



Integrated Faith Standards for Academic Curriculum

Theology Curriculum & Theology of the Body Competencies

PreK-8

*Revised 2023

*“Education is an important mission,
which draws young people to what is
good, beautiful, and true.”*

Pope Francis

Diocese of Manchester Catholic School Standards for Theology

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Gifts of CHRIST[©] at the Diocese of Manchester Catholic Schools

The Gifts of C.H.R.I.S.T.[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.[©] stands for Catholic Habits and Responses in School and on Teams. Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth

- GC.T.1.0** I will seek to understand the truth in all situations.
- GC.T.2.0** I will be truthful in the way I act, and respond, and accept truth around me.

Beauty

- GC.B.1.0** I will seek beauty in all things and in all situations.
- GC.B.2.0** I will find the beauty of God's creation and wonders around me.

Goodness

- GC.G.1.0** I will exhibit goodness as God's example during my daily life.
- GC.G.2.0** I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.

Affability

- GC.A.1.0** I can be kind and treat others the way I would want to be treated.
- GC.A.2.0** I can treat others with respect, and I can be approachable and friendly.

Humility

- GC.H.1.0** I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.
- GC.H.2.0** I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

Prudence

- GC.P.1.0** I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.
- GC.P.2.0** I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

Fortitude

- GC.F.1.0** I can do all things through Christ who strengthens me.
- GC.F.2.0** I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

K-8 RELIGIOUS EDUCATION STANDARDS AND COMPETENCIES

Catholic schools have been a beacon of light to this nation, from their earliest days that preceded the nation's founding by more than 150 years.

Catholic schools:

- Understand that education is a formative process, centered on Jesus Christ the Teacher, and ordered to the cultivation of wisdom and virtue, which leads to human flourishing.
- Proclaim that truth, goodness, and beauty form the soul, are worthy in their own right, and are meant for everyone.
- Embrace the Church's understanding of the inherent dignity of the human person, recognizing that all are made in God's image and all share a common destiny with Him.
- Recognize that parents are the primary educators of their children, and seek to form a partnership that best serves the needs of children and families.
- Foster communion and community, echoing the Gospel call to gather all nations in Christ, and thus are animated by a sense of compassionate service to all.
- Provide a ladder to the poor, the immigrant, and the marginalized, in accord with a centuries-old tradition of lifting many from poverty to a more prosperous life.

I. Introduction

Communion with Jesus Christ

"The definitive aim of catechesis is to put people not only in touch, but also in communion and intimacy, with Jesus Christ." GDC #80

These guidelines are presented to all members of the Diocese of Manchester who have accepted the call and the challenge to share their living faith in Christ and the church with others; those who have undertaken leadership roles in the ministry of Proclamation of the Word through catechesis.

Catechetical Vision

"After a long time the master of those servants came back and settled accounts with them. The one who had received five talents came forward bringing the additional five. He said, 'Master, you gave me five talents. See, I have made five more.'" (Mt. 25:19-20)

With reverence for God's presence and action in the lives of all the people, catechesis offers opportunities to hear, learn, reflect upon and respond to that presence in open and caring parish communities. All are supported and challenged to grow in faith and become a prophetic voice in today's world using the talents with which he or she has been gifted.

Catechetical Mission

The mission of catechesis is to assist Catholics of all ages to understand that growth in faith is a lifelong process, and to foster faith formation in the tradition of the Catholic faith through hearing

the message proclaimed, gathering for worship, and experiencing community. This community in turn reaches beyond its own interest to evangelize and give service to the Reign of God. (CCC #739 and 768)

Purpose of Religious Education Standards and Competencies

Providing catechists and teachers with religious education standards and competencies offers guidance for achieving the vision and mission of catechesis. In this document, eight categories of expectations for the formation of youth in their Catholic faith are identified. The K-8 religious education standards of the Diocese of Manchester also include specific grade level competencies that every youth should know and be able to demonstrate.

These standards will strengthen the partnership between the primary educators of children - their parents - and the supporting educators of children - pastors, catechists, and Catholic school teachers. The Standards will also allow parents, clergy, catechists, and teachers the freedom to achieve the desired learning competencies by creatively developing various and different curriculum. Developing sound curricula (choosing appropriate resources, and designing the appropriate learning process and creating the clearest lesson plan) will assure the desired learning under each standard.

Forming our children in the Catholic faith is an honor and a privilege. However, we must acknowledge that the task of teaching the basics of the Catholic faith to new generations of young Catholics cannot be accomplished solely through the dedicated efforts of parish priests, catechists, and Catholic school teachers. The success of teaching the basics of our faith to the younger generation of Catholics will depend not only upon the limited amount of time spent in a parish catechetical program but also upon the extended amount of time and effort devoted to learning and practicing the faith at home.

History

Throughout the history of the Diocese of Manchester, the Catholic Schools Office and Faith Formation Team focused its efforts on developing and implementing a process of faith formation which was comprehensive, systematic Christ-centered and life-long. Upon recent examination of parish religious education programs throughout the diocese, it was apparent that a rich variety of approaches and materials were in use. At the same time, there was no clear and common expectation for what constitutes a basic understanding of the Catholic faith as appropriate for grades K-8.

Relationship to the Catechism of the Catholic Church

The Catechism of the Catholic Church and the General Directory for Catechesis are two distinct but complementary instruments at the service of the Church's catechetical activity.
GDC #120

The four parts of The Catechism of the Catholic Church provide a ready structure and basis for sound catechesis, upon which are founded the Religious Education standards for the Diocese of Manchester.

Part One of the Catechism, **The Profession of Faith**, provides a framework, which supports the efforts of the bishops, pastors, catechists, and parents to understand and to teach Sacred Scripture and the doctrine of the Church.

Part Two, **The Celebration of the Christian Mystery**, “emphasizes worship, and particularly the sacraments.

Part Three, **Life in Christ**, focuses on the moral life of the Christian disciple, who lives in community and is called to service.

Part Four, **Christian Prayer**, helps those charged with catechesis to understand the Church’s life of prayer and the importance it plays in the spiritual life of all members of the Church.

The framework of The Catechism of the Catholic Church and the Religious Education Standards will be a valuable tool for teaching a basic understanding of the Catholic faith to our children.

Some Ways and Means

As catechesis is not directed to just one age or stage of life development, so catechesis cannot be reduced to just one model or method. Catechetical leaders concentrate on developing quality systematic catechesis which is orderly and sequential and which employs various methodologies suitable to “... the age and the intellectual development of Christians, their degree of ecclesial and spiritual maturity and many other personal circumstances ...” (*Catechesi Tradendae*, CT #51). Creative programs and approaches flourish within our communities when the richness and uniqueness of each community are considered in meeting the needs of God's people.

“Catechesis should adopt widely different methods for its specific aim: education in the faith.”
(CT #15)

By design, this Catechism does not set out to provide the adaptation of doctrinal presentations and catechetical methods required by differences of culture, age, spiritual maturity, and social and ecclesial condition among all those to whom it is addressed. Such indispensable adaptations are the responsibility of particular catechism, and, even more, of those who instruct the faithful. (CCC #24)

The Church’s catechesis and even more so, the catechist must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way. From infancy through maturity, catechesis is a permanent school of the faith and follows the major stages of life. (NDC 48, CT 591)

II. How the Eight Religious Education Standards Fit into the Four Parts of The Catechism of the Catholic Church (CCC)

Part One of the Catechism: The Profession of Faith

Standard 1. Sacred Scripture

Standard 2. Doctrine

Part Two of the Catechism: The Celebration of the Christian Mystery

Standard 3. Sacraments

Part Three of the Catechism: Life in Christ Standard 4. Community

Standard 5. Service

Part Four of the Catechism: Christian

Standard 6. Prayer

Standard 7. Spirituality

Standard 8. Morality

Standard 9. Social Justice

III. Description of Religious Education Standards

Standard 1. Sacred Scripture - Students in the Diocese of Manchester will read and understand Sacred Scripture as God's Word speaking to them.

Standard 2. Doctrine - Students in the Diocese of Manchester will know and understand the basic teachings of the church and how they apply to their lives.

Standard 3. Sacraments - Students in the Diocese of Manchester will know and appreciate the importance of the sacraments and the centrality of the Eucharist in the life of Catholics.

Standard 4. Community - Students in the Diocese of Manchester will understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Standard 5. Service - Students in the Diocese of Manchester will engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national, global.

Standard 6. Prayer - Students in the Diocese of Manchester will experience and appreciate a variety of prayer forms in addition to the prayer of the sacraments. Children from an early age should be led to a prayer relationship with God through Scripture stories, meditation and faith-sharing as is age appropriate. In addition, devotion to Mary and the saints should also be initiated at an early age and developed through adulthood

Standard 7. Spirituality - Students in the Diocese of Manchester will know how to develop a personal relationship with God.

Standard 8. Morality - Students in the Diocese of Manchester will understand and appreciate that since all humans are created in the image and likeness of God, a person's gender is constitutive of his or her nature and spirituality. Being created in God's image enables human beings to express love in marriage through the generation of new life and through chaste and moral living.

Standard 9. Social Justice - Students in the Diocese of Manchester will be able to identify and respond with compassionate action to occurrences of social injustice in their families, communities and the world.

IV. Religious Education Content, Standards, Categories, and Competencies

SACRED SCRIPTURE

The Constitution Dei Verbum of the Second Vatican Council emphasizes the fundamental importance of Sacred Scripture in the Church's life. Together with tradition, it is the "supreme rule of faith", since it transmits "the very word of God" and makes "to resound... the voice of the Holy Spirit." GDC #127 Dei Verbum #21

Content Standard 1 - Catholic students in the Diocese of Manchester will read and understand Sacred Scripture as God's word speaking to them. CCC: 101-141, 512-741, 1961-1974.

Rationale - Since the very beginning, the church has understood Sacred Scripture as the word of God.

