

PRESCHOOL - THREE AND FOUR YEAR OLDS

(Page 1 of 2)

Religion is an integral part of the Catholic School early childhood program. It begins the preparation for further formal instruction. Religious readiness is the development of a positive self-image in relation to a loving God. A deep love of God comes from examples set by the family and the spiritual life of the parish community. A child's sense of God comes from the warm atmosphere of love and acceptance in the preschool environment where the child learns about God's wonderful world. Prayer and simple paraliturgies prepare the child to participate in the worship and prayer life of the local church.

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

The child will:

1. recognize his / her own goodness
2. recognize Jesus as friend and teacher
3. exhibit the ability to share, care for, love, and forgive others
4. recognize the love others have for her/him
5. discuss that God's love makes him/her special
6. list some of the people who love him/her
7. use Jesus as a role model
8. recognize that all God's creation is good
9. acknowledge that everything/everyone is created by God
10. begin to accept responsibility for their world and all living things

Goal 2: Awareness of church as being family of God

The child will:

1. participate in faith experiences such as extended prayer services in classroom and/or in church. Mass participation may be included where appropriate.
2. discuss that he/she belongs to a human family, God's family, and the world
3. identify the priest (and religious sisters and brothers) and discuss his (their) special role in the local church
4. experience signs and symbols of church, i.e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water
5. acknowledge that Jesus is with us in a special way at Mass
6. acknowledge that Mary is the Mother of Jesus
7. identify the patron saint of the school or the event after which the church is named

PRESCHOOL - THREE AND FOUR YEAR OLDS

(Page 2 of 2)

Goal 3: The importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life*The child will:*

1. experience that God speaks to us through the Bible and its stories
2. discuss the difference between Old Testament and New Testament
3. know that prayer is talking and listening to God
4. recite simple prayers, i.e. The Sign of the Cross, meal blessing, Angel of God, Hail Mary, etc.
5. know that God listens to our prayers
6. use singing and creative movement as a form of prayer
7. listen respectfully to God's word
8. verbalize spontaneous, personal prayers
9. discuss that he/she may pray at any time or in any place

Goal 4: Developing a sense of right and wrong behavior*The child will:*

1. discuss that each person has feelings
2. discuss ways to express sorrow, anger, happiness, and love
3. identify own feelings
4. express feelings and emotions in a developmentally appropriate manner
5. respect the feelings of others
6. realize that God loves us and forgives us
7. practice ways to forgive others
8. discuss consequences of inappropriate behavior

PRE-KINDERGARTEN - FOUR AND FIVE YEAR OLDS

(Page 1 of 2)

Religion is an integral part of the Catholic School early childhood program. It begins the preparation for further formal instruction. Religious readiness is the development of a positive self-image in relation to a loving God. A deep love of God comes from examples set by the family and the spiritual life of the parish community. A child's sense of God comes from the warm atmosphere of love and acceptance in the pre-Kindergarten environment where the child learns about God's wonderful world. Prayer and simple paraliturgies prepare the child to participate in the worship and prayer life of the local church.

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

The child will:

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

Goal 2: Awareness of church as the family of God

The child will:

1. develop a sense of membership in community of people loved by God
2. identify self as a member of the Catholic community
3. discuss the saints and the Blessed Virgin Mary as members of God's family
4. identify the patron saint of the school or the event after which the church / school is named and his / her personal patron saint
5. participate in faith experiences
6. identify religious holidays and liturgical seasons
7. discuss the sacraments
8. experience signs and symbols of church, i.e. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water, crucifix, Rosary, statues
9. acknowledge that Jesus is with us in a special way at Mass
10. discuss the responsibilities of the members of the church with special ministries

PRE-KINDERGARTEN - FOUR AND FIVE YEAR OLDS

(Page 2 of 2)

Goal 3: Importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life*The child will:*

1. recite simple prayers, i.e. The Sign of the Cross, meal blessing, Angel of God, Hail Mary, Our Father, Glory Be, etc.
2. experience that the Bible and its stories are God's word, i.e. creation, Noah, Moses, Annunciation, Nativity, Presentation of Jesus
3. identify some of the people of the bible stories in both Old and New Testament
4. know that prayer is talking and listening to God
5. use singing and creative movement as a form of prayer
6. verbalize spontaneous, personal prayers
7. discuss that he/she may pray at any time or in any place
8. listen respectfully to God's word
9. demonstrate reverent behavior during prayer and in church
10. learn reverence for the house of God by taking children for visits to the church other than mass

Goal 4: Developing a sense of right and wrong behavior*The child will:*

1. discuss that each person has feelings
2. discuss ways to express sorrow, anger, happiness, and love
3. identify own feelings
4. demonstrate respect for the authority of parents, teachers, and community workers
5. demonstrate Christian attitudes of sharing, taking turns, listening, helping, celebrating, thanking, apologizing, changing inappropriate behavior, and forgiving
6. respect others' feelings, property, opinions, space, etc.
7. realize that God loves us and forgives us
8. discuss and practice making appropriate behavioral choices
9. discuss and take responsibility for the consequences of inappropriate behavior
10. discuss the gift of God's rules (the Commandments)

KINDERGARTEN

STRAND I: Profession of Faith

(Page 1 of 4)

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

A. Sacred Scripture

The student will:

1. see and hold the Bible with reverence
2. listen to narratives from the Bible with reverence
 - a) Adam & Eve
 - b) Christmas stories
 - c) Easter stories
3. discuss the Bible as God’s Word
4. identify God as the creator of all things
5. recognize Jesus as the son of God
6. list some examples of God’s creation
7. list some ways they experience God’s love
8. use God’s creation with respect and responsibility
9. identify Mary as the Mother of Jesus
10. identify Joseph as the foster Father of Jesus

B. Church History

The student will:

1. listen to simple stories of the Lives of the Saints
2. identify a saint as a holy person
3. list some good things that saints do in their lives

C. Doctrine

The student will:

1. identify the three persons of the Holy Trinity
2. recognize heaven as living with God forever

KINDERGARTEN**STRAND II: Celebration of the Christian Mystery**

(Page 2 of 4)

A. Liturgy*The student will:*

1. attend school liturgies
2. participate at Mass in an age appropriate manner
3. recognize that Jesus is present at the celebration of Mass in a special way
4. participate in seasonal liturgical activities
5. tour the parish church
6. demonstrate reverent behavior in church

B. Sacraments*The student will:*

1. identify Baptism as a sacrament
2. define sacrament as an opportunity to meet Jesus and grow in our relationship with him
3. recognize that they become a member of the Christian community all through the liturgical celebration of Baptism
4. identify Baptism as the moment when they become a child of God
5. identify water as a sign of God's life and one important part of Baptism
6. discuss other symbols and signs of Baptism (i.e. light, oil, white garment)

KINDERGARTEN

STRAND III: Life in Christ

(Page 3 of 4)

A. Dignity of the Human Person (refer to CCC 1700)

The student will:

1. recognize that they are made in the image and likeness of God
2. recognize that each person is special
3. identify ways that people show they care for each other

B. Family Life/Human Sexuality

The student will:

1. identify the members of their families
2. recognize that we learn about God from the people who love us
3. recognize that they are all brothers and sisters in God's family
4. demonstrate respect for the personal space of others
5. discuss touching safety

C. Community

The student will:

1. identify that the community of God includes their families, the class, the church, outside community
2. begin to demonstrate care and concern for classmates
3. give examples of appropriate behavior in community

D. Morality

The student will:

1. discuss the difference between right and wrong
2. affirm that God gives us the freedom to make right choices
3. discuss obedience to parents, teachers and other legitimate authorities

E. Service/Social Justice/Servant Leadership

The student will:

1. recognize that God calls us to share our gifts with everyone
2. list ways that they can help others
3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc. (GDC 231, 232; Lumen Gentium 41)
4. participate in school, church and/or community service projects

KINDERGARTEN

STRAND IV: Prayer

(Page 4 of 4)

From **National Directory for Catechesis**:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. define prayer as talking to and listening to God
2. recite traditional prayers:
 - a) Sign of the Cross
 - b) Meal time prayers
 - c) Our Father
 - d) Hail Mary
 - e) Glory Be
 - f) Guardian Angel Prayer
 - g) identify appropriate times for prayer (morning, before bed, meal time, etc.)
 - h) demonstrate spontaneous prayers
 - i) identify the rosary as a public or private prayer
 - j) genuflect in the presence of the Blessed Sacrament

1ST GRADE

STRAND I: Profession of Faith

(Page 1 of 4)

A. Sacred Scripture

The student will:

1. retell Bible narratives about
 - a) Creation
 - b) Noah
 - c) Birth of Jesus
 - d) Death of Jesus
 - e) Resurrection of Jesus, the ascension of Jesus and Pentecost
 - f) Good Samaritan
 - g) Various Parables
 - h) Jesus and the little children
2. identify the readings at Mass as Bible passages
3. demonstrate reverence for the Bible as the Word of God
4. celebrate Mary as the Mother of Jesus

B. Church History

The student will:

1. listen to and retell simple stories of the lives of the Saints
2. discuss Joseph as the husband of Mary and the foster father of Jesus
3. identify their patron saint

C. Doctrine

The student will:

1. identify the three persons of the Holy Trinity as the Father, Son and Holy Spirit
2. recognize that God, the Father, is the creator of all things
3. identify Jesus as the Son of God
4. identify the Holy Spirit as the third person of the trinity
5. identify Mary as the Mother of God
6. define the Catholic Church as a family of believers under the leadership of the Pope
7. recite the two great commandments: Love God and love your neighbor as yourself.
8. recognize that God wants us to be happy with him forever in heaven
9. define sin as choosing to disobey God's law in thought, word, deed, or omission
10. recognize that sin separates us from God
11. recognize God is merciful and forgives sins

1ST GRADE**STRAND II: Celebration of Christian Mystery**

(Page 2 of 4)

A. Liturgy*The student will:*

1. participate at Mass in an age appropriate manner
2. recognize that Jesus is present at Mass in a special way
3. participate in seasonal liturgical activities (e.g., Stations of the Cross, May Crowning, etc.)
4. demonstrate reverent behavior in church
5. tour the church and identify important parts of the sanctuary, i.e. altar, tabernacle, sanctuary lamp, baptismal font, crucifix, ambo/lectern, etc.

