the liturgy.
35. Explore and report the different styles of music used in the liturgy (e.g., Gregorian Chant, Classical, Contemporary, Gospel, Hispanic).
36. Invite students to analyze a liturgical hymn for its Biblical roots and meaning.
Teaching Strategies

6. Sacraments

Understanding the Sacraments in General
1. Place objects that are used in conjunction with each sacrament in a box. Wrap the box with wrapping paper. Show each gift to the class, unwrapping its contents. Help the students appreciate that the sacraments are gifts from God.
2. Write the names of the sacraments on seven helium-filled balloons. Explain that just as helium is invisible and allows the balloon to do something it can’t do on its own, so too the grace of the sacraments.
3. Invite students to study the definition of a sacrament and pictorially represent its meaning.
4. Invite students to brainstorm the dispositions required for a sacrament to bear fruit in one’s life (CCC 1128).
5. Invite students to brainstorm the top ten reasons people don’t participate in the sacraments. Discuss the responses. Invite students to think of ways to invite people to participate more fully in the sacramental life of the Church.
6. Role-play the rite of each sacrament, pausing to discuss what action and prayer mean. For the sacrament of Reconciliation, use an “examination of conscience” box, filled with common sins, and ask the student who is playing the penitent to choose sins from the box.
7. Use the Virtual Meditations, Sacraments by Saint Mary’s Press. Hang the QR codes around the room or in the church. Invite students to use their smart phones to scan the code and reflect on the sacrament.
8. Research and discuss the Biblical roots of each sacrament.
9. Supplement a lesson with a short video clip about a sacrament from Sofia Sketchpad, Busted Halo, or another Catholic resource.
10. Visit a Catechesis of the Good Shepherd atrium to experience the sacrament lessons and do the works associated with them.

Exploring the Sacraments of Initiation (Baptism, Confirmation, Eucharist)
11. Invite students to write sins on a white cloth using a water-soluble marking pen (used for sewing). Dip the cloth in water to demonstrate the effect of Baptism on one’s soul.
12. Discuss the essential role of conversion in Baptism. Invite students to explore the effect of Baptism in a person’s life with and without a conversion to Christ.
13. Create a piece of art showing that a baptized person is a temple of the Holy Spirit.
14. Fill a bowl with sugar. Explain to students that this is the state of our soul at Baptism. Invite students to mix other elements into the sugar to show the effect of sin on our soul (e.g., dirt, stones, paper, dog food). Explain the need for the sacrament of Reconciliation to wipe away our sins.
15. Using craft materials, invite students to make a monstrance. Discuss the Real Presence of Christ in the Eucharist.
17. Fill a glass of milk with chocolate syrup. Explain that God gives us the gift of the Holy Spirit at Baptism; it is like the syrup at the bottom of the glass. Stir the glass. Explain that the sacrament of Confirmation is like stirring the syrup and milk so that the whole glass of milk is affected by the syrup. Invite the students to reflect on how God wants to permeate their lives.
18. Invite a high school or college-aged student to share a post-Confirmation experience of the Holy Spirit.
19. Conduct a Life in the Spirit Seminar for students who have received the sacrament of Confirmation.
Teaching Strategies

6. Sacraments, continued

Exploring the Sacraments of Healing (Reconciliation and Anointing of the Sick)
21. Invite students to find stories of Jesus forgiving sins and healing the sick in the Gospels. Ask students to reflect on these stories and discuss Jesus’ desire and power to heal and forgive. Discuss in small groups or as a class.
22. Read and reflect on the story of the Prodigal Son in Luke 15 to help students appreciate the mercy and love of the Father.
23. Fill a backpack with heavy books. Invite a student to carry the backpack to feel its weight. Use this analogy to discuss the weight of sin. Unload the backpack and explain that the sacrament of Reconciliation frees us from our sins, lightens our load, and allows us to live freely to pursue the good.
24. Invite someone who has had a powerful experience of Anointing of the Sick to give a testimony of his/her experience to the class.
25. Help students understand the purpose and power of Eucharistic adoration. Provide regular opportunities for students to adore the Blessed Sacrament. Invite them to journal and/or share their experiences.
27. Have a Jewish Seder Meal and explain how Jesus changed the prayers of the Passover meal for the New Covenant. Combine with Liturgy outcomes.
28. Invite students to anticipate an encounter with Jesus when receiving the Eucharist. Invite them to share their experiences with a partner or in a small group.

Exploring the Sacraments at the Service of Communion (Matrimony and Holy Orders)
29. Invite a couple preparing for marriage and a man preparing for ordination as guest speakers. Conduct a panel discussion about Matrimony and Holy Orders. Allow students to ask questions.
30. Watch a YouTube video of an ordination Mass. Explain the parts of the ordination rite and the roles and responsibilities of the ordained (bishop, priest, deacon).
31. Invite a married couple to speak to the students about living a sacramental marriage.
32. Analyze Scripture readings used at weddings. Divide the class into groups and assign different readings to each group. Ask groups to explain the meaning of the reading and how it instructs married couples to live.
33. Invite the class to read and discuss the wedding vows recited at a Catholic wedding. Help the students explore their meaning and their promises before God.
34. Using the www.michigancelebratesmarriage.com website, generate questions for discussion from the Young Adults section of the website. Click on the question/picture to get statistics and answers to the questions. Explore the other tabs on the website and show video clips as appropriate for the student’s age.
35. Invite a priest to speak to the students about what it is like being a priest.
36. Schedule a field trip to Sacred Heart Major Seminary to learn about seminary formation for priests. (Can be combined with vocation outcomes for Community)
Teaching Strategies

7. Dignity of the Human Person

Exploring the Meaning of Being Made in God’s Image and Likeness
1. Make a self-portrait or a mirror book that shows the student’s beauty and goodness.
2. Make stickers that list attributes of what makes them special. Invite students to wear the stickers for a day. Ask students to consider these attributes when they talk or interact with their peers. Invite the students to reflect on the experience of recognizing each other’s goodness. Alternatively, have students make stickers for other students.
3. Do an activity to help students explore the attributes of God. Use this activity to explore in what way they are “made in God’s image and likeness.”
4. Create a piece of art that portrays a person made in God’s image and likeness.
5. Carve a pumpkin to demonstrate how God’s light can shine through us and give us a “new face.”
6. Show a picture of a famous person. Help the students to understand that the picture only shows the exterior of the person. Help students understand that what they see on the outside is only a fraction of the whole person and that it takes time to learn a person’s story, history, and life.

Acting According to Principles of Human Dignity
7. Use child safety lessons (Circle of Grace) to understand his/her dignity and the dignity of each person; combine with Family Life/Human Sexuality outcomes.
8. Show a movie that portrays people being persecuted for their race, nationality, or religion. Discuss how these persecutions are against human dignity.
9. Combine lessons on bullying with outcomes from this strand.
10. Incorporate lessons from The Virtues Project into the curriculum.
11. Ask each student to create a list of “Ten Commandments” for using social media. Discuss the types of posts that diminish a person’s dignity.
12. Ask students to explain how following the Ten Commandments is in accord with human dignity. Alternatively, ask students to explain how violations of the Ten Commandments diminish their human dignity.
13. Create a check-list of criteria that can be used to assess games, movies and other media according to Catholic principles of human dignity. Invite students to pick five things to assess using these criteria. Discuss in small groups.
14. Schedule a field trip to participate in a pro-life event or pro-life youth conference.
15. Collect change in baby bottles and donate to a pro-life group.

Appreciating the Dignity of each Human Person
16. Invite students to find pictures of people of different races and cultures, and discuss the importance of respecting and honoring the dignity of people that are different from us.
17. Read Horton Hears a Who and facilitate a discussion on the dignity of each person in the story.
18. Show an ultrasound picture of a baby in the womb. Help students understand the dignity of life from the moment of conception.
19. Invite students to reflect on Jeremiah 1:5 (“Before you were born, I knew you”) and invite students to reflect on what God “knew” about them before they were born.
20. For 8th grade students, do an age-appropriate presentation on abortion ensuring parental consent before the lesson. Bring in a guest speaker to discuss what abortion is and its prevalence in this country. Include a history of the legalization of abortion and statistics. Tie in the lesson with the 5th commandment. Discuss case studies/scenarios of unplanned pregnancies and how the Church guides men and women in these situations.
21. Host a Korean birthday party. In Korea, age includes the 9 months in utero. Invite students to calculate their “true age” and celebrate their birthdays.
Teaching Strategies

7. Dignity of the Human Person, continued

Appreciating the Dignity of each Human Person, continued
22. Invite students to research and present on how the elderly are honored in other cultures. Discuss the dignity of the human person from this standpoint.
23. Invite students to interview a grandparent to appreciate the impact they have made on their family.
24. Provide students with opportunities to mentor/assist students who have special needs and reflect on their experience.
25. Provide an opportunity for students to participate in a Disability Awareness Fair. Invite them to discuss their experience with respect to the Church’s teaching on human dignity.
26. Invite students to attend a Mass celebrating persons with special needs (e.g., local parish, yearly Mass sponsored by Catholic Charities of Southeast Michigan).
27. Evaluate the parish and school property to assess how the environment (i.e., building, sound, seating, visual, etc.) accommodates those with special needs.
28. Present either a fictitious case study/scenario or an event from the news and ask students to discuss it in light of the Church’s teaching on human dignity.
29. Explore the difference between “doing” and “being” and how the secular culture values people for what they “do,” not who they “are.” Help students understand their worth simply by being a son or daughter of God. Discuss the value of people who are limited in their abilities to perform various duties.
Teaching Strategies

8. Family Life/Human Sexuality

Understanding the Impact of Marriage on Family Life

1. Study and discuss the four goods of marriage: partnership, permanence, fidelity, and fruitfulness. Invite students to brainstorm why they are “good” for family life. Invite students to research the origins of these teachings. Discuss situations or lifestyles that are contrary to these goods.