"In the sacred books, the Father who is in heaven comes lovingly to meet his children, and talks with them; and the force and power in the word of God is so great that it remains the support and energy of the church, the strength of faith", the food of the soul, the pure and perennial source of spiritual life" (Dogmatic Constitution on Divine Revelation, 21).

Knowing how to read, understand, and reflect on Sacred Scripture enables the believer to be in touch with God, and to use God's word as a guide for living.

"Know this first of all, that there is no prophecy of scripture that is a matter of personal interpretation, for no prophecy ever came through human will; but rather human beings moved by the Holy Spirit spoke under the influence of God." (2 Peter 1:20-21)

Performance Standard Categories

- Students will be familiar with the books of the Bible and know how to locate biblical citations. CCC 120-130.
- Students will understand how God speaks to them through various literary forms used in the Bible. CCC 109-119.
- Students will understand God's message to them as contained in Sacred Scripture. CCC 101-141.
- Students will be able to trace the story of salvation as presented in the bible. CCC 484-741, 1961-1986.
- Students will be able to apply the truths of the bible to their daily lives. CCC 131- 133.

DOCTRINE

"The mystery of the Most Holy Trinity is the central mystery of Christian faith and life." CCC #234

Content Standard 2 - Catholic students in the Diocese of Manchester will know and understand the basic teachings of the Church and how they apply to their lives. CCC 27- 49, 74-90, 142-1065.

Rationale - God continues to speak to his people today through the authentic teaching of the Church, which reflects on God's word, interprets it authoritatively, and expresses it truthfully in doctrine and dogma. Through Tradition,

"the Church, in her doctrine, life and worship perpetuates and transmits to every generation all that she herself is, all that she believes" (Dogmatic Constitution on Divine Revelation, 8).

Knowing and understanding what the Church teaches enables the believer to live by God's word and give witness to it in all the believer says and does.

He taught them on the Sabbath and they were astonished at his teaching because he spoke with authority. (Luke 4:32)

Performance Standard Categories

- Students will illustrate a basic understanding of key Catholic dogmas. CCC: 39- 73, 142-421, 422-455, 461-463, 470-741, 748-870, 949-1064.
- Students will understand the relationship between Church doctrine and their daily lives. CCC: 26-38, 456-460, 901-913.
- Students will understand how the Church has developed its dogma and doctrine over the centuries. CCC: 74-100, 871-945.
- Students will be able to describe key differences between Roman Catholic beliefs and practices and the beliefs and practices of other religions. CCC: 464-469, 811- 870.

SACRAMENTS

"The sacraments, which, like regenerating forces, spring from the paschal mystery of Jesus Christ, are also a whole. They form an organic whole in which each particular sacrament has its own vital place." CCC 1211

Content Standard 3 - Catholic students in the Diocese of Manchester will know and appreciate the importance of the sacraments and the centrality of the Eucharist in the life of Catholics. CCC: 1076 -1690

Rationale - The Church teaches that the sacraments are necessary for salvation. In each sacrament the grace of the Holy Spirit unites us with Jesus our Savior, and enables us to partake in the divine nature of God (cf. Catechism of the Catholic Church, 7129). Sacraments, especially the Eucharist, lead us to holiness, build up the Body of Christ, and give praise to God. Sacraments

"not only presuppose faith, but by words and objects they also nourish, strengthen and express it" (Constitution on the Sacred Liturgy, 59).

"They devoted themselves to the teaching of the apostles and to the communal life, to the breaking of the bread and to the prayers." (Acts 2:42)

Performance Standard Categories

- Students will be able to name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. *CCC: 1066-1209, 1420-1421, 1533-1535; Baptism: 1210-1284; Confirmation: 1285- 1321; Eucharist: 1322-1419; Reconciliation: 1422-1498; Anointing of the Sick: 1499-1532; Holy Orders: 1536-1600; Matrimony: 1601-1666.*
- Students will understand that the Eucharist has a special and central place in the life of the church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. *CCC: 1322-1419.*
- Students will demonstrate an understanding of liturgical seasons and feasts. *CCC: 1163-1199.*
- Students will be able to use appropriate resources to plan and participate in liturgical celebrations. *CCC: 1145-1162, 1273.*

COMMUNITY

Content Standard 4 - Catholic students in the Diocese of Manchester will understand and appreciate the role and structure of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church. *CCC: 787-791, 871-948, 1546-1570, 1730-1986, 2030-2051.*

Rationale - Love of God cannot be separated from love of neighbor (cf. 1 John 4:20). Baptized into the Church, the Christian becomes a member of the one Body of Christ. As members of the Body of Christ, we no longer belong to ourselves, but to Jesus who suffered, died and rose for our salvation (cf. 1 Cor. 6:19, 2 Cor. 5:15). As members of the body of Christ, our actions (both good and bad) have an effect on the Christian community. It is together, as Church B the Body of Christ B that we grow to maturity in faith and become true Disciples of Christ.

The church throughout all Judea, Galilee, and Samaria was at peace. It was being built up and walked in the fear of the Lord, and with the consolation of the Holy Spirit it grew in numbers. (Acts 9:31)

Performance Standard Categories

- Students will know the foundations of the Catholic Church and its moral teachings. *CCC: 1691-2557.*
- Students will apply Catholic moral teachings to their relationship with God, with others, and with self. *CCC: 1730-1960.*
- Students will use Catholic social justice principles to critique social structures. *CCC: 1878-1948.*
- Students will recognize their responsibilities as members of the Body of Christ, the Church. *CCC: 787-791, 1730-1738, 1878-1948.*
- Students will understand the various roles in the Church, i.e. Bishop, priest, laity, religious, ordained and non-ordained. *CCC: 871-948, 1546-1570, 2030-2051.*

SERVICE

Content Standard 5 - Catholic students in the Diocese of Manchester will engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, diocese, civic, national and global. CCC: 299, 849-856, 874-948, 1699-1729, 1822-1832, 2030-2051, 2415-2418, 2443-2463.

Rationale - Faith is for service. Jesus said repeatedly:

“I have come not to be served, but to serve” (cf. Mk. 10:45; Mt. 20:28).

The human person needs to live in society. Society is not optional, but a requirement of human nature. Through exchange with others, mutual service and dialogue, we develop our potential, and respond to our vocations (cf. Catechism of the Catholic Church, 1879). All Christian service is an expression of love, and is performed by the Christian for the purpose of building up the Kingdom of God on earth.”

Whoever wishes to be first among you will be the slave of all. For the Son of Man did not come to be served but to serve and to give his life as a ransom for many. (Mark 10:43b-45).

Performance Standard Categories

- Students will understand Christian service in the light of the gospel call to love of neighbor. CCC: 849-856, 1822-1832.
- Students will participate in a variety of service activities as a way of demonstrating their love and care for others. CCC: 1716-1729, 1822-1829, 2443- 2463.
- Students will exercise responsible stewardship for the gift of creation. CCC: 299, 2415-2418, 2456.
- Students will understand how Christian service shapes and transforms culture and society. CCC: 849-856.
- Students will examine the variety of Christian life-styles as ways to respond to the baptismal call to a life of service. CCC: 874-948, 2030-2051.

PRAYER

“Communion with Jesus Christ leads the disciples to assume the attitude of prayer and contemplation, which the Master himself had.” GDC #85

Content Standard 6 - Catholic students in the Diocese of Manchester will experience and appreciate a variety of prayer forms in addition to the prayer of the sacraments. CCC: 2558-2857.

Rationale - Prayer has been described in many different ways through the centuries, but at its most basic level, prayer is talking with God. St. Therese of Lisieux called prayer the raising of one’s mind and heart to God.” According to Scripture, it is the heart that prays (CCC, 2562). In the experience of different forms of prayer, we discover how we best talk with God.

Your Father knows what you need before you ask him. This is how you are to pray: Our Father in heaven, hallowed by your name. (Matthew 6:8-9)

Performance Standard Categories

- Students will learn about the rich variety of prayer forms used in the church over the centuries, including the many types of devotional prayer commonly used in the church. *CCC: 2558-2857.*
- Students will experience various forms of prayer. *CCC: 2626-2643, 2685-2691, 2700-2719, 2761-2776.*
- Students will develop and be able to describe their own style of personal prayer. *CCC: 2626-2643, 2683, 2742-2745.*

SPIRITUALITY

Content Standard 7 - Catholic students in the Diocese of Manchester will know how to develop a personal relationship with God. *CCC: 487-511, 721-726, 829, 963-975, 1691- 1696, 1704-1715, ,2045, 2742-2745.*

Rationale - Our spirituality is our way of being in relationship with God. Each person is unique and has a unique relationship with God. The desire for God is written in the human heart, because we are created by God and for God; and God never ceases to draw us to himself. Only in God will we find the truth and happiness we keep searching for (cf. Catechism of the Catholic Church, 27). Spirituality is the response of the human person to the revelation of God's love in Christ, and consists in the loving knowledge and service of God and neighbor. It begins when God's word is accepted in faith, and it manifests itself in the expression and the development of the love of God in prayer and action. To be sure, spirituality is the thread that weaves its way through all that we believe, profess, celebrate, and respond to in life. It is the life thread that unites us to God's love and mercy. It is the life of God lived by people in the Body of Christ (cf. New Catholic Encyclopedia, Volume 73, Page 598ff).

"See what love the Father has bestowed on us that we may be called the Children of God. Yet so we are." (1 John 3:1)

Performance Standard Categories

- Students will be able to describe their personal relationship with God. *CCC: 1691-1696, 1704-1715, 2045.*
- Students will know how to deepen their spirituality. *CCC: 2742-2745.*
- Students will be acquainted with saints and mystics in the history of the Church and the special place of Mary among them. *CCC: 487-511, 721-726, 829, 963- 975.*

MORALITY

Content Standard 8 – Catholic students in the Diocese of Manchester will know that Christ is the norm of morality, and be able to recognize the sacredness of one's self and one's actions. *CCC: 1697, 1778.*

Rationale - Catholic morality helps us to recognize that all good and moral actions come from Christ and are witnessed through the Beatitudes. With Christ as our foundation, we are called to form a conscience with which we are to make moral decisions.