B. Sacraments*The student will:*

1. define sacrament as an outward sign instituted by Christ to give grace
2. identify that Jesus gave us the sacraments as a way to celebrate and remember God's love for us
3. tell that the sacrament of Baptism is the liturgical event at which we are welcomed into the Christian community as followers of Jesus
4. state that God takes away original sin in Baptism and gives us his gift of grace
5. identify water as a physical sign of Baptism
6. recognize that Jesus is present in the Eucharist

1ST GRADE

STRAND III: Life in Christ

(Page 3 of 4)

A. Dignity of the Human Person (refer to CCC 1700)

The student will:

1. recognize that their behavior affects others
2. explore and celebrate friendships

B. Family Life/Human Sexuality

The student will:

1. identify the members of their families
2. recognize that they are all brothers and sisters in God's family
3. demonstrate a respect for the personal space of others
4. tell how families can pray together
5. identify members of the Holy Family and recognize them as models for our families
6. discuss touching safety

C. Community

The student will:

1. identify that the community of God includes their families, the class, the church, outside community
2. demonstrate care and concern for classmates
3. give examples of appropriate behavior in community

D. Morality

The student will:

1. recognize that their behavior affects their relationship with God
2. discuss the difference between right and wrong
3. discuss respect for parents, teachers and other legitimate authorities
4. discuss that sin is disobeying God (definition on page 58)

E. Service/Social Justice/Servant Leadership

The student will:

1. recognize that God calls us to share our gifts with everyone
2. list ways that they can help others
3. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc. (GDC 231, 232; Lumen Gentium 41)
4. participate in school, church and/or community service projects

1ST GRADE

STRAND IV: Prayer

(Page 4 of 4)

From **National Directory for Catechesis**:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. define prayer as talking to and listening to God
2. recite traditional prayers independently:
 - a) Sign of the Cross
 - b) Meal time prayers
 - c) a morning offering
 - d) Our Father
 - e) Hail Mary
 - f) Glory Be
 - g) Guardian Angel Prayer
3. identify appropriate times for prayer (morning, before bed, meal time, etc.)
4. demonstrate spontaneous prayers
5. identify the rosary as a public or private prayer
6. share reasons why people pray
7. genuflect in the presence of the Blessed Sacrament

2ND GRADE

STRAND I: Profession of Faith

(Page 1 of 1)

A. Sacred Scripture

The student will:

1. retell Bible narratives especially those that focus on Reconciliation and Eucharist (see Appendix for suggestions)
2. identify the readings at Mass as Sacred Scripture
3. identify that there are two main sections of the Bible: the Old Testament and New Testament
4. demonstrate reverence and respect for the Bible as the Word of God

B. Church History

The student will:

1. listen to, read, and/or retell simple stories of the lives of the Saints, especially saints that have a strong devotion to the Eucharist and Reconciliation (see Appendix for suggestions), their patron saint, and the patron saint or special event of their parish name
2. discuss Joseph as the husband of Mary and the foster father of Jesus
3. retell the story of St. Joseph

C. Doctrine

The student will:

1. identify the role Mary plays in the faith life of the church
2. define the Catholic Church as a family of believers under the leadership of the Pope
3. identify the Ten Commandments as the laws God gave to Moses. Relate them to the two great commandments.
4. explain the Two Great Commandments: Love God and love your neighbor as yourself.
5. identify that the human person has a body and a soul
6. define grace as a free undeserved help God gives us to become His children (CCC 1996)
7. identify grace as the source of our strength
8. define sin choosing to disobey God's law in thought, word, deed, or omission
9. identify, compare and contrast types of sin: Original sin, less serious sin (venial sin) and more serious sin (mortal sin)
10. tell that the Sacrament of Reconciliation restores our friendship with God and the community
11. tell that we receive the Body and Blood of Jesus, under the appearance of bread and wine, in the sacrament of the Eucharist
12. define salvation as being saved by the love of God

2ND GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 1 of 1)

A. Liturgy*The student will:*

1. demonstrate reverent behavior in church
2. plan and participate more actively in the Mass
3. define liturgy as the official public worship of the Church (CCC 1069)
4. identify the two parts of the Liturgy of the Mass: the Liturgy of the Word and the Liturgy of the Eucharist
5. recognize that Jesus is present at Mass in the Scripture, the person of the priest, in the community gathered to worship, and in the Eucharist (CCC 1088)
6. participate in seasonal liturgical activities (e.g., Stations of the Cross, May Crowning, Living Rosary, etc.)
7. participate in Penance Services/Sacrament of Reconciliation
8. distinguish differences between Holy Sacrifice of the Mass and para-liturgical celebrations

B. Sacraments*The student will:*

1. define sacrament as an outward sign instituted by Christ to give grace
2. identify the seven sacraments
3. discuss some of the names for the Sacrament of Reconciliation (CCC 1423, 1424)
4. discuss some of the names for the Sacrament of Eucharist (CCC 1328-1332)
5. identify the sacrament of Baptism as the liturgical event at which we are welcomed into the Christian community as followers of Jesus
6. tell that God takes away original sin in Baptism and gives us his gift of grace
7. identify signs and symbols of Baptism, Eucharist, and Reconciliation
8. explain that the bread and wine become the Body and Blood of Christ at the consecration of the Mass
9. explain that the Eucharist was given to us at the Last Supper by Jesus
10. demonstrate the procedure for receiving Holy Communion
11. explain that through the priest Jesus forgives our sins in the Sacrament of Reconciliation
12. demonstrate the procedure for celebrating the Sacrament of Reconciliation, including an examination of conscience, the dialogue with the priest, reciting an Act of Contrition, and performing the Penance given by the priest.
13. identify the chalice, patton, cruets and tabernacle

2ND GRADE

STRAND III: Life in Christ

(Page 1 of 1)

“The dignity of the human person is rooted in his creation in the image and likeness of God; it is fulfilled in his vocation to divine beatitude” (CCC 1700).

A. Dignity of the Human Person

The student will:

1. explain that their decisions have consequences that affect others
2. imitate Jesus by forgiving others
3. discuss that they can try again when they make a mistake
4. discuss what it takes to be a friend and have a friend

B. Family Life/Human Sexuality

The student will:

1. tell how families can work together
2. discuss ways they can contribute to good family relationships
3. discuss touching safety
4. demonstrate respect for the personal space of others
5. tell how families can pray together
6. identify members of the Holy Family and recognize them as models for our families

C. Community

The student will:

1. identify that the community of God includes their family, the class, the parish, the outside community
2. describe the Church as a praying and worshiping community
3. describe how participation in Mass and prayer unites them into the Body of Christ
4. compare loving choices to selfish choices in community

D. Morality

The student will:

1. recognize a human has a body and a soul
2. recognize that their behavior affects their relationship with God and with others
3. discuss the difference between right and wrong
4. Define sin as choosing to disobey God’s law in thought, word, deed or omission
5. discuss respect for parents, teachers and other legitimate authorities

(Continued on page 86)

2ND GRADE

STRAND III: Life in Christ

(Page 1 of 1)

6. role play respect for peers
7. role play loving and selfish choices in real life situation
8. students will identify the source of our strength to do the right thing as grace
9. define grace as the free, undeserved help God gives us to become His children (CCC 1996)
10. develop the practice of the examination of conscience

E. Service/Social Justice/Servant Leadership

The student will:

1. define stewardship as gratefully sharing gifts of time, talent and treasure
2. recognize that God calls us to share our gifts with everyone
3. list ways that they can serve at home, in school, on the playground, in the community, etc.
4. identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Cardinal, Archbishop/Bishop, etc. (GDC 231, 232; Lumen Gentium 41)
5. demonstrate an attitude of respect and reverence for one's background and toward people of different cultural and economic backgrounds
6. participate in school, church and/or community service projects

2ND GRADE

STRAND IV: Prayer

(Page 1 of 1)

From **National Directory for Catechesis**:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. define prayer as talking and listening to God
2. identify the different types of prayer (blessing, adoration, petition, intercession, thanksgiving, and praise.)
3. review traditional prayers
4. recite the Act of Contrition, Morning Offering
5. identify appropriate times for prayer (morning, before bed, meal time, etc.)
6. demonstrate spontaneous prayers
7. participate in praying the rosary
8. genuflect in the presence of the Blessed Sacrament

3RD GRADE

STRAND I: Profession of Faith

(Page 1 of 5)

A. Sacred Scripture

The student will:

1. identify that the Bible is organized into books, chapters and verses
2. recognize the books of the Old Testament (Hebrew Scriptures) and New Testament (Christian Scriptures) from a list
3. retell Bible narratives, especially those that focus on the life, death, and resurrection of Jesus, the Miracles, the Parables, and the Beatitudes and the two Great Commandments
4. explain how the Scripture narratives can be implemented in daily life
5. retell the story of Moses and the Ten Commandments

B. Church History

The student will:

1. retell the call of the Apostles
2. tell that Peter was appointed the leader of the new church and was the first pope
3. describe the descent of the Holy Spirit at Pentecost. Explain that this is the birth of the Church.
4. explain the roles of the pope, bishops, priest, deacons, consecrated and laity
5. identify and discuss vocations in the church (clergy, religious, married couples, single life and consecrated life)
6. explain the relationship of the parish to the archdiocese / diocese and the universal church

C. Doctrine

The students will

1. recite the Apostles Creed
2. identify the four marks of the Church as one, holy, catholic, and apostolic
3. define the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in Heaven (CCC 962) (They should understand that we all are pilgrims on earth therefore we are also members of the Communion of Saints.)
4. describe the Church as the Body of Christ; clergy, laity, hierarchy, and communion of saints
5. explain the nature of the Trinity as three persons in one God - God is Father, Son and Holy Spirit
6. identify Mary as Mother of God and Mother of the Church
7. list and explain the important events in the life of Mary
8. discuss the concepts of Heaven, Hell, and purgatory
9. explain that Jesus will come again in glory at the end of the world to judge the living and the dead (CCC 1038 ff)

3RD GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 2 of 5)

A. Liturgy*The student will:*

1. plan and reverently participate regularly in celebrations of the Eucharist
2. plan and participate regularly in the Sacrament of Reconciliation
3. identify the seasons of the Church year: Advent, Christmas, Lent, Triduum, Easter, and Ordinary Time
4. discuss Advent and Lent as penitential seasons of preparation
5. participate in All Saints Day/All Souls Day practices (and other appropriate cultural celebrations related to this concept)
6. pray for the dead and discuss why we should pray for them (include the concept of Purgatory. (CCC 1030-1032)
7. list the Holy Days of Obligation and explain the purpose for each celebration
8. participate in seasonal liturgical activities including the Stations of the Cross, May Crowning, Living Rosary, etc.