2. Analyze Scripture readings that show God’s plan for marriage and discuss its impact on family life (e.g., Gen 2:18-25, Matt 19:3-9, Eph 5:21-33, Heb 13:4).

3. Invite a guest speaker from the parish Marriage Preparation Team to talk about important aspects of marriage discernment and preparation. Explore the long-term benefits of prayerful discernment and preparation for marriage to the couples’ family life.

4. Arrange for a panel discussion on marriage. Invite three couples in different stages of marriage to participate on the panel: newlyweds, a couple with several school-aged children, and a couple in their senior years. Ask each couple to prepare a three-minute talk on the joys and challenges of marriage. Provide a question box for students to ask questions anonymously.

5. Using the www.michigancelebratesmarriage.com website, generate questions for discussion from the Young Adults section of the website. Click on the question/picture to get statistics and answers to the questions. Explore the other tabs on the website and show video clips that are age-appropriate.

Understanding Family Life According to God’s Plan

6. Make a family book showing family members and their roles given by God.

7. Invite students to create an annotated family tree or to write a history of their family, including a reflection on the role God plays in their family. Use http://www.thinglink.com to make a digital version of this project.

8. Create a diagram showing the network of the student’s family relationships. For each relationship, ask the student to articulate God’s desire for that relationship.

9. Research and report on the term “domestic church.” Invite students to identify characteristics of a family that operates like a domestic church. Invite students to brainstorm how their families can be a domestic church.

10. Invite students to write letters to their parents/guardians about God’s dream for their family.

11. Do a Scripture study on the members of the Holy Family. In small groups, discuss their call by God and the challenges they faced. Discuss the way in which the Holy Family can be a model for today’s families.

12. Create a piece of art that shows that the human family mirrors the Trinity.

13. Reflect on Exodus 20:12 “Honor your father and your mother, that you may have a long life in the land which the LORD your God is giving you.” Invite students to brainstorm reasons why God commands us to honor our parents. Alternatively, invite students to brainstorm what happens when they do not follow the commandment. Explore how the Catechism of the Catholic Church expands this teaching.

14. Invite students to study the Ten Commandments to show how following these commandments leads to a healthy family dynamic at home.

15. Conduct facilitated discussions about specific topics dealing with family life (e.g., dealing with divorce, competition with siblings). Allow students to share real concerns. Draw on faith, their relationship with Jesus Christ, forgiveness, and grace to encourage students to live in truth and holiness.

16. Invite students to do internet searches and prepare reports on married individuals or couples who have been beatified or canonized as saints. Provide them with a list of names to research, including: St. Margaret of Scotland and King Malcolm; St. Isidore the Farmer and St. Maria de la Cabeza; St. Gianna Beretta Molla and Pietro Molla; Blessed Louis and Blessed Zelie Martin; and Blessed Luigi Quattrocchi and Blessed Maria Corsini. Ask students to focus their reports on how couples lived out their vocations to serve God and others.
Teaching Strategies

8. Family Life/Human Sexuality, continued

Strengthening Family Prayer
17. Write a family prayer and invite students to encourage their families to pray the prayer at meal times. Communicate this project to parents and ask for their support and help.
18. Create a family prayer campaign around a certain cause or theme.
19. Encourage students and parents to build a family prayer table as a focal point. Invite students to observe the dynamics of their family as they begin to pray together and share their observations in small groups.
20. Invite families to have their homes blessed by the parish priest or deacon. Coordinate scheduling with pastoral staff. Invite students to share the experience of their home blessing with the class.
21. Provide resources to parents for consecrating their families to the Sacred Heart of Jesus or Immaculate Heart of Mary. Invite families to do the consecration and encourage students to share these experiences in class.

Understanding God’s Plan for Sexuality
22. Create a piece of art that shows that our bodies are a temple of the Holy Spirit and should be honored.
23. Incorporate the Circle of Grace/Child Lures program into the curriculum per Archdiocesan standards. Connect these lessons to describe God’s providence and care for their lives and the dignity of their bodies.
26. Conduct facilitated discussions about specific topics dealing with sexuality (e.g., staying chaste, dressing modestly, dating, sexual norms in the secular culture). Allow students to share real concerns. Draw on faith, their relationship with Jesus Christ, and grace to encourage students to live in truth and holiness.
27. Write case studies/scenarios showing how people can use each other in various circumstances. Allow students to discuss the scenario and explain its consequences. Use the examples to discuss the harm of using someone simply for sexual pleasure.
28. Do an activity to help students understand value of dressing modestly. Wrap two boxes, one with nice wrapping paper and a bow and the other in newspaper in a sloppy unattractive way. Ask students which present they would rather have. Use the analogy to show that instinctively, external wrappings make an impression in our minds. Similarly, the way we dress leaves an impression on others. Alternatively, show a slide show of various ways people dress and invite students to guess what that person might be like. Show students that the way people dress can impact the way one is perceived. Have students reflect on the way they want to be perceived or understood and challenge them to dress accordingly. Help students understand what others might think when people dress a certain way.
29. For middle school students, find an episode on http://www.realfaithtv.com that deals with relationships, chastity, or sexuality. Facilitate large or small group discussion based on the episode.
30. Challenge students to make a chastity promise with a commitment prayer and a wearable item, such as a silicone wristband.
31. Invite a guest speaker to discuss the negative effects of pornography, ensuring parental consent for the lesson. Create case studies of potential scenarios where pornography can be accessed for the particular age group. Invite students to discuss these scenarios in a small group facilitated by an adult.
32. Have students reflect on and discuss the following quote from St. John Paul II: “There is no dignity when the human dimension is eliminated from the person. In short, the problem with pornography is not that it shows too much of the person, but that it shows far too little.”
Teaching Strategies

9. Community

Exploring Various Communities
1. Make a picture book about the local community.
2. Make a community map including the church. (Can be combined with Social Studies outcomes)
3. Create a “me on a map” of different places in the student’s community. Combine with Social Studies outcomes.
4. Create a piece of art that shows the Trinity as a community of Persons. Discuss this as a mirror for how we are to live. (Can be combined with Doctrine outcomes)
5. Use Venn diagrams to show how various communities intersect with the church community. Use hula hoops for a Venn diagram.
6. Make mobiles to show the church community and how the members all work together.
7. Piggyback on a lesson on Baptism to show how this sacrament brings us into the Church community. Explore the importance of community in worship, faith growth, and support.

Understanding the Dynamics of Community
8. Brainstorm factors that build and destroy communities. Role-play each.
9. Using the analogy of team sports, help students understand the need for having small community support and encouragement for growing in their faith.
10. Brainstorm the top ten things that would help a new student feel welcome in the school community. Help students understand that each student plays a role in this process. Discuss how this dynamic applies to the parish community.
11. Invite students to create a map of their parish boundaries. Identify the people who live within these boundaries who are not part of the parish community. Create a campaign to invite and welcome them to the parish.
12. Get a Pen Pal from the church’s sick or homebound list. Write a letter or make a card for that person. Discuss how the activity builds community.
13. Invite an order priest, sister, brother, or other religious to give a talk about their community life and the importance of their community to their spiritual life.
14. Explore the charisms covered in the Called & Gifted Workshop and help students understand how these gifts are used to build up the community. Help students understand that charisms begin to emerge when a person has a lived relationship with Jesus Christ.
15. Invite students to choose one of the seven themes of Catholic Social Teaching and create a video explaining what it is and how it is applied in communities. Combine with Service/Social Justice/Servant Leadership outcomes.
16. Show a video that explores the topic of cultural diversity and discrimination. Facilitate a discussion about the importance of unity in diversity.

Learning about Authority and the Common Good
17. Create a word search to identify persons in authority.
18. Using Sacred Scripture and the Catechism, invite students to prove that God is the source of all authority.
19. Create an organizational chart of leaders of our Church community in the Archdiocese of Detroit.
20. Invite the parish pastoral staff to come into the class and introduce themselves to the students and share what they do.
21. Discuss why having someone in authority is good. Invite students to brainstorm examples of how a proper use of authority serves the common good.
22. Explore the notion of the common good by examining examples that pertain to the students in the class. Invite students to brainstorm things that affect the common good.
Teaching Strategies

9. Community, continued

Exploring Vocations
23. Explore the [www.detroitpriest.com](http://www.detroitpriest.com) website and report on what it contains.
24. Find and watch a video on [http://www.realfaithtv.com](http://www.realfaithtv.com) that explores community, vocations, or Catholic Social Teaching. Facilitate a discussion on what the students learned from the video.
25. Compare and contrast the notion of a career vs. a vocation. Explore similarities and differences in living and in preparation/formation. Stress the importance of discernment in choosing a vocation or career.
26. Invite a seminarian and a couple preparing for marriage to do a panel discussion on these two vocational paths. Invite students to ask questions.
27. Divide the students into teams to explore and report on the various religious congregations that are present in the state of Michigan. Ensure that the students include the history of its founding and the charism and purpose of the community.
28. Invite students to reflect on which vocation God is calling them to (priesthood, religious life, married life, or the single life).
29. Incorporate lessons on vocations using the material found in [www.vocationlessons.com](http://www.vocationlessons.com).
30. Invite students to create a campaign for vocations for their community.
31. Take a field trip to a seminary or mother house.
32. Research and do a report on the life of a Catholic missionary.
Teaching Strategies

10. Morality

**Understanding Good Behavior**
1. Role-play right and wrong behavior.
2. Write thank you notes or birthday cards to parents, teachers, and authorities, and discuss how this demonstrates good behavior.
3. Write apology notes when appropriate. Discuss why this demonstrates good behavior.