Catholic morality comes from the simplicity of the Gospel. The entire law of morality is contained in the new commandment "Love one another." CCC: # 1970, 1977.

"The family and faith community are necessary elements and serve as a locus of catechesis in transmitting human values." GDC: #255

With the help of the Holy Spirit, morality will guide us to be correct and strong in our moral life." CCC: #1697

SOCIAL JUSTICE

Content Standard 9 – Catholic students in the Diocese of Manchester will be able to identify and respond with compassionate action to occurrences of social injustice in their families, communities and the world.

Rationale - Social justice, when rooted in the word of God, demands a response which leads us to compassionate action.

The social teachings of the Church help us to recognize that justice is an essential ingredient in the liberation of human beings and a key expression of Christian love. CCC: 2419-2425.

Understanding the importance of social justice helps us to apply the teachings of Jesus to our own culture and life situations. CCC: 1928-1942.

The social teachings of the Church help us to participate and encourage participation in community service as a primary way for developing the common good.

V. Grade Level Performance Standards

Grade Level Performance Standards: Pre-K and Kindergarten

Within our pre-k and kindergarten religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.K.1. See and hold a Bible.

Scripture.K.2. Listen to Bible stories.

Scripture.K.3. Identify that life and all of creation are gifts from God who loves us. Scripture.K.4.

Relate how Bible stories tell about God's love for us.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the church and how they apply to their lives.

Doctrine.K.1. Tell that God loves us and gave us the gift of life.

Doctrine.K.2. Identify that God always was and will be (God has no beginning and no end).

Doctrine.K.3. Identify Jesus as God's only Son.

Doctrine.K.4. Recognize that God sent his Son, Jesus, to teach us how to live good lives.

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.K.1. Recall and talk about experiences of witnessing a Baptism.

Sacraments.K.2. Recognize that we are welcomed into the Christian community of faith at Baptism.

Sacraments.K.3. Attend parish Eucharistic Liturgy.

Sacraments.K.4. Participate in a Liturgy of the Word or Liturgy of the Word With Children.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.K.1. Share examples of what it means to belong to a family.

Community.K.2. Share examples of what it means to belong to their school/community.

Community.K.3. Give examples of appropriate behaviors in a community.

STANDARD 5 - SERVICE

*Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

- Service.K.1. Share ways they help others.
- Service.K.2. Describe responsible care for property.
- Service.K.3. Express appreciation for God's creation.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

- Prayer.K.1. Recite and demonstrate the Sign of the Cross.
- Prayer.K.2. Demonstrate appropriate and respectful participation during liturgy and/or prayer service.
- Prayer.K.3. Tell how they pray.
- Prayer.K.4. Participate in formal prayers such as the Lord's Prayer, Hail Mary, and Glory Be.

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

- Spirituality.K.1. Identify that God is everywhere.
- Spirituality.K.2. Identify that God loves them.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

- Morality.K.1. Recognize that all of God's creation is a gift and needs care.
- Morality.K.2. Understand what it means to respect life.
- Morality.K.3. Understand that God created both man and woman equally.
- Morality.K.4. Recognize that each person has self-worth and is valued by God.
- Morality.K.5. Realize that one's body is a temple of God.
- Morality.K.6. Use correct terminology for genital body parts and learn to reverence and appreciate the body.

STANDARD 9 - SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

- Social Justice.K.1. Understand that every person is created in the image and likeness of God.
- Social Justice.K.2. Recognize that each of us belongs to many kinds of families and communities.
- Social Justice.K.3. Recognize that we are all special as members of God's family.
- Social Justice.K.4. Recognize that all people are important to God, especially the poor.
- Social Justice.K.5. Recognize that all work is connected to God's creation.
- Social Justice.K.6. Recognize that we are all brothers and sisters, no matter what we look like or from where we come.
- Social Justice.K.7. Recognize that we have a responsibility to take care of the earth since all life comes from God.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE ONE

Within our first grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.1.1. Tell that the stories read at Mass come from the Bible.

Scripture.1.2. Demonstrate respect for the Bible as God's holy Word to us.

Scripture.1.3. Retell the Bible stories of creation and the birth of Jesus.

Scripture.1.4. Relate how Bible stories tell about God's love for us.

Scripture.1.5. Tell that creation shows God's love for us.

Scripture.1.6. Tell that the birth of Jesus shows God's love for us.

Scripture.1.7. Recite the Great Commandment and how it applies to their lives.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.1.1. Recognize that God is the creator of all things.

Doctrine.1.2. Identify that God always was and will be (God has no beginning and no end).

Doctrine.1.3. Identify that God wants us to do good and avoid evil.

Doctrine.1.4. Identify that doing good and being kind pleases God.

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.1.1. Identify that Jesus gave us the Sacraments as a way to celebrate and remember God's love for us.

Sacraments.1.2. Tell that the Sacrament of Baptism is a celebration of welcoming us into the Christian family as followers of Jesus.

Sacraments.1.3. Witness a parish infant Baptism and afterward talk about the celebration and the meaning of the water as the outward sign of Baptism.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.1.1. Recognize that the two great commandments are love of God and love of neighbor.

Community.1.2. Recognize that their own behavior affects others.

Community.1.3. Discuss how they show love of God and neighbor.

STANDARD 5 - SERVICE

*Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national, global.

Service.1.1. Listen to gospel stories and discuss how love of neighbor was shown.

Service.1.2. Describe ways they can provide service to others.

Service.1.3. Discuss ways to care for and respect the gift of creation.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.1.1. Recite the Lord's Prayer, Hail Mary, and Glory Be.

Prayer.1.2. Recite a Grace before meals prayer and explain its purpose.

Prayer.1.3. Participate in the Stations of the Cross during Lent.

Prayer.1.4. Participate in Mass prayerfully.

Prayer.1.5. Prepare and assume different roles in communal prayer.

Prayer.1.6. Share reasons why they pray.

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.1.1. Tell ways that God shows love for them.

Spirituality.1.2. Describe prayer as talking with God.

Spirituality.1.3. Express appreciation for God's creation.

Spirituality.1.4. Celebrate Mary as the Mother of Jesus.

Spirituality.1.5. Introduce Saints and identify a patron saint and tell about that saint's life and good deeds

Spirituality.1.6. Pray.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.1.1. Apply God's law that one is to respect and care for all life, especially human life.

Morality.1.2. Treat others with respect and dignity.

Morality.1.3. Relate that as Christians, one is to recognize the right to life of every human being from fertilization to natural death.

Morality.1.4. Relate that as Christians, one is to show love and reverence towards parents and guardians.

Morality.1.5. Understand the term human sexuality.

Morality.1.6. Develop a sense of sexual distinctiveness.

STANDARD 9 - SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.1.1. Understand that all life is precious because it comes from God.

Social Justice.1.2. Discuss how God wants us to treat members of our families and communities.

Social Justice.1.3. Recognize that because we are made in God's image, we must care for ourselves and others.

Social Justice.1.4. Recognize that God wants us to care for those less fortunate than we are.

Social Justice.1.5. Recognize that working is a way to participate in God's activity in the world.

Social Justice.1.6. Recognize that we are responsible for promoting good relationships in our families and groups to which we belong.

Social Justice.1.7. Recognize the consequences of not taking care of our environment such as not recycling or re-using.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE TWO

Within our second grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

***Read and understand Sacred Scripture as God's Word speaking to them.**

Scripture.2.1 Show how the Bible is divided into two main sections: The Hebrew Scripture (Old Testament) and The New Testament.

Scripture.2.2. Retell selected Bible stories: God calling Abraham and Moses; the Exodus; Moses receiving the Ten Commandments; and the Birth, Death, and Resurrection of Jesus.

Scripture.2.3. Tell how the Bible stories of God calling Abraham and Moses; the Exodus; the Ten Commandments; and the Birth, Death, and Resurrection of Jesus demonstrate God's love.

Scripture.2.4. Be familiar with the Ten Commandments and tell how they help us love God and people.

STANDARD 2 - DOCTRINE

***Know and understand the basic teachings of the Church and how they apply to their lives.**

Doctrine.2.1. Explain that sin is an offense against God and neighbor.

Doctrine.2.2. Tell the difference between Original Sin, Mortal (serious) Sin, and Venial (less serious) Sin.

Doctrine.2.3. Tell that the Holy Spirit is the spirit of God and is our helper sent to us by Jesus.

Doctrine.2.4. Describe how the Holy Spirit can help us.

Doctrine.2.5. Tell that we remember the life, death, and resurrection of Jesus and receive his Body and Blood when we receive the Holy Eucharist.

Doctrine.2.6. Describe how sin hurts us, others, and our relationship to God.

Doctrine.2.7. Know that the term "salvation" means to be saved by the love of God.

Doctrine.2.8. Tell that choosing to do what offends God and harms others is called sin.

Doctrine.2.9. Tell that Jesus gives us the Sacrament of Reconciliation in which we ask God's forgiveness of our sins.

STANDARD 3 - SACRAMENTS

***Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.**

Sacraments.2.1. Name the 7 Sacraments and recall that Sacraments are signs of God's love for us through which Jesus becomes truly present and helps us in our lives.

Sacraments.2.2. Identify the term grace as a gift of God's love which enables us to live good Christian lives.

Sacraments.2.3. Talk about the Sacrament of Reconciliation as an opportunity to say we are sorry for our sins and receive God's love and forgiveness.

Sacraments.2.4. Describe the Sacrament of Eucharist as an action in which we thankfully receive Jesus and remember His life, death, and resurrection.

Sacraments.2.5. Recall the story of the Last Supper.

Sacraments.2.6. Tell that at the consecration in the Liturgy, the bread and wine are changed into (the real presence of) the Body and Blood of Christ and offered to us as a sign of God's love.

Sacraments.2.7. Identify the Priest as the minister and the instrument of God's forgiveness and reconciliation.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.2.1. Recite the two great commandments: love of God and love of neighbor.

Community.2.2. Examine the effects of their own behavior in family and group settings.