B. Sacraments*The student will:*

1. use the Ten Commandments to write a personal Examination of Conscience
2. celebrate the seasons of Advent and Lent by reception of the Sacrament of Reconciliation
3. recall sacraments as the way we encounter God
4. define a sacrament as an outward sign instituted by Christ to give grace
5. list the seven sacraments
6. divide the sacraments into three categories: sacraments of initiation (Baptism, Eucharist and Confirmation), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/service (Holy Orders and Matrimony)
7. compare and contrast sacraments within the categories
8. discuss the signs and symbols of the sacraments of Holy Orders and Matrimony

3RD GRADE

STRAND III: Life in Christ

(Page 3 of 5)

A. Dignity of the Human Person

The student will:

1. discuss the source of human dignity as being created in the likeness and image of God
2. apply respect for all of humanity to concrete situations
3. dramatize situations where students apply respect for others
4. demonstrate awareness of the dignity of various cultures and races
5. discuss guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. examine human relationships as being built out of respect and love for self and others
2. describe ways members of a family serve one another following the example of the Holy Family
3. suggest ways to comfort family members who are sick or lonely (reference Works of Mercy)
4. discuss the responsibilities of children to their parents
5. discuss the responsibilities of parents to their children
6. discuss touching safety
7. demonstrate appropriate ways to show affection for immediate family members, extended family members, and friends
8. explain the relationship of attire and dress to respect for the human body

C. Community

The student will:

1. describe the Catholic Church as a community of believers
2. identify skills for building community (in the classroom, then in the school, in the parish, etc.) and design projects using these skills
3. identify the characteristics and value of honesty, self-discipline, and respect for life, rights, and property
4. identify that the good of each individual is related to the common good
5. identify persons with legitimate authority in the family, local church community, school community, civic community, etc.
6. explain that God is the source of all authority

3RD GRADE

STRAND III: Life in Christ

(Page 4 of 5)

D. Morality

The student will:

1. review what the ten commandments tell us what to do and not to do
2. identify the norms of Christian behavior as stated in the Ten Commandments
3. role play respect for others
4. respond to the love of God by being truthful, honest, helpful, forgiving, sacrificing, and living in peace
5. demonstrate obedience to rules, regulations, and legitimate authority
6. identify what the Ten Commandments tell us to do and not to do
7. recite the Ten Commandments from memory
8. recite the Two Great Commandments
9. define sin as choosing to disobey God's law in thought, word, deed, or omission
10. discuss the communal effects of sin
11. Develop the practice of examination of conscience

E. Service/Social Justice/Servant Leadership

The student will:

1. identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and less abled
2. identify actions, situations, behaviors, and attitudes which are not Christian or which violate human freedom
3. demonstrate care and respect for all of God's creation by responsible use of the Earth's resources
4. explain ways of being stewards who gratefully share gifts of time, talent and treasure
5. participate in school, church, and community service projects

3RD GRADE

STRAND IV: Prayer

(Page 5 of 5)

From ***National Directory for Catechesis***:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. distinguish between memorized prayers and spontaneous prayer
2. participate in traditional Marian devotions, i.e. May Crowning
3. recite the Rosary
4. review prayer as conversation with God
5. participate in meditative prayer
6. define the types of prayer (Blessing and adoration, petition, intercession, thanksgiving, and praise.)
Demonstrate a sample of each type.
7. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
8. demonstrate appropriate church customs in various liturgical situations
9. memorize and recite the Apostles Creed
10. introduce Acts of faith, Hope and Love
11. memorize Hail Holy Queen

4TH GRADE**STRAND I: Profession of Faith**

(Page 1 of 5)

A. Sacred Scripture*The student will:*

1. discuss the idea of covenant using the Bible narratives about Adam, Noah, Abraham, David, Moses, and Jesus
2. find Scripture passages and reference them by citing book, chapter, and verse
3. name the four evangelists and identify them as writers of the Gospels
4. define the Gospels as narratives of the life of Jesus
5. cite the Gospels of Matthew and Luke as containing the infancy narratives
6. read the scripture passages containing the Beatitudes
7. memorize and recite the Beatitudes
8. read scripture passages containing the Corporal and Spiritual Works of Mercy (Matt 5 – 7)
9. memorize recite the Corporal and Spiritual Works of Mercy
10. use a map to find Biblical locations
11. order the major events of salvation history on a time line

B. Church History*The student will:*

1. discuss the role of the Holy Spirit in the birth and growth of the Church
2. outline the growth of the early Church beginning with the Acts of the Apostles (the role of Sts. Peter & Paul and the apostles)
3. identify saints who assisted in the growth of religious life in the church (i.e. St. Anthony the Hermit, St. Benedict & St. Scholastica; St. Francis of Assisi & St. Clare, St. Dominic, St. Ignatius Loyola)
4. tell about the history of the Catholic Church in Colorado

C. Doctrine*The student will:*

1. define creed as a statement of belief
2. define the Apostles Creed as a list of the basic truths of the Catholic Church
3. explain basic beliefs of Catholics using the Apostles Creed
4. identify and discuss major doctrines related to the Blessed Virgin Mary, i.e. the Immaculate Conception, Annunciation, and Assumption

4TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 2 of 5)

A. Liturgy*The student will:*

1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, acting as lector, cantor, acolyte, gift bearers, ushers, etc.)
2. define the parts of the Mass as the introductory rite, the Liturgy of the Word and Liturgy of the Eucharist
3. explain how the major prayers of the liturgy (Penitential Rite, Confiteor, Gloria, Holy, holy, Lamb of God, Our Father, and the responses) fit into the structure of the Mass)
4. identify the vestments and sacred objects used in the Mass
5. match the colors of the vestments with liturgical seasons and special celebrations
6. explain the meaning of the colors of the liturgical seasons
7. experience and identify the cultural customs associated with saints, i.e. throat blessing on St. Blaise's day, blessing of animals on Feast of St. Francis of Assisi
8. participate in Penance Services
9. compare and contrast the Holy Sacrifice of the Mass with para-liturgical celebrations

B. Sacraments*The student will:*

1. define sacramentals as sacred signs that bear a resemblance to the sacraments
2. explain the difference between the seven sacraments and sacramentals
3. explain why the Eucharist is the center of the Church's life (CCC 1343)
4. define Matrimony and Holy Orders as sacraments of service/vocation
5. discuss the Sacrament of Reconciliation as a journey to conversion
6. identify the signs and symbols of the sacraments of anointing of the sick and reconciliation

4TH GRADE

STRAND III: Life in Christ

(Page 3 of 5)

A. Dignity of the Human Person

The student will:

1. define virtue as a disposition to do good (CCC 1833)
2. define the theological virtues (faith, hope, and charity)
3. define the cardinal virtues (prudence, fortitude, justice, and temperance)
4. apply the use of the virtues in real life situations
5. discuss the source of human dignity as our being created in the image and likeness of God
6. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. discuss the unity of the persons of the Trinity as the basis for communion of persons in the family (CCC 221)
2. discuss how/why the body is a temple of the Holy Spirit (1 Cor 6: 19-20, 1 Cor 3:16, 1 Cor 15:44-45)
3. discuss the practice of love as a sacrificial gift to others in the family
4. define the family as the domestic church
5. compare and contrast respect and/or love for self, peers, family members, and others
6. compare and contrast selfish and unselfish ways members of a family impact the life of the family
7. compare and contrast selfish and unselfish ways members of a class/school community impact the life of the class/school community
8. discuss touching safety
9. discuss appropriate social interactions between friends
10. discuss friendship in the context of the Great Commandment
11. use the creation story to illustrate the complementary nature of man and woman
12. discuss the effects of excluding, ignoring, and manipulating others
13. demonstrate appropriate ways to show affection for classmates and peers
14. define modesty in relation to dress and behavior

C. Community

The student will:

1. explain how Jesus' command to "love one another" applies to their own lives and school situations

(Continued on page 96)

4TH GRADE

STRAND III: Life in Christ

(Page 4 of 5)

2. identify the Church as the Body of Christ and describe ways the behavior of each person affects the whole membership
3. define prejudice, unjust discrimination, and racism and discuss their effects on community
4. respond to social injustice in the world by serving others
5. examine the importance of rules and order in family life, school situations, the church, and the wider community
6. demonstrate ways to teach others about the reign of God
7. explain how the authority of God is manifested in the hierarchy of the Catholic Church
8. identify ways to share your faith with others

D. Morality

The student will:

1. recite the Ten Commandments, in order, from memory
2. explain the deeper meaning of each of the ten commandments
3. identify the ten commandments as central to our relationship with God
4. discuss disobedience to the Ten Commandments as sin
5. identify serious sin as mortal sin and less serious sin as venial sin
6. list and explain the conditions that need to be present for a sin to be serious/mortal
7. define and explain intellect and free will
8. define conscience
9. develop the practice of the examination of conscience
10. discuss the formation of conscience with guidance from Sacred Scripture and the teachings of the Church
11. discuss how the Beatitudes are guidelines for a moral life
12. compare and contrast the Beatitudes and the values of modern day society
13. outline some ways in which people do not live up to ideals of the Beatitudes

E. Service/Social Justice/Servant Leadership

The student will:

1. demonstrate ways to apply the Beatitudes to every day life
2. demonstrate ways to apply the Spiritual and Corporal works of Mercy
3. participate in school, church, and community service projects

4TH GRADE

STRAND IV: Prayer

(Page 5 of 5)

From ***National Directory for Catechesis***:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. recite common prayers of the Catholic Church (see Appendix)
2. analyze the meaning of common prayers
3. compose original prayers
4. participate in traditional Marian devotions
5. discuss prayer as talking to and listening to God
6. participate in meditative prayer
7. list, compare, and contrast the different types of prayer (petition, thanksgiving, praise/adoration, contrition/sorrow) Demonstrate a sample of each type.
8. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
9. demonstrate appropriate reverence during prayer
10. demonstrate appropriate church customs in various liturgical situations
11. create a plan of personal daily prayer

5TH GRADE

STRAND I: Profession of Faith

(Page 1 of 6)

A. Sacred Scripture

The student will:

1. explain that the Gospels are the accounts of the life of Jesus
2. discuss that “God is the author of Sacred Scripture because He inspired its human authors” (CCC136)
3. identify that there are 46 books in the Old Testament
4. identify that there are 27 books in the New Testament
5. identify that the Pentateuch is the first five books of the Old Testament
6. list from memory the first five books of the Old Testament
7. find Scripture passages and reference them by citing book, chapter, and verse
8. identify and discuss Scripture passages related to each of the sacraments (see Appendix)
9. identify the Acts of the Apostles as the history of the early church

B. Church History

The student will:

1. discuss the Church as a sacrament of Christ in the world (an outward sign of Christ in the world)
2. discuss the development of the sacraments through Church history
3. identify some saints particularly associated with the sacraments (see Appendix)

C. Doctrine

The student will:

1. define sacrament as an outward sign instituted by Jesus entrusted to the Church by which life is dispensed to us (CCC 1131); the sacraments are the only known ways we received Jesus’ life within us-sanctifying grace
2. discuss the sacraments as a personal meetings with Christ today, through the signs and symbols, to give grace
3. discuss ways the Holy Trinity is manifested in the sacraments
4. identify “grace” as a free gift through which God helps us be friends with Him and live a holy life
5. identify and define the different kinds of grace: sanctifying grace, actual grace, and sacramental grace
6. discuss grace as necessary for salvation

5TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 2 of 6)

A. Liturgy*The student will:*

1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, acting as lector, cantor, acolyte, gift bearers, ushers, etc.)
2. outline the order of the Mass
3. explain the purpose of the vestments and sacred objects used in the Mass
4. match the colors of the vestments with liturgical seasons and special celebrations
5. explain the meaning of the colors of the liturgical seasons
6. define sacramentals as special prayers, actions or objects that turn our attention towards God, and prepare us to receive grace
7. give some examples of sacramentals (holy water, rosary, statues, medals, scapulars, holy cards, etc.) and describe their effects.
8. participate regularly in the celebration of the Sacrament of Reconciliation

B. Sacraments*The student will:*

1. define sacrament
2. list the seven sacraments
3. explain the meaning of and difference between “sign” and “symbol”
4. discuss the relationship between the sacraments
5. discuss the three categories of sacraments: sacraments of initiation (Baptism, Confirmation, and Eucharist), sacraments of healing (Reconciliation and Anointing of the Sick), sacraments of vocation/ service (Holy Orders and Matrimony) and identify who ministers each of the sacraments

Baptism

- a) explain Baptism is the liturgical event in which we are welcomed into the community and the beginning of a new life in grace
- b) renew Baptismal promises
- c) relate the story of the Baptism of Jesus to Baptism
- d) list and explain the signs and symbols of Baptism