**Understanding God’s Law**
4. Divide students into teams and give them 3 minutes to brainstorm why law is important. Have teams share their answers. Help students see the necessity of law. Discuss God’s authority over all law and the need for human law to never contradict God’s law.
5. Explain and give examples how natural law is written into our nature and helps us tell right from wrong.
6. Help students see how natural law is the basis of the Church’s moral teaching.
7. Read and discuss Gen 2:16-17 to help students understand the meaning of the tree of knowledge of good and evil. God is telling the man that *only God can decide what is good and what is evil* and that’s why man cannot eat from the tree. If man eats from the tree, then he is taking that decision upon himself, which will lead to sin (Gen 3). Have students brainstorm why people want to decide for themselves what is good and evil, and how that can hurt them.
8. In small groups, discuss the why people follow the commandments “because they have to” vs. “because they want to.”
9. Invite students to rewrite the Ten Commandments into “Thou shall” statements instead of “Thou shall not” statements.
10. Create a poster that shows the relationship between the Ten Commandments and the Two Great Commandments.
11. Ask students to find pictures or visuals that represent the Ten Commandments/Beatitudes and explain how these pictures apply to students their age.
12. Use film clips to help students recognize situations from the film and relate them to the Ten Commandments/Beatitudes.
13. Read and discuss each of the Ten Commandments and explore what each commandment means to students that age. In preparation, teachers are invited to review the Catechism of the Catholic Church (beginning with CCC 2052) and research how the commandments are expanded into various aspects of moral living. This will help the teacher lead students into a deeper understanding of the full implications of the commandments.
14. Break open each of the Beatitudes and explore what they mean to students that age.

**Understanding Sin**
15. Break open Genesis 3 (The Fall of Man) and discuss how original sin entered the world and the effect it has had on humanity.
16. Review the definition of sin. Break the students up into small groups. Use large roll paper and have each small group create a silhouette of a child. Invite students to brainstorm ways in which students their age sin and share their findings with the class. Help them explore the consequences of these actions and show why God gives us laws to follow.
17. Help students understand the difference between mortal and venial sin by exploring scenarios that demonstrate each. See CCC 1857.
18. Discuss put-downs and gossip, and how they break the commandments and hurt one’s self-image. Discuss the ways in which social media contributes to this.
19. Create a poster that maps the virtues to the commandments.
Teaching Strategies

10. Morality, continued

Understanding Sin, continued
20. Create a diagram that visually shows the impact and chain effect of one sin on many individuals. Help students understand the communal effect of sin.
21. Distribute a coloring sheet of a marionette. Invite students to color and write sins on the strings. Explain how we can get stuck or tangled in sin. Explain how God’s mercy and forgiveness can cut these strings and set us free.
22. Put the verse from James 4:7 on the board. Bring in a pair of running shoes as a prop. Explain that when we are holy, quote Scriptures, and use the name of Jesus, the devil begins to get scared and run away. That devil cannot tolerate the name of Jesus. When we resist the devil and tell him “NO” he will run away like a scared little child. Help the students understand that he may try to discourage them, but when they rebuke him he will take off.
23. Whenever we feel like the devil is beginning to speak evil thoughts into our lives we need to resist him and make him put on his running shoes and flee! He cannot stay around when we are speaking God’s Word and talking about Jesus. Do you know what that devil does? He grabs his running shoes and puts them on!
24. Invite a guest speaker to discuss the dangers of the occult (Ouija boards, tarot cards, séances, palm reading, consulting psychics or fortune tellers, horoscopes, black and white magic, witchcraft, other New Age practices). Have a question box on-hand to allow students to ask questions anonymously.

Understanding Conscience, Freedom, and Moral Decision-Making
25. Describe conscience with the analogy of a smoke detector. Smoke detectors, like one’s conscience, detect a dangerous situation and give a warning to take action. If the battery is taken out, the smoke detector will not work. Taking the battery out is like ignoring one’s conscience. Having a battery that is dead is like having an unformed conscience. A charged battery, like a conscience that is formed in Scripture and the teachings of the Church, will be the only way the smoke detector will work properly.
26. Using an image of a stop light explain how our conscience works. When we are about to do something wrong, our conscience is warning us to stop. If we stop, we avoid danger. If we ignore that warning over and over again our conscience is no longer sensitive to doing what is right.
27. Divide the class into small groups. Invite the groups to create a skit showing someone using their conscience properly and/or improperly.
28. Create a game of tug of war between two teams: tempters and resisters. Tempters will wear signs on their shirts that are common temptations of kids their age (lying, stealing, bullying, etc.) Resisters will wear signs on their shirts that are common acts of kindness (being truthful, being honest, being kind, etc.) Play the game for a few rounds to see who wins. Use the activity to discuss the difficulty of fighting temptations and how a “tug-of-war” occurs in our conscience.
29. In small groups, discuss the concept of freedom as understood in Catholic morality (CCC 1733) vs. how freedom is perceived in secular culture. In a large group, compare and contrast these aspects of freedom.
30. Create a poster, storyboard, or a piece of art that shows the effect of God’s grace on a person. Discuss how grace helps us keep God’s commandments.
31. Use the story of Pinocchio to demonstrate that the more one does that is good the freer one becomes (CCC 1733).
Teaching Strategies

10. Morality, continued

Understanding Conscience, Freedom, and Moral Decision-Making, continued

32. Invite students to make a bookmark that outlines the 3 conditions for making a moral decision (CCC 1750-1754). Create scenarios where students have to evaluate a particular act against these criteria and make a decision if the act is moral or not. Facilitate a large group discussion on the small groups’ findings.

33. Help students understand that the passions (feelings/emotions of love, hatred, desire, fear, joy, sadness, and anger) can be used for either good or evil by creating a chart listing various passions in one column, ways they can be used for good in another, and ways they can be used for evil in the third. Alternatively, form small groups and ask students to discuss situations in their lives where they themselves or people they know have used passions both for good and evil.

34. Invite students to find pictures of people expressing various emotions and discuss how they can affect their actions. Discuss how these people can use their conscience and draw on the power of the Holy Spirit to channel their emotions toward the good.

35. Using a Jeopardy PowerPoint template, create a game to test the students’ knowledge of the Ten Commandments, Beatitudes, freedom, conscience, moral decision-making, etc.

Understanding the Universal Call to Holiness and Virtuous Living

36. Invite students to video tape a 60-second commercial that encourages students their age to follow the universal call to holiness. Instruct students to explain what the universal call to holiness is and the benefits of being holy.

37. Incorporate lessons from The Virtues Project.

38. Invite students to make a booklet that guides someone in an “extreme spiritual makeover.”

39. Invite students to participate in an essay contest about the commandment or beatitude that means the most to them. Invite the parish council to read the essays and choose a winner and a runner-up. Publish the winning essays in your school newsletter or parish bulletin. Award an appropriate prize to the winners.
Teaching Strategies
11. Service/Social Justice/Servant Leadership

Caring for God’s Creation
1. Ask students to draw or paint a picture of God’s creation. Alternatively, take a walk around the school grounds and ask students to identify things created by God. Invite students to brainstorm ways to respect God’s creation.
2. Facilitate a discussion about the environmental issues that affect our world today and the way in which these issues demonstrate respect or disrespect for God’s creation.

Using our Gifts and Talents in Service to Others
3. Invite students to create a self-portrait and identify their gifts and talents. Discuss how these gifts and talents can be used to help others.
4. Create a puzzle where each puzzle piece shows how various roles serve in God’s kingdom (Pope, Bishop, Priest, Deacon, Religious Brother/Sister, and Lay Person). Alternatively, create puzzle pieces of a human body using the passage from 1 Corinthians 12 to discuss the importance of everyone’s role in the Church. Invite students to put the puzzle together and discuss the complementarity of roles. (Can be combined with Community outcomes)
5. Explore the charisms covered in the Called & Gifted Workshop and help students understand how these gifts are used to serve others. Help students understand that charisms begin to emerge when a person has a lived relationship with Jesus Christ.
6. Participate in service projects sponsored by the Archdiocese of Detroit, Sacred Heart Major Seminary or Catholic Charities of Southeast Michigan (e.g., MLK Service Day in January, Halloween Candy Collection at SHMS, CCSEM Mercy in Action Service Day in October). Invite parents and siblings to participate as a family.
7. Collaborate with the parish Christian Service Coordinator to identify the needs of the community and organize service projects around these needs (e.g., visit a senior center; serve in a soup kitchen; make care packages for military personnel; collect school supplies for needy children; make St. Jude placemats for children at Mott Hospital; adopt a family for Thanksgiving, Christmas or Easter; conduct penny wars to raise money for a charitable cause; collect baby items for a crisis pregnancy center; collect change in baby bottles to donate to Right to Life organizations).
8. Divide the class into small teams. Invite teams to research gospel passages that show how Jesus models a life of service and create a 5 minute documentary video showing their findings.