Community.2.3. Discuss and practice ways to stand up for what is right.

Community.2.4. Describe how inappropriate behavior interferes with their relationship with God.

STANDARD 5 - SERVICE

*Engage in service to an exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.2.1. Discuss ways they can put their love for others into action (service).

Service.2.2. Participate in a group service project that provides service to those in need.

Service.2.3. Take actions that show their love of God's creation.

Service.2.4. Discuss different service ministries.

STANDARD 6 - PRAYER

***Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.**

Prayer.2.1. Be familiar with an Act of Contrition.

Prayer.2.2. Recite the Our Father, Hail Mary, Glory Be

Prayer.2.3. Recite an example of a spontaneous prayer.

Prayer.2.4. Understand the meaning of the Lord's Prayer and know the four petitions contained therein .

Prayer.2.5. Prepare and assume different roles in communal prayer experiences in the classroom.

Prayer.2.6. Describe the difference between public and private prayer.

Prayer.2.7. Understand the meaning of personal prayer.

Prayer.2.8. Describe how prayer is essential to their relationship with God.

Prayer.2.9. Be able to participate in the responses at Mass

Prayer.2.10. Compose a personal prayer.

STANDARD 7 - SPIRITUALITY

***Know how to develop a personal relationship with God.**

Spirituality.2.1. Listen to scriptural stories that describe God's love and power/dominion.

Spirituality.2.2. Express their love of God through prayer and action.

Spirituality.2.3. Listen to and discuss the story of Mary saying "yes" to God.

Spirituality.2.4. Suggest ways in which we can say "yes" to God.

Spirituality.2.5. Express their love for Jesus through the reception of the Sacraments of Eucharist and Reconciliation.

STANDARD 8 - MORALITY

***Understand and appreciate that all humans are created in the image and likeness of God.**

Morality.2.1. Be aware that everyone has special gifts and among these is the gift of sexuality.

Morality.2.2. Identify that the supernatural love of the Father, Son and Holy Spirit is the model for harmony among people.

Morality.2.3. Understand that the body is the temple of the Holy Spirit.

STANDARD 9 - SOCIAL JUSTICE

***Respond with compassionate action to occurrences of social injustice.**

Social Justice.2.1. Recognize that people are more important than things.

Social Justice.2.2. Examine how a person's good and bad behavior affects the family and the community.

Social Justice.2.3. Identify the ways we show love and care for others leading to the common good.

Social Justice 2.4. Recognize ways we are to take care of the less fortunate.

Social Justice.2.5. Recognize that people have a right to decent work and fair wages.

Social Justice.2.6. Recognize the unique gifts we possess and how they must work together if we are to bring about the Kingdom of God.

Social Justice.2.7. Recognize that human plant and animal life suffers by our abuse/misuse of the environment.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE THREE

Within our third grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God’s Word speaking to them.

Scripture.3.1. Recognize the list of Hebrew Scripture (Old Testament) Books and the list of New Testament Books found in the index of a Catholic Bible.

Scripture.3.2. Describe the Old Testament as writings about God’s relationship with his chosen people, the Hebrews.

Scripture.3.3. Describe the New Testament as writings about Jesus who shows us how to love God and love others.

Scripture.3.5. Retell the stories of creation, the life of Jesus and his Passion, Death, and Resurrection using word, art, and/or drama.

Scripture.3.6. Identify how the writings in the Bible help us to better know, love, and serve God.

Scripture.3.7. Identify what the Ten Commandments call us to do and not to do.

Scripture.3.8. Show how the index of a Bible lists all of the books as well as their page location.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.3.1. Identify that God is the Trinity B one God who is Father, Son, and Holy Spirit.

Doctrine.3.2. Recall that God sent Jesus to teach us how to live lovingly, justly, humbly, and prayerfully.

Doctrine.3.3. Identify that Jesus is both true God and true Man.

Doctrine.3.4. List examples of how God expresses love for us.

Doctrine.3.5. Discuss the concepts of Heaven, Hell, and Purgatory.

Doctrine.3.6. Explain the meaning of “communion of saints.”

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.3.1. Identify that Baptism, Confirmation, and Eucharist are Sacraments of Initiation.

Sacraments.3.2. Identify that Reconciliation and Anointing of the Sick are Sacraments of Healing.

Sacraments.3.3. Discuss how Eucharist helps us remember and be thankful for the life, death, and resurrection of Jesus.

Sacraments.3.4. Participate with the parish community in the celebration of the liturgical seasons of Advent, Christmas, Lent, Holy Triduum, Easter, Pentecost, and Ordinary Time.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which

they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.3.1. Recite and discuss the meaning of the two great commandments.

Community.3.2. Recite and discuss the meaning of the first three commandments.

Community.3.3. Describe how sinful acts interfere with their relationships with God, others, and self.

Community.3.4. Relate appropriate Catholic response to situations of social injustice (homelessness, hunger, poverty) and practice ways to stand up for what is right.

STANDARD 5 - SERVICE

*Engage in service to exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.3.1. Tell stories from the gospels of people serving others.

Service.3.2. Report on ways they can be of service in their families and in their schools.

Service.3.3. Plan and participate in a service activity.

Service.3.4. Give examples of different kinds of work people perform and how that work helps other people (parents' work at home, farmers, police, artists).

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.3.1. Read an example of scriptural prayer.

Prayer.3.2. Participate in praying the Rosary.

Prayer.3.3. Describe the purpose of the Stations of the Cross.

Prayer.3.4. Assume different roles in communal prayer experiences.

Prayer.3.5. Compose prayers for different occasions (e.g. birthdays, taking a trip, beginning a new school year).

Prayer.3.6. Compose their own morning and evening prayers.

Prayer.3.7. Identify occasions of community prayer.

Prayer.3.8. Explain the importance of private prayer.

Prayer.3.9. Introduce the Spiritual and Corporeal Works of Mercy.

Prayer.3.10. Pray the hail Holy Queen and Acts of Faith, Hope and Love.

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.3.1. Participate in the celebrations of the liturgical seasons.

Spirituality.3.2. Make a prayer journal and use it to write their thoughts to God.

Spirituality.3.3. Participate in a Lenten reflection on the Stations of the Cross.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.3.1. Discuss the Church's teachings concerning respect for life.

Morality.3.2. Identify that define types, causes, effects of and solutions to discrimination.

Morality.3.3. Recognize the Church's teachings and one's responsibility over creation.

Morality.3.4. Discuss responses and responsibility of Christians to victims of AIDS.

Morality.3.5. Recognize that bullying is a form of disrespect.

Morality.3.6. Discuss issues of disabilities and developmental challenges.

STANDARD 9 – SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.3.1. Recognize and discuss how people of different backgrounds can work together to enhance the quality of life for others.

Social Justice.3.2. Relate how the commandments guide relationships with others within family and community.

Social Justice.3.3. Identify ways that Jesus, through His word, teaches us to care for ourselves and others.

Social Justice.3.4. Identify the poor and vulnerable in your community and discuss ways to respond to their needs.

Social Justice.3.5. Discuss how people have a right to productive work, to own property and establish private business.

Social Justice.3.6. Understand that Jesus provides us a guide to living and acting in community in the Beatitudes and the story of the Good Samaritan.

Social Justice.3.7. Recognize that everyone has the right to clean water, air and land free from pollution.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE FOUR

Within our fourth grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.4.1. Analyze and compare the terms: Testament, Scripture, Bible, Salvation, Law, Prophets, Writings, Gospel, and letters.

Scripture.4.2. Identify that the Hebrew Scripture (The Old Testament) is divided into five main sections: the Pentateuch (Genesis through Deuteronomy), the historical books (Joshua through Esther), the poetic books (Job through Song of Solomon), the Major Prophets (Isaiah through Daniel), and the Minor Prophets (Hosea through Malachi).

Scripture.4.3. Identify that the New Testament is divided into four main sections: The Gospels, Acts, the letters and Revelations.

Scripture.4.4. Read selected Psalms and discuss how they were written as songs of praise, thanks, petition, and lament (sorrow).

Scripture.4.5. Identify the letters as written to various communities of people, which encourage them to follow the teachings of Jesus.

Scripture.4.6. Identify the Gospels as stories about the *Good News* of the infinite goodness of God who became man in Jesus and brought us to salvation.

Scripture.4.7. Identify the following people and describe how God worked through them to teach his people how to trust and obey God: Abraham, Sarah, Isaac, Jacob, and Joseph.

Scripture.4.8. Explain God's covenant with Abraham in the Old Testament.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.4.1. Recognize that Jesus suffered and died for their sins.

Doctrine.4.2. Recognize that Jesus is the visible sign of God's love.

Doctrine.4.3. Recognize that the Church is the visible sign of Jesus.

Doctrine.4.4. Identify and explain the Church as the *People of God* and the *Mystical Body of Christ* as expounded upon in the Documents of Vatican II.

Doctrine.4.5. Explain how the *People of God* (the Church) help one another to live as disciples of Jesus.

Doctrine.4.6. Describe how the Holy Spirit guides the Church.

Doctrine.4.7. Describe revelation and the many ways God is revealed to us. (Scripture, the Church, creation, families, people, events in life)

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.4.1. Identify that Matrimony and Holy Orders are Sacraments of service (vocation).
Sacraments.4.2. Tell why Eucharist has a special and central place in the life of the Church.
Sacraments.4.3. Tour the liturgical worship space and identify objects by name, location, and purpose (i.e. sanctuary, altar, tabernacle, crucifix, baptismal font, stained glass, sacramentary, lectionary, ambo/lectern/pulpit, Paschal candle, hymnal, votive candles, statues).

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.4.1. Understand the Spiritual and Corporal Works of Mercy (Mt. 25:31-46).

Community.4.2. List ways to apply the Beatitudes.

Community.4.3. Explain how Jesus' command to "love one another" applies to their own lives.

Community.4.4. Describe how all people are created in the image and likeness of God.

Community.4.5. Give examples of experiences of what it means to belong to the Body of Christ.