Confirmation

- a) explain Confirmation as the liturgical event that strengthens and completes the grace of Baptism
- b) relate the account of Pentecost to Confirmation
- c) list the gifts and the fruits of the Holy Spirit
- d) list and explain the signs and symbols of Confirmation

5TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 3 of 6)

Eucharist

- a) explain Eucharist as an action of thanksgiving in which we receive the gift of Jesus through his sacrifice and his presence
- b) discuss the aspects of the Eucharist as both a meal and a sacrifice
- c) relate the story of the Last Supper to Eucharist
- d) discuss the meaning of transubstantiation
- e) list and explain the signs and symbols of Eucharist

Reconciliation

- a) define sin as an offense against God, a failure in genuine love of God and others (CCC 1440, 1849, 1857)
- b) explain reconciliation as restoring our covenant relationship with God and the Church community through God's mercy and forgiveness
- c) relate the story of the Prodigal Son to the sacrament of reconciliation
- d) identify the elements of a good confession: examination of conscience, contrition, confession, absolution, and penance.
- e) list and explain the signs and symbols of reconciliation

Anointing of the Sick

- a) explain Anointing of the Sick as a celebration of Christ's healing presence in our lives
- b) discuss various ways that healing may take place
- c) relate some of the healing stories of Jesus to the Anointing of the Sick
- d) list and explain the signs and symbols of Anointing of the Sick

Matrimony

- a) explain matrimony as a celebration of a grace-filled covenant and union between a man and a woman (Ephesians 5:32)
- b) discuss that the self-giving love of the sacrament mirrors Christ's divine love for His church
- c) relate the Wedding Feast of Cana to the sacrament of Matrimony
- d) discuss the characteristics of marriage as permanence, loving fidelity, openness to children, and mutual support
- e) list and explain the signs and symbols of Matrimony
- f) identify the couple as the ministers of the sacrament

Holy Orders

- a) explain Holy Orders as a celebration of the call to serve God's people through the ordained ministry
- b) discuss the evolution of the priesthood from the disciples in the early church
- c) relate the institution of the priesthood to the Last Supper
- d) identify the three orders of Holy Orders: deacons, priests, bishops
- e) discuss the difference between religious priests and diocesan priests
- f) list and explain the signs and symbols of Holy Orders

5TH GRADE

STRAND III: Life in Christ

(Page 4 of 6)

A. Dignity of the Human Person

The student will:

1. discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged, and dying
2. compare God's forgiveness of us with our call to forgive others
3. discuss the source of human dignity as our being created in the image and likeness of God
4. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. discuss the role of family in living out the common good
2. discuss the friendship and sacredness of marital love
3. describe sexuality as a gift from God
4. define sexual love as an expression of committed love within marriage and a sharing in God's power to create new life
5. discuss changes that occur during puberty and how they affect relationships (see Health/P.E. and Science Curriculum Guidelines for additional age appropriate information)
6. discuss appropriate ways to show affection for classmates and peers
7. discuss appropriate social interactions between friends
8. discuss touching safety
9. discuss the effects of excluding, ignoring, and manipulating others
10. define modesty in relation to dress and behavior
11. discuss our need for God's grace and the fruits of the Holy Spirit, especially modesty, chastity, and self-control, to use sexuality appropriately

C. Community

The student will:

1. explain vocations as a call to the single, married, religious, or ordained life
2. describe how each vocation builds up the community

5TH GRADE
STRAND III: Life in Christ

(Page 5 of 6)

D. Morality*The student will:*

1. memorize the Ten Commandments
2. discuss the application of the Ten Commandments to daily life
3. discuss how the Beatitudes are guidelines for a moral life
4. compare and contrast the Beatitudes and the values of modern day society
5. outline some ways in which we can live up to ideals of the Beatitudes
6. write a personal examination of conscience based on the Ten Commandments and the Beatitudes
7. discuss how the fruits and gifts of the Holy Spirit help us to lead a holy life

E. Service/Social Justice/Servant Leadership*The student will:*

1. define stewardship as giving of oneself to care for self, world, and others as an integral part of Christian living
2. discuss how the sacraments empower us to serve others
3. participate in school, church, and community service projects

5TH GRADE

STRAND IV: Prayer

(Page 6 of 6)

From **National Directory for Catechesis**:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. recite common prayers of the Catholic Church (see Appendix)
2. analyze the meaning of common prayers
3. compose original prayers
4. participate in traditional Marian devotions
5. recite the Mysteries of the Rosary from memory
6. participate in meditative prayer
7. demonstrate the use of different types of prayer
8. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
9. demonstrate appropriate reverence during prayer
10. demonstrate appropriate church customs in various liturgical situations
11. create a plan of personal daily prayer

6TH GRADE

STRAND I: Profession of Faith

(Page 1 of 6)

A. Sacred Scripture

The student will:

1. identify sacred scripture as the speech of God as it is put down in writing under the breath of the Holy Spirit (CCC 81)
2. discuss the Bible as a collection of books, inspired by the Holy Spirit and written by various authors, defined by the Catholic church by the late 4th century
3. discuss that “God is the author of Sacred Scripture because he inspired its human authors” (CCC 136)
4. identify that there are 46 books in the Old Testament
5. identify that there are 27 books in the New Testament
6. identify that the Pentateuch is the first five books of the Old Testament
7. list from memory the first five books of the Old Testament
8. group the books of the Old Testament under the correct categories: Law, History, Wisdom, Prophets
9. define covenant as a “solemn agreement between human beings or between God and a human being involving mutual commitments or guarantees” (CCC Glossary p. 873)
10. define “covenant” and “testament” as synonymous
11. give examples of Old Testament covenant relationships: Adam and Eve, Noah, Abraham and his descendants, Moses, David, Jeremiah
12. discuss how Jesus fulfills the Old Covenant and establishes the New and Eternal Covenant
13. discuss the role of the creation narrative and Adam and Eve in salvation history
14. define salvation history as God’s unfolding work of salvation in all of history
15. retell narratives about important figures in the Old Testament such as patriarchs, judges, kings, and prophets in the context of salvation history
16. identify how specific events of the Old Testament foreshadow Christ

B. Church History

The student will:

1. explore the Jewish roots of our Christian faith, for example
 - a) Sacrifice
 - b) Priesthood – Tribe of Levi
 - c) Melchizedek
 - d) Passover
 - e) Suffering Servant (Isaiah)
 - f) Lamb of God

6TH GRADE

STRAND I: Profession of Faith

(Page 2 of 6)

C. Doctrine

The student will:

1. identify God the Father as the creator, Jesus as the Messiah and fulfillment of the Old Covenant, and the Holy Spirit as the inspiration of Sacred Scripture, the breath of life, and fire of love
2. define an angel as “a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of his saving plan. “(CCC glossary p.866)
3. define Scripture and Tradition as the one common source of Revelation, they are two distinct modes of transmission of Revelation.
4. define tradition as the living transmission of the Word of God handed on from generation to generation through the apostolic succession in the Church

6TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 3 of 6)

A. Liturgy*The student will:*

1. celebrate Advent as a liturgical season of waiting and preparation for the coming of the Messiah in history, in our daily lives, and at the end of the world
2. celebrate Christmas as a liturgical season that fulfills the Old Testament promise of the coming of the Messiah
3. celebrate Lent as a liturgical season of repentance and renewal. Identify some traditions/practices used by the Old Testament people and early Christian communities and relate them to modern day observances and regulations.
4. discuss the signs, symbols, and events of the Easter Triduum
5. celebrate Easter as a liturgical season that commemorates the Resurrection of Christ from the dead
6. participate regularly in the Sacraments of Eucharist and Reconciliation

B. Sacraments*The student will:*

1. give some examples of Old Testament events that prefigure the sacraments (see Appendix)
2. describe some sacramental actions of the Church that originated in Jewish rituals

6TH GRADE

STRAND III: Life in Christ

(Page 4 of 6)

A. Dignity of the Human Person

The student will:

1. discuss the source of human dignity as our being created in the image and likeness of God
2. defend the idea of human dignity based on the creation and covenant passages of the Old Testament
3. point out some of the persecutions endured by the Jewish people in the Old Testament, throughout history, and into modern time
4. identify some other groups or persons that have been persecuted and indicate why
5. identify some school situations where individuals or groups are persecuted
6. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. define friendship as a gift of self in imitation of Christ that leads others to a greater good (CCC 2347)
2. define and discuss that the covenant of marriage is rooted in the original unity of the creation of Adam and Eve
3. compare the covenant of marriage to the Old Testament covenants
4. compare Old Testament families and how their actions affect their relationships, with events and relationships in today's families
5. discuss sexuality as a gift from God
6. give special consideration to the 6th and 9th commandments and how they apply to young people
7. discuss appropriate ways to show affection for classmates and peers
8. discuss the negative consequences of inappropriate displays of affection
9. discuss the value of friendships
10. define and discuss the purpose of "dating" for the discernment of a future spouse
11. discuss the effects of excluding, ignoring, and manipulating others
12. discuss changes that occur during puberty and their effect on relationships
13. discuss touching safety
14. evaluate contemporary lifestyles and identify those that undermine the value of life
15. discuss chastity as a gift from God that is protected by His grace

(Continued on page 108)

6TH GRADE

STRAND III: Life in Christ

(Page 5 of 6)

16. discuss practices that protect the beautiful gift of chastity including; appropriate modest dress, language, prayer, sacraments and devotion to Mary
17. identify the marital act as unitive and procreative

C. Community

The student will:

1. recognize the diversity of cultures, traditions, talents and gifts
2. recognize the family as a source of spiritual values, religious practices, customs, and traditions that help shape one physically, psychologically and socially
3. review the 10 principles of social justice
4. demonstrate responsibility for choices and their consequences for the community
5. identify ways that God called individuals in the Old Testament to serve in the community and formulate examples of ways that God continues to call us to serve in the community today
6. demonstrate the skill of listening - to hear others respectfully, and to be open to the voice of God
7. explain vocations as a call to the single, married, religious, or ordained life
8. describe how each vocation builds up the community

D. Morality

The student will:

1. memorize the Ten Commandments
2. identify the Ten Commandments as the moral guideline for God's people
3. analyze each of the Commandments and relate it to their personal relationship with God and each other
4. identify that the Ten Commandments reflect the natural law

E. Service/Social Justice/Servant Leadership

The student will:

1. define God's call to leadership as a call to service for the community
2. study the leadership roles of the Old Testament prophets including their attitude toward the poor, the disadvantaged, immigrants, and the needs of the community
3. identify Old Testament ideas of tithing and Jubilee debt forgiveness (i.e., Leviticus 25:8-22)
4. tell about the lives of some modern day witnesses and their service to society
5. help design, organize, and/or participate in a student-directed service project

6TH GRADE STRAND IV: Prayer

(Page 6 of 6)