Understanding Catholic Social Teaching
9. Incorporate a video clip from the Saint Mary’s Press website on Social Justice to complement a lesson on Catholic Social Teaching (See https://www.smp.org/resourcecenter/subject/Social-Justice/10/).
11. Do a coloring activity to help younger and older students appreciate the seven themes of Catholic Social Teaching (See Color the World with Justice Activity http://www.cchdbaltimore.org/soc-teach-color-inst.pdf).
12. Divide students into small groups to compete to find scriptural references related to concern for those who are poor and vulnerable (See USCCB website for activity description http://www.usccb.org/about/justice-peace-and-human-development/biblical-justice-challenge.cfm).
Teaching Strategies

11. Service/Social Justice/Servant Leadership, continued

Understanding Catholic Social Teaching, continued

14. Create a Catholic Social Teaching timeline showing major Catholic Social teaching documents and the way in which these teachings respond to world events. (See USCCB website for activity description http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/timeline-activity.cfm).

15. Research the writings and homilies of Pope Francis to examine what he wrote about serving the poor and marginalized. Summarize the findings in a report, PowerPoint presentation, or video.


17. Incorporate one of the lessons from the Catholic Relief Services website that illustrate Catholic Social Teaching themes through stories facing our brothers and sisters in different countries (See http://www.crs.org/resource-center/catholic-social-teaching-lesson-plans).

18. Use video resources to show economics of other areas of the country or world.


20. Research and report on saints who modeled social justice principles (e.g., St. Peter Claver, St. Damien of Molokai, St Thomas More, St. Vincent de Paul, Servant of God Dorothy Day, St. Isidore the Farmer, St. Katharine Drexel).

21. To help students understand rights and responsibilities, draft a students’ bill of rights or charter for the class. Discuss the responsibility each student has to uphold the rights. Explore the topic further by discussing rights and responsibilities of parents, children, workers, citizens, community leaders, etc.

22. In small groups, explore a social, economic, or political issue and discuss it against the backdrop of Catholic Social Teaching.

23. Schedule a field trip to the Michigan Catholic Conference building in Lansing, Michigan to learn about what the MCC does to help uphold Catholic values in legislation. Alternatively, invite a speaker from the MCC to come to the school.

24. Write letters to legislators on issues that affect social justice or human dignity.

25. Invite students to study a particular issue that involves poverty or injustice. Form teams to develop creative and peaceful solutions to these problems. Invite teams to do a presentation with their ideas.

26. Invite students to reflect on justice issues as they pertain to the school community. Discuss peaceful ways to address these issues (bullying, exclusion, etc.)


Understanding Stewardship

28. Invite students to research the Old Testament on the beginnings of tithing and the jubilee year. Discuss how these concepts are practiced in the Catholic faith today.

29. To help students understand the concept of stewardship (giving time, talent, and treasure), invite students to make a log to track time spent on things of God.

30. Invite students to save their own money and participate in the Sunday Mass collection.


32. Using the resource document, Stewardship Scripture Quotes, Reflections, and Scenarios from Fr. Joe Esper, discuss the Scripture quotes on the proper use of money. Invite students to draw pictures to illustrate the quote.

33. Using the resource document, Stewardship Scripture Quotes, Reflections, and Scenarios from Fr. Joe Esper, create discussion questions from the Quotes and Reflections on Money and Happiness. Discuss in small groups.
Teaching Strategies
11. Service/Social Justice/Servant Leadership, continued

34. Divide the class into small groups. Using the resource document, *Stewardship Scripture Quotes, Reflections, and Scenarios from Fr. Joe Esper*, select scenarios from the Foolish, Wise or Heroic section and give each small group several scenarios. Invite students to decide whether the situations are foolish, wise or heroic. Ask representatives from the small groups to share the scenarios and conclusions, and facilitate a large group discussion to discuss their findings.

35. Invite older students to read the two articles in the resource document, *Stewardship Scripture Quotes, Reflections, and Scenarios from Fr. Joe Esper*. Invite them to create a report or presentation on why stewardship is important.

36. Invite students to interview a parent or grandparent about how they live a life of service and stewardship. Ask students to share stories with the class.

Understanding Stewardship, continued
38. Invite students to reflect and report on how the sacraments help the faithful live a life of service. (Can be combined with Sacrament outcomes)

39. Design a pledge card and invite students to prayerfully consider a pledge for stewardship.

Understanding the Corporal and Spiritual Works of Mercy
40. Invite students to explore the Gospels and find examples of Jesus demonstrating mercy. Discuss these examples in small or large groups.

41. Create an illustrated book or poster showing the corporal and spiritual works of mercy.

42. Create a lapbook for each work of mercy, inviting students to add pages showing concrete ideas for that work of mercy.

43. Keep a “Works of Mercy” jar in the classroom and invite students to perform works of mercy and/or observe works of mercy in others. For each work, a bead can be added to the jar. Provide encouragement to the children as the jar fills up, visibly showing their growth in virtue.

44. Make cards for the homebound, sick, or those who have lost loved ones in the parish community.

45. Write letters to youth in detention centers.

46. Make a spiritual bouquet for a person in need.

47. Organize a clothing drive to clothe those who are less fortunate.

48. Invite a member from the local Knights of Columbus chapter or the local Society of St. Vincent de Paul to give a talk about how the organization helps those in need.
Teaching Strategies

12. Prayer

Creating a Prayer Environment and Learning the Sign of the Cross
1. Involve students in creating a prayer table or prayer space in the classroom. Use the space during class prayer time. Invite students to use the space individually as desired.
2. Bless each child before he/she leaves for the day.
3. Place tape with the numbers 1 through 4 on a mirror, to help students make a proper sign of the cross.
4. Invite students to number blank stickers 1 through 4. Invite them to put them on their body to make a proper sign of the cross.
5. Have a holy water font in the classroom and invite students to bless themselves with the holy water each day.
6. Ensure that students genuflect in front of the tabernacle and bow in front of the altar as they come in and out of the church.

Memorizing Prayers
7. Create a worksheet with fill in the blanks.
8. Write prayer phrases on strips of paper and invite students to arrange themselves in the order of the prayer.
9. Use music/song to learn prayers.
10. Teach hand gestures to accompany the prayer.
11. Play “name that prayer” by reciting the prayer and asking students to name that prayer.
12. Learn the prayer in sign language or another language.
13. Invite students to regularly recite prayers in large groups, small groups, and individually.
15. Invite students to make a personal prayer book. Ask students to write the prayers in their book. Once prayers are memorized, students receive a sticker for that page in their prayer book.
16. Make an angel craft that includes the Guardian Angel prayer. Invite students to put the angel by their bedside and recite the prayer each night before bedtime.
17. Create a pocket-sized prayer book that can be carried in a backpack or left in a car.

Praying in their Own Words
18. Using the Catechism and Scripture, make a list of appropriate dispositions for prayer (purity of heart, faith, humility, silence, diligence, commitment, etc.). Invite students to brainstorm dispositions they think are important for good prayer. Combine the lists on the board and discuss each one and its importance.
19. Invite the student to write a prayer that is personal to him/her. Ask the student to use this prayer to make a prayer card that can be said in the car on the way to and from school.
20. Make and decorate a prayer journal to be used throughout the school year. Memorized prayers can be the first or last section of the prayer journal. The remainder of the pages should be blank and used to journal prayer experiences in class or at Mass.
21. Invite students to rewrite the Our Father into their own words.
22. Ask students to write their own prayers to God in their prayer journal.
23. Invite students to write a song or poem that is a prayer.
24. Invite students to create a piece of art that shows him/her praying to Jesus.

Learning Deep Personal Prayer
25. Visit a Catechesis of the Good Shepherd atrium to experience the lessons on prayer and do the works associated with them.
Teaching Strategies
12. Prayer, continued

Learning Deep Personal Prayer, continued
26. Include a daily period of 5 minutes of silence and guided meditation to give students an opportunity for deep personal prayer. For example:
   a. Invite students to close their eyes and put themselves in the presence of Jesus
   b. Ask them to tell Jesus what is most important to them that day
   c. Provide a period of silence while they talk to Jesus
   d. Ask them to listen to what Jesus wants to tell them
   e. Provide another period of silence while they listen to Jesus
   f. Invite students to thank Jesus for what they heard
   g. Invite students to journal or share their experiences with partners or in a group. Alternatively, ask them to meditate on a short Scripture passage and put themselves in the scene and guide them into a conversation with Jesus.

27. Teach students how to practice *lectio divina* with Sacred Scripture and make *lectio divina* a regular part of their class prayer. Use the analogy of eating food to help students understand the steps:
   a. reading (is like putting food in your mouth),
   b. meditation (is like chewing the food),
   c. praying (is like extracting its flavor),
   d. contemplation (is the sweetness itself).
   Explain that we don’t gulp down fine food; we eat it slowly so as to savor its flavor. Invite students to write or draw about their experience.