Community.4.6. Recognize that the Church has laws that help to give order to their lives and the Christian community.

Community.4.7. Describe how participation in Mass and prayer unites us as one in the Body of Christ.

STANDARD 5 - SERVICE

*Engage in service to exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.4.1. Explain how service is a way to respond to the gospel call to love your neighbor.

Service.4.2. Identify ways they can serve others.

Service.4.3. Plan, participate in, and evaluate a service activity.

Service.4.4. Demonstrate and/or report on responsible stewardship through the care of personal belongings.

Service.4.5. Apply appropriate strategies of stewardship for the global environment such as conservation of resources, recycling, cleaning up litter, etc.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.4.1. Define the term creed.

Prayer.4.2. Recite the Apostles Creed and explain its purpose.

Prayer.4.3. Tell the meaning of The Act of Contrition.

Prayer.4.4. Define prayer, identify the four basic categories of prayer (praise, petition, thanksgiving, contrition), and give examples of each.

Prayer.4.5. Prepare and assume different roles in communal prayer experiences in the Liturgy of the Mass.

Prayer.4.6. Describe the importance and meaning of different kinds of prayer in their lives.

Prayer.4.7. Compose their own prayers.

Prayer.4.8. Help families to practice Domestic Church

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.4.1. Describe what it means to be spiritual.

Spirituality.4.2. Explain the rules for fasting and abstinence and their purpose.

Spirituality.4.3. Participate in a Lenten reflection on the Stations of the Cross.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.4.1. Identify appropriate ways to express sexuality according to age.

Morality.4.2. Discuss Catholic moral teaching as a help in expressing feelings in ways that do not hurt one's self or others.

Morality 4.3. Identify proper use of one's sexuality with others (practice the virtue of chastity).

Morality.4.4. Identify the concept of celibacy as it pertains to religious and priests.

Morality.4.5. Identify and discuss Catholic moral teaching concerning abortion.

Morality.4.6. Be aware that human sexuality is a divine gift and a blend of spirit and body that shares in God's creative love and life.

Morality.4.7. Recognize sexuality as integral to the total person.

Morality.4.8. Discuss physical development during puberty.

Morality.4.9. Discuss the concept that feelings of attraction to the opposite sex are a normal part of growing up.

Morality.4.10. Define conscience, informed conscience and moral decision-making.

STANDARD 9 - SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.4.1. Discuss the meaning of the image of the Body of Christ. Identify ways in which we do or do not share in this image.

Social Justice.4.2. Recognize that belonging to the Body of Christ entails the same responsibility and rights as belonging to a family or community.

Social Justice.4.3. List the rights each one of us has as God's children and the responsibility we have to protect them.

Social Justice.4.4. Using the Beatitudes as a guide, be able to discuss how the needs of the poor and vulnerable should come before our own needs.

Social Justice.4.5. A. Recognize that the Catholic Church has principles of social teaching by which we are to respond to injustice.

Social Justice.4.5. B. Recognize that there is dignity and value in all types of work.

Social Justice.4.6. Understand the importance of Eucharist as a sacrament of unity.

Social Justice.4.7. Understand how planting trees, conserving land and water resources help everyone live a better quality of life.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE FIVE

Within our fifth grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.5.1. Discuss the meaning of God's message in selected Sunday liturgical readings.

Scripture.5.2. Identify the following people and describe how God worked through them to teach his people how to live: Moses, Miriam, Aaron, Joshua, Deborah, Samson, Samuel, Saul, David, and Solomon.

Scripture.5.3. Give examples of modern day prophets.

Scripture.5.4. Share ways they might serve as prophets in today's world.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.5.1. Define the term Messiah.

Doctrine.5.2. Discuss that Christians believe Jesus is the Son of God and the Messiah.

Doctrine.5.3. Distinguish between Christian and non-Christian.

Doctrine.5.4. Explain that the purpose of a Christian life is to know, love, and serve God and to live forever with Him in Heaven.

Doctrine.5.5. Describe how the community of the Church (our families, friends, priests, religious, laity, bishops, pope) is a gift, which expresses God's love and care for us.

Doctrine.5.6. Define the term *revelation* as used by the Catholic Church.

Doctrine.5.7. Give examples of God's revelation to the people down through the ages.

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.5.1. Review and discuss the different parts of the Mass.

Sacraments.5.2. Examine Holy Orders as a Sacrament of service (vocation).

Sacraments.5.3. List and explain the seasons of the liturgical year (Advent, Christmas, Lent, Holy Triduum, Easter, Pentecost, and ordinary Time)

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.5.1. Discuss the consequences of sin in their own lives and in the life of their community.

Community.5.2. Share stories that demonstrate how to live their faith at home, work, school, and when socializing.

Community.5.3. Identify ways that they experience belonging to the Body of Christ.

Community.5.4. Recite and discuss the meaning of the last seven Commandments.

STANDARD 5 - SERVICE

*Engage in service to an exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.5.1. Describe Gospel passages that show Jesus as a person of service.

Service.5.2. Develop personal strategies for providing service to their family and their neighbors.

Service.5.3. Participate in a group service project and discuss its purpose.

Service.5.4. Define the term stewardship.

Service.5.5. Discuss the ways in which service can be a career and/or a lifestyle.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.5.1. Practice meditative prayer.

Prayer.5.2. Participate in praying the Litany of the Saints.

Prayer.5.3. Describe what prayer means to them and why they pray.

Prayer.5.4. Identify places where Jesus prayed and places where they pray.

Prayer.5.5. Discuss difficulties and temptations in prayer and strategies to overcome them.

Prayer.5.6. Learn and pray the Nicene Creed, Confiteor

Prayer.5.7. Experience O Antiphons, novenas and retreats

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.5.1. Identify various saints and describe what they most admire about those saints.

Spirituality.5.2. Explore how Sacramentals (holy objects such as holy water, palms, candles, ashes, rosary, medals, scapulars, crucifixes, images, statues) focus their attention and help develop their spiritual life.

Spirituality.5.3. Practice participation in liturgical celebrations and use appropriate gestures, postures, and responses.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.5.1. Identify and discuss Catholic moral teaching concerning contraception and using contraceptives, homosexuality, sexual abstinence before marriage, divorce, adultery, AIDS, divorce/annulment, and cloning.

Morality.5.2. Discuss sexually transmitted diseases, manner of transmissions, and effects of the disease.

Morality.5.3. Be able to name and explain sexually transmitted diseases.

Morality.5.4. Recognize that the media uses images to manipulate thinking and spending.

STANDARD 9 – SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.5.1. Identify and discuss passages from the Bible which demonstrate the love of neighbor in action.

Social Justice.5.2. Define what it means to serve, then explore ways to actively serve in families and community.

Social Justice.5.3. Understand the role of the Christian family in witnessing to social action regarding the poor and disadvantaged.

Social Justice.5.4. A. Recognize how productive work contributes to a person's well-being and self-image.

Social Justice.5.4. B. Recognize how unemployment negatively affects the quality and dignity of life.

Social Justice.5.4. C. Recognize that all people have the right to form unions.

Social Justice.5.5. Recognize the importance of reconciliation as an instrument of personal and communal healing and "unity."

Social Justice.5.6. Recognize that the less fortunate suffer as a result of unjust environmental policies at the local, state and federal level.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE SIX

Within our sixth grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.6.1. Locate passages in the Bible according to books, chapters, and verses.

Scripture.6.2. Read and discuss selections from Scripture which are examples of various literary forms: history, poetry, lists, prayer, letters, and parables.

Scripture.6.3. Identify the names and general purpose of the historical books of the Hebrew Scriptures (The Old Testament) Joshua, Judges, Samuel, and Kings.

Scripture.6.4. Identify the names and general purpose of the prophets in the Hebrew Scriptures (The Old Testament).

Scripture.6.5. Describe how God uses the prophets to speak to both the Hebrews of old and of us today.

Scripture.6.6. Discuss how selected Sunday readings apply to their life.

Scripture.6.7. Identify and describe the message of the following prophets: Amos, Isaiah, Jeremiah, Micah, and Elijah.

Scripture.6.8. Recognize the first five books of the Bible as describing the law governing the daily lives of the Hebrews.

Scripture.6.9. Recognize that the terms: the Law, the Torah, and the Pentateuch all refer to the first five books of the Bible.

Scripture.6.10. Discuss how God speaks to us through the stories, historical accounts, and laws found in the Pentateuch.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.6.1. Explain that the word creed means a pledge of belief.

Doctrine.6.2. Discuss what to believe means.

Doctrine.6.3. Explain that faith is our lifetime response to God who reveals himself to us. (CCC#26)

Doctrine.6.4. Recite the Apostles' Creed. (See CCC pages 49-50 for comparison of the Apostles' and Nicene Creeds.)

Doctrine.6.5. Identify that the Hebrew Scriptures (The Old Testament) are honored as the Holy Word of God by both Jews and Christians.

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.6.1. Define and discuss the meaning of the Sacrament of Confirmation.

Sacraments.6.2. Explore the connections between the Sacraments of Baptism and Confirmation (theology, ritual, and outward signs).

Sacraments.6.3. Describe the ritual and explain the meaning of the consecration of the bread and wine (gestures, prayers, and theology).

Sacraments.6.4. Describe ways to prepare for the celebration of the Mass (reflect on readings prior to Mass, abide by rules for fasting, reflect on the life, death, and resurrection of Jesus).

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.6.1. Discuss the consequences of sin in the larger global community.

Community.6.2. Give examples of the contributions of laity in the Church and community.

Community.6.3. Discuss the roles of ordained clergy and non-ordained religious in today's church.

Community.6.4. Give examples of the Church's contemporary missionary service in the United States and in other countries.

Community.6.5. Explain what the Catholic Church means by the need to form one's conscience.

Community.6.6. Select challenging moral issues and dramatize how Catholics ought to respond to them.

STANDARD 5 - SERVICE

*Engage in service to an exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.6.1. Identify how the Spiritual and Corporal Works of Mercy are examples of putting their faith into action.