From ***National Directory for Catechesis***:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. recite common prayers of the Catholic Church (see Appendix)
2. identify the Psalms as a collection of hymns or poetry collected over several centuries and used as the public prayer of the Church (CCC 2585 ff)
3. list the categories of Psalms
4. compose personal prayers based on the model of Old Testament prayers
5. identify some places where the Catholic Church uses the psalms (at Mass, in the Liturgy of the Hours, etc.)
6. pray the psalms
7. participate in traditional Marian devotions
8. discuss the role of persistence in prayer to overcome difficulties
9. locate the “Hear O Israel” prayer in Deuteronomy Chapter 6 and identify it as the Hebrew Creed. Describe how it is used in worship and daily life.
10. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
11. participate in meditative prayer
12. demonstrate the use of different types of prayer
13. demonstrate appropriate reverence during prayer
14. demonstrate appropriate customs in various liturgical situations
15. pray for openness and generous response to God’s call in their lives

7TH GRADE

STRAND I: Profession of Faith

(Page 1 of 7)

A. Sacred Scripture

The student will:

1. explain that the Gospels are the accounts of the life of Jesus
2. examine events in the Gospels from the Annunciation to the Resurrection
3. compare the style and the audiences of the four Gospels
4. identify the symbols of the evangelists
5. analyze passages of the gospel that give evidence of the divine and human characteristics of Jesus
6. retell and explain some of the miracles of Jesus
7. define parables as stories Jesus told to teach a lesson about the Kingdom of God
8. retell some parables and explain them in meaningful terms for our lives today
9. identify the Beatitudes/Sermon on the Mount as the central message in Jesus' teaching
10. define the Epistles as letters written to various early Christian communities to encourage them to follow the teachings of Jesus
11. identify themes in the Epistles (community, law, grace, salvation, Body of Christ, love, second coming, etc.)
12. analyze some themes in the Epistles and compare them to our lives today
13. identify how Jesus fulfills Old Testament prophesy

B. Church History

The student will:

1. retell how the Apostles were selected and commissioned
2. trace the establishment of the Church from the preaching of Jesus, through the Pascal mystery, Pentecost, and apostolic succession
3. examine the role of the Holy Spirit within the early Church
4. discuss Mary's role in the history of the Church
5. explore the development of various Catholic feast days based on cultural traditions (St. Nicholas, Christmas, St. Patrick, etc.)

7TH GRADE

STRAND I: Profession of Faith

(Page 2 of 7)

C. Doctrine

The student will:

1. list and explain the titles of Jesus
2. identify the mission of Jesus as Savior of all
3. define the Incarnation as the Son of God assumed a human nature in order to accomplish our salvation in it
4. define hypostatic union as Jesus Christ being true God and true Man in one Person
5. define Transubstantiation as the unique change of the Eucharistic bread and wine into the Body and Blood of Jesus at the consecration of the Mass
6. describe events in the life of Mary found in the Gospel and tradition
7. identify and explain the dogmas of the Immaculate Conception and the Assumption
8. discuss the apparitions of Mary approved by the Church: Our Lady of Lourdes, Our Lady of Fatima, Our Lady of Guadalupe, etc.
9. explain the titles of Mary given to her from tradition and proclamation
10. recall that an angel is “a spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of his saving plan.”
(CCC glossary p.866)
11. list the names of the archangels (Michael, Gabriel, and Raphael) and describe the tasks associated with them
12. explain the Communion of Saints as the pilgrims on earth, the dead whom are being purified, and the blessed in Heaven (CCC 962)
13. explain the concept of Purgatory, as identified in 2 Maccabees 12:38-46 and Church tradition
14. relate the second coming of Christ as found in passages from the Gospels, Epistles and Revelation 22:17
15. explain particular judgment and general judgment

7TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 3 of 7)

A. Liturgy*The student will:*

1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, acting as lector, cantor, acolyte, gift bearers, ushers, etc.)
2. examine the parts of the Mass
3. define the Sacramentary and describe its purpose
4. explain the parts of the Mass and how they fit into the order of the Liturgy
5. read, discuss, and reflect on the readings from the upcoming Sunday
6. participate regularly in the Sacrament of Reconciliation

B. Sacraments

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

The student will:

1. explain how Jesus instituted the sacraments to give grace
2. identify Gospel and other New Testament passages that reflect the institution of the sacraments (see Appendix)
3. Confirmation (This sacrament should be considered in detail in the year when students are confirmed. This may be done in 6th, 7th or 8th grade.)
4. define and explain Confirmation as the “sacrament that completes the grace of Baptism by a special out pouring of the gifts of the Holy Spirit which seal or confirm the baptized in union with Christ and equip them for active participation in the worship and apostolic life of the church” (CCC 1285). (See Glossary of the CCC p. 872)
5. examine Confirmation as one of the sacraments of initiation
6. list from memory and discuss the gifts and fruits of the Holy Spirit
7. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit

7TH GRADE

STRAND III: Life in Christ

(Page 4 of 7)

A. Dignity of the Human Person

The student will:

1. discuss the source of human dignity as our being created in the image and likeness of God
2. defend the idea of human dignity based on the life and teachings of Jesus
3. describe all human life as sacred from conception to natural death
4. identify some basic rights of all human persons
5. describe and give examples from Scripture about how Jesus treated people
6. use the Beatitudes and the Sermon on the Mount (Matt 5 – 7) as guidelines for living a Christian life
7. give examples of ways to apply the model of Jesus to their daily lives
8. compare and contrast Christian and secular norms for “success”
9. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. identify the human life-cycle and the different ages and stages present in a family unit
2. evaluate the effects of one's growth and maturation on relationships
3. define and discuss Catholic virtues and their application (i.e. love, respect, honesty, etc.) to build mature relationships with the opposite sex and all members of society
4. describe the value of the virtue of chastity and ways to live a chaste life. (See the definition of chastity in the glossary of CCC, p.870.)
5. identify and define offenses against chastity (CCC 2351-2356)
6. discuss chastity as a gift from God that is protected by His grace
7. discuss practices that protect this beautiful gift including; appropriate modest dress, language, prayer, sacraments and devotion to Mary
8. Identify the marital act as unitive and procreative
9. Identify true love as free, total, faithful and fruitful
10. discuss the deeper meaning of Christ's commandment “to love one another as I have loved you” as it applies to spousal love
11. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love
12. define marriage as the one flesh union between husband and wife modeled after Christ's union with the Church

(Continued on page 114)

7TH GRADE

STRAND III: Life in Christ

(Page 5 of 7)

13. explore situations where peer pressure impacts the decisions one makes both positively and negatively
14. discuss touching safety
15. discuss the changes in relationships with persons of the other gender
16. define pornography and discuss appropriate responses (CCC 2523)
17. evaluate contemporary lifestyles and identify those that undermine the value of life
18. define modesty in relation to dress and behavior

C. Community

The student will:

1. describe the family as a source of spiritual values, religious practices, customs and traditions that help shape one physically, psychologically, and socially
2. identify ways that God calls individuals in the New Testament to serve in community and formulate examples of ways that God continues to call us to serve in the community today
3. identify their talents and gifts and describe ways to share these with the community
4. describe the benefits and challenges of vocations to the single, married, religious, or ordained life
5. describe how each vocation builds up the body of Christ

D. Morality

The student will:

1. discuss ways that the Gospel events and the parables of Jesus show us how to live a moral life
2. define the types of sin (mortal, venial)
3. compare and contrast sins of omission and sins of commission
4. discuss the sacrament of Reconciliation as a way to restore the relationship with God and the community
5. discuss the consequences of sin to individuals and to the whole body of Christ
6. compose a personal examination of conscience based on the Ten Commandments and the Beatitudes
7. list and explain the cardinal or moral virtues, the theological virtues, and the seven capital sins

7TH GRADE
STRAND III: Life in Christ

(Page 6 of 7)

E. Service/Social Justice/Servant Leadership*The student will:*

1. select some Gospel passages in which Jesus demonstrated a life of service to others
2. discuss how gospel values are the foundation of social, economic, and political choices
3. create suggestions for peaceful alternatives and solutions for poverty, violence, oppression, etc. which rob persons of their human dignity
4. discuss that every right has a corresponding responsibility. Identify some responsibilities related to the rights of human persons.
5. identify the principles of social justice (see Appendix for resources)
6. take age-appropriate action to make their voices heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)
7. help design, organize, and/or participate in a student-directed service project
8. identify some saints who modeled social justice principles

7TH GRADE STRAND IV: Prayer

(Page 7 of 7)

From ***National Directory for Catechesis***:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. recite common prayers of the Catholic Church
2. identify some familiar prayers of New Testament figures (Magnificat of Mary, canticles of Zachariah, Simeon, and Anna in Luke, etc.)
3. identify gospel passages that demonstrate the importance of prayer in Jesus’ life
4. analyze the seven petitions of the Our Father
5. discuss the effectiveness of prayer in working toward peace and justice
6. pray for openness and generous response to God’s call in their lives
7. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
8. participate in traditional Marian devotions
9. participate in meditative prayer
10. demonstrate the use of different types of prayer
11. demonstrate appropriate reverence during prayer
12. demonstrate appropriate customs in various liturgical situations

8TH GRADE

STRAND I: Profession of Faith

(Page 1 of 7)

A. Sacred Scripture

The student will:

1. identify and discuss the New Testament passages where Jesus establishes his Church
2. trace the growth of the Church beginning with Pentecost, through Paul's journeys through the Acts of the Apostles and the Epistles
3. review the commandments, Beatitudes and the new law as the basis for Church moral teaching

B. Church History

The student will:

1. explain Pentecost as the birthday of the Church
2. discuss the selection of a replacement for Judas
3. tell about the conversion of Saul/Paul
4. discuss the missionary work of Paul and Barnabas
5. retell the events of the Council of Jerusalem. Identify the most important issues decided there. (Acts 10–15)
6. discuss the trials endured by the early disciples and apostles
7. discuss apostolic succession
8. trace the development of the Church through the Roman persecutions to the present
9. explain the result of Constantine's recognition of the Church
10. identify early heresies and the councils that dealt with them, i.e. Nicaea
11. discuss the contribution of orders of religious and stages of religious life to the growth of the Church
12. identify the beginning of the Muslim religion, the birth of the prophet Mohammad, the growth of Islam
13. discuss the reasons for the Crusades and their result
14. discuss the reasons for and consequences of the schism between the Eastern and Western Church
15. explain the reasons for and results of the Inquisition
16. discuss the Reformation and rise of Protestant churches
17. tell about the missionary activity of the Church throughout history
18. identify the reason for the Council of Trent
19. name and briefly discuss documents of the Second Vatican Council
20. retell the story of the saints instrumental in the growth of the Church throughout history
21. identify important historical figures in the Catholic Church in the United States and Colorado (see Appendix)

8TH GRADE

STRAND I: Profession of Faith

(Page 2 of 7)

C. Doctrine

The student will:

1. compare and contrast the Catholic beliefs of the Eucharist with the beliefs of non-Catholic Christians
2. discuss major heresies and the truths that are affirmed (i.e. Docetism, Arianism, Nestorianism, Monophysitism, Gnosticism, Jansenism, Iconoclasm, etc.)
3. list and explain the four marks of the Church (one, holy, catholic, and apostolic)
4. define the doctrine of Papal Infallibility and the primacy of the pope
5. describe the hierarchy of the Catholic Church. Explain some of the responsibilities of the membership of each group.
6. analyze the Nicene Creed and analyze its elements
7. compare the Apostles Creed and the Nicene Creed
8. memorize the precepts of the Church and give the major understandings of each one

8TH GRADE**STRAND II: Celebration of the Christian Mystery**

(Page 3 of 7)

A. Liturgy*The student will:*

1. participate regularly in the planning and celebration of the Eucharist (i.e. writing the intercessory prayers, acting as lector, cantor, acolyte, gift bearers, ushers, etc.)
2. participate regularly in the Sacrament of Reconciliation
3. recite the Holy Days of Obligation including their dates
4. read, discuss, and reflect on the readings from the upcoming Sunday
5. define Lectionary and explain the purpose of the Lectionary
6. discuss the Sunday (A, B, C) and Daily (I, II) cycles of readings

B. Sacraments

(Confirmation should be considered in detail in the year when students are confirmed. This may be done in 6th, 7th or 8th grade.)