Learning Types of Prayer
28. Create a poster that illustrates the different types of prayer: blessing, adoration, petition, intercession, thanksgiving, and praise.
29. Incorporate a time of intercession into the students’ daily prayer routine. Invite students to pray for their school, parish leaders, families, and any special petitions they have. Invite students to pray spontaneously during this time.
30. Keep a book of intercessions in the classroom so that students can write prayer petitions in the book. Read the petitions during class prayer time.
31. Create a prayer box for anonymous prayer requests; share the petitions with a parish prayer group or priest.
32. Create a paper chain of prayer intentions. Hang the chain in the prayer area.
33. In class, role-play exposition of the Blessed Sacrament, adoration, and benediction. Help students understand what happens at adoration. Provide regular opportunities for students to pray in front of the Blessed Sacrament. Incorporate a time of praise and worship during adoration. Invite students to bring their prayer journals and write or draw about their experience.
34. Make “thank you” cards for God and invite students to use one of the Psalms of Thanksgiving as the verse. Alternatively, ask students to write their own prayer of thanks to God.
35. Make Valentine’s Day cards for Jesus using Psalms of blessing and praise.
Teaching Strategies

12. Prayer, continued

Praying with Music and Art
36. Use praise and worship music or other sacred music as background music during activities and play time.
37. Create a timeline of the history of sacred music. Using http://www.thinglink.com or another tool, make a digital version of the timeline and include audio clips.
38. Collaborate with the music teacher or the parish Director of Music to incorporate various forms of sacred music into the music class (e.g., Gregorian chant, Taize prayer, classical music written for a sacred purpose such as Handel’s Messiah, contemporary Christian music, Gospel music).
39. Invite the Director of Music to do a presentation on the way in which music serves as prayer in the liturgy. (Can be combined with Liturgy outcomes)
40. Teach students about the origin of icons in the Catholic Church. Invite students to paint their own icons and use them for prayer.

Learning the Rosary
41. Use rosary worksheets to label the prayers and mysteries.
42. Make rosaries using craft materials; make a knotted rosary using twine. Invite the priest or deacon to bless them.
43. Make a giant rosary using tissue or origami materials.
44. Pray a living rosary.
45. Pray the rosary with a video.
46. Invite students to make pictures or create a PowerPoint presentation with images that match the mysteries of the rosary. Pray the rosary along with the PowerPoint.
47. Create five centers filled with information about a particular mystery of the rosary. Divide the class into five groups and rotate them through the centers. Invite students to take notes on what they learn in each center. After each group has visited each center, discuss each center as a large group to ensure the students understand what they learned. Repeat the activity for each set of mysteries: joyful, sorrowful, glorious, and luminous.
48. Recite the rosary regularly, especially during the months of October and May.

Learning Devotions and Other Prayers of the Church
49. Invite students to pick a Marian or Eucharistic devotion and research its origin and practice. Ask students to present their findings to the whole class.
50. Create a traveling prayer box. Fill the box with a sacred object (e.g., chalice/prayer for vocations, statue of Mary/Marian devotions), a prayer to recite, and a candle. Invite students to take turns bringing the prayer box home for a week and using it to pray with their family.
51. Invite a priest or deacon to do a presentation on the Liturgy of the Hours.
52. Pray the Liturgy of the Hours as a class for a day or series of days. Invite students to trace the Scriptural origin of the Benedictus in Morning Prayer and the Magnificat in Evening Prayer.
53. Invite students to create a Stations of the Cross booklet or a diorama of one of the Stations of the Cross.
54. Do living Stations of the Cross.
55. Plan a school-wide Stations of the Cross event, having each classroom prepare a station with appropriate objects and activities.
### Supplemental Resources to Assist in Implementing the AOD Religion Curriculum

This document will be available on the AOD website in electronic form. It will have sortable columns and live hyperlinks. The resources below provide a sample of the types of resources that will be in the completed document. Not all resources have been added to this sample. The completed document will have resources for all strands for all age groups.