Service.6.2. Participate in a group service project in the community (poor, elderly, ill, disabled) and report on its effects.

Service.6.3. Compile a list of services they perform in their families.

Service.6.4. Discuss the various possibilities for service within the vocations of the single, married, religious, and ordained.

Service.6.5. Report on the contributions of Christian artists or musicians to the Church and society.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.6.1. Explain the purpose of both private (personal) prayer and communal prayer.

Prayer.6.2. Give examples of communal prayer.

Prayer.6.3. Describe the purpose of the Litany of the Saints.

Prayer.6.4. Prepare and assume different roles in a communal prayer experience.

Prayer.6.5. Discuss the role of faith in difficult times.

Prayer.6.6. Be familiar with the prayer to the Holy Spirit, Psalms, the Magnificat, the Jesse Tree, and Psalms

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.6.1. Discuss Chastity as the virtue that provides a way for a person to honor their sexuality as a special gift from God.

Spirituality.6.2. Regularly practice the examen of St. Ignatius (or other examination of conscience).

Spirituality.6.3. Participate in the Sacraments of Reconciliation and Service.

Spirituality.6.4. Set aside uninterrupted time for prayer.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.6.1. Apply Catholic pro-life teachings to contemporary issues, pertinent laws, and current active legislation concerning human life.

Morality.6.2. Acknowledge that love involves personal decisions characterized by commitment, self-sacrifice and perseverance.

Morality.6.3. Realize that growth in human sexuality is a life-long process.

Morality.6.4. Realize that the discernment of moral choices involves the formation of correct conscience by a process of using one's ability to reason.

Morality.6.5. Understand that a morally good act has three components: the nature of the chosen act, the intention of the person doing the act, and the circumstances of the act.

STANDARD 9 – SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.6.1. Identify specific forms of discrimination on the local and global levels.

Social Justice.6.2. Discuss ways as we as modern day prophets can call others to stand up to social injustice.

Social Justice.6.3. Identify and discuss the root causes of poverty.

Social Justice.6.4. Identify the seven (7) principles of Catholic social teaching.

Social Justice.6.5. Appreciate that God speaks to us through our families and communities and how faith-sharing opens us up to witnessing to social justice.

Social Justice.6.6. List examples of environmental injustice and plan activities for beautifying areas in the neighborhood.

GRADE LEVEL PERFORMANCE STANDARDS: GRADE SEVEN

Within our seventh grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.7.1. Identify that there are 46 Books of the Hebrew Scriptures (The Old Testament) and 27 Books of the New Testament.

Scripture.7.2. Write their own proverb, psalm, parable, epistle, or historical account of God acting in their life.

Scripture.7.3. Discuss how selected Sunday readings apply to their life.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.7.1. Examine the Nicene Creed and explain each article of faith that this creed professes.

Doctrine.7.2. Define and discuss the term redemption as used by the Catholic Church.

Doctrine.7.3. Define and discuss the term grace as used by the Catholic Church.

Doctrine.7.4. Describe or dramatize how the grace received through the Sacraments strengthens us to grow in holiness and to live life with greater peace, love, and compassion.

Doctrine.7.5. Explain the role of the apostles before and after the death and resurrection of Jesus.

Doctrine.7.6. Explain the steps involved in developing an informed moral conscience.

Doctrine.7.7. Identify that the unique origin of the Roman Catholic Church is rooted in Jesus' commissioning of Peter to be the head of the Apostles and unifier of the Church.

Doctrine.7.8. Introduce the 7 principals of Catholic Social Teaching

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.7.1. Explain that the Sacrament of Reconciliation celebrates God's healing and forgiveness of our sins.

Saraments.7.2. Discuss the Sacrament of the Anointing of the Sick as an opportunity to bring Jesus' healing comfort and strength to those who are seriously ill, elderly, or in danger of death.

Sacraments.7.3. Identify and discuss Marriage and Holy Orders as the sacraments of commitment in which the Church celebrates two special ways that people serve others by sharing their gifts.

Sacraments.7.4. Explain that the word ordain means to set aside in order to serve the Church in a certain way, as a deacon, priest, or bishop.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which

they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.7.1. Describe the mission of Catholic laity in the world.

Community.7.2. Discuss the historical contributions of various religious orders in the United States as well as their present day efforts to carry out their mission.

Community.7.3. Discuss issues of homelessness, hunger, poverty, and illiteracy found in their community in light of Catholic Social Teachings.

Community.7.4. Identify and explain the Precepts of the Catholic Church (CCC 2041-2043).

STANDARD 5 - SERVICE

*Engage in service to an exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.7.1. Discuss Jesus' call for them to serve others in light of the Beatitudes.

Service.7.2. Participate in group service projects that address global issues.

Service.7.3. Discuss the services they provide in their families and/or classrooms.

Service.7.4. Identify the difficulties and challenges in today's culture of putting their faith into action (service).

Service.7.5. Discuss how their own unique talents can be used in serving others.

Service.7.6. Research and discuss the role of service in the Sacraments of Matrimony and Holy Orders.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.7.1. Prepare and assume different roles in a communal prayer and/or liturgy.

Prayer.7.2. Encourage a daily program of personal prayer during Advent and Lent.

Prayer.7.3. Discuss how trust in God is the basis for prayers of petition.

Prayer.7.4. Recite the Memorae.

Prayer.7.5. Be familiar with Adoration of the Blessed Sacrament, Benediction.

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.7.1. Practice silent reflection on selected religious themes and journal their thoughts in writing. (Examples of religious themes are God's Love, the Crucifixion, God's Gift of Creation)

Spirituality.7.2. Identify the Corporal and Spiritual Works of Mercy.

Spirituality.7.3. Discuss contemporary media that has a spiritual message.

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.7.1. Moral Decision Making: Learn a well-formed conscience will guide them to do what is right and good, and with the help of Christ's teachings, the Church, the Holy Spirit, prayer and wise people they can make good decisions.

Morality.7.2. Respect for Life: Learn that all human life is sacred and a gift from God. Learn to respect the dignity of the human person by respecting the rights of others, taking care of themselves physically and emotionally, not abusing themselves and others, and by not leading others into sin.

Morality.7.3. Respect Sexuality: Explore the messages from our culture about sexuality and sex. Examine our culture's often misguided messages about sexuality. Learn God's purpose for sexual activity. Discover reasons to follow God's plan for sexuality in their lives.

Morality.7.4. Understand that though new technology makes life easier, it also involves making moral choices.

Morality.7.5. Understand that using technology can directly affect their relationships with God and with others.

STANDARD 9 – SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.7.1. Identify and discuss saints and secular leaders who have brought about action that improved the dignity of life for others.

Social Justice.7.2. Demonstrate knowledge of ways to address social injustice in the local community.

Social Justice.7.3. Describe how the parts of the liturgy reinforce our mission as caregivers of the planet and persons.

Social Justice.7.4. Participate in a group social justice project that involves the less fortunate and then faith-share about the experience.

Social Justice.7.5. Understand and discuss how the church's social justice teachings demand that we respond with compassionate action.

Social Justice.7.6. Understand and discuss how the Sunday readings can bring about personal conversion and unity enabling us to live more deeply the Beatitudes.

Social Justice.7.7. Understand and discuss why minorities and native peoples are among the highly vulnerable peoples subject to negative environmental impacts; what is the Catholic response to this injustice?

GRADE LEVEL PERFORMANCE STANDARDS: GRADE EIGHT

Within our eighth grade religion curriculum, students will:

STANDARD 1 - SACRED SCRIPTURE

*Read and understand Sacred Scripture as God's Word speaking to them.

Scripture.8.1. Be able to locate any chapter and verse of the Bible upon request.

Scripture.8.2. Identify five literary forms used in the Bible and explain the value of using these various literary forms to deliver God's message to His people (see Grade 6 for literary forms).

Scripture.8.3. Explain how the New Testament is fulfilled by the prophecies of the Old Testament

Scripture.8.4. Explain what it means to believe that we are saved by Jesus.

Scripture.8.5. Describe how the Bible is a collection of many books describing the history of salvation written under God's inspiration.

Scripture.8.6. Describe the action and gifts of the Holy Spirit in their lives.

STANDARD 2 - DOCTRINE

*Know and understand the basic teachings of the Church and how they apply to their lives.

Doctrine.8.1. Explain the following terms: Trinity, Holy Spirit, Messiah, Salvation, Redemption, Savior, Revelation, Church, the Immaculate Conception, Mary: Intercessor before God, Mary: Mother of the Church, Mary: First Disciple of Jesus.

Doctrine.8.2. Discuss the implications for their lives of believing in Jesus as the Son of God and their Savior.

Doctrine.8.3. Discuss the courage and faith of Mary as she said **yes** to the Angel Gabriel's announcement and what her example means for us.

Doctrine.8.4. Discuss the meaning and implications of our belief that the desire for God is rooted deep within every person and that God never ceases to draw us to Himself. (CCC, 27)

STANDARD 3 - SACRAMENTS

*Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

Sacraments.8.1.A. Discuss that sacramental actions and symbols originated in Jewish rituals.

Sacraments.8.1.B. Identify a sign for each Sacrament and describe what each Sacrament celebrates (For examples: Baptism: Water; Confirmation: Oil of Chrism; Eucharist: Bread and Wine).

Sacraments.8.2. Explain the rituals and symbols associated with the liturgical seasons of Advent, Christmas, Lent, Holy Triduum, Easter, and Pentecost.

Sacraments.8.3. Identify that the Mass is a celebration which has five movements or sections (Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite).

Sacraments.8.4. Participate in a Seder Meal and discuss similarities between the Seder and Eucharist.

Sacraments.8.5. Know the difference between Sacraments and sacramentals.

STANDARD 4 - COMMUNITY

*Understand and appreciate the role of the faith community B the Catholic Church B into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

Community.8.1. Describe the roles and mission of laity, religious, deacons, priests, bishops, archbishops, cardinals, and the Pope.