The student will:

1. identify the sacraments of initiation and discuss application to their daily lives
2. define and explain Confirmation as the “sacrament that completes the grace of Baptism by a special out pouring of the gifts of the Holy Spirit which seal or confirm the baptized in union with Christ and equip them for Active participation in the worship and apostolic life of the church. (CCC 1285)” (See Glossary of the CCC p. 872)
3. examine Confirmation as one of the sacraments of initiation
4. list from memory and discuss the gifts and fruits of the Holy Spirit
5. describe real-life situations in which they have need of the fruits and gifts of the Holy Spirit
6. discuss Eucharist as source and summit of the life of a Catholic

8TH GRADE

STRAND III: Life in Christ

(Page 4 of 7)

A. Dignity of the Human Person

The student will:

1. discuss the source of human dignity as our being created in the image and likeness of God
2. describe all human life as sacred from conception to natural death
3. identify some basic rights of all human persons
4. describe and give examples from early Church history of the Christian ideal for respecting others
5. compare and contrast Christian and secular norms for “success”
6. identify local, national and/or global situations in which the dignity of the human person is not respected
7. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity

B. Family Life/Human Sexuality

The student will:

1. discuss the deeper meaning of Christ’s commandment “to love one another as I have loved you” as it applies to spousal love
2. compare and contrast the true image of marital love as God intended versus contemporary media portrayals of love
3. define marriage as the one flesh union between husband and wife modeled after Christ’s union with the Church
4. identify the two purposes of marriage as unity/mutual support and procreation
5. explain the Church’s teachings regarding family planning and birth control
6. describe the value of the virtue of chastity and ways to live a chaste life. (See the definition of chastity in the glossary of CCC, p.870.)
7. demonstrate familiarity with the teachings of the Catholic Church regarding sexual moral values and behavior by discussing appropriate choices in contemporary, real-life, situations
8. discuss the changes in relationships with persons of the other gender
9. explore situations and appropriate responses when peer pressure impacts the decisions one makes both positively and negatively
10. discuss touching safety
11. discuss appropriate responses to pornography and explain that pornography denigrates the human condition
12. evaluate contemporary lifestyles and identify those that undermine the value of life
13. define modesty in relation to dress and behavior

8TH GRADE

STRAND III: Life in Christ

(Page 5 of 7)

C. Community

The student will:

1. explain that Baptism includes a call to be leaven in the world
2. explain how Baptism connects them to a universal community of believers beginning with their own parish community
3. describe how their membership in the Body of Christ gives them a responsibility to each other member of the human community
4. describe the benefits and challenges of vocations to the single, married, religious, or ordained life
5. describe how each vocation builds up the body of Christ
6. charitably explain and defend Catholic doctrine using history, Sacred Scripture and common sense

D. Morality

The student will:

1. define and give some examples of social sin (CCC 1869)
2. dramatize and/or demonstrate ways to use the virtues to respond to situations involving personal and/or social sin (CCC 1869)
3. define the role of conscience and circumstance in moral decision-making
4. identify universal moral truths
5. explain that God's laws are above human laws
6. evaluate a situation where God's law is in conflict with human law
7. recite and analyze the Two Great Commandments
8. identify grace as the source of healing for the wound of original sin
9. identify grace as the power by which we live our the moral life
10. identify that prayer allows access to the grace that allows us to be good (CCC 1742)
11. identify the three parts of the moral act; the object, the intention, and the circumstances (CCC 1750)
12. explain that the Beatitudes respond to the natural desire for happiness (CCC 1718)
13. identify that God puts us in the world to know, to love, and to serve him, and so to come to paradise and this is the goal of the moral life (CCC 1721)

8TH GRADE

STRAND III: Life in Christ

(Page 6 of 7)

E. Service/Social Justice/Servant Leadership

The student will:

1. assess how Catholic values help us make social, economic, and political choices
2. create suggestions for peaceful alternatives and solutions for poverty, violence, oppression, etc. which rob persons of their human dignity
3. discuss that every right has a corresponding responsibility. Identify some responsibilities related to the rights of human persons.
4. explain the principles of social justice (see Appendix for resources.)
5. relate the Spiritual and Corporal Works of Mercy to works of social justice
6. take age-appropriate action to make their voices heard on social justice issues (i.e., write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.)
7. help design, organize, and/or participate in a student-directed service project
8. retell the life of a saint who modeled social justice
9. identify the vocations in the church and describe their roles

8TH GRADE

STRAND IV: Prayer

(Page 7 of 7)

From **National Directory for Catechesis**:

Learning by Heart

Effective catechesis also incorporates learning “by heart.” For centuries the living tradition of the faith was handed on principally through the oral tradition. From the earliest time, catechesis has relied on the Creed, the sacraments, the Decalogue, and prayers, especially the Our Father, as primary instruments of transmitting the faith.

In order to learn the principal truths of the faith, these instruments were easily committed to memory in lieu of textbooks or other printed materials and could be recalled often as the basis of catechetical instruction. “Use of memory, therefore, forms a constitutive aspect of pedagogy of the faith since the beginning of Christianity” (GDC, no. 154).

The principal formulations of the faith: basic prayers; key biblical themes, personalities, and expressions; and factual information regarding worship and Christian life should be learned by heart (NDC p. 102).

The student will:

1. recite common prayers of the Catholic Church (see Appendix)
2. discuss the effectiveness of prayer in working toward peace and justice
3. pray for openness and generous response to God’s call in their lives
4. discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hours, and Benediction
5. participate in meditative prayer
6. participate in traditional Marian devotions
7. demonstrate the use of different types of prayer
8. demonstrate appropriate reverence during prayer
9. demonstrate appropriate customs in various liturgical situations

HIGH SCHOOL

STRAND I: Profession of Faith

(Page 1 of 10)

The scope and sequence of the Religion curriculum differs slightly at each of the Archdiocesan high schools. All topics listed are covered at both schools, but the courses have different names and are offered in different years. In the high schools each student takes at least eight courses in theology. Electives are also offered in this subject.

From ***National Catechetical Directory***:

Catechesis for pre-adolescents and adolescents should take into account their physical, social, and psychological conditions. Since adolescence is the age of hero worship, it is helpful to present the words and example of Jesus as well as the lives and deeds of the saints in ways that appeal to young people. Such catechesis should present Christ as the Son of God, friend, guide, and model who can be not only admired but also imitated. It should also present the basic content of his Revelation.

Since their minds are increasing in capability, catechesis for adolescents should make clear the rational basis for faith, the inner coherence of the truths of the faith, and their relation to one another. It should also help adolescents to articulate the beliefs and teachings of the Church and to apply them to their lives.... Since they are better able to experience faith as a deeper relationship with God than younger children, prayer and service to others in the name of Christ become more meaningful to them. This is an opportune developmental time to stress their baptismal commitment to evangelization. Because the example of adults is so important to them, their participation in the Mass, the sacraments, and other rituals alongside adults incorporates them further into the life of the Church. They may be invited to take a more active part in planning and celebrating liturgical experiences, especially the Eucharist. They should be given frequent and regular opportunities to receive the Sacrament of Penance and Reconciliation (NDC p. 199).

The most effective catechetical programs for adolescents are integrated into a comprehensive program of pastoral ministry for youth that includes catechesis, community life, evangelization, justice and service, leadership development, pastoral care, and prayer and worship. Such programs aim to empower young people to live as disciples of Christ in our world today...

Specifically, catechesis with adolescents

1. Teaches the core content of the Catholic faith as presented in the Catechism of the Catholic Church—the profession of faith, celebration of the Christian mystery, life in Christ, and Christian prayer—in order to provide a solid foundation for continued growth in faith
2. Recognizes that faith development is lifelong and therefore provides developmentally appropriate content and processes around key themes of Catholic faith that respond to the age-appropriate needs, interests, and concerns of younger and older adolescents (emphasis added)
3. Integrates knowledge of the Catholic faith with liturgical and prayer experiences and the development of practical skills for living the Catholic faith in today's world
4. Utilizes the life experience of adolescents, fostering a shared dialogue between the life of the adolescent—with his or her joys, struggles, questions, concerns, and hopes—and the wisdom of the Catholic Church (emphasis added)
5. Engages adolescents in the learning process by incorporating a variety of learning methods and activities through which adolescents can explore and

HIGH SCHOOL
STRAND I: Profession of Faith

(Page 2 of 10)

6. learn important religious concepts of the Scriptures and Catholic faith—a variety of learning approaches, including music and media, keeps interest alive among adolescents and responds to their different learning styles
7. Involves group participation in an environment that is characterized by warmth, trust, acceptance, and care, so that young people can hear and respond to God’s call (fostering the freedom to search and question, to express one’s own point of view, and to respond in faith to that call)
8. Provides for real-life application of learning by helping adolescents to apply their learning to living more faithfully as Catholic adolescents—considering the next steps that they will take and the obstacles that they will face
9. Promotes family faith development through parish and school programs by providing parent education programs and resources, incorporating a family perspective in catechetical programming, and providing parent-adolescent and intergenerational catechetical programming
10. Promotes Christian attitudes toward human sexuality
11. Recognizes and celebrates multicultural diversity within the Church’s unity by including stories, songs, dances, feasts, values, rituals, saints, and heroes from the rich heritage of various cultures
12. Incorporates a variety of program approaches, including parish and school programs; small-group programs; home-based programs, activities, and resources; one-on-one and mentoring programs; and independent or self-directed programs or activities
13. Explicitly invites young people to explore the possibility of a personal call to ministry and the beauty of the total gift of self for the sake of the kingdom based on a prayerful reflection within the celebration of the sacraments (e.g. Holy Eucharist, Penance and Reconciliation) (NDC pp. 201-202).