<table>
<thead>
<tr>
<th>Strand No.</th>
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<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Sacred Scripture</td>
<td>The Beautiful Story of the Bible</td>
<td>Ignatius Press</td>
<td>Contains the most important stories of the Bible, Old and New Testaments, with very expressive pictures.</td>
<td>Preschool and up</td>
</tr>
<tr>
<td>2</td>
<td>Sacred Scripture</td>
<td>Stories of God’s Love</td>
<td>RCL/Benziger</td>
<td>Teaches Scripture stories and connects them to children’s lives through an easy to understand, real-life story. Includes a website with resources for teachers, catechists and parents.</td>
<td>Preschool - K</td>
</tr>
<tr>
<td>2</td>
<td>Sacred Scripture</td>
<td>Bible Songs CD - Cedarmont Kids</td>
<td>Provident</td>
<td>Sixteen classic Bible songs for children. Includes lyrics and instrumental tracks to accompany children.</td>
<td>Preschool - 5</td>
</tr>
<tr>
<td>2</td>
<td>Sacred Scripture</td>
<td>Encounter</td>
<td>Ascension Press</td>
<td>A dynamic 8-week overview of the Bible. Includes DVD, leader guide and student workbook.</td>
<td>6 - 8</td>
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<tr>
<td>2</td>
<td>Sacred Scripture</td>
<td>Breakthrough! Bible for Young Catholics, NABRE Translation</td>
<td>Saint Mary's Press</td>
<td><a href="http://www.smp.org/">http://www.smp.org/</a></td>
<td>A complete youth Bible using the NABRE translation. Includes bold artwork and articles to connect Bible stories with daily living and Catholic beliefs.</td>
<td>6 - 12</td>
</tr>
<tr>
<td>3</td>
<td>Church History</td>
<td>Epic: A Journey through Church History</td>
<td>Ascension Press</td>
<td><a href="https://shop.ascensionpress.com/t/category/study-programs/church-history/foundational-study">https://shop.ascensionpress.com/t/category/study-programs/church-history/foundational-study</a></td>
<td>A 20-part DVD series that explains the major people, places, and events that makes up the history of the Catholic Church. Includes a timeline that depicts the succession of popes, ecumenical councils, martyrs, saints and significant world rulers. This is a great resource for the teacher to help explain context and reasons for historical events. Select video clips can be used for older children to supplement lessons.</td>
<td>Teachers, 6-8</td>
</tr>
<tr>
<td>3</td>
<td>Church History</td>
<td>SadlierConnect: Lives of the Saints</td>
<td>Sadlier Publishing</td>
<td><a href="https://religion.sadlierconnect.com/livesofthesaints">https://religion.sadlierconnect.com/livesofthesaints</a></td>
<td>An online resource that provides a month by month snapshot of saint feast days. Includes an explanation of the life of the saint, primary activities, and intermediate activities.</td>
<td>K-5</td>
</tr>
<tr>
<td>3</td>
<td>Church History</td>
<td>Draw and Tell Saints By Julie Petras</td>
<td>Our Sunday Visitor</td>
<td></td>
<td>An interactive story telling resource that engages children by inviting them to draw what you draw.</td>
<td>K - 6</td>
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<tr>
<td>3</td>
<td>Church History</td>
<td>Thinglink.com</td>
<td></td>
<td><a href="http://www.thinglink.com">www.thinglink.com</a></td>
<td>Provides catechists and teachers with new methods to help children explore Scripture, Tradition, and concepts of the Catholic faith. Contains twenty-five different prints per easel, per grade, the art prints provide background about the artist, medium, history and also offer activities related to the art, including art projects, music, movement, and using imagination in prayer. Oversized for easy viewing and impact, the fine art prints get kids out of their seats and enjoying class in ever more meaningful ways.</td>
<td>6 - 8</td>
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<tr>
<td>4</td>
<td>Doctrine</td>
<td>Did Adam and Eve Have BellyButtons, Did Jesus Have a Last Name By Matthew Pinto and Jason Evert</td>
<td>Ascension Press</td>
<td></td>
<td>Youth Catechism of the Catholic Church - YOUCAT is an accessible, contemporary expression of the Catholic Faith. The appealing graphic format includes Questions-and-Answers, highly-readable commentary, summary definitions of key terms, Bible citations and inspiring and thought-provoking quotes from Saints and others in the margins.</td>
<td>6-8</td>
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<tr>
<td>4</td>
<td>Doctrine</td>
<td>YOUCAT</td>
<td>Ignatius Press</td>
<td></td>
<td>Uses the three parts of an apple to explain one God in three persons.</td>
<td>3-7</td>
</tr>
<tr>
<td>4</td>
<td>Doctrine</td>
<td>3 in 1: A Picture Book of God By Joanne Marshassen</td>
<td>Concordia Publishing</td>
<td></td>
<td>Pope Francis answers letters from children from around the world who have questions about various aspects of the faith.</td>
<td>2-5</td>
</tr>
<tr>
<td>4</td>
<td>Doctrine</td>
<td>Dear Pope Francis</td>
<td>Loyola Press</td>
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<tr>
<td>5</td>
<td>Liturgy</td>
<td>Loyola Learning Tools: Reconciliation Flip Book</td>
<td>Loyola Press</td>
<td><a href="http://www.loyolapress.com/products/special-needs/loyola-learning-tools">http://www.loyolapress.com/products/special-needs/loyola-learning-tools</a></td>
<td>A series of hands-on resources that can be used to help students with special needs learn about the sacraments. Catechists find these engaging tools useful for all students.</td>
<td>Preschool - 2</td>
</tr>
<tr>
<td>5</td>
<td>Liturgy</td>
<td>Instructional Card: Examination of Conscience</td>
<td></td>
<td></td>
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<td>K-5</td>
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<tr>
<td>5</td>
<td>Liturgy</td>
<td>Instructional Card: Act of Contrition</td>
<td></td>
<td></td>
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<td>K-5</td>
</tr>
<tr>
<td>5</td>
<td>Liturgy</td>
<td>Catholic Icing Website</td>
<td></td>
<td><a href="http://www.catholicicing.com">http://www.catholicicing.com</a></td>
<td>A website developed by a Catholic mom that provides activities and crafts for learning about the liturgy and sacraments.</td>
<td>K-5</td>
</tr>
<tr>
<td>5</td>
<td>Liturgy</td>
<td>Altaration: The Mystery of the Mass Revealed</td>
<td>Ascension Press</td>
<td><a href="https://shop.ascensionpress.com/t/category/study-programs/chosen/teen-mass">https://shop.ascensionpress.com/t/category/study-programs/chosen/teen-mass</a></td>
<td>Virtual Meditations cards with QR codes to help students use technology to learn. The codes can be placed around a classroom, school hallway, or church. Students scan the codes with their mobile devices and view a two-minute video explaining each sacrament.</td>
<td>6-8</td>
</tr>
<tr>
<td>6</td>
<td>Sacraments</td>
<td>Virtual Meditations Sacraments</td>
<td>Saint Mary's Press</td>
<td><a href="http://www.smp.org/">http://www.smp.org/</a></td>
<td>Contains 28 interactive lessons for children to complete in class and bring home for additional family support. These colorful innovative sheets can serve as the child’s placemat at the dinner table, reinforcing key rituals for every home environment while serving as a conversation starter to help parents discuss Catholic teachings.</td>
<td>6-8</td>
</tr>
<tr>
<td>7</td>
<td>Family Life/Human Sexuality</td>
<td>Allelu!</td>
<td>Our Sunday Visitor</td>
<td><a href="http://www.osv.com/Shop/Curriculum/EarlyChildhood/Allelu.aspx">http://www.osv.com/Shop/Curriculum/EarlyChildhood/Allelu.aspx</a></td>
<td>An approved safe environment training program for elementary students in the Archdiocese. The goal of the Circle of Grace program is to educate and empower children and young people to actively participate in a safe environment for themselves and others.</td>
<td>Preschool - K</td>
</tr>
<tr>
<td>7</td>
<td>Dignity of the Human Person</td>
<td>The Virtues Project</td>
<td>Archdiocese of Detroit</td>
<td><a href="http://www.aod.org/parishes/staff-and-ministry-resources/virtue-project/">http://www.aod.org/parishes/staff-and-ministry-resources/virtue-project/</a></td>
<td></td>
<td>K-8</td>
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<tr>
<td>7</td>
<td>Dignity of the Human Person</td>
<td>Horton Hears a Who By Dr. Suess</td>
<td>Randomhouse Books for Young Readers</td>
<td></td>
<td>A story that can be used to teach lessons on the dignity and value of each person.</td>
<td>K-5</td>
</tr>
<tr>
<td>7</td>
<td>Dignity of the Human Person</td>
<td>You are Special By Max Lucado</td>
<td>Crossway Publishing</td>
<td></td>
<td>An initiative of the Michigan Catholic Conference, in collaboration and coordination with the seven Roman Catholic dioceses in the State of Michigan. Michigan Celebrates Marriage provides a precise understanding of why marriage between one man and one woman is important for families, communities and children. This website hosts informational material that can be of use to parish communities and to the public in an effort to help viewers understand the Church's teachings on marriage.</td>
<td>K-3</td>
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<tr>
<td>8</td>
<td>Family Life/Human Sexuality</td>
<td>Theology of the Body for Kids (3 Volumes)</td>
<td>Circle of Grace</td>
<td><a href="https://tobet.org/product/tob-for-kids-3-volume-set/">https://tobet.org/product/tob-for-kids-3-volume-set/</a></td>
<td>A set of 3 books that lay the foundation for John Paul II’s Theology of the Body. The books help children see the body as a gift from God to be treasured and treated as such. The books provide a compelling response to the recent confusion regarding gender dysphoria.</td>
<td>K-4</td>
</tr>
<tr>
<td>8</td>
<td>Family Life/Human Sexuality</td>
<td>Theology of the Body for Teens Middle School Edition</td>
<td>Ascension Press</td>
<td><a href="https://shop.ascensionpress.com/t/category/study-programs/teen-chastity/middle-school-edition">https://shop.ascensionpress.com/t/category/study-programs/teen-chastity/middle-school-edition</a></td>
<td>A program that gives sixth through eighth graders the answers to their tough questions concerning their bodies, their sexuality, and their future. The program has been designed specifically as a catechetical program to fit perfectly into Catholic schools, youth ministry, faith formation, and homeschooling settings.</td>
<td>6-8</td>
</tr>
<tr>
<td>9</td>
<td>Community</td>
<td>Detroit Priest Website</td>
<td>Archdiocese of Detroit</td>
<td><a href="http://detroitpriest.com/">http://detroitpriest.com/</a></td>
<td>A website developed by the Archdiocese of Detroit and Sacred Heart Major Seminary that provides resources for men to explore a vocation to the priesthood. Includes schedule of upcoming events for men discerning the priesthood.</td>
<td>6-8</td>
</tr>
<tr>
<td>10</td>
<td>Morality</td>
<td>Living Faith Kids: - Learning About the Ten Commandments</td>
<td>Pflaum Publishing</td>
<td><a href="https://cart.pflaum.com/home.php?cat=9">https://cart.pflaum.com/home.php?cat=9</a></td>
<td>Interactive sticker booklets that help students learn the Ten Commandments and Beatitudes. Students apply colorful stickers as they learn about the biblical source and application of each commandment. Activities help students live how Jesus wants them to live. When completed, the booklets can serve as an examination of conscience for First Reconciliation.</td>
<td>Preschool - 2</td>
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<tr>
<td>12</td>
<td>Prayer</td>
<td>Virtual Meditations Stations of the Cross</td>
<td>Saint Mary's Press</td>
<td><a href="http://www.smp.org/">http://www.smp.org/</a></td>
<td>Virtual Meditations cards with QR codes to help students use technology to learn. The codes can be placed around a classroom, school hallway, or church. Students scan the codes with their mobile devices and view a two-minute video explaining each station and encouraging personal reflection.</td>
<td>6-8</td>
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Phases of Faith Development

“Growing in faith is related to human development and passes through stages. Individuals develop as human beings and faithful followers of Christ in different ways and according to their own pace. No matter what style or rate of growth in faith, such growth always means gradually becoming more like Christ.” (NDC, 48)

When helping children come to faith, we don’t want to demand too much and expect a level of understanding and response that is more appropriate of an adult. On the other hand, we don’t want to expect too little, putting off any challenge to respond to Christ until the child has attained a certain level of maturity. It is important to remember that children have an incredible capacity for God.

Faith development moves through stages. Until age seven, a child's faith can be highly imaginative. These children may have a host of different images of God, the world, and the afterlife, depending on their life experiences. But, by age seven, the desire to know God is no longer dependent on imagination alone. At this stage, a child wants to know more about how the world really is and how things fit together. This child is ready for the world of story and for a new stage of faith.

Children in the early years of school are fascinated with stories. As such, learning Bible stories or sharing personal testimonies give children at this age a clearer, more consistent picture of God. However, for children of this age, all Bible stories are taken literally. For example, the story of Adam and Eve, Noah and the flood, Moses and the Ten Commandments, Jesus' crucifixion, and Paul's conversion are all read the same way—as literally and historically true. While literal faith is appropriate for children at this stage, adults whose faith remains literal throughout their later lives may at times appear anti-intellectual or resistant to the deeper meaning of Scripture and life itself.

Adolescents tend to model themselves after admired heroes or respected authority figures. The growing impact of peers, esteemed heroes, and authority figures influences faith in the adolescent in a significant way. A central characteristic of faith at this stage is that it is largely conformed to the expectations, values, and understandings of the groups to which they belong. These groups may include family, the church community, peers, or colleagues. Greater identification with a faith-oriented group usually strengthens and supports their understanding of God and makes them more aware of community responsibilities. Of course, Jesus is greater than any superhero, so a group that is focused on Him will help strengthen the Christian identity of its members.

(Adapted from http://www.americancatholic.org/Newsletters/CU/ac1087.asp)

John Westerhoff’s Stages of Faith Development

John H. Westerhoff, author of Will Our Children Have Faith?, identifies four stages of faith development. He compares faith to a tree trunk. The young tree trunk has few rings; older trunks have many. Just like a tree adds one ring on top of another, we do not leave the needs of the earlier stages behind after we expand into the next stage. Faith development occurs as a result of life experiences and interaction with God and others. Maturity of one’s own faith life affects one’s experience and understanding of God and the Church. Westerhoff’s stages are as follows:
1. **Experienced Faith**
   - is the lifelong foundation of our faith
   - grows by participating in the customs and rituals of our faith tradition with other Christians – points to the experience and love of God
   - is the faith of our senses (Liturgical rituals of the Catholic Church, with its recurring sights, sounds, and smells, are quite conducive to developing experienced faith, especially in young children; just by participating in them they come to believe they are meaningful and important.)