Community.8.2. Discuss strategies for dealing with thoughts and actions that are in conflict with Church teachings.

Community.8.3. Identify ways they can be involved in appropriate Catholic responses to situations of social injustice in their community.

Community.8.4. Explain their responsibility to call others to know, love, and understand Jesus.

Community.8.5. Explain the Catholic Church's teaching on human sexuality as a gift from God.

STANDARD 5 - SERVICE

*Engage in service to an exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

Service.8.1. Discuss what it means for a Catholic to "walk the talk."

Service.8.2. Discuss service to neighbor in light of the gospel story of the Good Samaritan.

Service.8.3. Participate in parish service programs such as the Food Pantry, Habitat for Humanity, Coats for Kids (if there is no service parish program, start one).

Service.8.4. Report on service projects they are involved in and how that service demonstrates love and care for others.

Service.8.5. Define good stewardship and explain how it is a way of putting their faith into action.

Service.8.6. Describe what their participation in service projects has taught them.

Service.8.7. Minister to the needs of peers in a manner appropriate to their talents and gifts.

STANDARD 6 - PRAYER

*Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

Prayer.8.1. Take leadership roles in working with students at other grade levels in preparing and directing a communal prayer service or liturgy.

Prayer.8.2. Evaluate their practice of personal prayer and describe how they will make changes that would strengthen their prayer life.

Prayer.8.3. Discuss how perseverance in prayer is a necessity for Christian life.

Prayer.8.4. Explain the meaning of the four petitions in the Lord's Prayer (Give us, Forgive us, Lead us, Deliver us)

Prayer.8.5. Recite the Angelus

STANDARD 7 - SPIRITUALITY

*Know how to develop a personal relationship with God.

Spirituality.8.1. Read, discuss, and meditate on selected readings from contemporary spiritual writers (such as Mother Teresa, Dorothy Day).

Spirituality.8.2. View, discuss, and meditate on selected traditional and contemporary artwork that could be considered spiritual.

Spirituality.8.3. Identify and explain each of the Theological Virtues (Faith, Hope, and Charity).

Spirituality.8.4. Explain how the practice of each of the Moral Virtues strengthens their spiritual life.

Spirituality.8.5. Practice the Moral (Cardinal) Virtues (Prudence, Justice, Temperance, and Fortitude).

Spirituality.8.6. Suggest experiences in people's lives that could be celebrated through some ritual that honors the sacredness of the occasion (birth, a family reunion, moving into a new home, recovery from illness).

STANDARD 8 - MORALITY

*Understand and appreciate that all humans are created in the image and likeness of God.

Morality.8.1. Realize the dignity of the Human Person, recognizing the divine image present in every human person.

Morality.8.2. Moral formation is essentially Christological and Trinitarian. It is deeply ecclesial, while open to social concerns. (GDC #87)

Morality.8.3. Moral catechesis, in presenting what makes life worthy of the Gospel and in promoting the Beatitudes as the spirit that must permeate the Decalogue, shall root them in the human virtues present in the heart of man. (GDC #117)

Morality.8.4. Apply Catholic moral principles and virtues to one's life and moral decision making.

Morality.8.5. Recognize that atheism, understood as a negation of God, must... "be regarded as one of the most serious problems of our time" (GDC #22)

Morality.8.6. Recognize that the widespread of sects and new religions movements and the revival of fundamentalism are factors of serious concern for the church and require careful analysis. (GDC #23)

Morality.8.7. Acknowledge the widespread influence of the communications media, which.....often imposes a vision of life which does not respect the cultural distinctiveness of the peoples whom they address.

Morality.8.8. Moral formation - all of #85 in the GDC is important.

Morality.8.9. Recognize that youth, even though disconnected and marginalized, are in many cases driven by a strong impetus to find meaning, solidarity, social commitment and even religious experience. (GDC #182)

Morality.8.10. Based on the Catholic Judeo Christian traditions and Faith, the eighth grader should be able to identify as well as evaluate socio-cultural changes regarding private and cultural morality and be able to arrive at a moral decision based on those traditions.

STANDARD 9 – SOCIAL JUSTICE

*Respond with compassionate action to occurrences of social injustice.

Social Justice.8.1. Discuss the Church’s role and participation in developing ways to speak on the concept of life and dignity of all human persons from womb to tomb.

Social Justice.8.2. Participate in a social event of another culture, ethnic or racial group.

Social Justice.8.3. Identify ways we can mentor younger students to protect themselves against media manipulation.

Social Justice.8.4. Understand the Church’s commitment to the poor and vulnerable by identifying church organizations which assist in this area.

Social Justice.8.5. Explain how we can act individually and in groups to perform deeds of social justice as related to fairness in the work place.

Social Justice.8.6. Appreciate that the Holy Spirit is a spirit of unity bestowing on us gifts necessary for bringing forth the fruits evident in a peace filled and just society.

Social Justice.8.7. Discuss how the destruction of renewable resources causes poverty globally (i.e.: deforestation in the Amazon).

THEOLOGY OF THE BODY – GRADE LEVEL STANDARDS

KINDERGARTEN:

TOB.k.1. “God created mankind in his image; in the image of God he created them; male and female he created them” (Gn 1:27)

TOB.k.2. God looked at everything he made, and found it very good” (Gn1:31)

GRADE 1:

TOB.1.1. Recognize that true freedom comes by choosing the good.

TOB.1.2 Recognize that God calls us to make a gift of ourselves in love.

TOB.1.3. Recognize that each person is unique and unrepeatable.

GRADE 2:

TOB.2.1 Recognize that all creatures are a sign of God’s gift in love.

TOB.2.2. Show how we learn more about ourselves through our relationships with others

TOB.2.3. Discuss how Jesus is the model of what it means for a person to be a gift, as He nourishes communion through the gift of Himself in the Eucharist.

TOB.2.4. Discuss how the character of a person is embodied in the way that he interacts with others.

TOB.2.5. Analyze how the body reveals that each person is made for relationship with God, others, and the world.

GRADE 3:

TOB.3.1. Give examples of man’s unique relationship with God as set apart from the rest of creation; naming the animals, cultivating the earth, and choosing between good and evil.

TOB.3.2. Recognize that God gives us the choice to see the world and others as gifts.

TOB.3.3 Show how our bodies reveal the person.

TOB.3.4. Recognize how baptism restores the special relationship God has with His sons and daughters, as this relationship was first realized in original solitude.

TOB.3.5. Illustrate how work is a gift and how through our work we make a gift of ourselves.

TOB.3.6. Relate being connected to Jesus the True Vine to manifesting the Fruits of the Spirit.

TOB.3.7. Recognize that entering into heaven means a profound unity and harmony of the soul and the body.

GRADE 4:

TOB.4.1. Define original unity as the unique relation between male and female.

TOB.4.2. Interpret the significance of Genesis 2:18 “It is not good for man to be alone, I will make a helper fit for him.”

TOB.4.3. Compare Adam’s joy at the creation of Eve to his response to the creation of the animals.

TOB.4.4. Recognize that suffering is the result of the Fall and that suffering can make it difficult for us to see the gifts of God.

TOB.4.5. State that at the Resurrection we will experience the most perfect communion with God and with others.

GRADE 5:

TOB.5.1. Differentiate how man, as the pinnacle of creation, is both similar and dissimilar from God.

TOB.5.2. Demonstrate that man comes to know himself through a gift-of-self.

TOB.5.3. Recognize that Jesus becoming man reveals the love of the Father.

TOB.5.4. Describe that at the Resurrection we will see as God sees and our bodies will perfectly reveal His love.

TOB.5.5. Identify the two ways of being human, male and female.

GRADE 6:

TOB.6.1. Define original experience as the most basic human experiences; all humanity has these in common: original solitude, original unity, original nakedness.

TOB.6.2. Discuss why it is a good thing that God created man as male and female.

TOB.6.3. Propose how a communion of persons involves the loving gift of self: when two persons form a deep unity by giving themselves to one another in love.

TOB.6.4. Explain how man, in the image of the Trinity, learns about himself through a gift of himself (TOB 8:4, 9:1-3, 10:1, 15:1).

TOB.6.5. Give examples of how the body reveals man (TOB 2:4, 6:3, 7:1, 8:1, 9:4, 12:5, 14:4, 19:4).

TOB.6.6. Describe how the human body is the temple of the Holy Spirit and why it is necessary to glorify God in your body (TOB 57:2).

GRADE 7:

TOB.7.1. Explain that even after the Fall, creation remains a good gift and is not totally corrupted; it is able to be redeemed.

TOB.7.2. Provide examples of rightly ordered desire given by God (TOB 48:4).

TOB.7.3. Describe how actions of self-mastery free one to make a full gift of self, and with guidance, begin to self-evaluate actions of self-mastery (TOB 15:1-4, 32:6).

TOB.7.4. Explain how the body has a language: the body itself communicates that the human being is a gift just by the fact that it exists.

TOB.7.5. Compare the filial meaning of the body with the spousal meaning of the body.

TOB.7.6. Recognize that a result of original sin is that man experiences concupiscence and needs to bring emotions and desires into harmony with what is truly good (TOB 26:5, 31:3, 31:6, 32:3, 33:1-2, 51:5-6, 54).

TOB.7.7. Explain how Christ does not accuse but instead appeals to the human heart to be pure (TOB 45:5, 46:5-6, 49:7).

TOB.7.8. Describe what “life according to the Spirit” is and how following the law of God leads to true freedom and happiness (TOB 15:1, 45:1, 51:5-6, 53:4-5, 54:2-4).

TOB.7.9. Evaluate how love, as a power, is a participation in the love of God himself; love is total, faithful, fruitful, and generous (TOB 127:1).

GRADE 8:

TOB.8.1. Defend that creation should be received as a gift and not manipulated, dominated and controlled.

TOB.8.2. Provide examples of how a person is pure in heart: when he perceives and respects others as a gift and seeks to make a gift of himself to others (TOB 50, 54, 57:3).

TOB.8.3. Explain that living out the spousal meaning of the body can be through marriage or virginity for the sake of the Kingdom (TOB 76:6, 78:4).