HIGH SCHOOL STRAND I: Profession of Faith

A. Sacred Scripture

(Page 3 of 10)

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

Old Testament

The student will:

1. examine, define, and/or explain these essential ideas from the Old Testament:
 - a) history/salvation history
 - b) covenant
 - c) cycle of sin
 - d) relationships
 - e) canon (purpose for the selections included and those not included in the Catholic Bible)
 - f) languages
 - g) inspiration
 - h) the four traditions (Yahwist, Elohist, Priestly, Deuteronomy)
2. read and examine *Dei Verbum*
3. using the Pentateuch as a basis,
 - a) list and define the books of the Pentateuch
 - b) explain and discuss that humans are made in the image of God, having intellect and will
 - c) develop the concept of the introduction and the spread of sin
 - d) compare the sacrament of marriage with the covenant relationship between God and the chosen people
 - e) retell the accounts of the lives of the patriarchs (Abraham, Isaac, Jacob and Joseph) and identify what moral and spiritual lessons they teach
 - f) compare and contrast the patriarchs (Abraham, Isaac, Jacob and Joseph) as historical figures from Genesis, Ch. 11 and the covenants established between them and God
 - g) retell the account of the Exodus, especially the life of Moses
 - h) identify and analyze the basic symbols of the shaping of the holy nation during the 40 years in the wilderness: Ten Commandments, Golden Calf, Tabernacle
4. using the Book of Joshua
 - a) define the Conquest as the fulfillment of God’s promise to the Israelites
 - b) explain examples that identify Joshua as a man of prayer
 - c) discuss the division of the Promised Land into twelve regions and the implications this has for the history of the Jewish people and Christian salvation history
5. using books from the time of the Judges (Books of Judges, Ruth, Judith, Esther)

HIGH SCHOOL STRAND I: Profession of Faith**A. Sacred Scripture**

(Page 4 of 10)

- a) explain the Old Testament understanding of the role of a judge as a military leader and hero
 - b) describe the unique qualities of this period
 - c) identify and describe the major events and the major characters of this period
6. using books from the time of Kings (Books of Samuel, Kings)
- a) examine the shift from the role of the Judges to the role played by Samuel the Prophet
 - b) describe the call for a king and establishment of the kingship of Saul, David and Solomon
 - c) prayer
 - d) covenant/messianic prophecy
 - e) temple
 - f) servant leadership
 - g) research and analyze the causes and consequences of the divided kingdom
7. using the Prophetic Books
- a) discuss the three roles of persons: priest, prophet, and king
 - b) examine the role of the prophets in salvation history
 - c) discuss prophets of the eighth century: Amos, Hosea, Isaiah, Micah
 - ♦ draw a parallel between God's call to the prophets, to prophetic people in the 20th century, and people in our times
 - d) discuss prophetic literature
 - e) identify the prophets of the fall of Judah and exile: Jeremiah, Ezekiel
 - ♦ examine the theology of these prophets and the message they received from God
 - d) discuss the post-exilic literature: Ezra, Nehemiah
 - ♦ discuss Servant songs of Isaiah
 - ♦ explore the empires in the Books of Esther, Jonah, Ruth
8. using the books of Wisdom Literature
- a) explain the purpose for the wisdom books: Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, and Sirach
 - b) retell the story of Job and relate his experience to their own personal experiences
 - c) read Book of Proverbs and relate it to their own lives
 - d) identify places where psalms are used in modern liturgy
 - e) summarize the remainder of the books and themes
9. identify the Book of Daniel as Apocalyptic Literature
10. summarize the remainder of the books and themes in the Old Testament, including using the Book of Maccabees as a support for the idea of Chanukah in the Jewish tradition and purgatory in the Catholic teaching

HIGH SCHOOL STRAND I: Profession of Faith

A. Sacred Scripture

(Page 5 of 10)

New Testament

The student will:

1. identify the word “canon,” apply it to the New Testament, and explore the reasons for its development
2. identify divisions in the New Testament as Gospels, Acts of the Apostles, Letters, and the Book of Revelation.

Gospels

The student will:

1. identify the synoptic and non-synoptic Gospels
2. identify the parallel elements of the synoptic Gospels, including infancy narratives, passion, death, resurrection, etc.
3. explore and describe the differences among the Gospels
4. discuss the religious sects and their influence during the time of the Gospels (Pharisees, Sadducees, Essenes, Zealots, Herodians, etc.)
5. describe the audiences for each of the Gospel writers, where, when, and why they were writing
6. discuss the three-stage development of the Gospels as 1) life and teaching of Jesus, 2) oral tradition, 3) written gospels.
7. describe the role of Divine Inspiration in the writing of the Gospels
8. describe and analyze the teaching methods of Jesus
 - a) parables
 - b) miracles
 - c) sermons
 - d) Prayer
9. discuss the roles of Jesus in Salvation History: priest, prophet, servant-king
10. describe how Jesus is the fulfillment of the Old Testament Prophecies
11. explain how Jesus establishes the New Covenant
12. place significant events of the public life of Jesus in chronological order from the Baptism to the Ascension
13. identify the foundations of Catholic Eucharistic theology as seen in John:6 and the parallels in the synoptic Gospels
14. explain the significant teachings of Jesus regarding the:
 15. Kingdom of God
 16. Law of Love/New Commandment
 17. Beatitudes

HIGH SCHOOL STRAND I: Profession of Faith

A. Sacred Scripture

(Page 6 of 10)

Acts of the Apostles

The student will:

1. identify Acts of the Apostles as a history of the early church
2. list and describe the lives of the important saints in Acts of the Apostles that played a significant role in the early church
3. explore and describe the appearances of Jesus to the disciples between the Resurrection and the Ascension
4. analyze the significance of the Pentecost event
5. describe how God continued to work miracles through the Apostles
6. describe the role of Peter as leader in the early Church, especially at the Council of Jerusalem (Acts: 15)
7. discuss the significance of Council of Jerusalem as the prototype of problem solving within the Church
8. retell Saul's conversion story
9. discuss the spread of the Church through Paul's missionary journeys
10. describe Paul's final journey to Rome

Letters (Epistles)

The student will:

1. identify the following themes in Paul's letters: grace, justification, eschatology, law, parousia, love, and church
2. describe the audience and the purpose for each of the Epistles
3. compare some of the issues of early Christian communities to current issues

Revelation

The student will:

1. define and give examples of apocalyptic literature
2. define the Book of Revelation as apocalyptic literature especially as "resistance literature" to address the persecution of the early church
3. explore some of the other levels of meaning of the Book of Revelation for the Mass (Chapter 4), Jesus' evaluation of the churches, the allusions to Genesis, the idea of end-times (Eye has not seen...), and implications for Catholic teachings (CCC 1042 – 1050)
4. explain the New Jerusalem as the vision of the eternal city of God

HIGH SCHOOL STRAND I: Profession of Faith**B. Church History**

(Page 7 of 10)

Early Fathers/ Early Church*The student will:*

1. trace the early beginnings of the Catholic Church through its scriptural roots (Acts of the Apostles, Letters)
2. trace the apostolic succession in the Church beginning with Peter until present time
3. trace the missionary journeys of Paul
4. describe the church as a visible reality (CCC 770-773)
5. use the Catechism of the Catholic Church to identify and analyze the following principle images of the church:
 - a) sacrament (CCC 774-776)
 - b) Body of Christ (CCC 787-795)
 - c) People of God (CCC 781-786)
 - d) Temple of the Holy Spirit (CCC 797-801)
 - e) Bride of Christ (CCC 796)
6. describe the Roman persecutions and martyrdom of early Christians and the implication of this for the growth and strengthening of the early church
7. describe the effect of Constantine's conversion on the history of the Church
8. research causes and effects of the major ecumenical councils of the Catholic church
9. explain the influence of the Fathers of the Church on the development of Church doctrine and tradition

Middle Ages (500 A.D. – 1000 A.D.)*The student will:*

1. explain the influence of the Doctors of the Church on Catholic Church teachings
2. explain how faith motivated people to action in the Middle Ages
3. trace the rise and development of the monastic tradition and its effect on culture and civilization, i.e. feudalism. Identify important people involved with this movement, i.e. St. Benedict
4. describe the effect of the missionary effort of the Church
5. explain the beginnings of the Great Western Schism
6. describe the effect of the rise and growth of Islam on the Church

HIGH SCHOOL STRAND I: Profession of Faith

B. Church History

(Page 8 of 10)

High Middle Ages (1000 A.D. – 1500 A.D.)

The student will:

1. identify causes and effects of the crusades
2. describe the rise and development of religious orders of men and women such as mendicants, i.e. Franciscans, Dominicans, etc. Identify at least one important person associated with each movement.
3. discuss the rise of universities and their importance to the development of theology. Identify important people associated with this movement, especially St. Thomas Aquinas and St. Bonaventure.
4. explain the issues that led to the Reformation
 - a) materialism in the hierarchy of the Church
 - b) papal politics
 - c) Great Western Schism
 - d) Inquisition

Reformation

The student will:

1. identify some Protestant reformers and their key issues, i.e. Luther, Calvin, Zwingli, etc.
2. discuss the causes and effects of the Council of Trent
3. identify the key ideas and people involved in the Counter-reformation
4. discuss the influence of Henry VIII and causes for the separation of the Church of England from the Roman Catholic Church

Post-Trent Period

The student will:

1. describe and discuss the evangelization efforts to India and the Americas
2. discuss the foundation of other major religious orders and identify important people associated with each one
3. discuss the dedication of the Basilica of St. Peter

Age of Reason & Revolution

The student will:

1. analyze the rise and impact of the Enlightenment on the Catholic Church
2. discuss some examples of nationalism in religion i.e. Gallicanism

HIGH SCHOOL STRAND I: Profession of Faith**B. Church History**

(Page 9 of 10)

3. discuss the teachings of Jansenism
4. discuss the impact of the French Revolution on the Church
 - a) civil constitution of the Clergy
 - b) invasion of the Papal states by Napoleon
 - c) imprisonment of Pope Pius VII
5. discuss the major issues raised at the 1st Vatican Council (1869) and why it ended abruptly
6. discuss the establishment of the Catholic Church in North America
 - a) Maryland established as a Catholic colony (1650)
 - b) John Carroll – 1st Bishop (1790)
 - c) dominance of the Spanish influence on the Catholic faith in the Southwest, California, and Florida
 - d) French influence on the Catholic faith in Canada and Louisiana
 - e) development of the anti-Catholic movement in the 1800s
 - f) rise and impact of ethnic Catholic parishes and Catholic immigrant communities
7. examine the growth and development of the Church in Colorado – Bishop Machebeuf
8. discuss the Plenary Council of Baltimore (1884) and the development of the Catholic educational system in the United States
9. discuss the publication of *Rerum Novarum* by Pope Leo XIII in 1891

Catholic Church in the 20th Century*The student will:*

1. describe the effect of World War I on the Church (loss of territory, establishment of Vatican City under Mussolini)
2. discuss the oppression and survival of the Church in Germany during World War II
3. identify saints and other important Catholic figures related to this time
4. identify the causes and effects of the Second Vatican Council. Discuss the 16 Church Documents that came from the Council.
5. discuss the publication of the Catechism of the Catholic Church in 1992
6. describe the impact of Pope John Paul II on the Catholic Church and the world

HIGH SCHOOL STRAND I: Profession of Faith**C. Doctrine**

(Page 10 of 10)

Catholic Faith-Fundamentals*The student will:*

1. explain that Revelation is God making himself known through words and deeds
2. be familiar with and be able to defend the arguments for God's existence
3. identify and define the following attributes of God, i.e. perfection, infinity, truth, immutability, goodness, eternity, transcendence
4. explain how human beings are made in the image and likeness of God (CCC 225, 356-360)
5. describe and discuss the universal call to holiness
6. explain faith as our response to God's call
7. list the Sources of Truth and identify them as the basis of the Catholic faith
 - a) Sacred Scripture
 - b) Sacred Tradition
 - c) Magisterium
 - ♦ diagram the hierarchy of the Catholic Church
 - ♦ describe the role of the hierarchy in the life of the Church

Sacred Tradition*The student will:*

1. identify and explain the concept of the Holy Trinity, the persons, and the natures of each person (CCC 232- 267)
2. define the hypostatic union of Jesus (CCC 464-478)
3. defend the Catholic understanding of the necessity of the Incarnation (CCC 456-463)
4. explain Original Sin and its consequences (CCC 386-412)
5. explain the Paschal mystery and the return of Jesus in relationship to human Redemption (CCC 571-682)
6. discuss the role of the Blessed Virgin Mary in salvation history (CCC 487-511)
7. list and explain the four marks of the Church: one, holy, catholic, apostolic (CCC 168-175) and (CCC 811-865)
8. define the foundation of the Church by Christ—its origin and its mission (CCC 748-766)
9. review the development and examine the meaning of the Apostle's and Nicene Creeds.
10. analyze the importance of the Communion of Saints (CCC 954-962)
11. discuss particular and last judgment, heaven, hell, purgatory, and the resurrection of the dead (CCC 1020-1060)

HIGH SCHOOL STRAND II: Celebration of the Christian Mystery

(Page 1 of 1)

From **National Directory for Catechesis**:

The Relationship Between Catechesis and Liturgy

“The liturgy is the summit toward which the activity of the Church is directed; it is also the fount from which all her power flows.” The history of salvation, from the creation of the world to its redemption and eschatological fulfillment in Jesus Christ, is celebrated in the sacraments, especially in the Eucharist. That is why the Liturgy is “the privileged place for catechizing the People of God.”

Catechesis both precedes the Liturgy and springs from it. (NDC p. 110)

A. Liturgy

The student will:

1. explain the purpose of liturgy
2. regularly plan and participate in all aspects of a Eucharistic celebration
3. identify and explain the seasons of the liturgical year
4. regularly read, discuss and reflect on the readings for the upcoming Sunday
5. explain the relationship between liturgy and the sacraments
6. have the opportunity to participate in the celebration of the Liturgy of the Hours
7. research and report on non-liturgical worship services in other Christian traditions and compare them to liturgical services
8. list the Holy Days of Obligation. Discuss the reasons for moving the celebration of a Holy Day to a Sunday.

B. Sacraments

The objectives that follow are introductory and each sacrament will be taken individually and in detail throughout the high school theology courses. To itemize the objectives for each one of them in this document seems more than is necessary. Attention to the details of each sacrament must be given.

The student will:

1. define the term “sacrament” and explain how the sacraments were instituted by Christ (CCC 1066-1130)
2. explain the history and development of the sacraments
3. identify and explain scripture passages that are the origins of the seven sacraments (see Appendix)
4. explain the minister and recipient of the sacraments
5. analyze the effects, signs, symbols, and details of the rite of each of the sacraments
6. discuss the impact that reception of the sacraments, especially the Eucharist, has on their lives
7. discuss how people can respond to God’s call with sacraments, prayer, service, and virtues

HIGH SCHOOL STRAND III: Life in Christ

(Page 1 of 4)

A. Dignity of the Human Person (CCC 1700-1750)

The student will:

1. discuss and apply guidelines for choosing movies, TV programs, music, books, magazines, video games, etc. that are supportive of human dignity
2. describe all human life as sacred from conception to natural death
3. identify the basic rights of all human persons
4. describe and give examples from early Church history of the Christian ideal for respecting others
5. compare and contrast Christian and secular norms for “success”
6. identify local, national and/or global situations in which the dignity of the human person is not respected
7. read and discuss the Gospel of Life (Evangelium Vitae)

B. Family Life/Human Sexuality

The student will:

1. discuss the purpose of dating and the role of friendship for maturing adults
2. explore situations and appropriate responses when peer pressure impacts the decisions one makes both positively and negatively
3. discuss the beauty and power of married love and the negative emotional and physical consequences of premarital sex, including sexually transmitted diseases
4. explain that sexual activity and intercourse have meaning and purpose only in the context of matrimony
5. identify the two purposes of marriage as unity/mutual support and procreation/education
6. explain the Church’s teachings regarding family planning and birth control. Read and discuss Humane Vitae.
7. discuss abortion and the history of abortion in the United States – personal, economic, moral, and legal impact – since 1973 Roe v. Wade Supreme Court decision. (See Gospel of Life Evangelium Vitae)
8. describe the value of the virtue of chastity and ways to live a chaste life. (See the definition of chastity in the glossary of CCC, p.870.)
9. demonstrate familiarity with the teachings of the Catholic Church regarding sexual moral values, and behavior by discussing appropriate choices in contemporary, real-life, situations. (i.e. Students might create dramas or role-play possible situations for their peer group.)
10. discuss appropriate responses to pornography and explain how pornography denigrates the human condition
11. evaluate contemporary lifestyles and identify those that undermine the value of life

HIGH SCHOOL STRAND III: Life in Christ

(Page 2 of 4)

12. define modesty in relation to dress and behavior
13. discuss the aspects of sinful behavior (dress, speech, respect for others, etc.) in the lives of young people and the negative consequences in their relationship with God

C. Community*The student will:*

1. explore the ways Baptism calls a person to be a force for conversion in our communities
2. articulate the benefits, values, and responsibilities of belonging to a Catholic high school faith community
3. describe school community as one way students participate in the universal Catholic Church community
4. discuss how God is calling them now to a life of service
5. explain the impact that their apostolic service has on them as individuals and on their communities
6. discuss the ways participation in World Youth Day and other youth gatherings support and enrich their experience of community
7. analyze the community building aspects of yearly school retreats

D. Morality*The student will:*

1. define morality in terms of reason and revelation
2. explain God's personal covenant of love as a call and man's response in faith
3. explain how all people are called to holiness (CCC 2012-2029)
4. discuss the relationship of God's law in the Old Testament to the New Covenant in the New Testament (CCC 1961-1974)
5. discuss the centrality of Jesus as the essential norm of moral behavior
6. define the difference between objective Truth and subjective opinion
7. discuss the two norms of morality: law and conscience
8. identify the sources of morality: Scripture, sacred tradition, and the teaching office of the church
9. identify the conditions of a moral act: the object, the circumstances, and the intention in different situations
10. explore how human freedom is a force for growth and maturity; and the part that freedom plays in our moral life (CCC 1730-1748)
11. human power (CCC 1762-1775)
12. aspects of a moral act (CCC1749-1764)

HIGH SCHOOL STRAND III: Life in Christ

(Page 3 of 4)

13. conscience (CCC 1776-1802)
14. virtues, theological and cardinal (CCC 1803-1845)
15. law (CCC 1949-1986)
16. define natural law (CCC 1954-1960)
17. discuss that natural law is the light of understanding placed in us by God (CCC 1955)
18. explain how natural law, moral law, and eternal law affect our moral actions
19. define conscience (CCC 1776-1802)
20. explain the method by which we develop an informed conscience
21. discuss the obligation to follow a rightly formed conscience
22. compare and contrast mortal and venial sin and the consequences of each, especially that it severs the relationship between man and God (CCC 1849-1876)
23. explain Original Sin and its consequences (CCC 386-412)
24. discuss the application of the double effect to moral situations
25. discuss the impediments that affect the moral act and human freedom
26. explain the central role of habit formation and how it affects our virtues
27. describe the role of emotions and one's moral effort to reach one's final end
28. describe the importance of Christian morality, the Ten Commandments and the Beatitudes in determining a Christian ethic (CCC 2025-2082)
29. discuss the love of God and the love of Neighbor as moral imperatives:
 - a) respect for authority (CCC 2197 - 2200)
 - b) respect for life (CCC 2258 - 2330)
 - c) respect for truth (CCC 2464 - 2499)
 - d) respect for property (CCC 2534 - 2540)
30. discuss current medical and bio-ethical issues and how the principle of the double effect, ordinary and extraordinary means, and morality of cooperation are applied to moral actions
31. describe how the moral principles are to be applied to the preservation of human life, sterilization, organ transplants, alcoholism, and drug addiction
32. describe moral principals as they refer to these issues: origin of life, sanctity of life, natural family planning, cloning, in vitro fertilization, artificial insemination, contraception, abortion, death penalty, euthanasia, and end-of-life issues

HIGH SCHOOL STRAND III: Life in Christ

(Page 4 of 4)

E. Service/Social Justice/Servant Leadership*The student will:*

1. participate in a four-year apostolic ministry program where they are active in service to the community as part of the graduation requirement
2. explain the Christian call to love one another for the kingdom of God as found in the teachings of Jesus
3. use the seven themes of Catholic social teaching in analyzing current issues
4. describe ways in which a Catholic can live in solidarity with others and care for God's creation by stewardship (CCC 1939 – 1942, 2415-2418, 2442)
5. describe the relationship between the respect for the person and Catholic social teachings (CCC 1700, 1869, 1929 -1933, 2259-2283)
6. beginning with Rerum Novarum in 1891, articulate the ways that Catholic social teaching has responded to injustices, and influenced the world
7. explain the meaning of the common good and human equality in a just society (CCC 1731-1738, 2207-2213, 2238-2243)
8. research and identify ways the church supports and improves the common good locally and globally and in organizations such as CRS, CCHD, Catholic Charities, etc.
9. study how the church as a community and students as individuals can make a preferential option for the poor (CCC 1905-1912, 2443-2449)
10. examine scripture and tradition to identify a Christian response to violence both personally and communally
11. explain the “Just War Theory” as it applies to conflicts past and present. (CCC 2258 - 2317)
12. describe the structure in society that perpetuates the culture of death
13. describe how the dangers of consumerism and secularism and the influence of culture can be opposed to the Gospel of Life
14. identify social sin and how it affects human dignity through stereotypes, prejudice, and discrimination, etc. and explain the methods of dealing with it

HIGH SCHOOL STRAND IV: Prayer

(Page 1 of 1)

The student will:

1. pray together daily in class and celebrate the Eucharist as a school or class regularly
2. examine prayer as the raising of one's heart and mind to God with conversion of our hearts and minds as a goal (CCC 2559)
3. discuss the "heart of a person" as a source of our prayer, the hidden center and place of covenant between God and person (CCC 2562-3)
4. pray for an openness and a generous response to God's call in his/her life
5. examine the faithful response to God's call of some of the central characters of the Old Testament (Abraham, Moses, David, etc.) (CCC 2568-2597)
6. examine the prayer life of Jesus (CCC 2588-2606, 2620)
7. examine the prayer life of Mary (CCC 2617-2619, 2622)
8. explore various methods of prayer i.e., Liturgy of the Hours, scripture-based meditation, prayer of petition, novenas, intercessory prayer, Lectio Divina, etc. (CCC 2623-2649)
9. examine the Book of Psalms as a book of prayer
10. research and describe the significant contribution to the prayer life of the Church made by St. Paul, St. Patrick, St. Benedict, St. Francis of Assisi, St. Francis de Sales, St. Theresa Liseux, St. Ignatius Loyola, and St. Theresa of Avila
11. recite the Mysteries of the Rosary
12. pray the Rosary using the Mysteries
13. find and share contemporary Christian music that expresses their longing for God
14. analyze the seven petitions of the Lord's Prayer (CCC 2759-2865)
15. discuss challenges to a growing prayer life for young people