2. **Affiliated Faith**
   - develops by belonging to an accepting Christian community
   - can occur in adolescence provided the needs of *experienced faith* are met during childhood (dynamic youth ministry is key – social, spiritual, and service activities)
   - According to Westerhoff, research shows that most adults have had their faith “arrested” in the *affiliative faith* stage.

3. **Searching Faith**
   - The third stage of faith development, *searching faith*, is the faith of questioning and internalizing what we have long been taught. *Searching faith* usually begins during late adolescence and often continues in earnest during young adulthood. Many college students frequently have discussions on the existence of God, evolution, Jesus’ resurrection, etc., with their professors and other students.
   - This stage can be troubling for parents and teachers if not properly understood. And, of course, it is risky. However, only by questioning and testing what we have been taught can we truly come to accept and internalize these teachings. Searching faith is a necessary prerequisite to *owned faith*.

4. **Owned Faith**
   - This final stage of faith development, *owned faith*, rarely occurs before young adulthood. Because of the serious struggle with doubt that precedes it owned faith may appear as a great illumination or enlightenment; it’s now our own faith and no longer merely the faith of our parents, family, etc. Even though doubts and questions remain, those who own their faith want to witness it by personal and social action, and are willing and able to stand up for what they believe in as mature disciples of Jesus Christ.
   - *Owned faith* is God’s intention for everyone, even though, according to Westerhoff, most adults have had their faith arrested at the affiliative stage. Therefore, it is important for churches to provide opportunities that address the needs in each and every stage of faith development, and thereby help as many as possible to reach their full faith potential.
Presenting the Gospel Message

Children can be presented with the Gospel message at any age as long as it is in keeping with their current development. Any response towards Christ needs to be recognized, welcomed and affirmed. In the work of evangelization, our aim is conversion...a radical and total giving of oneself to Christ. Proclamation of the Gospel message is at the heart of conversion. There is power in the message itself. Here are the basic components of the Gospel message:

1. God’s PERSONAL Love—The same powerful God that made the earth and the entire universe also made you. Although the beauty of nature reflects something of God, man is the crown of His creation. You are special. God knows everything about you and loves you very much. He wants you to love Him and be part of His family.

2. Our Rebellion—Often, we ignore God and try to live life our own way. This is called sin. Sin separates us from God and one another.

3. God’s Judgment, Punishment and Rescue—Because we all sin, each one of us deserves to be punished. The punishment for sin is death. But God sent Jesus to take the punishment we deserve. He died on the cross for your sins. By His death and resurrection, He opened the gates of heaven for you. Jesus is the bridge between heaven and earth.

4. Accepting God’s Forgiveness—Each of us needs to take responsibility for our sin and ask God for forgiveness. If you do this, God will always forgive. Jesus forgives you in a particular way in the sacrament of Reconciliation.

5. Jesus is Lord—Jesus is both God and man and is Lord of heaven and earth. After He rose from the dead, He ascended to His Father in heaven. Jesus is still alive today. He wants to be the center of your life. He wants to be what you live for. Faith in Him enables you to live your life in a whole new way. Inviting Jesus into your life and making a decision to be His disciple is a mark of your conversion to Christ.

6. The Holy Spirit—Jesus poured out His Spirit upon the earth. Through baptism you received the gift of the Holy Spirit. This means that God lives in you; you don’t have to go far to find Him. When you open your heart to the power of the Holy Spirit, He teaches you about the mysteries of God and helps you to know how to live.

7. The Church—The Church continues Jesus’ work on earth. In her worship and in the sacraments, Jesus is made present in a special way. As a baptized person, you have the responsibility to bring others to Christ and witness to your faith.
The Power of Personal Testimony

A personal testimony is a very powerful tool for evangelization. The purpose of a testimony is to point the listener to what Jesus has done in one’s life in order to open them to God and draw them closer to Him.

A personal testimony is a non-threatening approach for those who are “un-churched,” because people are generally more open to listen to a story than to teaching. It gives evidence that God is real and active in people’s lives today. It also arouses interest, as a personal testimony stirs up questions and an increased desire for God within the listener.

When writing a personal testimony, it is important to use language that is understandable and examples that are familiar to the listener. Teachers are encouraged to share their testimonies with their students. Personal details about one’s past life should be age-appropriate and included with discretion. Students are also encouraged to write their personal testimony once they have an experience of God.

Conversions happen in many different ways. Not all are dramatic and pronounced as the example below. However, each person who has experienced God has a story to tell, and should be encouraged to do so. The structure of a personal testimony is important: life before Christ, one’s conversion to Christ, and life in Christ.

Testimony Example

Part 1: Life before Christ
- I grew up in a normal Catholic family.
- I believed in God, but He wasn’t a big part of my life.
- Ever since 7th grade, I had planned on becoming a famous musician.
- I also began to copy that lifestyle by partying a lot.
- When I started high school, my dad told me that I’d get as much freedom as I showed responsibility...Needless to say, I ended up being grounded for most of high school.
- When I was 18 I left home, moved in with some friends, and partied.
- A couple of years went by and I decided to get serious about becoming a famous musician.
- So I moved to Los Angeles.
- Eventually, I did start up a band and people liked our music.
- But there came a point where I felt that if I was really going to make it in the world of music, I would have to completely abandon God.
- I knew I had to make a decision.

Part 2: Conversion
- That Christmas I spent with my family.
- One night my mom asked if I would pray the rosary with the family.
- Since I didn't have any money to spend at a bar, I figured why not.
- Afterward, my mom asked me if I believed in God; I said yeah.
- She then asked me if I believed in Jesus. I didn’t answer her.
- Then she told me that Jesus is so gentle that He doesn’t force Himself on us, but that He waits for us to invite Him into our hearts.
- I felt like there was a tug of war in my soul.
- In the silence of my heart I invited Jesus into my life.
• Immediately, the lights came on and I felt a deep peace.
• I broke down and wept; I realized that my life was a mess and that I needed to go to confession.
• I was tired of running from God; I just wanted to do His will.

Part 3: Life in Christ
• From that point on, my life changed completely. I went to confession.
• I stopped partying and moved in with my parents.
• I had a thirst to know God and to learn about my faith.
• I knew that God's plan for my life would make me the happiest.
• I began to pray daily, attending Mass and spending time with Jesus in the Blessed Sacrament. I began to read the Bible.
• Today, I continue to do all these things. My relationship with God is the #1 priority in my life.
• Since I invited Jesus Christ into my heart, my life has been an adventure.
• God has an exciting plan for your life.
• In Rev 3:20 Jesus says, “Behold, I stand at the door and knock. If anyone hears my voice and opens the door, I will enter his house and have supper with him and he with me.”
• Right now, Jesus is standing at the door of your heart and knocking. Will you let Him in?

(Adapted from Sharing Your Testimony, Fr. Terry Donahue, CC)
Testimony Worksheet

Life before Christ
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Point of Conversion/Decision/God’s intervention
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Life in Christ
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Ecclesial Method Lesson Planning Considerations

The Ecclesial Method

Although the Church does not espouse one particular catechetical methodology, a method that is effective in bridging the gap between doctrine and authentic, lived spirituality is the Ecclesial Method. The following are some considerations in lesson planning.

Preparation

Preparation creates the conditions for the possibility of opening the minds and hearts of the students. It considers the goals and structure of the lesson as well as the physical environment.

- Pray for guidance of the Holy Spirit. What does God want the children to know and experience? What is He saying to you?
- Pray for your students, that their hearts and minds will be open to the work of the Holy Spirit within each of them. Pray for them individually, by name.
- Plan how the students will transition into and out of the religion lesson, helping them to recognize that this is sacred time and is differentiated from other subject areas.
- Determine the goals for the lesson:
  - The essential outcome(s) to be known and understood
  - The Scripture passage to be proclaimed
  - The prayer experience
  - Time for reflection and discussion
- Consider the environment where the session will occur:
  - How is the furniture arranged?
  - Will the lighting be adjusted?
  - Will audio-visual equipment be used?
  - Is the setting conducive to the goals of the session, the students, and receptivity to God’s Word?
  - Where is the teacher positioned and how will this affect the students?
  - How long is the session?
- What is the order of the lesson and how will it be taught? Consider the following:
  - Gathering and hospitality
  - Opening prayer and icebreaker
  - Methods for teaching the lesson including time planned for silence, individual reflection, group discussion, and prayer
- What difference will this make in the student’s daily life? How will the student be sent forth to apply what they learned?
- Prepare materials and resources to be used during the lesson – Bibles, work centers, computer access, prayer space, handouts, art materials, music, etc.

Proclamation

Proclamation is the introduction to the lesson, which should be based on and supported by Sacred Scripture. God’s Word in Sacred Scripture is proclaimed and the doctrine/teaching is introduced and initially explored.
• Begin with prayer. Open students’ hearts for an encounter with God by using Sacred Scripture, song, other forms of worship, giving primacy to the proclamation of God’s Word.
• Tell a story – one of your own or another – as a means of engaging students. The story is a critical tool to draw the students into the lesson. It arouses interest in the students and increases their desire to learn more.

Explanat i on

Explanation is the meat of the lesson. It helps the students come to an understanding and assimilation of the core teachings and theological concepts. This should be done in an engaging and relevant manner with consideration of multiple learning intelligences.