TOB.8.4. Describe the concept of vocation and how vocation is the way one lives out spousal love (TOB 78, 86).

TOB.8.5. Explain how God invites and does not force when he calls someone to the vocation of married life, consecrated life or the priesthood, leaving the person free to respond (TOB 73:3-4, 76:4, 79:8).

TOB.8.6. Describe the nature of consecrated life as giving oneself totally to Christ and being a sign of our future life in heaven (TOB 80:6).

TOB.8.7. Explain that when God calls two people to the vocation of marriage, he is inviting them into a special sacrament of his life (Ephesians 5; TOB 87-93).

TOB.8.8. Explain that when God calls two people to the vocation of marriage, he is inviting them into a special sacrament of his life (Ephesians 5; TOB 87-93).

ADDENDUM

Excerpts from Church Documents Related to Catechesis The Church Speaks

1963 - *Constitution on the Sacred Liturgy*

#7 To accomplish so great a work, Christ is always present in His Church, especially in her liturgical celebrations. He is present in the sacrifice of the Mass, not only in the person of His minister, the same now offering, through the ministry of priests, who formerly offered himself on the cross, but especially under the Eucharistic species. By His power He is present in the sacraments, so that when a man baptizes it is really Christ Himself who baptizes. He is present in his word, since it is He Himself who speaks when the holy scriptures are read in the church. He is present, lastly, when the Church prays and sings, for He promised: "Where two or three are gathered together in my name, there I am in the midst of them" (Mt 18:20) ... From this it follows that every liturgical celebration, because it is the action surpassing all others; no other action can equal its efficacy by the same title and to the same degree.

#10 Nevertheless the liturgy is the summit toward which the activity of the church is directed; at the same time it is the font from which all her power flows. For the aim and object of apostolic works is that all who are made sons of God by faith and baptism should come together to praise God in the midst of His Church, to take part in the sacrifice, and to eat the Lord's supper.

#14 Mother Church earnestly desires that all faithful should be led to that full, conscious and active participation in liturgical celebrations which is demanded by the very nature of the liturgy. Such participation by the Christian people as a "chosen race, a royal priesthood, a holy nation, a redeemed people" (1 Pt. 2:9), is their right and duty by reason of their baptism. In the restoration and promotion of the sacred liturgy, this full and active participation by all the people is the aim to be considered before all else: for it is the primary and indispensable source from which the faithful are to derive the true Christian spirit.

Conversion

1971 - *General Catechetical Directory*

#18 Catechesis proper presupposes a global adherence to Christ's Gospel as presented by the Church. Often, however, it is directed to men who, though they belong to the Church, have in fact never given a true personal adherence to the message of revelation.

...This shows that, according to circumstances, evangelization can precede or accompany the work of catechesis proper. In every case, however, one must keep in mind that the element of conversion is always present in the dynamism of faith, and for that reason any form of catechesis must also perform the role of evangelization.

#20 ...They should also remember that catechesis for adults, since it deals with persons who are capable of an adherence that is fully responsible, must be considered the chief form of catechesis. All other forms, which are indeed always necessary, are in some way oriented to it. In obedience to the norms of the Second Vatican Council, shepherds of should also strive to Are-establish or better adapt the instruction of catechumens.

#25 Every liturgical celebration, because it is an action of Christ the priest and of his Body the Church, is a sacred action surpassing all others. No other action of the church can match its claim to efficacy, nor equal the degree of it. And the more mature a Christian community becomes in faith, the more it lives its worship in spirit and truth in its liturgical celebrations, especially at the Eucharist.

1972 - *Rite of Christian Initiation of Adults*

#9 ...the people of God, as represented by the local Church, should understand and show by their concern that the initiation of adults is the responsibility of all the baptized.

...the faithful should remember that for the Church and its members the supreme purpose of the apostolate is that Christ's message is made known to the world by word and deed and that his grace is communicated.

#16 When they are teaching, catechists should see that their instruction is filled with the spirit of the Gospel, adapted to the liturgical signs and the cycle of the Church's year, suited to the needs of the catechumens, and as far as possible enriched by local tradition.

#75 A suitable catechesis is provided by priest, deacons, or by catechists and others of the faithful, planned to be gradual and complete in its coverage, accommodated to the liturgical year, and solidly supported by celebrations of the word.

1975 - *On Evangelization in the Modern World*

(14) Evangelizing is in fact the grace and the vocation proper to the church, her deepest identity.

(15) The church is an evangelizer, but she begins by being evangelized herself the church which is evangelized by constant conversion and renewal, in order to evangelize the world with credibility

(22) There is no true evangelization if the name, the teaching, the promises, the kingdom and the mystery of Jesus of Nazareth, the Son of God are not proclaimed.

1979 - *Catechesis in Our Time*

... it is intended to stress that at the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth,

... the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ:

1992 - *Go & Make Disciples*

Goal #1: To bring about in all Christians such an enthusiasm for their faith that, in living their faith in Jesus, they freely share it with others.

Objective: to foster an experience of conversion and renewal in the heart of every believer, leading to a more active living of Catholic life.

1992 - *Catechism of the Catholic Church*

#125 The Gospels are the heart of all the Scriptures because they are our principal source for the life and teaching of the Incarnate Word, our Savior.

#141 The church has always venerated the divine Scriptures as she venerated the Body of the Lord: both nourish and govern the whole Christian life.

#265 By the grace of Baptism A in the name of the Father and of the Son and of the Holy Spirit, we are called to share in the life of the Blessed Trinity....

#426 AAt the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth, the only Son from the Father...

#427 In catechesis Christ, the Incarnate Word and Son of God,is taught - everything else is taught with reference to him - and it is Christ alone who teaches....

On-Going Conversion

1998 - *General Directory for Catechesis*

Jesus Christ

#41 It is the task of catechesis to show who Jesus Christ is, his life and ministry, and to present the Christian faith as the following of this person.

#53 The Christian faith is, above all, conversion to Jesus Christ.

#56 Adhering to Jesus Christ, in fact, sets in motion a process of continuing conversion.

#80 The definitive aim of catechesis is to put people not only in touch, but also in communion and intimacy, with Jesus Christ.

#98 At the heart of catechesis we find, in essence, a person, the Person of Jesus of Nazareth.

#143 Thus catechesis takes the form of a process or a journey of following The Christ of the Gospel in the Spirit towards the Father.

Baptismal Catechumenate

#3 The Rite of Christian Initiation of Adults has proved especially useful for catechetical renewal.

#59/#90 The model for all catechesis is the baptismal catechumenate.

Evangelization

#25 ...many people who have been baptized (but) lead lives entirely divorced from Christianity.

#26 ...call urgently on the sower to develop a new evangelization especially in those Churches of long standing Christian tradition where secularism has made greater inroads.

... In this new context of evangelization, missionary proclamation and catechesis, especially of the young and of adults, is an evident priority.

#46 The Church exists in order to evangelize.

#50 The ministry of the word is a fundamental element of evangelization. There is no true evangelization if the name, the teaching, the life, the promises, the Kingdom and the mystery of Jesus of Nazareth, the Son of God, are not proclaimed.

#152 It is a task of catechesis to make people more aware of their most basic experiences, to help them to judge in light of the Gospel the questions and needs that spring from them, as well as to educate them in a new way of life.

... experience is a necessary medium for exploring and assimilating the truths which constitute the objective content of Revelation.

... The catechist must teach the person to read his own lived experience in this regard, so as to , accept the invitation of the Holy Spirit to conversion, to commitment, to hope and to discover more and more in his life God's plan for him.

#71 ...The A lectio divina is an eminent form of this vital study of Scripture.

Catholic Instruction

#29 ...there is an acute awareness that catechesis must have a catechumenal style, as of integral formation rather than mere information: it must act in reality as a means of

#45 arousing true conversion. Liturgical Catechesis, prepares for the sacraments by promoting a deeper understanding and experience of liturgy.

#30 ... Catechesis is intrinsically bound to every liturgical and sacramental action. Frequently however, the practice of catechetics testifies to a weak and fragmentary link with the liturgy: limited attention to liturgical symbols and rites, scant use of liturgical fonts, catechetical courses with little or no connection with the liturgical year; the marginalization of liturgical celebrations in catechetical programs.

#87 ...so also the maturation of the Christian life requires that it be cultivated in all its dimensions: knowledge of faith, liturgical life, moral formation, prayer, belonging to community, missionary spirit.

Duties of Catechists

#84 the faith demands to be known, celebrated, lived, and translated into prayer.

#86 Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the church.

#142 there cannot be teachers of faith other than those who are convinced and faithful disciples of Christ and his Church.

1999 - *Our Hearts Were Burning Within Us*

Adult faith formation, by which people consciously grow in the life of Christ through experience, reflection, prayer, and study, must be the central task in (this) catechetical enterprise.... becoming the axis around which revolves the catechesis of childhood and adolescences as well as that of old age.

Goal #1 Invite and enable ongoing conversion to Jesus in holiness of life.

2005 - *National Directory for Catechesis*

#24B Catechesis should take Sacred Scripture as its inspiration, its fundamental curriculum, and its end because it strengthens faith, nourishes the soul, and nurtures the spiritual life. "Scripture provides the starting point, foundation, and norm of catechetical teaching."

#72 Like St. Paul, the catechists of the new millennium cry out, "Woe to me if I do not preach the Gospel."

#29B An integral element in catechesis is learning by discipleship. The Christian faith is, above all, conversion to Jesus Christ, full adherence to his person and the decision to walk in his footsteps.

#33 In the Church's mission of evangelization, catechesis and Liturgy are intimately connected. A Catechesis is intrinsically linked with the whole of liturgical and sacramental activity.

#35C The Rite of Christian Initiation of Adults sets forth the directives to be followed throughout the process of the initiations of adults and of children of catechetical age.

**USCCB Doctrine on Catholic Education*

**Ed.Department/Relig Ed Standards/Religious Education Standards.doc - Diocese of Venice*