• Determine which activities will be used. The teacher should be creative in presenting material in a way that engages the students. Hands-on activities, role-playing, small group discussion, and personal reflection are among the many ways to go beyond the text.
• Provide a brief outline of the lesson and what the students can expect. Communicate to the class the expectations of the proper disposition and behavior of the students during the lesson – silence, movement, participation in discussion, body posture, etc.
• Highlight Sacred Scripture passages, Catechism references, Church documents, and other supporting references that provide the foundation for the lesson.
• Consider providing a Scripture verse for memorization.

Applica t i on

Application is intended to answer the question, “So what?” In this step, the students are encouraged to consider how this teaching applies to their daily lives and how they will act on it. As a result, students will be able to recognize and embrace their essential missionary vocation to share the Good News with others and serve those in need.

• Give students an assignment to apply the lesson to their daily lives in order to reinforce what they have learned.
• Ask the students what their action steps will be.
• How will each student share what he/she has learned and experienced with his/her family?

Celebra t i on

Celebration brings closure to the lesson either through prayer, meditation, or an activity which summarizes what was learned.

• Close with prayer. Invite students to take turns leading prayer.
• Consider how the students will transition out of the religion lesson.

Christocentricity

Consider how the learning and experience are Christocentric (centered on Christ). Help the students connect their learning with Jesus. Is Jesus revealed in a clear and relevant way? “The whole concern of doctrine and its teaching must be directed to the love [of Jesus] that never ends.” (CCC 25)
**Classroom Environment Considerations**

What does your classroom look like now?

Draw the layout of your classroom in the space below. Consider windows, doors, furniture, prayer space, bulletin boards, open space, lighting, Bibles, music, art, etc.

Does your classroom serve as an environment of encounter with Christ? If not, what modifications will you make?

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Observation of Discipleship

*Jesus called the children to himself and said, “Let the children come to me and do not prevent them; for the kingdom of God belongs to such as these” (Luke 18:16).*

Discipleship develops from within the heart of the human person. It is a profound transformation of a person’s heart and mind that causes the believer to change radically both internally and externally to live a life in Jesus Christ. There are markers of discipleship: he or she prays in a way that indicates a deep understanding that Jesus is truly present, understands that God hears and speaks directly to him/her, speaks and behaves in a way that reflects the Gospel and the teaching of the Church, and attracts others by his/her example.

This transformation occurs radically in some, but for most people it occurs over time as they respond to God the Father and His Son Jesus in the power of the Holy Spirit. It is important that each student has the opportunity to encounter Jesus and to grow in his/her relationship with Him through sufficient time for prayer, Scripture reading, silence, meditation, reflection, and discussion. The outcomes and strategies in this Religion Curriculum provide numerous opportunities for the student to grow in his/her relationship with Jesus. The following elements are foundational for conversion and lifelong discipleship. Students need to:

- know the love of God the Father
- know that Jesus is real
- understand that Jesus knows them and cares about them personally
- grow in their understanding of Christ’s saving work on their behalf
- grow in trust and openness to the work of the Holy Spirit
- be able to model what it means to be a disciple of Jesus

How does one observe spiritual growth or measure conversion? Because these experiential (non-cognitive) outcomes deal with matters of the heart and spirit, they are not easily measured. The relationship between the student and God is sacred and guided by the Holy Spirit; as teachers, we do not want to interfere with that process. However, it is helpful to observe a student’s spiritual progress in order to know if the experiential outcomes are bearing fruit and if lesson adjustments need to be made. In addition, these observations provide a useful tool for gathering evidence of Catholic identity for school accreditation.

The Discipleship Portfolio

In order to observe growth in the student and encourage self-reflection, the student will be invited to build a portfolio of different expressions and experiences of his/her relationship with God and the Church. The contents of the portfolio will come from various classroom assignments and activities associated with the experiential (non-cognitive) outcomes in the Religion Curriculum.

Throughout the course of the year, the student will be invited to select writings, drawings, prayers, etc. that reflect their relationship with Jesus and the Church. The teacher will help each student build his/her portfolio and review it several times during the year. At the end of the school year, the teacher will complete a summary sheet of his/her observations of the student’s spiritual growth.
Included in this section of the curriculum are templates that can be used to help build this portfolio:

- *Discipleship Portfolio Teacher Checklist* – tool for selecting activities and assignments that may be included in the portfolio
- *My Life as a Disciple of Jesus* – student template for the portfolio
- *Student Self-Reflection on Discipleship* – student template for Grades 6, 7, and 8

In addition, two templates are provided to assist teachers in recording observations:

- *Teacher Observations of Spiritual Growth* - template for informal observations of a student’s experiences and behaviors
- *Discipleship Year-end Summary (Teacher’s Observations of the Student)* - template for reflection on a student’s spiritual growth
Discipleship Portfolio Teacher Checklist

The following elements and indicators are helpful in selecting activities and assignments that may be included in the portfolio. For your own reference, record these activities and assignments in the table below in order to help students decide what to include in their portfolios.

Foundational Elements for Life in Christ:
- knows that Jesus is real
- understands that Jesus knows them and cares about them personally
- knows how to talk and listen to Jesus
- understands Christ’s saving work on their behalf
- trusts and is open to the Holy Spirit
- models what it means to be a disciple of Jesus

Indicators of Conversion and Discipleship:
- knows that God loves him/her personally
- has invited Jesus into his/her life
- has a desire to follow God’s laws
- shows sorrow for sins
- wants to worship God and receive Jesus in the Eucharist
- has a desire to pray
- feels God’s Spirit working in his/her life
- recognizes his/her gifts
- wants to share his/her time and gifts in serving God and others
- wants to share the Good News of Jesus with others
- demonstrates his/her love of Jesus in speech and actions

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<tr>
<th>Activity/Assignment Date</th>
<th>Activity/Assignment that Demonstrates Spiritual Growth</th>
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My Life as a Disciple of Jesus

Signs of a Joyful Disciple

1. I know that God loves me.
2. I see God working in my life.
3. I read the Bible.
4. I follow God’s laws and seek forgiveness when I sin.
5. I worship God at church.
6. I talk to God in prayer.
7. I use my gifts to serve God and others.
8. I share the Good News of Jesus with others.
9. People know I love Jesus by the way I talk and act.
10. I look to Mary and the Saints as examples of joyful disciples.

Things that Show my Life as a Disciple

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<th>Sign Number</th>
<th>Activity/Assignment Date</th>
<th>Activity/Assignment that Demonstrates Spiritual Growth</th>
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<tbody>
<tr>
<td>1</td>
<td>October 7, 2017</td>
<td>Picture of me and God showing God’s love for me</td>
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Student Self-Reflection on Discipleship (Grades 6 – 8)

Student Name: ___________________________ Grade: _____ Date: ____________

Instructions: Think about your relationship with God and your experiences of faith. Respond to the statement by placing an “X” in the appropriate place. Indicate if you are unsure or the extent to which you agree or disagree with the statement. There is no right or wrong answer. Do not be afraid to answer the questions honestly.

1. I have had an experience of God and know that Jesus loves me personally.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree

2. I have made a decision to put Jesus at the center of my life and to live my life in friendship with Him.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree

3. I pray daily because I have the desire to deepen my personal relationship with Jesus.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree

4. I have heard God speak to me through the Sacred Scriptures.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree

5. Going to Mass and receiving the Eucharist are important to my spiritual life.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree

6. I recognize the Holy Spirit at work in my life and the life of others.
   _____ Unsure  |------------------------------------------------------------------------|
   Disagree  Agree
7. I am aware of the gifts that the Holy Spirit has given me and want to use them to bring others into the Church.

____ Unsure
Disagree
Agree

8. I have the desire to share the Good News of Jesus with others and the difference that He makes in my life.

____ Unsure
Disagree
Agree

9. People know that I am a Christian by the way I live my life.

____ Unsure
Disagree
Agree

Is there anything else you would like to share about your faith or your relationship with God?
Teacher Observations of Spiritual Growth

Student Name: _________________________________ Grade: _____ Observation Date: ____________

Listed below are some guiding questions that can be used to note student experiences and behaviors.

1. How does the student express his/her relationship with Jesus?

2. In what ways does the student engage in prayer, meditation, and reflection?

3. In what ways does the student participate in Mass and the life of the Church?

4. Does the student see God at work in his/her daily life? If so, what are some examples?

5. Does the student talk about God with others? If so, how?

6. In what way has the student served others in the classroom, playground, and the community?

Other Notes:
Teacher Observations of Student Discipleship: Year-end Summary

Student Name: _________________________________ Grade: _____ Observation Date: ____________

The following statements can be used to summarize a student’s spiritual growth over the course of the school year. Place an “X” to indicate your observation of growth.

1. The student has exhibited growth in his/her relationship with Jesus.
   - Unsure  No Growth Observed  Much Growth

2. The student has exhibited growth in desire to pray, meditate, and reflect.
   - Unsure  No Growth Observed  Much Growth

3. The student has exhibited growth in desire to go to Mass and to participate in the life of the Church.
   - Unsure  No Growth Observed  Much Growth

4. The student has exhibited growth in recognizing the presence of God in his/her daily life.
   - Unsure  No Growth Observed  Much Growth

5. The student has exhibited growth in wanting to share the Good News of Jesus with others.
   - Unsure  No Growth Observed  Much Growth

6. The student has exhibited growth in wanting to use his/her gifts to serve God and others.
   - Unsure  No Growth Observed  Much Growth

Notes and Observations: